

SOUTHEASTERN LOUISIANA UNIVERSITY
SPECIAL EDUCATION 688
Evaluation of Exceptional Children in Early Intervention
CREDIT: 3 HOURS

PREREQUISITES: Special Education 200 or 600

REQUIRED TEXT:

Cohen, L. G., & Spenciner, L. J. (1994). *Assessment of Young Children*. New York: Longman.

COURSE DESCRIPTION:

Theory, administration, and interpretation of testing devices to assess family characteristics, and personal-social, cognitive, motor, communication, self-help, and sensory abilities of young children who are "at risk" or have an identified disability. Credit 3 hours.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of **The Effective Educator**: *standards-based instruction (SBI)*, *knowledge of the learner (KL)*, *best pedagogical practices (PP)*, and *content knowledge (CK)*.

COURSE OBJECTIVES:

By the conclusion of this course, the student will have knowledge and understanding of:

1. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC:1,K4) (SBI, KL, PP, CK)
2. Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs. (CC:1,K5) (SBI, KL, PP, CK)
3. Basic terminology used in assessment. (CC:3,K1) (KL, PP, CK)
4. Ethical concerns related to assessment. (CC:3,K2) (SBI, KL, CK)
5. Legal provisions, regulations, and guidelines regarding assessment of individuals (CC:3,K3) (SBI, PP, CK)
6. Typical procedures used for screening, prereferral, referral, and classification. (CC:3,K4) (SBI, KL, PP, CK)
7. Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines. (CC:3,K5) (SBI, KL, PP, CK)
8. Appropriate use and limitations of each type of assessment instrument. (CC:3,K6) (SBI, PP, CK)
9. Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs. (CC:3,K7) (SBI, CK, PP, KL)
10. The relationship between assessment and placement decisions. (CC:3,K8) (SBI, CK)
11. Methods for monitoring progress of individuals with exceptional learning needs. (CC:3,K9) (SBI, CK, PP)
12. Research-based best practices for effective management of teaching and learning. (CC:5,K2) (SBI, KL, PP, CK)
13. Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program. (CC:7,K4) (KL, PP, CK)
14. Ethical practices for confidential communication to others about individuals with exceptional learning needs. (CC:7,K5) (SBI, KL, PP, CK)
15. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC:8,K2) (KL, PP)

LEARNER OUTCOMES:

By the conclusion of this course, the student will be able to:

1. Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures. (CC:1,S2) (SBI, PP, KL)
2. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs. (CC:3,S1) (SBI, KL, PP, CK)
3. Create and maintain records. (CC:3,S2) (KL, PP)
4. Gather background information regarding academic, medical, and family history. (CC:3,S3) (KL, PP)
5. Use various types of assessment procedures appropriately. (CC:3,S4) (SBI, KL, PP, CK)
6. Interpret information from formal and informal assessment instruments and procedures. (CC:3,S5) (SBI, KL, PP, CK)
7. Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills. (CC:3,S6) (SBI, KL, PP, CK)

8. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments. (CC:3,S7) (SBI, KL, PP, CK)
9. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. (CC:3,S9) (SBI, KL, PP, CK)
10. Evaluate the results of instruction. (CC:3,S10) (SBI, KL, PP, CK)
11. Interpret and use assessment data for instruction. (CC:4,S1) (SBI, KL, PP)
12. Involve the individual and family in setting instructional goals and charting progress. (CC:4,S6) (PP, CK)
13. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment. (CC:5,S4) (SBI, KL, PP, CK)
14. Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments. (CC:7,S1) (SBI, KL, PP, CK)
15. Communicate and consult with individuals, parents, teachers, and other school and community personnel. (CC:7,S2) (PP, KL)
16. Foster respectful and beneficial relationships between families and professionals. (CC:7,S3) (PP, KL)
17. Encourage and assist individuals with exceptional learning needs and their families to become active participants in the educational team. (CC:7,S4) (PP, KL)
18. Plan and conduct collaborative conferences with individuals with exceptional learning needs and families or primary caregivers. (CC:7,S5) (CK, PP, KL)
19. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs. (CC:7,S7) (SBI, PP, KL)
20. Demonstrate proficiency in oral and written communication. (CC:8,S5) (SBI, KL, PP, CK)
21. Use copyrighted educational materials in an ethical manner. (CC:8,S8)
22. Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC:8,S9) (SBI, KL, PP, CK)
23. Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development. (EC:3,S1) (SBI, KL, PP, CK)
24. Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development. (EC:3,S2) (SBI, KL, PP, CK)
25. Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards. (EC:3,S3) (SBI, KL, PP, CK)
26. Develop and use authentic, performance-based assessments of children's learning to assist in planning, communicate with children and parents, and engage children in self-assessment. (EC:3,S4) (SBI, KL, PP, CK)
27. Involve families as active participants in the assessment process. (EC:3,S5) (PP, KL)
28. Select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities. (EC:3,S9) (SBI, KL, PP, CK)
29. Communicate options for programs and services at the next level and assist the family in planning for transition. (EC:3,S10) (SBI, KL, PP, CK)
30. Implement culturally unbiased assessment instruments and procedures. (EC:3,S11) (SBI, KL, PP, CK)
31. Incorporate information and strategies from multiple disciplines in the design of intervention strategies. (EC:4,S3) (CK, PP)
32. Involve families in assessing and planning for their children, including children with special needs. (EC:7,S6) (CK, PP, KL)
33. Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns. (EC:7,S7) (PP, KL)
34. Evaluate services with families. (EC:7,S9) (PP, KL)
35. Employ two-way communication skills. (EC:7,S16) (SBI, PP, KL)

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COURSE OUTLINE:

- I. Importance of Family Collaboration in Assessment
 - A. Theoretical Basis for Ecological Perspective
 - B. Ecologically Valid Assessment
 - C. The 6 M's
 - D. Collaboration with Families
- II. Regulations Guiding Assessment
- III. Purposes and Techniques of Infant, Toddler, and Preschool Assessment
 - Infant and Toddler Regulations
 - Preschool Regulations
 - Purposes of Assessment
 - Barriers in Assessment

- Assessment Techniques
- Cultural Competence
- ***Chapter 1

- IV. Collaboration with Families: Doing it Right Every Time
 - A. Why & How?
 - B. Parental Estimates of Child Status - They are the EXPERTS!
 - *ASSIGNED READINGS: Chapter 3

- V. Measurement Issues
 - A. Reliability and Validity - Characteristics of Measurement Integrity ARE NOT properties of tests!!
 - B. Review of selected measures to examine characteristics of measurement integrity
 - *ASSIGNED READINGS: Chapter 2

- VI. Overview of Screening
 - A. Importance of 6M's in screening
 - B. Issues and Challenges in Screening
 - C. Preview Developmental Screening Instruments
 - *ASSIGNED READINGS: Chapter 5

- VII. Environmental Assessment
 - A. Importance of environmental assessment
 - "Is the disability in the child or in the environment?"
 - B. Facilitative hospital, home, and center environments
 - *ASSIGNED READINGS: Chapter 4

- VIII. Multidomain Standardized Assessments
 - A. Purpose(s) of Standardized Assessments
 - B. Indices Derived
 - C. Usefulness and Effectiveness of Standardized Assessments
 - D. Preview and Critique Standardized Assessment Instruments

- IX. Criterion-Referenced Assessment
 - A. Purposes of Criterion-Referenced Assessment
 - B. Examples of Criterion-Referenced Assessment Tools

- X. Constructs and Measurement Strategies for Infants/Toddlers and Preschoolers
 - A. Linked Systems/Convergent Assessment Models
 - B. Linked Assessment, Programming and Evaluation (AEPS model)
 - C. Convergent Assessment Models (SPECS)
 - D. Preview/Critique Criterion Measures

- XI. Alternative Assessment Models
 - A. Arena Assessment
 - B. Portfolio Assessment
 - C. Performance- Based Assessment
 - D. Authentic Assessment
 - E. Judgement Based Assessment
 - *ASSIGNED READINGS: Chapters 6,7,9,10,11

- XII. Observation
 - A. Functional Assessment

- XIII. Play Based Assessment/Portfolio

- XIV. Linking Assessment and Programming
 - A. Program Evaluation
 - *ASSIGNED READINGS: Chapter 13

- XV. Constructs and Measurement Strategies for Newborns

- A. Neurobehavioral Assessment
 -NBAS (Neonatal Behavioral Assessment Scale)
 -Areas of assessment: Cognition, communication, Neuromotor, Temperament, Attachment, Coping, Orall-Motor
- B. Caregiver- Infant Interaction
- C. Critique Infant Measures
- *ASSIGNED READINGS: Chapter 14

COURSE REQUIREMENTS:

1. Weekly Quizzes 70 pts.
2. Final Examination Project/Portfolio Development 70 pts.
3. All assigned chapters and additional readings.
4. CLASS PARTICIPATION 10 pts.
 Each student is expected to participate in class activities and discussions. This will be judged in two ways:
 1) professional observation of student interest and verbal participation in class discussions and participation in review of instruments; and
 2) student demonstration of participation by class attendance and timely arrival.

