

**J. Sargeant Reynolds Community College
Course Content Summary**

Course Prefix and Number: EDU 160

Credits: 3

Course Title: Observation and Assessment in Early Care

Course Description (including lecture hours, lab hours, and total contact hours)

Introduces formal and informal methods of gathering data on children. Emphasizes an understanding of developmental patterns and implications for diagnostic teaching. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week.

General Course Purpose

Observation and Assessment in Early Care is designed to assist students in observing and identifying normal developmental patterns; recognize, assess and report potential problems; and develop teaching strategies to help each child reach their full potential.

Course Prerequisites/Corequisites

Students must satisfy general college curricular admission requirements.

Course Objectives

Upon completing the course, the student will be able to:

1. Discuss key considerations in the assessment of young children as opposed to older children and adolescents, including ethical, legal, and psychometric principles.
2. Describe the nature of common problems and disorders beginning in early childhood, including primary characteristics, risk factors, assessment issues, and typical research-based interventions.
3. Design evaluations of young children with specific suspected problems and/or disabilities using a comprehensive, hypothesis-guided approach.
4. Determine the appropriateness of various assessment techniques and instruments for use with young children for measuring intelligence, early academic and language skills, adaptive behavior, psychomotor abilities, and socio-emotional functioning.
5. Integrate assessment findings with an emphasis on preparing oral and written reports that guide interventions for young children.

Major Topics to be Included

1. Assessment of preschool and primary-age children having problems and exhibiting sensitivity to a child's background and knowledge of testing procedures.
2. Limitations with regard to testing procedures with young children.
3. Dealing with factors such as heightened activity level and distractibility, attention span, wariness of strangers, and inconsistent performance due to unfamiliar environments.
4. Factors such as cultural differences, language barriers, environmental disadvantages, and limited interaction with other children.
5. Practical behavioral management.
6. Integrating activities to meet the needs of the "whole child."

Effective Date of Course Content Summary (Month, Date Year): February 11, 2009