Special Education

SPED 635: Assessment: Early Childhood Special Education and Moderate/Severe Disabilities

Summer 2014

Instructor Contact Information
Instructor: Dr. Alma Miles
Office: SDSU-IV
Office hours: By appointment
Phone: 760-679-6973
Email: almamiles@hotmail.com

Section and Enrollment Information
Class meeting: Monday, Wednesday, Thursday 2:30 - 5:00 pm
Class location: LA-004
Schedule number: 60037

Course Description
Models of assessment emphasizing cultural, and linguistic diversity, observation and interviewing, performance-based approaches, trans disciplinary teaming, family-professional collaboration, and adaptations for specific disabilities will be introduced, practiced and reported. Communicating and using assessment data for individualized program planning will be emphasized throughout the course.

Student Learning Outcomes
At the completion of the course class participants should:

1. Be familiar with current professional literature on appropriate non-biased, non-discriminatory assessment practices for young children and for individuals with moderate to severe, physical or health impairments and multiple disabilities.
2. Be able to describe and utilize best practices in the assessment of young children and individuals with moderate to severe disabilities or individuals with physical and health
impairments with particular emphasis on family-centered, person-centered, and culturally competent assessment and evaluation.

3. Analyze assessment practices in terms of their applicability to various populations including children and families with diverse ethnic, cultural, and linguistic backgrounds and individuals with low incidence disabilities.

4. Develop and use observation instruments and strategies to gather information relevant to child behavior and development and family concerns and priorities from families with diverse cultural and linguistic backgrounds.

5. Develop and conduct family-centered or person-centered interviews to gather information about the child/individual and the family’s concerns, priorities, and resources.

6. Determine the appropriateness of standardized tests for various populations addressed in the course and propose alternative strategies as appropriate including curriculum-based and play-based assessment.

7. Communicate assessment findings orally and in writing that can be used as a basis for developing educational goals, objectives, and outcomes. Ensure that the presentation is accurate, nonjudgmental, and understandable to parents and professionals from diverse backgrounds.

8. Participate as a team member in gathering assessment information.

9. Evaluate one’s own and others’ skills in family and person-centered assessment and provide constructive, non-threatening feedback.

10. Be informed about and adhere to ethical conduct related to assessment, evaluation, and information sharing.

Assessment and Grading

Class participation - Class attendance and participation is expected. Opportunities to practice assessment techniques and role play the communication of results will be provided during most classes and it will be difficult to meet course objectives if you are absent. It is this instructor’s view that participation and the contribution of opinions regarding the application of assessment instruments and techniques enriches the class for all participants and the voicing of opinions of all class members will be encouraged. It is also a skill to be able to voice your opinion in a manner that respects the listener and acknowledges the diversity of thought, attitude and practices of listeners. Communicating with others in a respectful manner will be modeled and encouraged. Punctuality is one way of demonstrating respect for the opinions and efforts of the instructor as information is frequently missed and lectures/discussions are interrupted by late arrivals. Please inform the instructor if lateness is unavoidable.

Access to Children/Individuals with Disabilities and Families: Many of the course assignments require that class participants have access to children and families and parent/guardian permission to conduct routine assessments. It is the responsibility of each class participant to
find children/individuals and families to work with and to obtain their permission. A consent form for the selected parents to sign must be completed by all families selected as the focus of your assignments. It is also the responsibility of the student to inform parents/guardians that they are novice assessors and are conducting assessments for a university class in which they are learning assessment strategies. Class discussions are reports will maintain the child and family’s confidentiality.

This course requires students to participate in field trips and research or studies that include course work that will be performed off-campus. Participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have current automobile insurance.

Graduate and Professional Standards: As a professional in the field of special education or a related discipline, you will prepare many written reports and present findings verbally at IEP, IFSP and other meetings. It is important that your writing and speaking be clear, concise and grammatical and that you demonstrate your understanding of research and theory as it relates to practice. All written and oral presentations should be nonjudgmental in terms of children and families and should reflect “person first” language. Written assignments will be evaluated on content and professional presentation. Spell check must be used prior to any submission of written work. The instructor will read and comment on drafts of written work if they are submitted at least one week prior to the due date.

**Assignments**

Interview: Create or adapt an interview protocol to gather information about family concerns, priorities, and resources in relation to promoting their child’s development and competence. Obtain the instructor’s approval of the protocol. Select someone to interview that has a background that is different from your own (i.e. culture, race, family composition etc.). If you are working with an adult with a disability, the interview should be with the others in his or her life that s/he chooses to include. After gathering the information, write a report of the interview and interview findings. Attach the interview questions and your notes to the report. (25 points)

IEP Goal and Data Sheet: Guided by California State Standards, family priorities and the strengths and weaknesses of the individual student, you will write an IEP goal and create a data sheet that can used for ongoing progress monitoring of that goal. (20 points)

In Class Observation: Following information and practice with various forms of observational recording methods, each student will be asked to observe a child from a video-tape and write a brief summary of findings using one of the recording methods. (10 points)
Integrated Assessment Report: Interview, Observation of Performance, and Curriculum-Based Assessment: - Conduct an assessment of a child/student who is at-risk or has an identifiable disability under six years of age or an individual with a moderate/severe disability using the results of:

1) Interview
2) Observational social/emotional performance using a tool (e.g., Brigance) or an observational method (e.g., event recording)
3) Curriculum-based measurement of two domains (academic (language arts & math), development, or adaptive behavior).