EACH STUDENT MUST CHOOSE ACTIVITIES FROM THE FOLLOWING LIST TO TOTAL 150 points.

5. SCREENING ACTIVITY 25 pts.
 Each student will screen an infant, toddler, or preschooler, (develop a screening protocol or use an existing appropriate instrument).
 Produce a written report that **discusses administration** of the instrument to a designated child. Provide data on the child's performance, summarize performance, synthesize screening results, and draw conclusions.
 The screening report must include results from:
 (a) the administration of a "standardized" developmental screening measure; and
 (b) the gathering of additional information required by state regulations (e.g., screening of vision, hearing, and health status, interview with the child's family).

****Reminder: The screening protocol and report should reflect attention to the principles and practices associated with ecologically-valid assessment models (i.e., did you address the 6 Ms?).

-Turn in raw data

6. FAMILY ASSESSMENT 25 pts.
 Identify a family who has a child with a disability, and complete a family assessment.
 -Complete a written report that summarizes general family information and family constellation, and the assessment findings (concerns, priorities, resources).
 -Identify family strengths and weaknesses.
 -Based on information gathered from this assessment, develop family goals that you believe would be appropriate. Explain how the teacher can assist the family in meeting the goals.
7. MULTIDOMAIN ASSESSMENT REVIEW 25 pts.
 Provide a brief written report and an oral description and demonstration of one evaluation instrument.**
 -Briefly, describe the measure. Do NOT copy this information straight from manual: put the information in "your own words".) (3 pts.)
 -Provide a personal critique and reaction to the test. Emphasize its usefulness to early intervention and explain how you would use it in your program. (8 pts.)
 -Demonstrate administration of the instrument. (8 pts.)
 -Summarize 1 article found in current education or psychology journals **OR** test reviews found in the Eleventh or Twelfth Mental Measurements Yearbook (1989, 1995). (Reference LB 1131.B87). (6 pts.)

***Presentation will coincide with date scheduled in course outline for multidomain assessment.

8. **ARTICLE
 REVIEWS/
 CONFERENCE**

ATTENDANCE 25 pts.

9.

Read and summarize **2 (two)** articles related to early childhood assessment OR attend a 2-hour workshop on an early childhood issue related to assessment. (This can be one workshop OR two, 1-hour presentations at a conference, e.g. Super Conference). Provide a 1 page summary of each article/presentation, that includes:

- APA reference format at the top of page
- Brief, paragraph summary of the article/presentation(s)
- How you implemented the information from the article in your present job position.
- Your reaction to what you did in your program as a result of reading the article.

9. **ASSESSMENT RESEARCH PROJECT**

50 pts.

Collect data from parents of children with and without disabilities concerning their beliefs about play in preschool programs. Questionnaire will be provided. Project involves obtaining parent permission, disseminating and collecting questionnaires, analyzing data, and brief written discussion of data.

10. **ECOLOGICAL ASSESSMENT PROJECT**

50 pts.

Plan an ecologically valid assessment for an infant, toddler, or preschooler at-risk for or with a disability. Based on a written profile of a child develop a plan of how you conduct an ecologically valid assessment of this child. The profile and plan should be approximately 4-5 in length.

