SYLLABUS
Special Education
University of Nevada, Las Vegas

Preparing professionals for changing educational contexts

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, 2009
V. Instructor: Catherine Lyons, Ph.D.
VI. Office Location: CEB 153
Class Location: Distance Education
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 ESP 470 or consent of instructor.

The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. “If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex in Room 137. The DRC phone number is 895-0866 or TDD-895-0652”.

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the handbook of Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101), or the Office of the Dean of the College of Education.

It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
USE WebCampus MAIL TO COMMUNICATE WITH THE INSTRUCTOR – DO NOT USE MY UNLV E-MAIL ACCOUNT.

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:


**Internet Resources:**

- Early Childhood Education Online:
http://www.ume.maine.edu/~cofed/eceol/welcome.html

The Council for Exceptional Children (CEC): Division of Early Childhood (DEC)

http://www.dec-sped.org

The National Association for the Education of Young Children (NAEYC)

http://www.naeyc.org

ARC List of Disability Related Resources on the Net:

http://www.TheARC.org/misc/dislnkin.html

Information about specific disabilities:

http://www.familyvillage.wisc.edu/specific.htm

XIII. Course Requirements and Grading Policy:

Course Requirements:

1. Two Examinations:

Two tests are required. One will be given mid session and the other at the end of the session. Each test will cover assigned readings (text, articles, assessment instruments), class notes, lectures, and media (50 points each).

2. Assessment Critique:

Each student must complete a critique of an assessment instrument, 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. Your critique should consist of a cover page with the complete reference of the test (reference page) in APA style (5th edition) and be followed by as many as necessary typed double spaced pages to answer the following questions (additional questions may be provided at the discretion of the instructor) (50 points):

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.

3. Article Reviews:

Article Reviews: Students will read five articles in refereed educational/psychology journals that focus on assessment of young students with special education needs (articles may be assigned: see course modules). For each article, write a 1000 word typed (12 point; Times font; double spaced) paper. This paper will include the journal reference (APA 5th), a brief article summary and a brief section discussing opinions/feelings about the article as it relates to the assessment of students (50 points: 10 each review).
Journal reference example:

4. Discussion Questions:

Students will be assigned to discussion groups. Participation in weekly online discussions related to module topics is expected. Students will earn 10 points for participating in weekly discussions. Discussion responses to the professor’s posting must be completed each week by 5 p.m. PDT on Tuesdays. Participation is defined as responding to a posted discussion item(s). A basic response should be a minimum of 250 words in length and should be comprehensive in scope and depth. Participation is also defined as responding to a peer’s response to the professor’s posting. Discussion responses to a peer’s posting must be completed each week by 5 p.m. PDT on Thursdays. Again, the basic response should be a minimum of 250 words in length and should be comprehensive in scope and depth. In other words, each student must respond to the posted discussion question (posted by the instructor) and to a peer’s response to the instructors posted discussion question each week (see rubric for grading criteria). If a student fails to post a response to a discussion question and/or a posted response to a peer each week of the course, the student will earn a score of 0 for that week’s discussion. (10 points per discussion: total points 140).

Administrative Requirements
1. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments/exams cannot be made up and will result in a score of 0 (zero).

2. A grade of “Incomplete” will be granted only if the student has:
   - completed 75% of the course,
   - earned a grade of “B” or better at the time the “Incomplete” grade is requested, and
   - requested an “Incomplete” grade for personal or academic reasons deemed *extraordinary* by the instructor.
   - The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is no grading penalty for completing the course by the agreed upon date.

3. All assignments MUST be typed double-spaced (APA 5th Ed.). Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, and appearance.

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, UNLV CML Library, Clark County School District, and Headstart.

