“Preparing Professionals for Changing Educational Contexts”
SYLLABUS
Special Education: University of Nevada, Las Vegas

I. Course Prefix and Number: ESP 486
II. Course Title: Diagnostic and Prescriptive Strategies for Students with Disabilities
III. Credit Hours: 3
IV. Semester: Spring, 2004
V. Instructor: Debbie Sloan
VI. Class Time: Monday 4:15 – 6:45
VII. Office Hours: By Appointment
VIII. Telephone: To Be Announced
E-Mail: To Be Announced
IX. Prerequisites: ESP 200

X. Course Description:

Presentation of essential diagnostic and prescriptive concepts applicable to learning problems of children with disabilities. This course must be taken prior to or concurrently with ESP 480 and ESP 487.

** General Curriculum (GC) **

GC3: Assessment, Diagnosis & Evaluation

Knowledge
1. Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities* (CEC GC3:K2).
2. Specialized policies regarding screening, referral, and placement procedures for individuals with disabilities* (CEC GC3:K3).

Performance (Skills)
1. Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities* (CEC GC3:S1).
2. Use exceptionality-specific assessment instruments with individuals with disabilities* (CEC GC3:S2).
3. Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities* (CEC GC3:S3).

XI. CEC Standards Addressed:
- Standard 1  Philosophical, Historical, and Legal Foundations of Special Education
- Standard 2  Characteristics of Learners
- Standard 3  Assessment, Diagnosis, and Evaluation
- Standard 4  Instructional Content and Practice
- Standard 7  Communication and Collaborative Partnerships
- Standard 8  Professionalism and Ethical Practices
XII. **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:

Optional Text:


XIV. Course requirements:

1. Examinations:

   There will be two examinations (100 points each). The final examination is not comprehensive. These exams must be taken on the date and time indicated. Failure to do so, without an excuse acceptable to the instructor, will result in a zero score on the missed exam.

2. Student Observation:

   Each student will complete an observation of a child. This observation need not be done at school. However, it should be done when the child has an assigned "task." Examples of settings and tasks include, but are not limited to, school, day-care, church or Sunday school, homework time, or chores. Students may observe their own children or children of friends. A one-page typed summary of observation findings will be submitted. (25 points).

   The next two requirements require administration of an assessment instrument. Consent must be obtained from a parent or guardian for subjects under age 18. A signed permission slip will be turned in with each instrument. Work turned in without the permission slip will not be graded. If consent is not obtained and turned in, a zero score will be recorded for the assignments. A sample consent form is attached to this syllabus. Also, scoring rubrics are also provided as attachments.

3. Criterion Referenced Assessment Project:

   Each student will develop and administer one informal, criterion-referenced test (CRT) and provide an intervention plan based on the assessment. Students may work in a group to choose a skill to be assessed and design and develop the CRT. Each student will individually administer the CRT to one person. The test form administered is to be turned in along with a written report of an evaluation of the results. The report should discuss the subject’s performance, include an intervention plan based on assessment results, and include the administrator’s personal
comments about the process of test development, evaluation, and intervention planning. See attached grading rubric (75 points).
4. **Standardized assessment:**

Each student will administer a standardized test to a child and write a summary page of the results. The standardized test administered must be approved by the instructor before administration (100 points).

XV. **Grading Policy:**

Assignments are due as indicated on the course schedule. If turned in after the due date, ten percent of the points available on any assignment will be deducted for each week the assignment is late. The final grade for the course will be determined by the points accumulated through the completion of the assignments and the two exams (400 total points). Grades based on points will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>372 – 400</td>
</tr>
<tr>
<td>A-</td>
<td>360 – 371</td>
</tr>
<tr>
<td>B+</td>
<td>348 – 359</td>
</tr>
<tr>
<td>B</td>
<td>332 – 349</td>
</tr>
<tr>
<td>B-</td>
<td>320 – 331</td>
</tr>
<tr>
<td>C+</td>
<td>308 – 319</td>
</tr>
<tr>
<td>C</td>
<td>292 – 307</td>
</tr>
<tr>
<td>C-</td>
<td>280 – 291</td>
</tr>
<tr>
<td>F</td>
<td>Below 240</td>
</tr>
<tr>
<td>D+</td>
<td>268 – 279</td>
</tr>
<tr>
<td>D</td>
<td>252 – 267</td>
</tr>
<tr>
<td>D-</td>
<td>240 – 251</td>
</tr>
</tbody>
</table>
XVI. **Course outline:**