The **written profile** should include:

- relevant information about the child's presenting characteristics (e.g., age, gender, presence of disability, or risk factors)
- other relevant background information.
- information about the various environments in which the child functions and the routines within those environments (e.g., home and day care center)
- information about individuals who comprise the child's social ecology (e.g., parents, grandparents, neighbors, extended family)
- statements about the child's family (i.e., family priorities, resources, concerns, and values)

Based on the child's profile you develop, the **plan to conduct an ecologically valid assessment** for this child and family should include:

- (a) the purpose of the assessment, that is, why you need the information you propose to gather;
- (b) identification of the environments and behavior settings in which you will conduct the assessment;
 - justify why you need to examine the child's performance in various environments and behavior settings;
- ⊙ the characteristics of the child, environment, or social ecology that you believe are important to assess;
- (d) who will be involved in the assessment and how each member will be involved (team approach/team members);
- (e) appropriate instruments or procedures that you propose to use during the assessment (why have you chosen each instrument);
- (f) what outcomes (predict results) you expect of the assessment process, and how would use the results;
- (g) description of how you would communicate assessment findings to the child's family.

11. **MULTIDOMAIN ASSESSMENT EXPERIENCE**

50 pts.

Administer one standardized, criterion referenced, or curriculum based multidomain assessment measure to 2 infants, toddlers, or preschoolers (one child at risk for or with a disability and one typical child).

***Please do not administer the instrument typically used in your classroom!

- A) For the typical child, provide the assessment protocol and a brief, one page report. (15 pts)
- B) For the child with a disability, complete a written report that synthesizes test administration results. The report should:
 - (1) address background and family information (4 pts)
 - (2) report data from the test (7 pts)
 - (3) summarize the child's developmental status (both normative AND descriptive data) based solely on test administration results (9 pts)
 - (4) discuss child's strengths and weaknesses (8 pts);

- (5) address the limitations imposed the examiner and the child by the administration protocol/measure (4 pts); and
- (6) describe what additional information should be gathered to supplement, enhance, and validate test results (think about the 6Ms). (3 pts)

11.

**FUNCTIONAL
BEHAVIORAL
ASSESSMENT**

50 pts.

Observation of one student is required. Write a 1-2 page report: summarize the child's behavior, choose one behavior, identify it's function, and plan an intervention based on the function. The report should be based on the following components which you will include in an appendix:

- a 20 minute running record and resultant ABC chart
- determination of the function (observation, informant, or hypothesize)
- a direct observation (event, interval, time-sampling, duration, latency method) of the chosen behavior
- a behavior objective

11.

**LINKING
ASSESSMENT TO
PROGRAM
DEVELOPMENT**

50 pts.

Choose one child for this assessment.

- Observe the child during a routine and evaluate child, adult, and dyad performance.
- Identify a skill to teach as a result of performance.
- Identify natural contexts to teach skill.
- Plan intervention.
- Discuss data collection.

MAINTAINING CONFIDENTIALITY OF ASSESSMENT DATA IS IMPERATIVE FOR ALL CLASS ACTIVITIES. PARTICIPATION IN THIS CLASS DOES NOT AUTHORIZE YOU TO UTILIZE YOUR ASSESSMENT DATA FOR PLACEMENT DECISION MAKING PURPOSES.

STUDENT EVALUATION:

93%-100% = A
85% - 92% = B
77% - 84% = C
66% - 76% = D
0% - 65% = F

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TOTAL POINTS possible = 300

GRADING SCALE:

A= 300 - 279
B= 278 - 255
C= 254 - 231
D= 230 - 198
E= below 198

PROFESSIONAL STANDARDS:

1. Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements.
2. Student behavior/classroom decorum: Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit

from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required.

2. Students must demonstrate proficiency in written composition as written communication skills are basic to teaching. The essay component of examinations and all projects will be graded on correctness of grammatic usage, word choice, and spelling, as well as content.
2. Students must follow the rules of the publication of the publication manual of the American Psychological Association (APA) (4th edition) in citing references. See attached.
2. Students should consult the current catalogue for information regarding the last day to drop or resign from the University without penalty. Students are responsible for completing required forms when they find it necessary to discontinue University work prior to the end of the semester.
2. Students will not be given make-up exams without a valid written excuse for the absence.

PASS/FAIL INFORMATION:

Graduate students have the option of registering on a pass/fail basis for courses not included in their degree plan. Courses taken on a pass/fail basis may not be used for degree credit at SLU. For credit courses, a grade of P will be assigned only if the work is at least C quality. Please provide in writing, a signed statement indicating that you are taking this course pass/fail, prior to the first test.

