

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

**SPD 677: Assessment of Young Children and Low Incidence Populations
Summer II, 2008**

**College of Education
Department of Language, Literacy, and Special Populations
Sam Houston State University**

This is a required course for certification as an Educational Diagnostician

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Required Texts:

McLean, M, Wolery, M. , & Bailey, D.B. (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Columbus, OH: Pearson/Merrill/Prentice Hall.

Flanagan, D.P., Ortiz, S.O., & Alfonso, V.C. (2007). *Essentials of cross-battery assessment* (2nd ed.). Hoboken, NJ: Wiley Publishing. ISBN 13: 978-0-471-75771-9.

Recommended Text:

Mather, N. & Jaffe, L.E. (2002). *Woodcock-Johnson III: Reports, recommendations, and strategies*. New York, NY: John Wiley & Sons. ISBN 0-13-098662-3

Reserved Readings: See Electronic Reserves at the Newton Gresham Library Web Site.

Course Description: SPD 677 Assessment of Young Children and Low-Incidence Populations. This course provides instruction and practice in administration, scoring, interpretation, and reporting results of individual tests and assessments for young children, individuals with mental retardation, and persons with low-incidence disabilities. Informal techniques such as play-based assessment, portfolio assessment, and contextual assessment are presented. Research-based interventions are linked to assessment information. Prerequisites: SPD 537, SPD 595.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none">• <u>State Standards</u>• <u>CEC Standards</u>• <u>Conceptual Framework #</u>
Accurately administers standardized tests of cognitive & academic ability	*Administer standardized tests of cognitive and academic abilities	Portfolio with standardized tests and rubric	<u>Competency 4</u> <u>CF 1,4</u>
Writes assessment reports and make instructional recommendations based on data	Write reports and recommendations based on assessment	Portfolio with assessment reports and rubric	<u>Competency 3</u> <u>CF 3,4</u>
Writes a comprehensive evaluation report using CHC theory	Write a comprehensive evaluation report using CHC interpretive framework	Portfolio with CHC report and rubric	<u>Competency 3</u> <u>CF 3,4</u>
Demonstrates positive regard for culture, gender, personal beliefs of individual students	Case study	Final exam case study	<u>Competency 2, 4</u> <u>2.2s</u> <u>CF 5</u>
Uses copyrighted material in an ethical manner	Test use	Test protocol evaluations	<u>Competency 3, 4</u> <u>2.7s</u> <u>CF 4</u>

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

Accesses information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities	Case study	Rubric for evaluation of comparative report	<u>Competency 3</u> 5.1s CF 4, 5
Gathers background information regarding the academic, medical, and family history of individuals with disabilities	Case study	Rubric for evaluation of comparative report	<u>Competency 4</u> 5.2s CF 4,5
Applies and interprets derived scores based on research	Case study	Rubric for evaluation of comparative report	<u>Competency 3</u> 6.10k CF 1,4
Uses and limitations of various assessment data and instruments	Contextual assessment, play-oriented assessment	Rubric for evaluation of assessment	<u>Competency 2</u> 6.7k, 6.8k CF 1,4
Assesses motor skills	Bayley-III, contextual assessment	Rubric for evaluation of assessment	<u>Competency 4</u> 6.13k ED3k8 CF 4
Collaborates in assessment and evaluation	Contextual assessment	Rubric for evaluation of assessment	<u>Competency 3, 4</u> 6.1s CF 3,4
Scores assessment and evaluation instruments accurately	Bayley-III, SB-IV, Leiter, UNIT, WJ-III Cog	Rubric for evaluation of assessment	<u>Competency 4</u> 6.3s ED3s3 CF1, 4
Creates and maintains assessment reports	Case Study	Rubric for evaluation of Case Study	<u>Competency 1</u> 6.4s ED3S2 CF 3,4
Selects or modifies assessment to ensure nonbiased results	Final Exam Case Study and Report	Final exam evaluation with rubric	<u>Competency 2, 4</u> 6.5s ED3S4; ED3s5 CF 4
Assesses and interprets formal/informal assessment; determine need for further assessment; prepare assessment reports	Interpretation and Recommendations in brief reports	Rubric to evaluate recommendations and interpretations	<u>Competency 4</u> 6.7s; 6.8s; 6.10s6.11s ED3s12; ED3s13 CF 1,4
Evaluates students considering characteristics and effects of culture and environment; effects of diversity	Final Exam Case Study and Report	Final exam evaluation with rubric	<u>Competency 2, 4</u> 7.2k; 7.4k; 7.1s ED2K3 CF 4,5
Considers factors related to overrepresentation in evaluation and report writing	Final Exam Case Study and Report	Final exam evaluation with rubric	<u>Competency 2, 4</u> 7.3k ED2K2 CF 4,5
Uses strategies that are responsive to diverse backgrounds for programming and placement	Final Exam Case Study and Report	Evaluation Report and Case Study with rubric	<u>Competency 2, 3</u> 7.5k; 7.2s CF 5

