Special Education 4820
Assessment of Young Children (Birth to 8) with Exceptional Learning Needs
Spring, 2013

Instructor: Dr. Bernadette Laumann
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Appointments: Sign up in the notebook in 1212 Buzzard Hall
Time: Wednesday 7:00-9:30 p.m. (Class sessions)
                       Friday 8:30-11:00 a.m. (Practicum sessions to be announced)
Location: 1140 Buzzard Hall

Course Description:
Assessment of Young Children (Birth to 8) with Exceptional Learning Needs. (3-1-3) F,S. This
course addresses both formal and informal assessment of young children at risk and with
exceptional learning needs across severity levels, excluding vision and hearing. Screening,
observation strategies, the link between assessment and instruction, and writing formative and
summative reports are also addressed. Practica provides observation of preschool screening and
administration of norm referenced/criterion referenced assessments. Prerequisites: SPE 3000 and
3200 or permission of the department chairperson. Corequisite: SPE 4720 or permission of the
department chairperson.

Learning Model:
The primary learning model for this class is the Ecological Model.

Textbook:
McLean, M., Wolery, M. & Bailey D. B. (2004), *Assessing infants and preschoolers with*

    special needs, (3rd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

Additional required course readings will be added throughout the semester at the discretion of
the instructor.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed
through varied written and spoken activities and assignments. Your skills of critical and
reflective thinking will be assessed through tests and quizzes and you will be expected to
demonstrate these skills through participation in class and in your written work. Your

knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

Course Outline

I.   Introduction to Assessment of Young Children (2 Weeks)
        A.   Assessment as a process (McLean, Wolery, & Bailey, 2004; Peterson, 1987)
        B.   Statistical considerations
                1.   Measures of central tendency
                        a.   Normal distribution
                        b.   Mean, median, and mode
                2.   Descriptive statistics
                        a.   Standard deviation
                        b.   Reliability
                        c.   Validity
                        d.   Standard error of measure
                        e.   Standard scores, percentiles, and stanines.
                        f.   Raw scores, percentage scores
                        g.   Basal and ceiling levels
                        h.   Assessment bias concerns

II.   Case Finding and Developmental Screening (4 weeks)
        (Alberts, Davis, & Prentice, 1995; Brazelton, 1984; Glascoe, 1991; McLean, Wolery, & Bailey, 2004; McLean, Wolery, & Bailey, 2004; Meisels & Provence, 1989; Peterson, 1987)
        A.   Case finding and screening process - why, what, who, where, when, how
        B.   Case finding and screening instruments/procedures
                1.   Developmental
                        a.   Denver Developmental Screening Test –
                                Second Edition
                        b.   Developmental Indicators for the Assessment
                                of Learning (III) (DIAL-III)
                        c.   Brigance Screen II, Preschool and Early Preschool
                        d.   Prek DIBELS
                2.   Neonatal
                        a.   Apgar
                        b.   Neonatal Behavior Assessment Scale
                3.   The role of parents in screening

III.   Diagnostic Evaluation (5 weeks)
        A.   The diagnostic process - why, what, who, where, when, how (Atkinson, 1985; Boone & Crais, 2002; Cox, 1988; Bailey & Simeonsson, 1988; Bufkin & Bryde, 1996; Dunst, Trivette, & Deal, 1988; Feil, Severson, & Walker, 1998; Hanson & Lynch, 1990; Hayley & Baryza, 1990; Linder, 2008; Lockwood, 1994; Mayes, 1997; Meisels & Provence, 1989; Merrell, 1996; Myers, McBride, & Peterson, 1996; Neisworth & Bagnato, 1988; Rossetti, 1990; Svinick, 1984; Wright & Ireton, 1995)
        B.   The role of diagnostic assessment in transition to new services

C.   Diagnostic instruments/procedures
      1.   Vision and hearing testing
      2.   Motor skills (fine, gross, visual perceptual)
      3.   Social/Adaptive skills
      4.   Play skills
      5.   Cognitive skills (concepts, problem solving, early literacy, early math)
      6.   Literacy and Language skills (receptive and expressive)

