

Interdisciplinary Assessment of Infants and Young Children (15: 290: 523)
(Spring, 2012)

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Course Description

This course addresses theoretical and practical issues concerning the assessment of infants and preschool children, including those with special needs. The formal and informal methods used by various disciplines are discussed and practiced during the semester.

Required Reading:

The Psychoeducational Assessment of Preschool Children -- 4th Edition. Bracken, B. and Nagle, R. (Eds). (2011). Mahwah New Jersey. Erlbaum.

Other readings will be made available through ecollege.

Assignments include:

1. Weekly readings and notes/comments on the readings that will be posted on ecollege. Responses and comments to others' postings throughout the week.
2. Four observations/assessments of an infant or young child including write-ups of each experience.
3. A written critique of an assessment instrument.
4. An arena assessment with write-up due at the end of the semester.

Schedule of Topics (tentative)

1/21 -- Introduction, History, Current Issues

1/28 -- Introduction to the Bayley Scales of Infant Development-- 3rd edition

2/4 -- Typical and atypical cognitive development

2/11 -- Typical and atypical language development

2/18 -- Typical and atypical personal/social development

2/25 -- Typical and atypical sensory integration and motor development

3/3 -- Approaches and techniques used in child assessment

3/10 -- Spring Break

3/17 -- Judging the quality and utility of assessments

3/24 -- Formal Assessments (Norm referenced standardized assessments)

3/31 --- Informal Assessments (play-based; interviews; checklists)

4/7 -- Common diagnoses and issues in assessment

4/14 -- Common diagnoses and issues in assessment (continued)

4/21 -- Arena assessment

4/28 -- TBA

5/9 -- wrap up; presentations of arena assessment results