Web link for State Board for Educator Certification Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web link for CEC Educational Diagnostics Division: <http://www.cec.sped.org/ps/diagnostician.doc>

Web link for Conceptual Framework:

Course Format:

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

This course is taught through demonstration, return demonstration, video modeling, lecture with Powerpoint and handouts, and class discussions. Blackboard is used as an ancillary resource for instruction.

In this course our focus will be on one major essential objective (as assessed by the IDEA course evaluation system):

In this course our focus will be on two major important objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1) Developing specific skills, competencies, and points of view needed by professionals (reading specialists) in the field most closely related to this course (special education teachers).

Important

- 1) Gaining factual knowledge (terminology, classifications, methods, trends)
- 2) Learning to apply course material (to improve thinking, problem solving, and decisions)

Course Content:

Graduate students will learn to administer and interpret formal and informal evaluation instruments, write professional reports, and make instructional recommendations based on evaluation data.

Course Requirements:

Test Administration and Report Writing

DAYC or Bayley-III: 1 protocol with a score of 5; 1 summary of scores chart; ages birth-5 years

Assessment of Basic Language and Learning Skills (ABLLS): in-class simulation activity

Stanford Binet V: 1 protocol with a score of 5; 1 summary and interpretation of scores chart, ages 3-18

Leiter International Performance Scale- Revised or Universal Nonverbal Intelligence Test: 1 protocol with a score of 5; 1 summary and interpretation of scores chart

Woodcock-Johnson III Tests of Cognitive Abilities and Tests of Achievement: 1 protocol with a score of 5; 1 summary of scores chart, ages 6-18

Kaufman Assessment Battery for Children-II: 1 protocol with a score of 5; 1 summary of scores chart, ages 3-18

Check and Cosign Partner's DAYC or Bayley-III, SB-V, UNIT or Leiter, WJ-Cog, K-ABC-II

Battelle-II: in-class simulation activity

Differential Abilities Scale-II: in-class simulation activity

Play-Oriented Assessment: 1 child, ages 2-4; You will conduct an observational assessment of a young child, preferably with disabilities, in a play setting. Based on your observations and the use of a specific observational guide, you will write a report addressing the child's abilities, needs, and recommended interventions **OR**

Functional/Contextual Assessment: This is a collaborative process where you will conduct an observational assessment of a student with a significant disability with one other educator/therapist in the child's educational environment. Based on your observations and interviews of others who work with the student you will write a report addressing the child's abilities, needs, and recommended interventions.

CHC Report/Case Study: Administer the WJ-III Cognitive and Achievement Tests or the Kaufman Assessment Battery for Children-II and the Kaufman Test of Educational Achievement-II to analyze the academic and cognitive problems in a student with a disability or classroom academic problem. You will then interpret the results using CHC theory and make specific academic recommendations based on your findings. See Rubric for required elements.

Assessment Portfolio: All assessments and reports are to be submitted as they are completed. On May 3rd you will submit all assessment protocols and reports (brief reports, contextual or play-based assessment, comparative report) in a portfolio.

Comprehensive Literacy Assessment for a student with an academic problem: This assignment is optional but is a requirement for an A in SPD 677.

