

Developmental Assessment (SPSY 6/70162-010)

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Required Readings:

1. Ohio Department of Education (2002). *Operating Standards for Ohio's Schools Serving Children with Disabilities*. Columbus, OH: Author (Available on OEC website)
2. Ohio Department of Education (2003). *Model Procedures for the Education of Children with Disabilities*. Columbus, OH: Author (Available on OEC website).
3. Readings for this course will be available from the instructor.
4. Related web sites will be identified for selected topics. Reviewing information or selected topics from these websites are intended to help illustrate content in greater depth.

Recommended Texts:

1. Brassard, M.R., & Boehm, A.E. (2007). *Preschool assessment: Principles and practices*. New York, NY: Guilford.

Catalog Description:

Reviews the educational, family, and regulatory forces that influence success at each significant transition for preschool, kindergarten, and primary grade children.

Course Content:

This course is designed to provide students with an understanding of the issues and practices of developmental/preschool assessment. Information will be shared that focuses on assessment and placement of young children with disabilities. Topics of discussion will include: (a) consultation around what to assess, (b) what measures to use, and (c) what curricula to select in order to achieve these early learning standards. Moreover, discussions of topics will be centered around contexts of the home, childcare center, school and other learning environments, and the integration of this information in planning interventions that address the whole child.

Course Objectives:

The overall objective of this course is for students to become familiar with basic skills necessary to identify needs to support the learning and development of young children and their families. In order to achieve this goal, students will:

1. identify normal and atypical development;
2. identify legal and ethical issues surrounding the assessment of young children as well as practical considerations;
3. demonstrate knowledge and understanding of developmentally based models of assessment and intervention for young children.

Organization of Course:

Class sessions will typically be devoted to the scheduled topic for the day, which will be covered through illustrated lectures, discussions, presentations, and experiential learning formats.

Students are expected to attend each class, to have read the assigned material before each class period, and to turn in assignments for each class period on time. **Make sure you know what is coming up and manage your time effectively. If you find yourself having difficulty with any aspect of this course, please see me as soon as possible. I am happy to help you...but you must let me know when you need assistance.** Failure to complete all course requirements during the semester will result in a grade of Incomplete until all course requirements have been fulfilled.

Course Competencies:

This course provides competencies toward the following Blueprint III goals:

- Diversity Awareness and Sensitive Service Delivery
- Professional, Legal, Ethical, and Social Responsibility
- Data-Based Decision Making and Accountability
- Enhancing the Development of Cognitive and Academic Skills

Course Assignments/Evaluation:

Assignments and the evaluation criteria are based on the idea that students learn more and perform better when high expectations are established, when they attend regularly, participate actively, and receive frequent feedback on their work. The assignments for this course are:

1. Ohio Regulations Quiz

Due Date: Tuesday, June 19

Points Possible: 10 Points

This quiz will be based on information related to the Ohio Department of Education's regulations for the provision of services for preschool special education services. The quiz will be scheduled for the **first 30 minutes of class** on Tuesday, June 19.

2. Assessment Review Presentation

Due Date: Thursday, June 21

Points Possible: 30 Points

Each dyad is required to develop a brief (20-minute) presentation regarding an assigned assessment instrument. Dyads should describe the instrument, give an overview of administration procedures, and critique the psychometric properties and norms of the instrument (both positive and negative aspects of reliability, validity, norms, etc.) Each of the assigned instruments will be available through IRC. Dyads may use any means to present information (e.g., PowerPoint). In addition, each dyad must provide a one or two page overview of the instrument and distribute to the class.

3. Class Presentation

Due Date: Friday, July, 5, 10, 11, or 12

Points Possible: 60 Points

Students will work in dyads to develop and present a 60-minute in-service for the class. The content of the in-service should be gathered from relevant agencies (e.g., Ohio Department of Education, Help Me Grow, Federal agencies that serve young children). Content of the in-service should be based on research literature related to the topic. Students will be required to prepare a PowerPoint presentation and distribute copies of the slides to the class (make 15 copies total). A Reference List that includes ALL the references cited in the presentation should be included in the handout. Dyads may also included worksheets, brochures, or other information as part of the handouts.

Criteria for Evaluation of Student Performance

Below is a breakdown of how your grade will be calculated, as well as the grading scale for the class.