NOTE:

1. If you have been accepted into the Master of Education program and have not completed a degree plan, please see your advisor as soon as possible.
2. If you have completed a degree plan for a Master of Education and do not have a Comprehensive Examination Manual, please see your advisor for a copy. Be sure to sign the form attached to the Manual indicating that you have received your copy, and return the signed form to the folder on the counter (or to your advisor)..
3. If you are a qualified student with a disability seeking accommodation under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union.
4. Graduate students with **non-degree status** who wish to pursue a graduate degree should contact the Graduate School (549-2103) to request a change of status. Upon receipt of GRE scores and all other required paperwork, the Graduate School notifies students as to their status: Regular Admission status, Conditional Admission status, or Non-Degree status. **Students with Regular or Conditional status will then receive a letter from the Department Graduate Coordinator assigning an advisor and requesting that they complete a degree plan promptly.**

No more than 12 hours earned by a student in Conditional, Temporary, or Non-Degree Status may be counted toward a graduate degree, provided the credit is recommended for approval to the Graduate Dean by the appropriate graduate coordinator or faculty advisor.

INSTRUCTOR:

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549-3430 (office)
email: ctorrey@selu.edu
Office Hours will be posted

Preschoolers**Linked Systems/Convergent Assessment Models**

- Linked Assessment, Programming and Evaluation (AEPS model)
- Convergent Assessment Models (SPECS)
- Preview/Critique Criterion Measures

Alternative Assessment Models

- Arena Assessment
- Portfolio Assessment
- Performance- Based Assessment
- Authentic Assessment
- Judgement Based Assessment

*ASSIGNED READINGS: Chapters 6,7,9,10,11

DUE: Article Reviews/Conference attendance

29 SLU Spring Break

April 5 **Observation**
Functional Assessment

12 **Play Based Assessment/Portfolio**
DUE: Multidomain Assessment Experience

19 **Linking Assessment and Programming**
Program Evaluation
*ASSIGNED READINGS: Chapter 13

26 Project Work Day
DUE: Ecological Assessment Project
Functional Behavioral Assessment

May 6 **Constructs and Measurement Strategies for Newborns**
-Neurobehavioral Assessment
-NBAS (Neonatal Behavioral Assessment Scale)
-Cognition, communication
-Neuromotor
-Temperament
-Attachment
-Coping
-Oral-Motor
-Caregiver- Infant Interaction
-Critique Infant Measures
*ASSIGNED READINGS: Chapter 14
DUE: Assessment Research Project
Linking Assessment to Program Development

10 **Final Exam Project: Portfolios due**
Role Play: Communicating With Families

READING LIST

- Boris, N. W., Aoki, Y., & Zeanah, C. H. (1999). The development of infant-parent attachment: Considerations for assessment. Infants and Young Children, 11(4), 1-10.
- Bufkin, L. J., & Bryde, S. M. (1996). Young children at their best: Linking play to assessment and intervention. Teaching Exceptional Children, 29(2), 50-53.
- Ellsworth, J. (1996). PEPSI: A screening and programming tool for understanding the whole child. Teaching Exceptional Children, 29(2), 33-44.
- Feinberg, E. A., Hanft, B., & Marvin, N. (1996). Program evaluation and strategic planning in early intervention: General principles and a case example. Infants and Young Children, 8(4), 41-48.
- Fleischer, K. H., Belgredan, J. H., Bagnato, S. J., Ogonosky, A.B. (1990). An overview of judgement-based assessment. Topics in Early Childhood Special Education, 10(3), 13-23.
- Gibbs, E. D. (1990). Assessment of infant mental ability: Conventional tests and issues of prediction. In E.D. Gibbs & D.M. Teti (Eds.), Interdisciplinary assessment of infants: A guide for early intervention professionals (pp. 77-89). Baltimore, MD: Brookes.
- Henderson, L. W. & Meisels, S. J. (1994). Parental involvement in the developmental screening of their young children: A multiple-source perspective. Journal of Early Intervention, 18(2), 141-154.
- Johnson, M. R., & Reilly, M. (1993). Little things that count. In P. J. McWilliam & D. B. Bailey (Eds.), Working together with children and families: Case studies in early intervention (pp. 39-48). Baltimore: Brookes.
- Kjerland, L., & Kovach, J. (1990). Family-staff collaboration for tailored infant assessment. In E. D. Gibbs & D. M. Teti (Eds.), Interdisciplinary assessment of infants: A guide for early intervention professionals (pp. 287-297).
- Linder, T. W. (1993). Transdisciplinary play-based assessment: A functional approach to working with young children. Baltimore: Brookes.
- Mcafee, O., & Leong, D. J. (1997). Assessing and Guiding Young Children's Development and Learning. Needham Heights, MA: Allyn & Bacon
- McCloskey, G. (1990). Selecting and using early childhood rating scales. Topics in Early Childhood Special Education, 10,(3), 39-64.
- McLean, M., Bailey, D. B., & Wolery, M. (1996). Assessing infants and preschoolers with special needs (2nd ed.). Columbus, OH: Merrill.
- McWilliam, P. J. (1990). First knowledge. In P. J. McWilliam, The families we serve: Case studies in early intervention. Chapel Hill, NC: University of North Carolina, Frank Porter Graham Child Development Center.
- McWilliam, R. A., & Bailey, D. B. (1992). Promoting engagement and mastery. In D. B. Bailey & M. Wolery (Eds.), Teaching infants and preschoolers with disabilities (2nd ed.). Columbus, OH: Merrill.
- Meisels, S. J., & Wasik, B. A. (1990). Who should be served? Identifying children in need of early intervention. In S. J. Meisels & J. P. Shonkoff (Eds.) Handbook of early childhood intervention (pp. 605-632). Cambridge: Cambridge University.
- Puckett, M. B., & Black, J. K. (1994). Authentic Assessment of the Young Child. NY: Merrill.
- Rous, B., & Hallam (1999). Easing the transition to Kindergarten: Assessment of social, behavioral and functional skills in young children with disabilities. Young Exceptional Children, 1(4), 17-26.
- Rossetti, L. (1990). Infant-Toddler Assessment: An interdisciplinary approach. Austin, TX: Pro-ed.
- Salvia, J., & Ysseldyke, J. E. (1991). Assessment (5th ed.). Boston: Houghton Mifflin.

Snyder, P., Bailey, D. B., & Auer, C. (1994). Preschool eligibility determination for children with known or suspected learning disabilities. Journal of Early Intervention, 18(4), 380-390.

Trivette, C. M., Dunst, C. J., Boyd, K., & Hamby, D. W. (1996). Family-oriented program models, help giving practices, and parental control appraisals. Exceptional Children, 62(3), 237-248.

Yockelson, S. J. (1998). Identification of infants and young children with social-emotional problems. Infants and Young Children, 10(3), 10-18.

Zelazo, P. R. (1997). Infant-toddler information processing assessment for children with pervasive developmental disorder and autism: Part I. Infants and Young Children, 10(1), 1-14.

Zelazo, P. R. (1997). Infant-toddler information processing assessment for children with pervasive developmental disorder and autism: Part II. Infants and Young Children, 10(2), 1-13.

**Examples of References in American Psychological
Association (APA) 4th ed.**

Periodicals

Examples of References to Periodicals

1. Journal article, one author

Bekerian, D. A. (1993). In search of the typical eyewitness. American Psychologist, 48, 574-576.

2. Journal article, two authors, journal paginated by issue

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. Consulting Psychology Journal: Practice and Research, 45(2), 10-36

3. Journal article, three to five authors

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. Journal of Applied Psychology, 78, 443-449.

4. Journal article, six or more authors.

Kneip, R. C., Delameter, A. M., Ismond, T., Milford, C., Salvia, L., Schwartz, D. (1993). Self- and spouse ratings of anger and hostility as predictors of coronary heart disease. Health Psychology, 12, 301-307.

5. Magazine article

Posner, M. I. (1993, October 29). Seeing the mind. Science, 262, 673-674

Books

Examples of reference to an entire book

1. Book, third edition, Jr. in name

Mitchell, T. R., & Larson, J. R., Jr. (1987). People in organizations: An introduction to organizational behavior (3rd ed.). New York: McGraw-Hill.

2. Edited book

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). Children of color: Psychological interventions with minority youth. San Francisco: Jossey- Bass.

3. Book, revised edition

Rosenthal, R. (1987). Meta-analytic procedures for social research (Rev. ed.). Newbury Park, CA: Sage.

4. Article or chapter in an edited book, two editors

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H/L. Roediger III & F.I.M. Craik (Eds.). Varieties of memory and consciousness (pp.309-330). Hillsdale, NJ: Erlbaum.