D.   Family assessment
      1.   Mandates of P.L. 99-457 and 102-119
      2.   Procedures-observation, interview, questionnaires
           a.   Assessing students in native or primary language
           b.   Providing parents copy of parental rights in native language
      3.   Culturally sensitive family assessment
           a.   Language concerns when communicating with families
           b.   Language concerns when assessing the student (including ELL)

IV.   Educational Assessment
(Alberts, Davis, & Prentice, 1995; Bradley & Caldwell, 1988; Brigance, 2004; Caldwell & Bradley, 1984; McCoskey, 1990; McCormick & Noonan, 1996; Merrell, 1996; Moersch, 1981; Peterson, 1987)

A.   Educational assessment tools
      1.   Brigance Diagnostic Inventory of Early Development-Second Edition
      2.   Curriculum for Preschoolers (Carolina)
      3.   Young Children's Achievement Test
      4.   Kaufman Survey of Early Academic and Language Skills
      5.   Battelle Developmental Inventory, Second Edition
      6.   DIBELS
      7.   Prek DIBELS

B.   Environmental measures and cultural considerations (Leung, 1996; Maker, Nielson, & Rogers, 1994; McLean, 2002)
      1.   Language in test development
      2.   Language in assessing student (including ELL)

C.   Interpretation of results
      1.   IEP development
      2.   Staffings: providing assessment information to families (Kroeger, Leibold, & Ryan, 1999)

D.   Educational assessment in transition to new services (Rous & Hallam, 1999)

V.   Universal Screening/Performance Monitoring (2 weeks)
(Buysse & Peisner-Feinberg, 2010; Hale & Sindelar, 1982)
DIBELS, AimsWeb, RTI in PreK

VI.   Program Evaluation (2 weeks) (DeStefano, Howe, Horn, & Smith, 1991, Sandall, Hemmeter, Smith, & McLean, 2005)

Course Requirements/Assignments

1. <u>Exams:</u>
Students will complete a mid-term and final exam. Both exams will cover material discussed in class as well as material in the text. Study guides will be available for students. (2 @ 50 pts.)

2. <u>Observation of Preschool Screening:</u>
Students will attend a preschool screening at a local area school/agency and complete a written report based on the experience. A list of the available preschool screening dates will be given in class. Assignment guidelines and report format will be discussed in class. (30 pts.)

3. <u>Administration of Individual Assessments and Written Report</u> :
Students will administer various norm- referenced assessments to children in a local preschool. These tests cover a variety of areas including early reading, math and writing skills as well as cognitive, adaptive, communication and social emotional development. For one of the assessments, once the protocol is complete, students will then write an assessment report summarizing the results of the assessments. This report will be given to the child's parent(s). For the second assessment students will complete the protocol and provide scores in written format. Further specifics regarding assignment requirements will be discussed in class and are available on Web CT. (65 pts.)

4. <u>Administration of *The Carolina Curriculum for Preschoolers with Disabilities*</u>: in teams – Students will administer the Carolina to children (ages 2 -5) at a local education agency to participate in this activity. Each team will be responsible for creating activities and materials to adequately assess their target child using selected parts of the Carolina. This assignment will be discussed at length in class. Additional information is available on Web CT. Students will write a parent letter discussing the results of the Carolina. (95 pts.)

5. <u>Test Protocols and Assessments:</u>
Practice test protocols will be assigned to ensure understanding of the test being covered. These assignments will be due as specified by the instructor. (30 pts.)

6. <u>Assessment Notebook:</u>
Over the course of the semester students will be required to generate assessment materials for the assessment notebook. The notebook will also include self-created curriculum based measurements in two areas and may include reading, math, writing, language, and social emotional learning. The notebook will also include an adaptation to one of the assessment tools. The purpose of the notebook is to provide each student with an assessment resource, specifically for early childhood settings that they may use in their own classrooms. (40 pts.)

7. <u>Class Attendance/Participation:</u>
The Department of Special Education endorses the notion that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams. (75 pts.)
- Points will be given for in class activities/assignments. Failure to attend class will result in a loss of these points.
- NOTICE MUST BE GIVEN IN ADVANCE TO THE INSTRUCTOR IF A PRACTICUM DATE WILL BE MISSED. FAILURE TO DO THIS WILL RESULT IN A "F" FOR THE SEMESTER.