Required Course Activities	Points Possible
Ohio Regulations Quiz	10 points
Assessment Review Presentation	30 points
Class Presentation	60 points
Total Points Possible:	100 points

Points for Grading	97 – 100 = A +	87 – 89 = B +	77 – 79 = C +
	93 – 96 = A	83 – 86 = B	73 – 76 = C
	90 – 92 = A -	80 – 82 = B -	79 – 75 = C -

IMPORTANT NOTES ABOUT THIS COURSE:

My Expectations and “How to Survive this Course”

I expect everyone to come to class well prepared and ready to learn and discuss new material. This means that you should: (a) do the assigned readings or activities **prior** to coming to class, (b) review information periodically and prepare any questions that you may have, and (c) think about how the information relates to your own personal experience or the experiences you expect to have when working as an educator. In addition, you should always be ready to discuss relevant material with the rest of the class. Please be advised that I will call on students to answer questions or provide viewpoints on class topics **EVEN WHEN they are not actively volunteering to do so.**

The following are suggestions from students in previous semesters for how future students can best survive this course:

1. Coming to class is the most important way to survive Frank’s class!
2. Track your points, if your grade falls below 70%, make an appointment to talk to Frank!
3. If you are confused about something from the class, first ask your other classmates for clarification. If you need additional direction, please make an appointment to discuss it further.
Be proactive rather than reactive...it is far more effective!!!

My Commitment to Help You: I will do my best to grade your assignments in time for the next scheduled class session. I will also make myself available to meet with you during my scheduled office hours or by appointment. If you ever need any help in this class, or even if you have general questions about the field, PLEASE don’t hesitate to contact me. I’ve listed my office phone number and email above and I encourage you to use them whenever you have a question. So please don’t feel embarrassed or ashamed for asking for help. Those who ask for it always do best on assignments.

Notes About Grading: All assignments are due at the beginning of class on the assigned dates. The quality of assignments/activities will be considered in determining your grade. Please attend to the “appearance” of your written work and refer frequently to a dictionary and/or APA publications manual for article summaries and application project. Finally, students are encouraged to learn from each other by discussing their work. Any student who believes they are having difficulty understanding the lectures, readings, or assignments should see the instructor as soon as possible.

Academic Dishonesty: **Do Not Cheat or Plagiarize!** If you are caught cheating on an exam, or any other assignment, or you are caught plagiarizing you will be immediately referred to the Dean’s office

for disciplinary action. Punishment for Academic Dishonesty will depend on the seriousness of the offense and will be handled in accordance with departmental and Kent State University-based policy.

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work.

Disability Policy: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must verify your eligibility through Student Disability Services (330-672-3391 or visit www.kent.edu/sds for more information).

Electronic Equipment: All beepers, cell phones, or any other device that makes an audible noise should be **TURNED OFF** prior to coming to class. Such devices are distracting to both the instructor and other students. If you wish to use a laptop during class time, please discuss this with the course instructor by the second class meeting.

Course Calendar: Topics, Readings, and Assignments

(NOTE: The Course Calendar is subject to change as deemed appropriate or necessary)

Date	Topic(s) and Reading Assignments	Assignment Due
	<p align="center">Course Introduction/Overview of Syllabus</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ None ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ None 	<p align="center">None</p>
	<p align="center">A Developmental Assessment Framework</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ # 1 ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ www.wrightslaw.com (look at IDEA, Part C section) ○ Other sites found by student (see assignment) 	<ul style="list-style-type: none"> ▪ Complete Internet Search for Information Related to Part C of IDEA 2004
	<p align="center">Ohio's Regulations for the Provision of Services to Infants, Toddlers, and Young Children</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Operating Standards ○ Model Procedures ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ www.ode.state.oh.us (look at Preschool Special Education) 	<ul style="list-style-type: none"> ▪ Examine ODE's website regarding services for infants, toddlers, and young children. ▪ Be prepared for in-class worksheets related to information found on ODE's website.
	<p align="center">Ecological Models for Assessing Early Development</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ # 2 ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ None 	<ul style="list-style-type: none"> ▪ Quiz on Ohio Regulations
	<p align="center">Developmental Histories/Developmental Milestones</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ # 3 ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ www.aap.org/healthtopics/stages.cfm ○ www.firstsigns.org/healthydev/milestones.htm ○ www.growingchild.com/milestones.html 	<ul style="list-style-type: none"> ▪ Prepare a summary of the stages of typical development of infants and toddlers from birth to 5 years.
	<p align="center">Early Childhood Assessment Reviews</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ None ▪ Schedule of Presentations: <ul style="list-style-type: none"> ○ 9:00 – 9:20 – Rachel Hoffman & Kelly Kowalski <ul style="list-style-type: none"> ▪ <i>Ages & Stages Questionnaire (ASQ)</i> ○ 9:20 – 9:40 – Meghan Flanagan & Nicole Stark <ul style="list-style-type: none"> ▪ <i>ASEBA-Preschool</i> ○ 9:40 – 10:00 – Alana Varley, Nicole Morris, Ashley Johns <ul style="list-style-type: none"> ▪ <i>Stanford Binet—Fifth Edition</i> ○ 10:10 – 10:30 – Keri Peiffer & Marissa Bartholomew <ul style="list-style-type: none"> ▪ <i>Battelle Developmental Inventory—II</i> ○ 10:30 – 10:50 – Brandon Knoske & Tamara Leonard <ul style="list-style-type: none"> ▪ <i>Brigance Inventory of Early Development—II</i> ○ 10:50 – 11:10 – Lorraine McMullen & Leah Thomas <ul style="list-style-type: none"> ▪ <i>WPPSI-III</i> ○ 11:10 – 11:30 – Nicole Miketa & Kelly Crandall <ul style="list-style-type: none"> ▪ <i>Vineland-II</i> ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ None 	<ul style="list-style-type: none"> ▪ Each dyad will come prepared with a review of the assigned assessment instrument and provide a brief in-class overview. This should include a one to two page handout for the class to keep as references.

