

SPD 677: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE POPULATIONS

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

Sam Houston State University

*This is a required course for certification as an Educational Diagnostician
and for the Master of Arts in Special Education, Low Incidence Disabilities and Autism*

Dr. Michael Webb, e-mail: maw027@shsu.edu / mwebb@esc4.net, 713.744.6887(w) 832.282.7059(c),
6:00 – 7:50 MTWTHF, University Center

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.

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

Recommended Readings (Books)

Fitzgerald, M., Johnson, M., & Lasater, M. (1999). *Maxim: Linking functional-contextual assessment to the instructional process*. Katy, TX: LR Consulting.

Partington, J.W. & Sundberg, M.L. (1998). *The assessment of basic language and learning skills (The ABLLS) : Scoring instructions and IEP development guide*. Pleasant Hill, CA: Behavior Analysts, Inc.

Sundberg, M.L. & Partington, J.W. (1998). *Teaching children with autism and other developmental disabilities*. Pleasant Hill, CA: Behavior Analysts, Inc

Sattler, J.S. (2001). *Assessment of children: Behavioral and clinical applications*, San Diego, CA: Jerome M. Sattler Publisher.

Sattler, J. (2002). *Assessment of children* (4th ed.). San Diego, CA: Jerome M. Sattler, Publisher.

Recommended Readings (Journals)

Education and Training in Developmental Disabilities

Focus on Autism and Developmental Disabilities

Research and Practice in Severe Disabilities

Course Description: This course provides supervised instruction and practice in research-based assessment of young children with disabilities and low incidence populations. Additionally, advanced assessment techniques including play-oriented assessment of young children and contextual assessment of students with significant disabilities will be addressed.

MISSION STATEMENT, College of Education and Applied Science"Through excellent instruction, research and public service, the College of Education and Applied Science provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."

Conceptual Framework:

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Any student with a disability that affects performance and/or participation in this class should arrange a conference with the instructor to determine appropriate modifications or learning strategies to facilitate full participation in this course and mastery of learner objectives. The Committee for Academic Assistance may be contacted for further assistance (extension 1720).

NOTE: 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.

Course Requirements

1. Attend all class meetings. Absences of more than 3 hours will result in a grade reduction.
2. Complete all in-class assignments (no make-up work)
3. Complete online quizzes
4. Read assigned material.
5. Complete online quizzes
6. Administer and review a test for young children

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Standards Matrix

Objectives/Learning Outcomes	Activity	Performance Assessment	Standards SBEC CEC ED
Demonstrate positive regard for culture, gender, personal beliefs of individual students	Case study	Final exam case study	2.2s
Use copyrighted material in an ethical manner	Test use	Test protocol evaluations	2.7s
Access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities	Case Study	Rubric for evaluation of comparative report	5.1s
Gather background information regarding the academic, medical, and family history of individuals with disabilities	Case Study	Rubric for evaluation of comparative report	5.2s
Uses and limitations of various assessment data and instruments	Contextual assessment, play-oriented assessment	Rubric for evaluation of assessment	6.7k, 6.8k
Methods of motor skills assessment	Contextual assessment	Rubric for evaluation of assessment	6.13k ED3k8
Collaborate in assessment and evaluation	Contextual assessment	Rubric for evaluation of assessment	6.1s
Score assessment and evaluation instruments accurately	In-class testing	Rubric for evaluation of assessment	6.3s ED3s3
Assess and interpret formal/informal assessment; determine need for further assessment; prepare assessment reports	Intervention plans	Rubric to evaluate recommendations and interpretations	6.7s; 6.8s; 6.10s6.11s ED3s12; ED3s13
Characteristics and effects of culture and environment; effects of diversity on evaluation	Case study	Final exam evaluation	7.2k; 7.4k; 7.1s ED2K3
Strategies that are responsive to diverse backgrounds for programming and placement	Case study	Final exam evaluation	7.5k; 7.2s
Assess language, adaptive behavior, behavior, perceptual skills	Contextual assessment	Rubric for evaluation of assessment	ED3s8

