Course Time: Tuesdays 5:00-7:45  
Class Location: 298 COE  
Instructor: Dr. Erika Bocknek, Erika.Bocknek@wayne.edu  
Office Hours: Tu by appointment  

Course Description: This course will focus on the assessment of infants and toddlers, we will meet once a week to discuss readings and review assessment procedures. Students will receive extensive training in administering the Bayley Scales of Infant Development, Third Edition (BSID-III), and study other methods of assessing infant development and the environments in which infants live.

Textbooks and Ordering Information:  
Two books are required for this course. The Bayley books are very expensive and it is important that you get the best price/discount possible. I did not order books through the bookstore because you can reduce your costs substantially if you order them yourself.  
REQUIRED:  
   • A discount of 40% is available to students who are enrolled in this course. On the first day of class we will fax your order – so bring your credit card number. We will order individual copies of the Administration Manual (015-8027-280), and we will order record forms (015-8027-302) and social emotional forms (015-8027-566-92) as a group to save money.  
3) Course readings emailed by instructor each week  

OPTIONAL  
   • This book can also be ordered through Pearson Assessments (see the information above).

Assignments:  
1) Age Calculation Assignment: 60 points. You will be given 3 to 5 short case studies and asked to determine the child’s age and the start point for the Bayley.  
2) Bayley Critique/ Practice Scoring (240 points): Every week early in the semester, you will watch a segment of a Bayley being administered. We will use that video to learn to score the Bayley. You will document the child’s score on a record sheet and offer feedback to the examiner about whether each item was correctly administered and general comments on administration style. In class, we will practice scoring the second video. Each critique is worth 120 points.  
3) Practice Bayleys (P/F): Prior to conducting Bayley assessments on your own, you and your class partner will conduct one assessment on a child between 9 and 15 months of age AND a child who is 16 to 30 months of age. One person will administer the Bayley, with the support of the other person (who should be equally prepared). The non-administrator will videotape the Bayley. Each partner must play the administrator role and the taper role. You may conduct these assessments in a family home or in my lab (please make arrangements with me in advance). Together, you will review your tape and check your scoring, score and interpret the Bayley, and communicate the assessment findings to the parents. You and your partner should schedule a time to meet with me to review you Bayleys and get approval to continue administration. You must demonstrate an adequate level of proficiency in administration and scoring to continue with the Bayley administrations.
4) **Outside Testing (600 pts):** After receiving approval you will test and videotape, on your own, 3 children. You may choose: one child between 3 and 6 months of age; one child who is 7 to 11 months of age; one child who is 12-17 months of age; one child who is 18 to 23 months of age; and/or one child who is 22 to 30 months of age. All 3 children must be from different age groups. You must score each Bayley (including the SE assessment) and interpret the findings. Turn in the tape, SE assessment, feedback to parent, and record sheet. Due by 4/11. Each Completed Bayley is worth 200 points. **If you have any unforeseen problems (e.g., the videotape doesn’t work, the child gets sick, the assessment is interrupted and can’t be finished), you are responsible to re-do the assignment.**

***ALL MATERIALS MUST BE TURNED IN AT THE END OF THE SEMESTER. FAILURE TO DO SO WILL RESULT IN FAILING THE COURSE. IF YOU LOSE A PART OF YOUR BAYLEY KIT, YOU MUST REPLACE IT WITH ANOTHER STANDARDIZED ITEM FROM HARCOURT ASSESSMENTS***

**Recruit and Schedule Infants for Testing:** It is your responsibility to recruit and schedule infants for testing. Talk to your friends and family members early in the class to find infants. **DO NOT WAIT to schedule your babies and schedule them early. If you procrastinate, either you or the baby may get sick and will have to reschedule. Do not administer a Bayley if you are ill and avoid administering a Bayley to a sick infant.** You may not administer the Bayley to your own infant, but you may allow a class member to test your baby.

**Grading:**

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<th>Letter grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-95</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<td>B</td>
<td>83-86.9</td>
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<td>B-</td>
<td>80-82.9</td>
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<td>C+</td>
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<td>70-72.9</td>
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<td>D</td>
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<td>D-</td>
<td>60-62.9</td>
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<td>F</td>
<td>59 or less</td>
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**POLICIES:**

**Attendance**
It is critical that you attend class. **Students who are absent from class are responsible for obtaining all missed information.** Please contact the instructor when you will be absent. Students should arrive to class on time, remain in class until the period is over, and be prepared for class by completing the assigned readings.

**Assignments**
Students should turn in their assignments the day they are due. When that is not possible, students will lose 2% of their grade for each day that the assignment is late. For example if you turn in an assignment 5 days late and earn a 95% - the highest grade that will be recorded is an 85% -SCHEDULE YOUR BAYLEYS EARLY!!!

**Academic Honesty:**
Students are expected to follow the Academic Honesty Policy as outlined in the Wayne State University Undergraduate Bulletin. All instances of academic dishonesty will be reported. Some examples of academic dishonesty include, but are not limited to:

- Cheating - using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication - falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism - representing the words or ideas of another as one’s own in any academic exercise (taking sentences & paragraphs directly from a book or article)

An act of academic dishonesty in this course will automatically result in a grade of F for that assignment.
The Policy on Academic Dishonesty can be viewed at the following website:


To learn more about how to avoid plagiarism, you may find the following helpful:

- The Publication Manual of the American Psychological Association (5th ed.) available at the Library, Barnes and Noble, and at MPI.