A written report summarizing the findings will be submitted. Attach the instruments and data to the report. A rubric will be handed out to guide this assignment (35 points).

Oral report of the Integrated Assessment Findings: - Present a summary of the findings of the Integrated Assessment report in class. The presentation should be made in the form of a role-play with the instructor taking the role of the parent or family member. Students will need to communicate without jargon and with respect for the diverse background of the family member. A rubric will be handed out to guide this requirement. (10 points).

**Final Grades**

- 93-100 = A
- 90-92.99 = A-
- 87-89.99 = B+
- 83-86.99 = B
- 80-82.99 = B-
- 77-79.99 = C+
- 73-76.99 = C
- 70-72.99 = C-

**Grading Policies**

5 points will be deducted for late assignments.

**Course Activities and Schedule**

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| July 7, 2014 | Course Overview & Expectations  
Pre-assessment of student knowledge during Introduction to establishing an awareness of diversity and the cultural contributions to interactions  
Purposes & Forms of Assessment                                                                                                                      |                         |
| July 9, 2014 | Interviewing Skills and Strategies including Family-Centered approaches  
Acknowledging Family Diversity                                                                                                                                          |                         |
| July 10, 2014| Screening: Denver II (Frankenburg; et al) and ASQ (Squires, LaWanda, & Bricker)                                                                                                           |                         |
| July 14, 2014| Screening: Brigance (Brigance); HELP Strands (Parks)                                                                                                                                             |                         |
| July 16, 2014| Observational Strategies and Techniques  
Selecting Skills for Observation  
In Class Graded Assessment                                                                                                                                         |                         |
| July 17, 2014| Adaptive & Performance-Based Measures  
Criterion-Referenced Measures  
Brigance (Brigance);  
Vineland-II (Sparrow, Cicchetti, & Balla); SIB-R (Bruininks, Woodcock, Weatherman & Hill)                                                                 | In Class Graded Assessment Due |
| July 21, 2014| California Alternative Assessments & Curriculum-Based Measures  
DRDP-R; ABLLS (Partington); SANDI CAPA  
Alternative Standards-Based Assessment SDUSD (English Language Arts and Math)                                                                                           |                         |
<p>| July 23, 2014| Curriculum-Based Assessment (English Language Arts and Math)                                                                                                                                                       |                         |
| July 24, 2014| Writing Math and Language Arts IFSP &amp; IEP Goals from Alternative Standards-Based, &amp; CB Assessment                                                                                                         | Interview Assignment DUE |</p>
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<tr>
<td>July 28, 2014</td>
<td>Linking Assessment to IEP Goals</td>
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<td>July 30, 2014</td>
<td>Data methods for Ongoing Progress Monitoring</td>
<td>Goal &amp; Data Sheet Assignment DUE</td>
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<td>July 31, 2014</td>
<td>Implementing Curriculum-Based Assessment in the Classroom</td>
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<td>Communicating and Reporting Assessment Information</td>
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<td>Aug. 4, 2014</td>
<td>Reliability &amp; Validity in Assessment</td>
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<td>Traditional Standardized Assessment</td>
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<td>Bayley (Black &amp; Matuta); Young Children’s Achievement Test (Hresko, Peak, Herron &amp; Bridges)</td>
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<td>Aug. 6, 2014</td>
<td><em>Team-Based Approaches to Assessment</em></td>
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<td><em>Play-Based Measures for Young Children (Linder)</em></td>
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<td>Assessing Community-Based Instruction</td>
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<td>Aug. 7, 2014</td>
<td>Writing the Final Report Presenting Assessment Results to Families</td>
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<td>Aug. 11, 2014</td>
<td>Completing the Observations and Assessments</td>
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<td>Course Feedback</td>
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Course Policies

- Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Dr. Miles requires that the submission of all course assignments represent the original work produced by the student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the *American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association APA format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association 5th Edition* for paper format.

- The faculty at SDSU is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course work assignments through “Turnitin,” (www.turnitin.com,) an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Students with Disabilities

Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, please contact the Disabilities Service Coordinator, Barbara Romero, MSW, at 760-768-5509, email: bromero@mail.sdsu.edu or visit the office located in Student Affairs, before making an appointment to see me.