- IF ABSENCE OCCURS ON EXAM DAY, INSTRUCTOR MUST BE NOTIFIED ASAP AND A DOCTOR'S NOTE IS NEEDED PRIOR TO MAKE UP OF EXAM.

Summary of Course Requirements

Exams (2 @50)	100 points
Preschool Screening Observation Report	30 points
Individual test administration, protocol & report	65 points
Carolina Curriculum administration, protocol, & parent letter	95 points
Test protocols and assessments	30 points
Assessment Notebook	40 points
Class Attendance/Participation	75 points
Total	435 points

Bonus Points
Five (5) bonus points may be earned by participating in Family Fun Festival or Special Olympics.
*GRADING:

90%--100% =	A
80%---89% =	B
70%---79% =	C
60%---69% =	D
Below 60% =`	F

The final grade and its determination are the purview of the instructor.

** *The instructor may change course assignments and points as deemed necessary.*

Practicum Standards
- Practica experiences must be underline successfully completed. If practica is judged to be less than satisfactorily completed, then no more than a "D" may be earned in the class, regardless of the number of points earned. Students are expected to be present at all practica experiences prearranged by the instructor.
  - Practica Experiences include:
    - Preschool screening observation
    - Completion of *Carolina Curriculum*
    - Administration of assessments
    - Completion of protocols as determined by instructor.
- It is not possible to receive credit for this course unless all diagnostic evaluations are completed in an acceptable manner. These evaluation reports will be provided to the students' teachers for their use. The reports must be accurate, complete, and timely. If each component is not satisfactory, the EIU student will be required to revise, rewrite, and resubmit to the instructor by the date indicated. Failure to make all revisions as indicated will result in additional points lost.

Standards for Written Assignments:

- Written assignments are DUE at the <u>start of class.</u> Unless there has been prior approval by the instructor (or in extreme and documented cases), there will be an automatic 25% deduction in points on late assignments and any assignment that is more than 2 days late will not be accepted or graded.
- Extensions may be requested by students prior to the due date. Extension approvals are the purview of the instructor.
- All assignments must be typed and must be double-spaced with 1 inch margins and 12 point font (unless otherwise specified). Written assignments are expected to follow the style, format, and guidelines described in *The Publication Manual of the American Psychological Association (6th ed.)* (see apastyle.org).
- Nonlabeling language is expected in all written materials. Labeling language will result in a 50% point loss for that assignment.
- Writing mechanics (e.g., spelling, grammar, punctuation, etc.) are important components of professional behavior and will be considered in the grading of assignments. As prospective teachers, EIU students will be expected to meet performance criteria associated with grammar, spelling, clarity, and sentence structure.
- Assignments are to be completed individually unless otherwise specified.

Professional ethics and standards:
- All protocols and related reports are highly confidential! Therefore, <u>THEY CAN NOT BE USED FOR ANY OTHER COURSES</u>. Any student who breaches the confidentiality of these protocols, reports, or the practicum experience <u>WILL AUTOMATICALLY FAIL</u> the course.
- The Special Education Department requires students to dress in an appropriate, professional manner when participating in practicum settings and meeting with children, teachers, or parents from local schools or agencies.
- Positive collaborative professional behavior is expected throughout the semester in accordance with the CEC Code of Ethics.
- Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Assistance: The instructor is interested in you!
- Each student is encouraged to contact the instructor for assistance with any class-related problem.
- The instructor encourages you to use e-mail to facilitate speedy communication. The instructor expects students to check their email on a daily basis.
- Grades are considered highly confidential therefore students need to make an appointment to discuss grades with the instructor (i.e., grades will not be discussed via e-mail or telephone).

Cell Phone Policy
All cell phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by the instructor and at no time should this means of communication

interrupt teaching or learning. Above mentioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero." At no time during class, teaching on site, or during tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication
Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

SPE 4820

Major Evaluation Components:

Primary/assessment process, specific ways students' performance is evaluated in this course relative to standards.