**Accommodations for Disabilities:**
If you have disabilities and are registered at WSU's Educational Accessibility Services (EAS), this is an accommodations-friendly class. Please see me in the first week of class so that I can make accommodations.

**Religious Observance:**
It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

**Participation in a Required Activity:**
If you must miss a class to participate in an officially sanctioned athletic game or in a required activity for another course, provide the instructor with adequate advanced notice, such as the team schedule or a written authorization from the faculty member of the other course.

**Tape Recording Policy:**
Students are not authorized to make recordings during class without permission from the instructor.
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<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; ASSIGNMENTS</th>
<th>READING (read prior to class period)</th>
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| 1/14 | Intro to developmental assessment & early intervention  
Course overview/Syllabus  
Brief discussion of taping & testing in homes  
ORDER BAYLEY TEXTS | Browse [www.idea.ed.gov](http://www.idea.ed.gov) (part C) and [www.1800earlyon.org](http://www.1800earlyon.org) Bayley Tech Report (Handed out in class) |
| 1/21 | Screening & neonatal assessment  
Testing concepts and issues specific to the Bayley  
Age calculation  
Basal & ceiling  
Select partners and assign Bayley kits  
**HOMEWORK: AGE CALCULATION ASSIGNMENT** | Administration Manual Chapter 1 & 2  
Weiss Chapters 1 and 7  
Optional: Lundqvist & Sabel, 2000 |
| 1/28 | GUEST SPEAKER, IDEiA and Part B  
Assessing cognitive development  
**DUE: AGE CALCULATION ASSIGNMENT**  
**HOMEWORK: COGNITIVE CRITIQUE & BEGIN SCHEDULING ASSESSMENTS** | Administration Manual pp. 47-84  
(familiarize yourself with cognitive items)  
Weiss Chapter 2  
Optional: Bailey, Bruder, Hebbeler, Carta, Defossest et al., 2006; Bagner, Frazier, & Berkovitz, 2013 |
| 2/4  | Review cognitive critique; Assessing motor development  
**DUE: COGNITIVE DEVELOPMENT CRITIQUE**  
**HOMEWORK: MOTOR DEVELOPMENT CRITIQUE** | Administration Manual pp. 120-72  
(familiarize yourself with motor items)  
Weiss Chapter 4  
Optional: Libertus & Landa, 2013; McMahon, 2013 |
| 2/11 | Language development  
**DUE: MOTOR DEVELOPMENT CRITIQUE**  
**HOMEWORK: LANGUAGE DEVELOPMENT CRITIQUE** | Administration Manual pp. 84-120  
Weiss Chapter 3  
(familiarize yourself with language items)  
Optional: Nozadi, Spinrad, Eisenberg, Bolnick, et al., 2013 |
| 2/18 | NO CLASS | |
| 2/25 | Social Emotional Development/Infant Mental Health  
**DUE: LANGUAGE CRITIQUE**  
**HOMEWORK: COMPLETE CRITIQUE FOR ADDISON** | Administration Manual pp. 172-176  
Weiss Chapters 5 and 6  
Optional: Kubicek, Riley, Coleman, Miller, & Linder, 2013; de Wolff, Theunissen, Vogels, & Reijneveld, 2013 |
| 3/4  | Scoring and interpreting the Bayley  
Communicating assessment findings to parents  
**DUE: CRITIQUE FOR ADDISON**  
**HOMEWORK: WITH YOUR PARTNER TEST AN INFANT – VIDEOTAPE** | Administration Manual pp. 31-45  
Optional: Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010 |
<p>| 3/11 | NO CLASS (SPRING BREAK) | |</p>
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<tr>
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<tr>
<td>3/18</td>
<td>• NO CLASS&lt;br&gt;• APPOINTMENTS WITH DR. BOCKNEK</td>
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<tr>
<td>3/25</td>
<td>• NO CLASS&lt;br&gt;• APPOINTMENTS WITH DR. BOCKNEK</td>
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<td>4/1</td>
<td>• Transdisciplinary, multidisciplinary, and interdisciplinary teaming models of early intervention services.</td>
<td>Knitzer, 2000&lt;br&gt;Optional: Weatherston, Kaplin-Estrin, &amp; Goldberg, 2009; Zeanah, Stafford, Nagle, &amp; Rice, 2005</td>
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<td>4/8</td>
<td>• Assessing home and classroom environments&lt;br&gt;DUE: COMPLETE BAYLEYS (TURN IN VIDEO, COMPLETED RECORD FORM &amp; SE QUESTIONNAIRE, AND FEEDBACK TO PARENTS)</td>
<td>Burchinal, Peisner-Feinberg, Pianta, Howes, 2002</td>
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<tr>
<td>4/15</td>
<td>NO CLASS: COMPLETE ONLINE COURSE EVALUATIONS</td>
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