I. **Course Prefix and Number:** ESP 486

II. **Course Title:** Diagnostic and Prescriptive Strategies for Students with Disabilities

III. **Credit Hours:** 3

IV. **Semester:** Fall, 2004

V. **Instructor:** Lori Navarrete, Ph.D.

VI. **Class Time:** Monday 7:00 – 9:30

VII. **Office Hours:** Wednesdays 10-4; by appt.

VIII. **Telephone:** 895-2966

IX. **E-Mail:** navarret@unlv.nevada.edu

X. **Prerequisites:** ESP 200

XI. **Course Objectives:**

   **Knowledge**

   Upon completion of this course, the student will have acquired knowledge related to:

   1. Models, theories, and philosophies that provide the basis for special education practice (CC1:K1);
   2. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds (CC1: K3);
   3. Assurances and due process rights related to assessment, eligibility, and placement (CC1: K4);
   4. Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs (CC1: K5);
   5. Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs (CC2: K1);
6. Differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities (CC2: K2);
7. Educational implications of characteristics of various exceptionalities (CC2: K7);
8. Basic terminology used in assessment (CC3: K1);
9. Ethical concerns related to assessment (CC3: K2);
10. Legal provisions, regulations, and program standards regarding assessment of individuals (CC3: K3);
11. Typical procedures used for screening, prereferral, referral, and classification (CC3: K4);
12. Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and standings (CC3: K5);
13. Appropriate use and limitations of each type of assessment instrument (CC3: K6);
14. Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs (CC3: K7);
15. The relationship between assessment and placement decisions (CC3: K8);
16. Methods for monitoring progress of individuals with exceptional learning needs (CC3: K9);
17. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns (CC7: K2);
18. Ethical practices for confidential communication to others about individuals with exceptional learning needs (CC7: K5);

Skills

Upon completion of this course, the student will demonstrate competency in:

19. Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs (CC2: S1);
20. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning need (CC3: S1);
21. Use various types of assessment procedures appropriately (CC3: S4);
22. Interpret information from formal and informal assessment instruments and procedures (CC3: S5);
23. Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills (CC3: S6);
24. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments (CC3: S7);
25. Develop individualized assessment strategies for instruction (CC3: S8);
26. 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 (CC3: S9);
27. Use task analysis (CC4: S7);

Dispositions

Upon completion of this course, the student will demonstrate an understanding for:

28. Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students (CC8: S2);
29. Promote and maintain a high level of competence and integrity in the practice of the profession (CC8: S3);
30. Demonstrate proficiency in oral and written communication (CC8: S5).

XIII. Texts, readings, and instructional resources:

Required Text:


Informal Assessment Resources Packet:

Later in the semester there will be an APS packet with informal assessment resources for you to purchase (approximately $12). It includes a compilation of informal assessments for reading, writing, math, and spelling. It will be used for your informal assessment compilation assignment and you will find it very useful in your classroom.

XIV. Course Requirements:

1. Participation (15%)
   This portion of your grade is based on attendance and class participation. On Occasion, activities and mini-assignments will be collected as a means of formative evaluation – to check for your level of understanding. These will count toward participation points.

2. Assignments

   *A. One Global (general) Achievement Test (Administration, Interpretation, Report) 25%
   B. One Specific Skill Achievement Test (Administration, Interpretation, and Report) 15%
   C. One Criterion-Referenced Assessment 15%
   D. Teacher-Constructed Informal Assessment Measure (Administration, Interpretation, One-page analysis) 15% One each for reading rate, math facts, writing fluency, spelling 15%
   E. Informal Assessment Notebook Compilation (Team-Effort) 15%

   * Critical Course Learning
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<thead>
<tr>
<th>DATE</th>
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<tbody>
<tr>
<td>Jan. 22</td>
<td>MLK Day. No Class</td>
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<td>Jan. 26</td>
<td>* Introductions and Overview</td>
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<td>* Assessments Used in Special Education</td>
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<td>* Norm-Referenced versus Criterion-Referenced Tests</td>
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<td>* Evaluation and Eligibility of Exceptionalities Under IDEA and in Nevada</td>
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<td>Feb. 2</td>
<td>* Principles of Assessment – Lecture and Guided Notes</td>
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<td>* Global Achievement Overview</td>
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<td>* WIAT (Global Achievement) Administration and Scoring</td>
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<td><strong>Readings:</strong> Taylor Chapter 11</td>
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<td><strong>Due:</strong> Principles of Assessment Study Guide (assigned section). Use your own testing and assessment books as resources or those borrowed from instructor)</td>
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<td><strong>Tests Used Primarily To Determine Eligibility in Special Education (Formal, Standardized Assessments)</strong></td>
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<td>Feb. 9</td>
<td>* Principles of Assessment Review and Application (using case studies)</td>
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<td>* WIAT Administration and Scoring Practice</td>
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<td><strong>Readings:</strong> WIAT Manual Chapters 2-3</td>
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<td><strong>Due:</strong> Principles of Assessment Study Guide</td>
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<td>Feb. 16</td>
<td>President’s Day. No Class</td>
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<td>Feb. 23</td>
<td>WIAT Error Analysis and Report Writing</td>
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<td><strong>Readings:</strong> WIAT Manual Chapter 6</td>
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<td>March 1</td>
<td>* Assessment of Specific Achievement</td>
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<td>* Assignment of Specific Achievement Tests</td>
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<td><strong>Due:</strong> Global Achievement Test; Study Guide for Chapter 12 (by Friday)</td>
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<td><strong>Readings:</strong> Chapter 12</td>
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<td>March 8</td>
<td>* Individual Appointments with you during the day (this week) to go over your Global Achievement Test</td>
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<td><strong>Due:</strong> Outline of Administration, Scoring, Interpretation Chapter of Your Specific Achievement Test</td>
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<td>March 15</td>
<td>* Assessment of Intelligence</td>
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<td><strong>Readings:</strong> Chapter 7, 13</td>
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<td><strong>Due:</strong> Chapter 13 Study Guide</td>
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March 22
* Tying it all together - Evaluation and Eligibility of Exceptionalities Under IDEA and in Nevada (emphasis on mild/moderate disabilities)
* Second Language Learner Considerations

Readings: Nevada Code Selected Sections; TBA
Due: Specific Achievement Test Due

Tests Used Primarily for Making Instructional Decisions and Progress Monitoring (Informal, Criterion-Referenced Assessments)

March 29
*Informal Assessment
Review APS Packet and Assign Assessment Topics in Groups

Readings: Chapter 14
Due: APS Packet; Chapter 14 Study Guide

April 5
Spring Break

April 12
*Informal Assessment of Reading and Math
Bring authentic reading AND math facts sample to class

April 19
*Informal Assessment of Written Language and Spelling
Bring authentic writing and spelling sample to class

Due: Informal Reading and Math Analyses

April 26
*Criterion-Referenced Test – Brigance

Readings: Taylor Chapter 11 pages 295-302; TBA
Due: Informal Written Language and Spelling Analyses

May 3
*Nevada State Assessments: Accommodations and Alternate Assessments for Students with Disabilities

Readings: TBA
Due: Informal Assessment Notebook

May 10
Due: Criterion-Referenced Test (Brigance)
**Learning Enhancement Services (LES)**
Learning Enhancement Services (LES) houses Disability Services, Learning Strategies, and Supplemental Instruction. If you have a documented disability that may require assistance, you will need to contact LES for coordination in your academic accommodations. LES is located in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 702-895-0652. You may also visit our website at:  http://www.unlv.edu/studentlife/les

**Academic Integrity Statement**
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 (CEB 301).

**Religious Holidays**
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 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 approved 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.