

## **IMH Dual-Title Course Learning Goals, Key Assignments, Readings and Ideas for Helping Interns see the Clinical Relevance of Course Material**

### **Infant and Toddler Developmental Assessment for Intervention Planning: ELE 7035**

In this course students learn about the ethical and legal aspects of developmental evaluations and assessments, including those outlined by the Individual's with Disabilities Education Act and the Division for Early Childhood and how these are carried out in Michigan through Early On. In addition, students are taught to administer and score the Bayley – III and to discuss results with parents verbally and in written form. This is a hybrid course where some content is delivered online and students are required to post their responses to questions about readings and to reply to each other's comments. They are also required to post an essay and to read and post responses to other students' essays.

### **Course Learning Objectives**

1. Examine and describe strengths and limitations of standardized, norm-referenced developmental screening and evaluation tools to assess young children's skills and abilities across developmental domains to inform the design of relationship-based, early intervention services
2. Examine and describe (a) the ethical and legal aspects of evaluations and assessments within the Individual Family Service Plan (IFSP) and Individualized Education Program (IEP) and (b) the Division for Early Childhood recommended assessment practices for young children.
3. Students will (a) describe and administer the Bayley Scales of Infant and Toddler Development, Third Edition (Bayley-III) and then (b) interpret and summarize results for next step planning with team members to include infant mental health servicers
4. Describe and integrate multiple sources of assessment information and results across developmental domains to develop a strength-based child profile that informs the development of intervention goals
5. Examine and describe theories and methods to (a) assess young children's abilities across developmental domains and (b) inform the design of relationship-based, Early Intervention and Early Childhood Special Education services.

### **Key Assignments**

#### Analysis Essay:

Students write a 1500 word essay analyzing a week's reading for one class session and place it on the course website. The essay must compare and contrast

individually selected content across all of the week's readings and evaluate the material in terms of practical applications. Students are also required to comment on each other's essays.

#### Evaluate two Infants using the Bayley-III

Students administer the Bayley-III to a young infant and an older infant/toddler. They then score the administration and prepare a report for the parent. Each administration is video recorded. Students are also required to present one of the assessments as a poster during a gallery walk that takes place on the last day of class (April 19)

#### Activation Questions

Each week students are asked to respond to a question about the weeks readings, post their answer to the course website and respond to each other's posts. For example, they are asked to write what they might say to a parent to introduce the Bayley-III assessment

#### **Key Readings**

Weiss, L. G., Oakland, T., & Ayland, T. (2010). *Bayley-III Clinical Use and Interpretation*. New York: Academic Press.

Neisworth, J. T. & Bagnato, S. J. (2004). The mismeasure of young children: The authentic assessment alternative. *Infants and Young Children, 17*(3), 198-212.

Friesen, A., Hanson, M., & Martin, K. (2015). In the eyes of the beholder: Cultural considerations in interpreting children's behaviors. *Young Exceptional Children 18*(4), 19-30.

#### **Ideas to Help Interns see the clinical Relevance of Course Material**

1. If someone at your agency is attending an Early On Interagency Coordinating Council Meeting allow your intern to go with your representative (March 9 and May 11 from 12:00 to 3:00 at Wayne RESA room 250).
2. In supervision ask the intern to describe the specific behaviors they are seeing that are indicators of cognitive, language and motor development for an infant on their caseload. Encourage them to think about the next developmental milestones to anticipate, activities that support development in these areas and whether they think the infant is on track developmentally
3. Allow interns to observe in classrooms, if appropriate. Beginning on 3/22 we will discuss indicators quality interactions in infant and toddler classrooms.

4. Beginning in April invite your intern to accompany another therapist on a home visit where there is a concern about an infant's development. Encourage them to assess that domain of development and discuss findings with the therapist.