

GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION
EARLY CHILDHOOD EDUCATION

SYLLABUS

COURSE NUMBER: EDEC 818
COURSE TITLE: Early Childhood Assessment
PROFESSOR: Dr. Cheryl Mroz
CREDIT HOURS: 3
LEVEL: Graduate
TERM: Spring/Summer



CATALOG STATEMENT:

This course studies the history and issues of early childhood assessment. Provides experiences in selecting, administering, and interpreting various assessment techniques and materials.

PREREQUISITES:

PSYC 805 Advanced Early Childhood Development

COURSE OVERVIEW:

This course is a three hour graduate level course located in the second year of the Early Childhood Education Masters Program. In the course, the history and related issues of early childhood assessment are discussed. A wide range of standardized assessments and diagnostic techniques used with infants and young children are presented. The student will learn more about the role of parents as part of the interdiscipling team, as well as understand and articulate their role in the assessment process for this age group. Legal and ethical issues, limitations of the test materials currently available, and how to use the results obtained in a professional manner will be discussed. The student will develop skills as an observer of behavior, learn how to conduct a clinical interview, administer a play based assessment of a child 0-6, and write up results and recommendations of this assessment.

The major assessments which will be discussed include:

Clinical Observation Data
Apgar Scores

The Brazelton Newborn Behavioral Assessment Scale
The Assessment of Preterm Infant Behavior
Chicago Early
Denver Developmental Screening Test Denver II
DIAL-R
Preschool Screening Instrument
Revised Developmental Screening Inventory (RDSI)
Auditory Discrimination Test
Auditory Screening Instrument for Educational Planning (2nd Ed.)
Battele Development Inventory
Bayley II
Behavior Assessment System for Children
Bender Visual Motor Gestalt Test
Birth-to-Three Assessment and Intervention System
Boehm Test of Basic Concepts Revised
Brigance Diagnostic Prevention
Cattell
Child Behavior Checklist (Achenbach) ages 2-3, 4-18
Draw-A-Person
Early Childhood Behavior Scale
Gesell Development Scales
Goldman-Fristoe Test of Articulation
Infant-Toddler Developmental Assessment (IDA)
Kaufman Assessment Battery for Children
Linder Play Based Assessment
McCarthy Scales of Children's Abilities
Mean Length of Utterance (MLU)
Mullen Scales of Early Learning
Peabody Individual Achievement Test Revised
Peabody Motor
Peabody Vocabulary III
Preschool Attainment Record
Stanford Binet 4th Edition
Vineland Adaptive Behavior Scale
VMI-Developmental Test of Visual Motor Integration
Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R)
Wechsler Intelligence Scale for Children III (WISC III)
Wide Range Achievement Test
Woodcock Johnson Test of Cognitive Ability/Psychoeducational Battery Revised
Carolina Assessment
Hawaii-Early Learning Profile (HELP)
High Scope Child Observation Record
Clark's Parent-Child Early Relational Assessment Scale
Greenspan-Liebermann Observation Scale (GLOS)
Ainsworth's Strange Situation Paradigm

Temperament Scales (Bates, Carey)

COURSE OBJECTIVES:

Upon completion of this course, the student should be able:

1. To develop a thorough understanding of the issues and measures involved in assessing children ages 0-8.
2. To discuss the components required for comprehensive developmental screening and assessments.
3. To appreciate and discuss the family's role in assessing children ages 0-8.
4. To articulate the role of the Early Childhood Educator in interdisciplinary assessment and program planning for children ages 0-8.
5. To perform and prepare for presentation and paper submission, a clinical interview, and play based assessment of a child age 0-6.

LEARNING EXPERIENCES AND METHODS OF INSTRUCTION:

Regular class attendance
Participation in class discussion
Required readings, text, syllabus, handouts, reserved readings in library
Lecture
Written papers
Class presentations
Play based assessment - write up
Midterm (Essay Style)

EVALUATION:

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|---|-----------|
| 1. Class attendance and participation | 5 points |
| 2. In Class Quizzes | 10 points |
| 3. Child Observation Paper
5-7 pages (APA Style). | 15 points |
| 4. Midterm-Essay Style | 30 points |
| 5. Clinical interview and play based assessment of a child age 0-6. Paper | 40 points |

will include history, observations, results, and recommendations and will be presented and discussed in class.

