I. Course Prefix & Number:  EDSP 473
II. Course Title:  Developmental Assessment in Early Childhood Special Education
III. Course Credit Hours:  3 hours
IV. Semester:  Spring, 2008
V. Instructor:  Catherine Lyons, Ph.D.
VI. Office Location:  CEB 150
Class Location:  CBC C221, Thursdays 4:00-6:45 PM
VII. Office Hours:  Mondays & Thursdays 12 – 4:00pm and by appointment
VIII. Telephone:  895-1112 (Voice Mail)
Use WebCampus Mail
IX. Prerequisite(s):  Students must have completed EDSP 471 or consent of instructor.

X. Course Description:

Survey of issues related to assessment of children with atypical patterns of development. Introduction to principles of unstructured and structured observations of young children with developmental delays or those at risk for developmental delays. Issues of cultural diversity are considered.

NAEYC GUIDELINES ADDRESSED

3. Observing, Documenting and Assessing to Support Young Children and Families.

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

   a. Understanding the goals, benefits and uses of assessment
   b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches
   c. Knowing about assessment partnerships with families and other professionals

CEC (Core) Standards Addressed:

- Standard 1.0 Philosophical, Historical and Legal Foundations
- Standard 3.0 Assessment, Diagnosis, Evaluation
- Standard 4.0 Instructional Content and Practice
- Standard 7.0 Communication & Collaborative Partnership
- Standard 8.0 Professionalism and Ethical Practices
XI. **Course Objectives:**

**Knowledge:**

1. Each candidate will demonstrate knowledge of various assessment activities and the roles of different professionals and families including child find, screening/diagnostic assessment, educational assessment and monitoring of progress. (3c)

2. Each candidate will demonstrate knowledge of the important issues in the evaluation and assessment of individuals with disabilities including the use of standardized instruments for diverse populations of learners not included or under-represented in standardization samples. (3b)

3. Each candidate will demonstrate knowledge of the importance of adaptations and accommodations in assessment and evaluation for students who are culturally and/or linguistically diverse. (3a).

4. Each candidate will demonstrate knowledge of the legal and ethical requirements including but not limited to those for confidentiality and due process related to evaluation for eligibility, assessment and placement. (3b).

5. Each candidate will demonstrate knowledge of the appropriate use and meaning of scores derived from both norm and criterion referenced instruments including, but not limited to, grade scores, standard scores, and percentile ranks and standings. (3c).

6. Each candidate will demonstrate knowledge of typical approaches to the assessment of cognitive, social/adaptive, communication/language, and motor skills including the value of transdisciplinary team assessment. (3c).

7. Each candidate will demonstrate knowledge of the functional and legally mandated relationship between assessment results and placement decisions as mitigated by requirements for LRE and family participation. (3c).

8. Each candidate will demonstrate knowledge of correct terminology used in assessment. (3b).

9. Each candidate will demonstrate knowledge of focused observation, norm referenced tests, criterion referenced checklists and ordinal scales. (3b).

10. Each candidate will demonstrate knowledge of the roles that families play in assessment. (3c).

11. Each candidate will demonstrate knowledge of various approaches to observing child/environment interactions, child/other interactions including child/child and parent/infant interactions. (3b)
6. Each candidate will demonstrate knowledge of assessment adaptations necessary for specific sensory, motor impairments and language differences. (3a).

8. Each candidate will demonstrate knowledge of techniques for assessment of both family strengths and family needs. (3c).

9. Each candidate will demonstrate knowledge of the importance of both formative and summative data collection for the determination of the appropriateness of content and instructional strategy. (3a).

Performance (Skills):

1. Each candidate will demonstrate the ability to identify the characteristics of assessment procedures designed to result in information relevant to the determination of appropriate educational/intervention content and strategy. (3a).

2. Each candidate will, through written response to test questions and through critiques, demonstrate the ability to express the importance for collaborative assessment that includes the responses and observations of family members and other professionals. (3c).

3. Each student will, by responses to examination questions, demonstrate the ability to interpret and communicate the meaning of information derived from both formal and informal assessment procedures. (3a).

4. Each candidate will develop written critical analyses of at least one assessment instrument demonstrating an ability to identify appropriate characteristics of each for selection of content, sequence and instructional strategy and to communicate those results in a clear unambiguous manner that adheres to copyright laws and APA publication standards. (3a, 3b, 3c)

Disposition(s):

1. Each candidate will develop an appreciation for the limitations of assessment data for young children as imposed by cultural diversity and linguistic difference. (3a, 3b, 3c).
XII. Suggested Resources:

Required Text(s):


Optional Text(s):


Current and Classical Reference:


of infants and young children. Washington, DC: Zero to Three.


Internet Resources:

Council for Exceptional Children (CEC) 
http://www.cec.sped.org/

Division of Early Childhood (DEC) 
http://www.dec-sped.org/

National Association for the Education of Young Children 
http://www.naeyc.org

UNLV Library 
http://www.library.unlv.edu

XIII. Course Requirements and Grading Policy:

**Course Requirements:**

Class Attendance. There will be one excused absence from class. Each subsequent absence will result in an automatic lowering of the final grade by 5 points.