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-20, 27</td>
<td>Course orientation, defining assessment, special education law, models of assessment. Student intervention program, special education referral process, factors affecting test results, other practical considerations</td>
</tr>
<tr>
<td>2-03, 10</td>
<td>Informal assessment methods and procedures</td>
</tr>
</tbody>
</table>
| 2-17, 24 | Basic concepts of measurement and test performance  
**Student observation assignment due 3-1**  
**Criterion-referenced test assignment due 3-8** |
| 3-02     | Theory and assessment of intelligence and adaptive behavior |
| 3-09, 3-16, 23 | Standardized Assessment of general achievement  
**Exam 1 - 3-9** |
| 3-30     | Standardized Assessment of general achievement - practice of administration |
| 4-6      | **Spring Break** |
| 4-13     | Assessment of social behavior, early childhood, and transition assessment |
| 4-20     | Typical parent concerns and due process rights, Interventions  
**Standardized assessment project due.** |
| 4-27     | Guest Speaker |
| 5-4      | Review for Final Exam |
| 5-11     | **Exam 2** |
Disability Resource Center
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 (DRC) for coordination in your academic accommodations. The Disability Resource Center is located in the Reynolds Student Services Complex, room 137. The DRC phone number is 895-0866 or TDD 895-0652.”

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 honesty 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), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College 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.
**Criterion Referenced Tests – 75 points possible**

Students will earn up to 7.5 points for each of the following items:

1. Completed test form included
2. Skill measured is clearly identified
3. Test items adequately sample the criterion skill
4. Directions are included
5. Scored correctly
6. What was noticed about subject’s performance
7. Suggestions for instruction developed from performance
8. Organization, clarity, writing mechanics
9. Personal comments about the process
10. Evidence of thought in instrument design, interpretation
# Rubric for Standardized Assessment

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Test Administration</th>
<th>Test Interpretation</th>
</tr>
</thead>
</table>
| **Target**         | - By reviewing the protocol, it appears that all administration standardizations were followed.  
- The protocol is free of any scoring errors. | - The standard scores and percentiles for each area being assessed are interpreted accurately.  
- The item analysis and error analysis are presented accurately.  
- The interpretations are presented in a way that is easy to understand. |
|                    | 45 – 50 points        | 45 – 50 points       |
| **Acceptable**     | - By reviewing the protocol, it appears that 90% of the administration standardizations were followed.  
- The protocol may have up to three scoring errors. | - 90% of the standard scores and percentiles for each area being assessed were interpreted accurately.  
- The item analysis and error analysis may have up to three interpretation errors.  
- The interpretations were presented in a way that may be somewhat confusing. |
|                    | 40 – 44 points        | 40 – 44 points       |
| **Unacceptable**   | - By reviewing the protocol, it appears that many of the administration standardizations were not followed.  
- The protocol has four or more scoring errors. | - Less than 90% of the standard scores and percentiles for each area being assessed were interpreted accurately.  
- The item analysis and error analysis have four or more interpretation errors.  
- The interpretations were presented in a confusing way. |
|                    | < 40 points           | < 40 points          |
Sample Parent/Guardian Consent Form

I consent to the testing of my child, ______________________, by ______________________ (examiner) for an educational project. I understand that participation in this project will in no way affect my child’s current or future educational placement or program. This project is for an educational program in no way associated with the Clark County School District nor my child’s school. I further understand that test results will be shared with the examiner’s instructor. Information may also be shared with the examiner’s fellow students and the UNLV special education department only when not identifiable to my child. However, beyond this, all information will be considered confidential and will not be used for any other purpose nor shared with anyone else. Accordingly, I hereby give consent for the testing of my child and use of the information as herein described.

_________________________________________  ______________________
Signature                                      Date