Preparing professionals for changing educational contexts

I. Course Prefix & Number: ESP 475

II. Course Title: Developmental Assessment in Early Childhood Special Education

III. Course Credit Hours: 3 hours

IV. Semester: Spring, 2007

V. Instructor: Catherine Lyons, Ph.D.

VI. Office Location: CEB 150
Class Location: CBC C214, Thursdays 4:00-6:45 PM

1 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.”

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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.
VII. Office Hours: Mondays & Thursdays 12 – 4:00pm and by appointment

VIII. Telephone: 895-11112 (Voice Mail)
Use WebCampus Mail

IX. Prerequisite(s):
Students must have completed ESP 470 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 copy right 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:


OH: Merrill Publishing Co.


**Internet Resources:**

Early Childhood Education Online:

http://www.ume.main.edu/~cofed/eceol/welcome.html

The Council for Exceptional Children:

http://www.cec.sped.org/home.htm

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:**

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.

1. Examinations:
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.

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. 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 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.

4. **Assessment Administered:**

Each student must select and administer one informal criterion referenced (curriculum referenced) instrument of developmental or functional skills. It may be the same one that you critiqued. You will prepare and submit a brief summary of your observation of the student’s performance. The report will include:

1. Description of the subject including age, gender program s/he is attending and any known developmental issues.
2. Your rationale for choosing the three skills you assessed.
3. A description of the conditions under which you assessed the child’s performance.
4. A description of the results of your assessment including a description of differences in performance over difficulty and/or skill areas.
5. A discussion of the implications of the child’s performance for
instruction, i.e. what did you learn that might suggest what to
teach, how to teach it and/or where to begin instruction?

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 EOB 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 assessment report (total possible
equal 400/4 or 100).

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
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<td>F</td>
<td>Below 60</td>
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XIV. Course Outline:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic &amp; Readings / Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>January 18</td>
<td>Introductions/Course Syllabus</td>
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<tr>
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<td>Tour of UNLV Early Childhood Assessment &amp; Training Center</td>
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<td>(Losardo &amp; Notari-Syverson, About the Authors, Forewood, &amp; Preface)</td>
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<td>2</td>
<td>January 25</td>
<td>Eligibility Requirements</td>
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<td>Assessment in Part C of 108-446</td>
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<td>Assessment in Part B of 108-446</td>
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<td></td>
<td>(Losardo &amp; Notari-Syverson, Chapter 1)</td>
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<tr>
<td>3</td>
<td>February 1</td>
<td>Purpose of Evaluation &amp; Assessment</td>
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<td>Assigned Readings by Instructor</td>
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<tr>
<td>4</td>
<td>February 8</td>
<td>Child Find &amp; Screening</td>
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<td>Assigned Readings by Instructor</td>
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<td>5</td>
<td>February 15</td>
<td>Norm Referenced Testing</td>
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<td>(Losardo &amp; Notari-Syverson, Chapter 2)</td>
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<td>6</td>
<td>February 22</td>
<td>Criterion Referenced Testing – Assigned Readings by Instructor</td>
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<td>7</td>
<td>March 1</td>
<td>Criterion Referenced Testing</td>
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<td>Defining Content, Assessing to Determine Content</td>
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Administering Assessment Instruments  
Losardo & Notari-Syverson, Chapter 3)

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<tr>
<th>Date</th>
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| 8*   | March 8     | MIDTERM EXAM  
(All notes and readings to date) |
| 9    | March 15    | Spring Break – No Class |
| 10   | March 22    | Defining Content, Assessing to Determine Content, & Assessing for Content & Strategy  
(Losardo & Notari-Syverson, Chapter 4) |
| 11   | March 30    | Assessing for Content & Strategy  
Curriculum-Based Assessments / AEPS  
(Losardo & Notari-Syverson, Chapter 8) |
| 12   | April 5     | Assessing Parent/Child Interactions  
Introduction to Family Assessment (34 CFR PART 303)  
Assessing Concerns, Priorities & Resources  
(Losardo & Notari-Syverson, Chapter 7) |
| 13   | April 12    | Transdisciplinary Framework  
(Losardo & Notari-Syverson, Chapter 9) |
| 14   | April 19    | Alternative Approaches / Portfolio Assessment  
(Losardo & Notari-Syverson, Chapter 6) |
| 15*  | May 3       | Critique Presentations  
(Losardo & Notari-Syverson, Chapter 5)  
*Assessment Critique Due |
| 16   | May 3       | Future Directions  
(Losardo & Notari-Syverson, Chapter 10) |
| 17*  | May 10      | *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.

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