Class Participation. Each student is expected to read assigned material prior to class and participate in class discussions and activities.

**Examinations:** (200 Points – 100 each exam)
Two tests are required. One will be given mid session and the other at the end of the session. Each will be taken in class and will cover material presented in class and in the assigned readings.

**Article Critiques:** (100 Points – 50 each article)

Each student will critique two articles; article topics will be assigned by the instructor. Students will report their findings in writing APA style (5th ed.) to the instructor and verbally in a round table format.

**Assessment Critique:** (100 Points)

Each student must complete a critique of a criterion based assessment instrument (prior approval by the instructor required), procedures or systems utilized for diagnosis and/or curriculum planning with young children either suspected to be or confirmed to be eligible for preschool special education or early intervention. Upon completion of the written critique, students will orally present their findings to the class. Each critique should consist of a cover page with the complete reference of the test in APA style (5th ed.) and be followed by as many as necessary typed double spaced pages to answer the following questions (additional questions may be provided):

1. How were the developmental sequences (or task sequences) derived?
2. Does it measure what it intends to measure? (How do you know?)
3. Does it have the ability to make the discriminations you want as an interventionist? Why?
4. Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples.)
5. Can it be used to determine annual goals and short-term objectives? (Why or why not?)
6. Does it focus on some areas better than others and, if so, what are they?
7. On what population was the assessment normed?
8. Is the assessment "adaptable" ... that is, does it allow for changes in criteria for passing, materials, or presentation based upon the obvious limitations of the student.

Please note that you are responsible for finding the tests, instruments etc. to review. Some good sources include the (Lynn Bennett Early Childhood Education Center, Clark County School District, and Headstart).

**Grading Policy:**

Final grade for the course will be determined by the simple arithmetic average of the two tests plus the points earned for the critique and two article reviews (total points possible equal 400/4 or 100).

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A = 95-100 \\
A- = 90-94
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## XIV. Course Outline:

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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic &amp; Readings / Assignments</th>
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<td>January 24</td>
<td>Introductions/Course Syllabus</td>
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<td>Tour of UNLV Early Childhood Assessment &amp; Training Center</td>
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<td><em>(Losardo &amp; Notari-Syverson, About the Authors, Forewood, &amp; Preface)</em></td>
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<td>Assessment in Part B of 108-446</td>
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<td><em>(Losardo &amp; Notari-Syverson, Chapter 1)</em></td>
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<td>3</td>
<td>February 7</td>
<td>Purpose of Evaluation &amp; Assessment</td>
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<td><em>(Losardo &amp; Notari-Syverson, Chapter 2)</em></td>
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<td>4</td>
<td><strong>February 14</strong></td>
<td>Child Find &amp; Screening</td>
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<td>Assigned Readings by Instructor</td>
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<td><strong>Article Critique Due - Round Table Presentation</strong></td>
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<td><strong>Article Critique Due - Round Table Presentation</strong></td>
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<td><strong>February 28</strong></td>
<td>Criterion Referenced Testing</td>
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<td>Assigned Readings by Instructor</td>
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<td><strong>Article Critique Due – Round Table Presentation</strong></td>
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<td>7</td>
<td>March 6</td>
<td>Defining Content, Assessing to Determine Content</td>
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<td><em>(Losardo &amp; Notari-Syverson, Chapter 3)</em></td>
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<td>March 13</td>
<td><strong>MIDTERM EXAM</strong></td>
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<td><em>(All notes and readings to date)</em></td>
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<td>9</td>
<td>March 20</td>
<td>Spring Break – No Class</td>
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<td>10</td>
<td>March 27</td>
<td>Defining Content, Assessing to Determine Content, &amp; Assessing for Content &amp; Strategy</td>
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</tbody>
</table>
Assessing for Content & Strategy
Curriculum-Based Assessments / AEPS
(Losardo & Notari-Syverson, Chapter 8)

Assessing Parent/Child Interactions
Introduction to Family Assessment (34 CFR PART 303)
Assessing Concerns, Priorities & Resources
(Losardo & Notari-Syverson, Chapter 7)

Alternative Approaches / Portfolio Assessment
(Losardo & Notari-Syverson, Chapter 6)

Transdisciplinary Assessment
Alternative Approaches / Portfolio Assessment
(Losardo & Notari-Syverson, Chapter 9)

Future Directions (Losardo & Notari-Syverson, Chapter 10)
*Assessment Critiques Due/
Assessment Critique Presentations

*Assessment Critique Presentations

*Final Exam

*Exams and the assessment critique are to be taken (or handed in) no later than the date and the time indicated. REMEMBER you are responsible for all material, including announcements schedule changes to course outline, handouts, and material presented in class whether or not you are present.

XV. Provost’s Statements:

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651.

For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

Copyright. The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND
YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005, located at <http://studentlife.unlv.edu/judicial/misconductPolicy.html

Writing Assistance. One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. <http://writingcenter.unlv.edu/>