SPE 4800.001 & SPE 4800.002
DIAGNOSIS AND ASSESSMENT OF LEARNERS WITH EXCEPTIONAL LEARNING NEEDS
Spring 2013

Instructor: Dr. Christina Edmonds-Behrend
Email: credmondsbehrend@eiu.edu

Office/Phone: 1212 Buzzard Hall; 217-581-5315
Appointments: Sign up in notebook in 1212 Buzzard Hall
Location/Time Section 001 – MW 9:00-10:40a.m. Room 1140 Buzzard Hall
R 9:00 – 9:50 a.m.
Section 002 – MW 1:00-2:40 p.m. Room 1140 Buzzard Hall
R 1:00-1:50 p.m.

Catalog Description:
SPE 4800, Diagnosis and Assessment of Learners with Exceptional Learning Needs. (3-2-4). This course examines formal and informal assessment as used to determine achievement of individuals with exceptional learning needs across severity levels. Selection, administration, scoring, and interpretation of formal and informal assessments for the purpose of identifying exceptional learning needs are also addressed. Supervised and evaluated administration and interpretation of diagnostic tests are integral to this course.

Textbooks: Salvia, J., Ysseldyke, J. & Bolt, S. (2013). *Assessment: In special and inclusive education (12th ed.).* Boston: Houghton Mifflin.

Learning Model:
The primary learning model for this course is the Ecological Model. For more information on this model read Evans, Gable, & Schmidt (1991).

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 Requirements:

1. Attend all class sessions, read all assignments, and complete all exams/quizzes. Lectures will cover materials not covered by the reading assignments.
2. Demonstrate knowledge of basic statistics used in interpreting assessment results.
3. Collaboratively, develop a multimedia* presentation/demonstration on assigned assessment instruments to teach the class administration and scoring techniques (*PowerPoint, Smartboard videotape).
4. Complete a minimum of 30 practicum hours that requires each candidate to formally and informally assess the academic achievement of children/youth with mild/moderate disabilities in public schools.
5. Complete individual standardized assessment and skill analysis with assigned students in one or more of the following areas: reading, writing language, math, vocational, and functional academic skills.
6. Plan an informal assessment tool for a children/youth in the area of reading (i.e., CBM).
7. Prepare one formal report per learner, using informal and formal assessment results.
8. Compile an organized resource notebook addressing academic assessment of individuals (kindergarten through 12th grade).

GRADING:		Bonus Points
90% -- 100%	A	10 points will be earned by participating in Family Fun Fest/Special Olympics (documentation required) & other pre-determined activities.
80% -- 89%	B	
70% -- 79%	C	
60% -- 69%	D	
Below 60%	F	

ASSIGNMENTS & EXAMINATIONS:	POINT TOTALS:
In-class activities (must be present to earn points)	Variable
Quizzes (announced & unannounced)	Variable
Exam I	~45
Exam II	~30
Final Exam	~45
(Quiz & Exam point totals may vary due content related to discussions, lectures, & activities.)	
WJ-III Practice Protocol & Assessment Summary Report Practice-	Required
Protocol[s]	Variable
Formal Assessment Summary Report	75
Informal Assessment Assignment (CBM)	40
Team Evaluation & Presentation	60

Practicum Evaluation including communication & organization* (based on meets/exceeds ratings on Clinical Practice Rubric)	M/E
Resource Notebook	10

* See following attendance policy & practicum requirements.
** See following requirements for Resource Notebook.

The final grade and its determination are the purview of the instructor. The number of points varies for each candidate based on the assessment needs of the children and assignments may be modified as deemed necessary.

Candidates are expected to keep track of their own scores when returned. A formal grade update will be provided by the instructor at midterm.

Candidates are encouraged to review the Desire 2 Learn site often. Instructions, materials, and announcements will be posted often.

COURSE REQUIREMENTS/ASSIGNMENTS

ATTENDANCE:

- The Department of Special Education endorses the notion that attendance in classes is essential. The candidate is responsible for initiating all interactions with the instructor relative to absences and related assignments or exams. Failure to provide appropriate documentation regarding absences will result in point penalties for all late assignments.
- ADVANCE NOTICE MUST BE GIVEN TO THE INSTRUCTOR IF A PRACTICUM DATE WILL BE MISSED. FAILURE TO DO THIS WILL RESULT IN AN "F" FOR THE SEMESTER.

COMMUNICATION & ORGANIZATION TASKS:

- Practicum requires quick communication from time-to-time; therefore, candidates are required to check their Panthermail e-mail address (*daily*), so that the instructor can notify candidates of practicum changes. Failure to check email, which results in late or missing assignments or inadequate practicum preparation, will have point penalties applied.
- Communication and organization tasks will be assigned throughout the semester. These assignments are designed to facilitate candidates' success. Failure to complete these tasks appropriately and on-time will result in point penalties deducted from overall total points at the end of the semester.
- IF ABSENCE OCCURS ON EXAM DAY, INSTRUCTOR MUST BE NOTIFIED ASAP AND A DOCTOR'S NOTE WILL BE REQUIRED PRIOR TO MAKE UP OF EXAM.

RESOURCE NOTEBOOK:

- The purpose of the resource notebook is threefold: (1) to facilitate organization of the practicum; (2) to facilitate the content knowledge developed; and (3) to exit the course with a thorough, valuable, usable resource.
- Each candidate is required to develop a resource notebook that will be evaluated once during the course (specific criteria). The power points, practicum forms and procedures, class handouts and presentation materials on all test instruments are to be organized in a large 3-ring binder. Additionally, each candidate is to develop sections for lecture notes and textbook notes. Candidates are responsible for the following information:
    - lecture notes for each class day; covering all assigned chapters; including assessment summary reports.
- If a candidate fails to turn in a notebook for evaluation at the specified time, a 2% points reduction will occur, lowering total points earned.
- Notebooks will be graded at the second exam and will be returned.

PRACTICE WJIII ASSIGNMENTS

- A practice WJ-III protocol and ASR are assigned at the beginning of the semester. Although no points are assigned for the assignments, failure to submit each assignment on time will result in a 10 point loss.

TESTS PROTOCOLS & ASSESSMENT SUMMARY REPORTS:

- Test protocols are DUE initially within 24 hours of test completion to the InBox in the TMC. Protocols will be returned from the GA within 48 hours and subsequent submissions are due from you within 24 hours. Penalties are 1 point per day for each day the protocol is late. Following these time requirements is crucial in order to successfully complete all practicum components by semester's end.
- Aimsweb and DIBELS protocols are due in class the Thursday after we assess.
- Assessment Summary Report is DUE within one week of second acceptable protocol return.. Late penalties for ASR's are as follows: Each day late (M-TH) is -1 point. *One week late = 50% of points scored on the ASR. Two weeks late = 0 points*; however, you must still submit a school copy.

- The ASR is to be submitted in a two-pocket folder along with the (1) ASR rubric & summary sheet, (2) ASR grades sheet and (3) all protocols and student workbooks that pertain to the report. The ASR will be graded ONCE; in other words, the grade earned is the grade recorded in the book. Candidates will be required to make the necessary changes and resubmit for the School Copy. If the candidate has less than "meets" on any portion of the rubric, that section of the ASR will be regarded; however, NO ADDITIONAL POINTS will be received. All ASR's and final School Copies will be due as indicated on tracking sheet.

TEAM PRESENTATIONS:

- The instructor will assign specific assessment instruments to be presented to the class by teams. Teams will present on various aspects about the test: how to administer, score and interpret the test, address the technical adequacy including scholarly review, and provide a team critique of an assigned instrument in the presentation.
- Each presentation will include the use of technology (PowerPoint/Smartboard).

INFORMAL ASSESSMENT ASSIGNMENT:

- Candidates will plan, create, administer, score, and interpret an informal assessment tool
- This will be handed in at the final exam time outlined by the university.

PRACTICA PARTICIPATION:

- If the practicum experience is rated, by the instructor, to have been completed in less than a satisfactory manner (less than 70%, which means less than 'meets' expectations on rubric), then no more than a "D" or "F" may be earned in the class regardless of the number of points earned. Candidates will hand a copy of the clinical experience rubric to the instructor prior to beginning practicum- include name and E#.
- All protocol scoring must be completed by hand unless otherwise indicated.
- It is not possible to receive credit for this course unless all diagnostic evaluations are completed in an acceptable manner.

- Copies of the Assessment Summary Report will be provided to the students' referring teachers/professionals for their use. The professional reports must be accurate, complete, and timely. If each component is not satisfactory, the candidate will revise, rewrite, and resubmit by due dates assigned by the instructor. Not completing all revisions will result in addition points lost. Failure to submit a final school copy will result in a hold placed on your records until the report is turned in to the instructor.
- All candidates will be required to purchase a TMC punch card at the beginning of the semester. This card will be used to purchase all needed protocols for practicum. The card is also used to pay fines which are incurred as a result of late fees. A check must be made out to EIU for $20.00 (no cash). Subsequent cards may need to be purchased if fines are incurred. Refunds are available at the end of the semester for remaining amount –after all fines have been paid. ALL materials must be returned to the TMC at the end of the semester. Failure to do so will result in a hold placed on your records.