	<p>Managing Behavior and Communicating with Young Children</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ # 4 ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ http://extension.missouri.edu/xplor/hesguide/humanrel/gh6123.htm ○ http://www.cwla.org/positiveparenting/tipscomm.htm 	<ul style="list-style-type: none"> ▪ Prepare an overview of communication approaches when working with young children at different ages.
	<p style="text-align: center;">Play-Based Assessment</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ # 5 ○ # 6 ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ www.readplaylearn.com 	<ul style="list-style-type: none"> ▪ Prepare an overview of Tony Linder's transdisciplinary play-based assessment.
<p>No Formal Class Meeting ***Use Class Time to Work on End-of-the-Year Presentations***</p>		
	<p style="text-align: center;">Working with Families</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ # 7 ▪ <i>Required Web-Sites to Review:</i> <ul style="list-style-type: none"> ○ www.beachcenter.org ○ www.nichcy.org 	<ul style="list-style-type: none"> ▪ Come prepared to discuss methods to assess family functioning
<p>No Class – Independence Day</p>		
	<p style="text-align: center;">Student Presentations</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ None ▪ Schedule of Presentations: <ul style="list-style-type: none"> ○ 9:00 – 10:00 _____ & _____ <ul style="list-style-type: none"> ▪ Services for Infants & Toddlers (0-3) ○ 10:20 – 11:20 _____ & _____ <ul style="list-style-type: none"> ▪ Preschool Special Education (3-5) 	<ul style="list-style-type: none"> ▪ Each dyad will come prepared with a 60-minute presentation on a specified topic and teach the class. ▪ Dyads are encouraged to provide readings, handouts, or other materials for the group.
	<p style="text-align: center;">Student Presentations</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ None ▪ Schedule of Presentations: <ul style="list-style-type: none"> ○ 9:00 – 10:00 _____ & _____ <ul style="list-style-type: none"> ▪ Developmental Screenings ○ 10:20 – 11:20 _____ & _____ <ul style="list-style-type: none"> ▪ Child Find 	<ul style="list-style-type: none"> ▪ See Above
	<p style="text-align: center;">Student Presentations</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ None ▪ Schedule of Presentations: <ul style="list-style-type: none"> ○ 9:00 – 10:00 _____ & _____ <ul style="list-style-type: none"> ▪ School Readiness ○ 10:20 – 11:20 _____ & _____ <ul style="list-style-type: none"> ▪ Transitioning to Kindergarten 	<ul style="list-style-type: none"> ▪ See Above
	<p style="text-align: center;">Student Presentations</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ None ▪ Schedule of Presentations: <ul style="list-style-type: none"> ○ 9:00 – 10:00 _____ & _____ <ul style="list-style-type: none"> ▪ Issues of Poverty on Early Development 	<ul style="list-style-type: none"> ▪ See Above

Appendix A Required Readings List

1. Brassard, M.R., & Boehm, A.E. (2007). A framework for preschool assessment. In M.R. Brassard & A.E. Boehm (Eds.), *Preschool assessment: Principles and practices* (pp. 1-21). New York: Guilford.
2. Brassard, M.R., & Boehm, A.E. (2007). A multifactor ecocultural model of assessment and the assessment process. In M.R. Brassard & A.E. Boehm (Eds.), *Preschool assessment: Principles and practices* (pp. 22-40). New York: Guilford.
3. ***Romanczyk, R.G., Gillis, J.M., Noyes-Grosser, D.M., Holland, J.P., Holland, C.L., & Lyons, D. (2005). Clinical clues, developmental milestones, and early identification/assessment of children with disabilities: Practical applications and conceptual considerations. *Infants and Young Children, 18*(3), 212-221.
4. ***Herschell, A.D., Greco, L.A., Filcheck, H.A., & McNeil, C.B., (2002). Who is testing whom? Ten suggestions for managing the disruptive behavior of young children during testing. *Intervention in School and Clinic, 37*(3), 140-148.
5. ***Kelly-Vance, L., Ryalls, B.O., & Glover, K.G. (2002). The use of play assessment to evaluate cognitive skills of two- and three-year-old children. *School Psychology International, 23*(2), 169-185.
6. Ross, R.P. (2004). Best practices in the use of play for assessment and intervention with young children. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1263-1280). Bethesda, MD: National Association of School Psychologists.
7. Powell-Smith, K.A., & Vaughn, B.J., (2006). Families of children with disabilities. In G.G. Bear & K.M. Minke's (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 689-704). Bethesda, MD: National Association of School Psychologists.

*** These readings are available on WebCT/VISTA