GRADING:

- A = 93 - 100
- B = 85 - 92
- C = 75 - 84
- D = 66 - 74
- F = 65 and below

REQUIRED TEXTS:

Cohen, D., Stern, V., with Balaban, N. (1983). Observing and recording the behavior of young children. 3rd Edition. New York, NY: Teachers College Press

Linder, T. (1993). Transdisciplinary play based assessment: A functional approach to working with young children. Revised Edition. Baltimore, Maryland: Paul H. Brooks Publishing Co.

Linder, T. (1993) TPBA Child and Program Summary Forms

Meissels, S. with Sally Atkins Burnett (1994). Developmental screening in early childhood: A guide. 4th Edition. Washington, D.C.: National Association for the Education of Young Children.

TOPICS:

- I Introduction, Course Overview, Models and Process of Assessments and Developmental Screening
- II Adaptations of the Assessment process: Neurosensory Deficits, Physical Handicaps, Multicultural Assessments, etc.
- III Basic Concepts of Measurement: Descriptive Statistics, Quantification of Test Performance, Norms, Reliability, and Validity
- IV The Role of the Family in the Early Childhood Assessment Process
- V Assessment of Specific Functions: Cognitive, Social-emotional, Adaptive, Neurosensory, Perceptual-motor, Fine and Gross Motor, Oral and Written Language.
- VI Team Process - Integration of Findings, Conclusions, Recommendations
- VII Legal and Ethical Issues

**Governors State University
Early Childhood Education
EDEC 818 Fall 1997
Course Schedule**

Professor: Dr. Cheryl Mroz
Office Hours: Tues.: 12:30-4:30 P.M.
Thurs.: 3:15-4:15 P.M.

Class Hours: Tues.: 4:30 - 7:20 P.M.

- Class 1 Sep 2 Overview of Course
Models and Process of Assessments and Developmental Screenings
Readings: Linder Chapters 1, 2, and 3
Meisels and Atkins - Barnett - Chapters 1 and 2
- Class 2 Sep 9 Assessing Young Children
Reading: Cohen et al book
- Class 3 Sep 16 Adaptation of the Assessment Process: Neurosensory Deficits, Physical Handicaps, Multicultural Assessments, etc.
Readings: As Above
- Class 4 Sep 23 Basic Concepts of Measurement, Descriptive Statistics, Quantification of Test Results, Norms, Reliability, Validity
Readings: On Reserve: Sattler Chapter 2
Meisels and Atkins-Barnett Chapter 3
- Class 5 Sep 30 The TPBA Process
Role of the Early Childhood Educator in the Assessment Process
Readings: Linder Chapters 4 and 5
- Class 6 Oct 7 Developmental Screenings
Readings: Meisels and Atkins-Barnett - Chapters 4,5,6 and all appendices
- Class 7 Oct 14 Clinical Observation Paper Due and Discuss
Role of the Family in the Early Childhood Assessment Process
Readings: Linder-Chapter 11
- Class 8 Oct 21 Midterm - Essay Style
Assessment of Mother-Child Interactions
- Class 9 Oct 28 Assessment of Social - Emotional Development, Temperament
Readings: Linder-Chapter 7

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Course Schedule
Dr. Mroz

Class 10 Nov 4 Cognitive Assessment
Readings: Linder-Chapter 6

Class 11 Nov11 Adaptive Assessment
Neurosensory Assessment
Readings: Linder-Chapter 9

Class 12 Nov18 Oral and Written Language Assessments
Readings: Linder-Chapter 8

Class 13 Nov25 Perceptual Motor Assessments
Fine and Gross Motor Assessments
Readings: Linder-Chapter 9
Guest Lecturer - Beth Cada M.S., OTR/L, FAOTA

Class 14 Dec 2 Integration of Findings, Conclusions, Recommendations
Legal and Ethical Issues
Readings: Linder-Chapter 10

Class 15 Dec 9 Case Studies Due and Discussed
Course Evaluation

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