STANDARDS FOR WRITTEN ASSIGNMENTS:

- Late assignments will have one point deducted from the total points per day past due, including weekends and holidays
- Extensions may be requested by candidates *prior to the due date*. Extension approvals are at the discretion of the instructor.
- Written assignments are expected to follow American Psychological Association (APA) style 6th Edition, format, and guidelines. The TMC has copies.
- Non-labeling language is expected in all written materials (labeling language will result in a 50% point loss for that assignment).
- As prospective teachers, EIU candidates will be expected to meet performance criteria associated with grammar, spelling, and sentence structure. This means assignments should be spelled correctly, include professional language and follow guidelines for proper sentence structure.
- An Assessment Summary Report from this class may be submitted for the EIU electronic writing portfolio and/or used in the Department of Special Education portfolio. This must be submitted prior to finals week.

PROFESSIONAL ETHICS AND STANDARDS:

- All protocols and related reports are highly confidential! Therefore, THEY CAN NOT BE USED FOR ANY OTHER COURSES. Any candidate who breaches the confidentiality of these protocols, reports, or the practicum experience WILL AUTOMATICALLY FAIL the course.
- The Special Education Department requires students to dress in an appropriate, professional manner when participating in practicum components and meeting with children, teachers, or parents from local schools. This means no jeans, t-shirts, bare mid-sections (even when seated), or low cut tops or pants. Appropriate shoes are also required (no “beach” flip flops or tennis shoes).
- Positive collaborative professional behavior is expected throughout the semester in accordance with the CEC Code of Ethics.

ASSISTANCE: The instructor is interested in you.

- Each candidate is encouraged to contact the instructor for assistance with any class-related problem.
- I encourage you to use e-mail to facilitate speedy communication between student and instructor. E-mail transcends office hours, weekends, and late night, early morning dilemmas.
- Your grades are considered highly confidential; therefore, you will need to make an appointment to discuss grades with the instructor (i.e. grades will not be discussed via email or telephone or in the classroom).

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.

Cell Phone Policy

All cellular 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 be instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned 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 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

Candidates 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, candidates are expected to be respectful and professional. In addition, candidates must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the candidate'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

Candidates 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.

Course Requirements

1. 30 practicum hours with children

2. Presentation of an assessment instrument
3. Completion of practicum protocols & practice protocols
4. Assessing students
5. Preparing formal reports of assessment
6. Completing written exams
7. Demonstrate statistical competency in report writing
8. Skill analysis
9. Informal Assessment Assignment
10. Resource Notebook

Special Education 4800: Diagnosis and Assessment of Learners with Exceptional Learning Needs

Outline of the Course

I. Introduction to Assessment in Special Education (1 week)
   A. Purposes (APA/AERA/NCME, 1985; Cronback, 1984; Elliot, Ysseldyke, Thurlow, & Erickson, 1998; Ysseldyke & Algozzine, 1984)
   B. Process of assessment – types of decisions and types of data
   C. Ethical considerations in assessment
   D. Legal aspects (Roberts & Mather, 1995; Ysseldyke & Algozzine, 1984), legislation and litigation, IDEA (PL 108-446)

II. Statistical Considerations (Anastasi, 1988) (2 weeks)
   A. Measures of central tendency
      1. Normal distribution
      2. Mean, media, and mode
   B. Measures of dispersion
      1. Range, variation and standard deviation
   C. Descriptive statistics
      1. Standard deviation
      2. Standard scores
      3. Percentile rank
      4. Age Equivalent
      5. Grade Equivalent
   D. Technical adequacy of assessment tools
      1. Reliability
      2. Validity
      3. Norm sample
      4. Scores available

III. Practical Experience (8 weeks)
   A. Academic achievement tests
      1. Kaufman Test of Educational Achievement-Second Edition (K-TEA-II)
      2. Wechsler Individual Achievement Test, Second Edition (WIAT-II)
      3. Woodcock-Johnson Tests of Achievement, Third Edition (WJ-III)
      4. Other academic assessment tools
      5. Math
         a. Keymath-Revised Normative Update
         b. Test of Math Ability, Second Edition (TOMA-2)
         c. Test of Early Mathematical Abilities, Third Edition (TEMA-3)
      6. Reading
         a. Standardized Reading Inventory, Second Edition (SRI-2)
         b. Test of Early Reading Abilities, Third Edition (TERA-3)
      7. Written Language
         a. Oral and Written Language Scales (OWLS)

8. Criterion Referenced Measures
    a. Brigance
9. Curriculum Based Measurements
    a. Math
    b. Reading
    c. Writing

B. Practicum – clinical experience
1. Assess 2 or 3 children in the public schools, at least one of the children will have a pre-academic instructional need
2. Write assessment summary reports for 1-2 cases

IV. Informal Assessment (Choate, et al., 1991; Dalton, Tivnan, Riley, Rawson, & Dias, 1995; Guerin & Maier, 1983; Hasbrouck, Woldbeck, Ihnot, & Parker, 1999; Montague, 1996; Wesson & King, 1996) (2 weeks)

A. Theory and purposes of informal assessment
B. Types of Informal Assessment
1. Curriculum-based assessment
2. Portfolio
3. Performance-based
4. Authentic assessment
5. Functional Assessment
6. Curriculum Based Measurements
    a. DIBELS
    b. AimsWeb

C. Create and administer an informal assessment tool

V. Complete formal assessment (ISBE, 1992; Knight & Aucoin, 1999; Levine, 1976; Fletcher, Francis, Shaywitz, Leung, 1996; Lyon, Foorman, Stuebing, & Shaywitz, 1998; Maker, Nielson, & Rogers, 1994; Sattler, 1988; Slate, 1996) (1 week)

A. Case History
1. Birth history
2. Developmental history
3. Social/personal history
4. Family background
5. Educational background

B. Areas of a complete assessment: discuss the domains and components of each area, who is the expert, what tools or techniques are employed to gather the data
1. Cognitive
2. Academic achievement
3. Sensory
4. Motor
5. Communication
6. Medical
7. Social emotional
8. Perceptual motor
9. Vocational

10. Adaptive/Functional/Independent living skills

C. Considerations in individualizing assessment (1 week)
   1. Accommodations within formal assessment
   2. Cultural considerations and Limited English Proficiency (ISBE, 1992; Leung, 1996; Maker, Nielson, & Rogers, 1994)
      a. Assessing students
      b. Communication with parents
      c. Test development

D. Large scale, high stakes assessment (1 week)
   1. History leading to and implementation issues related to No Child Left Behind (PL 107-110)
   2. ISBE statewide assessments
   3. Alternative assessments for 1% of children
   4. National Center of Education Outcome

E. Response to Intervention (1 week)
   1. What is RTI?
   2. How do RTI and Special Education interact?
   3. Progress Monitoring
   4. Using the Data

Evaluation Components:

Comprehensive exams including multiple choice and essay responses, CEC CC 1, 2, 8; CEC IGC 1, 4, 8, 10; CEC IIC 1, 8, 10; ISBE CC 3; ISBE LBS1 3; ISBE CLA 2; ISBE PTS 1, 2, 4, 7, 9

- Exam I: Basic principles of assessment (Chapters 1-3)
- Exam II: Technical adequacy of test instruments and Academic achievement assessment (Chapters 4-8, 20 - 23)
- Final Exam: Informal assessment, Complete assessment, Making educational decisions using assessment data & Applications (Chapters 9-19, 24-29)

Team projects with checklist grading sheets, ISBE CC 3; ISBE LBS1 3; ISBE Tech 1, 2, 5, 7; ISBE IPTS 7, 9

- Presentation of assessment tool

Individual project

- Informal Assessment Assignment

Practice academic assessment using WJ-III, ISBE CC 3; ISBE LBS1 3; ISBE PTS 7, 9

- WJ-III practice protocol (not graded)
- Assessment Summary Report practice (not graded)

Clinical experience, CEC CC 2, 9; CEC IGC 3, 8; ISBE CC 3; ISBE LBS1 3; ISBE CLA 1; ISBE PTS 4, 6, 7, 9

- Clinical Experience rubric
- Grade sheets for protocol scoring accuracy, 5-7 tests administered and protocols scored

Department rubric for Assessment Summary Report, CEC CC 2, 8; CEC IGC 3; CEC IIC 3; ISBE CC 3; ISBE LBS1 3; ISBE CLA 2; ISBE Tech 1, 2, 5, 7; ISBE PTS 2, 4, 6, 7, 9

- 1 Formal Assessment Summary Report
- Final Report (School Copy, not graded)

Resource Notebook checklist ISBE CC 3; ISBE LBS1 3; ISBE PTS 7, 9

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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 <u>not</u> 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