Evaluation:

Assignment	Points, each	Points
DAYC or Bayley-III, SB-V, UNIT or Leiter, WJ-Cog, K-ABC-II, WJ-III ACH	5	30
Cosign partner's DAYC or Bayley-III, SB-V, UNIT or Leiter, WJ-Cog, K-ABC-II	5	25
Summary of Score Reports	5	25
CHC Report/Case Study	25	25
Functional Contextual Assessment or Play-Oriented Assessment	20	25
Comprehensive Literacy Assessment- Optional for A	-	-

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

Mid Term, Final Exam	50	100
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SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

Grading Scale:

Percent	Grade
93-100 average Perfect protocols for UNIT or Leiter-R, SB-V, WJ-III Cog, KABC-II, DAYC or Bayley-III & Summary of Scores Charts Cosign partner's tests Submission of Recommendations and Accommodations Chart Submission of Assessment Portfolio Interpretive Report using CHC theory Submission of a Comprehensive Literacy Assessment for a child with an academic problem Tests and reports submitted by deadlines	A
85-92 average Perfect protocols for UNIT or Leiter-R, SB-V, DAYC or Bayley-III WJ-III Cog, KABC-II, & Summary of Scores Charts Submission of Recommendations and Accommodations Chart Submission of Assessment Portfolio	B
Below 85	*Continue course

Rubric for Standardized Test Protocols

Criteria	Points
No errors	5
1-2 minor errors	4
3-4 minor errors	3
More than 4 minor errors	2
Major administration or scoring problems	1

Summary of Score Reports (Interpretation and Recommendations)

Criteria	Points
Adequate number of recommendations	1
Each recommendation tied to assessment	2
Rationale for recommendations	1
Interpretation is accurate and adequate	1

Rubric for Play Oriented Assessment/Contextual Assessment

Area	Exceeds Expectations	Meets Expectations	Minor Problems	Major Error	Multiple Errors
Based on adequate depth of observations, interviews, and collaboration (not standardized testing)	5	4	3	2	1
Report is written using behavioral descriptors to promote understanding of the student in the environment	5	4	3	2	1
Uses background information, observations, to interpret information	5	4	3	2	1
Intervention strategies are specific, appropriate, and related to findings	5	4	3	2	1
Report is well written and of graduate-level quality; format as instructed	5	4	3	2	1

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

Case Study/CHC Evaluation, SPD 677 Name: _____

Total : ___/25

Criterion	4	3	2	1
Comprehensive assessment of student		Assessment uses multiple appropriate strategies appropriate to problem	Assessment based on multiple strategies; may not always match problem	Assessment lacks major features related to student problem
Results of assessment (write-up)		Addresses social, academic, behavioral physical areas; report is accurate and professional	Lacks 1 of these features	Lacks 2+ of these features
Accurately interprets assessment data		Interpretation is accurate and adequate	Lacks 1 of these features	Lacks 2+ of these features
Academic and social IEP objectives are stated	Both social and academic objectives are stated in behavioral terms that are measurable	Social and academic goals are included; May have minor problem with being objective or measurable	Not objective or measurable; lacks either social or academic goals	Lacks either social or academic goals
Suggestions for teacher		Multiple instructional strategies that are specific and individualized	Some strategies are general, not individualized, or specific	Strategies not specific to problem
General education accommodations		Appropriate, individualized accommodations for social and academic areas	Accommodations are general, not individualized, or specific	Several accommodations are not appropriate
Placement in LRE			Placement is appropriate based on rationale, findings	Not adequately explained but appropriate
Related services/ supplementary services to assist the student			Recommended services based on rationale, findings	Not adequately explained but appropriate
Plan to determine if intervention is working			Includes an appropriate follow-up plan for ongoing progress monitoring	Plan is not based on individual student needs

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

Expectations:

1. Attend class and demonstrate test administration procedures
2. Students must be more than marginally competent in assessment procedures; therefore any grade less than a 'B' will not be acceptable for course completion.
Please Note: All testing and handling of test material, clients, and information obtained from the clients must be in accordance with the American Psychological Association's Ethical Principles for Psychologists. Any violation of the above will result in failure of the course and possible dismissal from the program.
3. Submit tests by deadline dates
4. Use people-first language in class and in reports
5. Administer tests accurately

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Recommended Readings (Books)

Schrank, F.A., & Flanagan, D.P. (2003). *WJ III clinical use and interpretation: Scientist-practitioner perspectives*. Boston, MA: Academic Press.

Flanagan, D.P., Ortiz, S. O., Alfonso, V.C., & Mascolo, J.T. (2008). *The achievement test desk reference (ATDR)*. Boston, MA: Allyn & Bacon.