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>332-350</td>
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<tr>
<td>A-</td>
<td>315-331</td>
</tr>
<tr>
<td>B+</td>
<td>304-314</td>
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<tr>
<td>B</td>
<td>290-303</td>
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<tr>
<td>B-</td>
<td>280-289</td>
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<tr>
<td>C+</td>
<td>269-279</td>
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<tr>
<td>C</td>
<td>255-268</td>
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<tr>
<td>C-</td>
<td>245-254</td>
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<tr>
<td>D+</td>
<td>234-244</td>
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<td>D</td>
<td>220-233</td>
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<tr>
<td>D-</td>
<td>210-219</td>
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<tr>
<td>F</td>
<td>Below 210</td>
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XIV. Course Outline:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Week I Pre-Test</td>
<td>10</td>
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<tr>
<td>Discussion Questions (14 @10 points each)</td>
<td>140</td>
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<tr>
<td>Midterm Exam</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>Critique 1</td>
<td>50</td>
</tr>
<tr>
<td>Article Reviews (5 @10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>350</td>
</tr>
<tr>
<td>Module I</td>
<td>Topic / Reading</td>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;January 12-16</td>
<td>Losardo &amp; Notari-Syverson, Chapter 1 and other readings as assigned (see Learning Module I under Course Content on the WebCampus Homepage)</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;January 19-23</td>
<td>Losardo &amp; Notari-Syverson, Chapter 1 and other readings as assigned (see Learning Module I under Course Content on the WebCampus Homepage)</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;January 26-30</td>
<td>Losardo &amp; Notari-Syverson, Chapter 2 and other readings as assigned (see Learning Module I under Course Content on the WebCampus Homepage)</td>
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<thead>
<tr>
<th>Module II</th>
<th>Topic / Reading</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;February 2-6</td>
<td>Losardo &amp; Notari-Syverson, Chapter 2 and other readings as assigned (see Learning Module II under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)&lt;br&gt;Article Review 2 due by 12:00 p.m. PDT Wednesday</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;February 9-13</td>
<td>Losardo &amp; Notari-Syverson, Chapter 2 and other readings as assigned (see Learning Module II under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<tr>
<td><strong>Week 6</strong>&lt;br&gt;February 16-20</td>
<td>Losardo &amp; Notari-Syverson, Chapter 2 and other readings as assigned (see Learning Module II under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)&lt;br&gt;Article Review 3 due by 12:00 p.m. PDT Wednesday</td>
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<tr>
<th>Module III</th>
<th>Topic / Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>February 23-27</strong></td>
<td>Losardo &amp; Notari-Syverson, Chapter 3 and other readings as assigned (see Learning Module III under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<td><strong>Week 8</strong>&lt;br&gt;March 2-6</td>
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<td>Midterm due by 5:00 p.m. PDT Wed.</td>
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<td><strong>Week 9</strong>&lt;br&gt;March 9-13</td>
<td>Losardo &amp; Notari-Syverson, Chapter 4 and other readings as assigned (see Learning Module III under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<tr>
<td>Module IV</td>
<td>Losardo &amp; Notari-Syverson, Chapter 5 and other readings as assigned (see Learning Module III under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<td>Week 10 March 16-20</td>
<td>Losardo &amp; Notari-Syverson, Chapter 6 and other readings as assigned (see Learning Module IV under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<tr>
<td>Week 12 March 30-April 3</td>
<td>Losardo &amp; Notari-Syverson, Chapter 7 and other readings as assigned (see Learning Module IV under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<tr>
<td>Week 13 SPRING BREAK APRIL 6 – 10</td>
<td>Article Review 4 due by 12:00 p.m. PDT Wednesday</td>
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<tr>
<td>Week 14 April 13-17</td>
<td>Losardo &amp; Notari-Syverson, Chapter 8 and other readings as assigned (see Learning Module V under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
</tr>
<tr>
<td>Week 15 April 20-24</td>
<td>Losardo &amp; Notari-Syverson, Chapter 9 and other readings as assigned (see Learning Module V under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<tr>
<td>Week 16 April 27-May 1</td>
<td>Losardo &amp; Notari-Syverson, Chapter 10 and other readings as assigned (see Learning Module V under Course Content on the WebCampus Homepage)</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday (posting to instructor) and Thursday (Response to a peer’s posting to the instructor)</td>
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<tr>
<td>Week 17 FINAL EXAM: May 4 Finals</td>
<td>Final exam due by 5:00 p.m. PDT Monday</td>
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*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.*