1. Exams/Quizzes

- ECH: 1A, 1D, 1F, 1I, 4B, 4F, 4G, 4O, 5C, 5D, 5G, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, 11A, 11B, 11H, 11I. IPTS: 1C, 1D, 1E, 1G, 2A, 2E, 4E, 4H, 7A, 7B,7C, 7D, 7E, 7F, 7G, 7H, 7I, 7K, 7O, 8F, 8H, 8I, 9F, 9H, 9S. CEC/ICC: ICC1K7, ICC2K3, ICC2K4, ICC2K5, ICC4S3, ICC6K4, ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8S1, ICC8S2, ICC8S4. CEC/ECSE: ECSE1K1, ECSE1K2.

2. Clinical Practice/Protocols (Administration of several assessments)

- ECH: 8B, 8D,_ 8E, 8F, 8G, 8H, 8J, 11S, 11T, 11W. IPTS: 1B,1D, 1E, 1G, 1H, 1I, 2A, 2D, 2E, 2F, 2I, 3D, 3E, 3G,4A, 4D, 4E, 4H, 5E, 5F, 5H, 5P, 6A, 6B, 6C,6D,6F, 6H, 7A, 7B, 7C, 7D, 7E, 7F, 7H, 7I, 7J, 7K, 7M, 7N, 7O, 7Q, 7R, 8B, 8F, 8H, 8I, 9A, 9F, 9H, 9I, 9J, 9K, 9M, 9R, 9T, 9U. TECH: 3B, 3C. CEC/ICC: ICC8K1, ICC8K2, ICC8K4, ICC8S4, ICC8S7, ICC8S9, ICC9S1, ICC9S4, ICC9S7, ICC9S8, ICC9S11, ICC10S1. CEC/ECSE: ECSE8S1, ECSE8S3, ECSE8S4, ECSE8S5, ECSE8S6, ECSE8S7, ECSE858.

3. Assessment Summary Report (ASR)

- ECH: 1D, 1G, 1I, 4A, 4F,4G, 4T, 7G, 7I, 11E, 11S, 11V, 11W. IPTS: 1B, 1C, 1E,1G, 1H, 1I, 1J, 2D, 2F, 2I, 3D, 3E, 3G, 4A, 4D, 5E, 5F, 5H, 5P, 6A, 6B, 6C, 6D, 6F, 6H, 7A, 7B, 7C, 7D, 7E, 7H, 7J, 7K, 7M, 7N, 7O, 7Q, 7R, 8B,8F, 8H, 8I, 9A, 9F, 9H, 9I, 9J, 9K, 9M, 9R, 9T, 9U. CEC/ICC: ICC1K7, ICC2K3, ICC2K4, ICC8S7, ICC9S7, ICC9S8, ICC10S1, ICC10S3, ICC10S9. CEC/ECSE: ECSE8S9, ECSE8S10, ECSE9S4. TECH: 3A, 3E, 3F.

4. Assessment Notebook (Teacher candidate designed assessment activities)

- ECH: 1D, 1F, 4F, 4G, 4T, 7E, 7F, 7G, 7H, 8B, 8E, 8F, 8H. IPTS:1B, 1C, 1D,1G, 4A, 4D, 4G, 5E, 5F, 5H, 5J,6A, 6B, 6C, 6D, 6E, 6H, 7A, 7B, 7E,7H, 7I, 7J, 7K, 7M, 7O,7Q, 7R, 9H, 9I, 9J, 9M, 9T, 9U. CEC/ICC: ICC2K3, ICC6K4, ICC8K1, ICC8K2, ICC8S2, ICC8S4, ICC9S1, ICC9S4, ICC9S7, ICC9S8, ICC9S11, ICC10S1. CEC/ECSE: ECSE8S4, ECSE8S5, ECSE8S7. TECH: 3B, 3C, 3E.

5. Screening Assignment

- ECH: 7A, 7D, 7E, 7F, 7G, 7I, 8D, 8E, 8F, 11S, 11T, 11W. IPTS: 1C, 1D, 1E, 1G, 4D, 5A, 5F, 7A, 7B, 7C 7E, 7H 8A, 8D, 9H, 9J, 9M. CEC/ICC: ICC1K5, ICC8K3, ICC10S1, ICC10S3, ICC10S4. CEC/ECSE: ECSE8S1, ECSE9S3.

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SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:
Clear the building as rapidly and orderly as possible.
Move to the designated areas as directed by the Police Departments or Fire Departments.
Do not return to the building until you are given the all clear signal.

Fire Alarms:
When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:
The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:
The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:
Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011