Fitzgerald, M., Johnson, M., & Lasater, M. (2007). *Maxim: Linking functional-contextual assessment to the instructional process*. Katy, TX: LR Consulting.

Sattler, J. (2007). *Assessment of children* (6th ed.). San Diego, CA: Jerome M. Sattler, Publisher.

Partington, J.W. & Sundberg, M.L. (2007). *The assessment of basic language and learning skills (The ABLLS) : Scoring instructions and IEP development guide*. Pleasant Hill, CA: Behavior Analysts, Inc.

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

Recommended Readings (Journals)

Assessment for Effective Intervention
The DiaLog
Exceptional Children
Teaching Exceptional Children
Journal of Learning Disabilities
Learning Disabilities Quarterly
Remedial and Special Education

Behavioral Disorders
Education and Training in Developmental Disabilities
Focus on Autism and Developmental Disabilities
Young Exceptional Children
Research and Practice in Severe Disabilities
Journal of Special Education
Education and Treatment of Children

Useful Web Resources

Council for Exceptional Children: <http://www.cec.sped.org/index.html>
Council for Educational Diagnostic Services: <http://www.unr.edu/educ/ceds/>
Texas State Board for Educator Certification: <http://www.sbec.state.tx.us/SBECOnline/default.asp>
Institute for Applied Psychometrics: <http://www.iapsych.com/hornmod.htm>
CHC Cross-Battery Online: <http://facpub.stjohns.edu/~ortiz/cross-battery/>
WWW School Psychology Homepage: <http://facpub.stjohns.edu/~ortiz/>
Dumont Willis Home PageL: <http://alpha.fdu.edu/psychology/>
Assessment of 2nd Language Acquisition: <http://home.earthlink.net/~psychron/>
The Brain Connection: <http://www.brainconnection.com/>
School Psychology Resources Online: <http://www.schoolpsychology.net/>
Margaret Kay: <http://www.margaretkay.com/>
National Association of School Psychologists: <http://www.nasponline.org/index2.html>

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

Course Schedule

Date	Topic	Test	Readings
Day 1	CHC Theory LD Identification	<i>Kaufman Assessment Battery for Children-II</i>	
Day2	CHC Theory LD Identification	<i>Woodcock-Johnson-III Tests of Cognitive Ability</i>	
Day 3	Formal Assessment of Learners with Significant Disabilities	<i>Stanford-Binet V Intelligence Scale</i>	Flanagan & Ortiz McLean, Wolery, & Bailey Ch. 3
Day 4	Testing Young Children	<i>Bayley Scales of Infant Development-III</i>	Flanagan & Ortiz McLean, Wolery, & Bailey Ch. 10, 11
Day 5 July 14	Nonverbal Assessment	<i>Leiter International Performance Scale-Revised</i>	McLean, Wolery, & Bailey Ch. 12, 13
Day 6 July 15	Nonverbal Assessment	<i>Universal Nonverbal Intelligence Test</i>	McLean, Wolery, & Bailey Ch. 14, 15
Day 7 July 16	Informal Assessment of Young Children	<i>Play Based Assessment</i>	McLean, Wolery, & Bailey Ch. 16
Day 8 July 17	Mid Term Exam		McLean, Wolery, & Bailey Ch. 3 , 10-16
Day 9 July 21	Informal Assessment of Learners with Severe Disabilities	<i>Contextual Assessment ABLLS</i>	
Day 10 July 22	CHC Theory; Cross-Battery Assessment; Report Writing	<i>WJ-III, KABC-II</i>	Flanagan & Ortiz Ch. 1, 2
Day 11 July 23	Formal Evaluation of young children	<i>Developmental Assessment of Young Children</i>	Flanagan & Ortiz Ch. 3
Day 12 July 24	Response to Intervention	Comprehensive Literacy Assessment	Flanagan & Ortiz Ch. 4
Day 13 July 28	Response to Intervention	<i>AIMS, DIBELS Progress Monitoring</i>	Flanagan & Ortiz Ch. 5
Day 14 July 29	Assessment of Second Language Learners	Guest Speaker	Flanagan & Ortiz, Ch. 6, 7
Day 15 July 30	Final Exam: Report in Class	Literacy Assessments Due Testing Portfolio Due	Flanagan & Ortiz, Ch. 1-7