(1) Review of a standardized test

- ❖ Administer the test to a young child
- ❖ Describe the purpose of the test, the technical characteristics, the scores obtained, the norm group
- ❖ Discuss the uses and limitation of the test
- ❖ Write a statement of strengths and weaknesses after examination and administration. (attached)
- ❖ Explain your opinion of the test and rationale.
- ❖ Discuss the circumstances and population appropriate for the test

REVIEW OF A STANDARDIZED TEST	RATING	
	Points Earned	Possible Points
Qualifications to administer test		2
Technical characteristics of the test		2
Purpose of the test		2
Description of scores		2
Description of norm group		2
Uses and limitations of test		2
Strengths and weaknesses of test (your opinion)		4
Correct administration & scoring of test		5
Presentation of the test in class		4

(2) Current Research Review & Presentation (70 points)

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Small Group **Oral report** on topic from current literature in the field. Reports will be presented in class (15-20 minutes) with emphasis on instructional/assessment implications. If the reading describes a specific instructional/assessment technique or method (as most of them will), consider using a demonstration, video (w/ consent), modeling, or role-play. In any case, strive for zest and clarity. Topics can be broad (e.g., “Non-standardized assessment”) or more specific (e.g., “Low vision therapy”). You should provide a **one-two page summary** of the articles describing the main points and synthesizing the specific instructional applications and implications. A scoring rubric is provided...use the criteria to plan and self-assess. **(70 Points)**

TASK S	NUMBER	POINTS
Review of a Standardized Test	2	50
Online Exams/Activities	5	25
Midterm/Final	2	100
Current Research Review & Presentation	1	75
TOTAL POINTS		250

Grading Scale:

Percent	Grade
93-100 average	A
85-92 average	B
75-85	C

Course Schedule

Meeting Dates	Topic	Reading	Assignments
6/2/08	The Nature of Assessment Legal Issues	Handouts Chapter 1	
6/3/08	Basic Measurement Principles	Handouts	
6/4/08	Procedural Considerations in Assessment	Chapter 3	
6/5/08	Assessment of Students with Autism	Handouts	
	Standardized Assessment with Students with Autism: Leiter & Stanford-Binet	Handouts	Online Quiz (6/6/08)
6/9/08	Contextual Assessment	Handouts	
6/10/08	Assessment of Basic Language and Learning Skills- Revised	Handouts	
6/11/08	Identification and Referral	Chapter 5	
6/12/08	Sensory Processing	Chapter 6 Handouts	
	Hearing and Vision	Chapter 6 Handouts	Online Quiz (6/13/08)
6/16/08	Assessing Motor Skills	Chapter 11	
6/17/08	Mid-Term	Ch. 4-7, Handouts	
6/18/08	Assessing Cognitive Skills	Chapter 10	
6/19/08	Assessing Social Competence	Chapter 13	
	ABLIS		
6/23/08	Assessing Adaptive Behavior	Chapter 15	
	Assessing Communication Skills	Chapter 12	Online Quiz (6/24/08)
	Assessing Communication Skills	Chapter 12	

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	Assessing Play Skills	Chapter 14	Online Quiz (6/26/08)
	Using Assessment Information to Plan Intervention Programs	Chapter 16	Online Quiz (6/27/08)
6/30/08	Monitoring Children's Progress (CBM)	Chapter 17	
7/1/08	Final Exam	Ch. 10-17	

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**GRADING CRITERIA FOR SPD 677
Current Research Review & Presentation
Summer, 2008**

Date

PRESENTER(S)

TOPIC

Article Titles/Authors

	POSSIBLE POINTS	POINTS ACHIEVED
Essentials of TOPIC Modeled /Demonstrated/ Explained Information/ Method or Strategies Knowledge of Topic/Views of Authors	15	
Quality of Handout (1 - 2 Pages) - Important Points Aspects of Articles	10	
Evidence of Preparation/Organization /Importance to Instruction Emphasized -Practical, Clear, Concise, Organized	15	
Adapts to Listeners/Sticks to Topics/Assists audience through organizational aids such as announcing topic, previewing, demonstrating,...	10	
Critique of Instructional/Assessment Implications Feasible? Do-able? Thoughtful...Personal, vivid	10	
Presentations Generated Questions, Audience Interest Maintained Summarization of Major Aspects	10	
	<hr/> 70	

COMMENTS: