

San José State University
Connie L. Lurie College of Education
Department of Special Education
Spring 2016

**EDSE 108: Assessment and Interventions for Young Children
with Disabilities and Their Families (3 units)**

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Class Days/Times: Thursday 4-6:45 p.m.

Classroom: SH 449

Prerequisite: Upper division standing or instructors consent

Connie L. Lurie College of Education Mission Statement

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Department of Special Education Mission Statement

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Course Description

This course will look at the identification, description, and assessment of typical and atypical young children ages birth through 5 years of age. The course will also provide an introduction to ECSE services and collaboration within the local community.

Knowledge Base

During the past 40 years, the goal of ECSE programs has changed from programs that serve children who are born into poverty to programs that serve infants, toddlers and preschoolers with delays and disabilities and from medical, biological, and/or environmental insults, and their families. At the same time, the operating rationale for ECSE programs has changed from a moral and ethical consideration, where services were provided because anything was better than nothing, to one that is grounded in empirical evidence and has a solid legislative foundation. Enhancing the developmental outcomes of young children with disabilities has become a scientific endeavor requiring careful assessment, planning, implementation, and evaluation of both the child and the family.

CTC Standards

Program Standard 5: Assessment of Students

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. The program

provides candidates with the knowledge and skill to assess students from diverse populations and varying language, communication, and cognitive abilities. The program provides the opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of program improvements. The program provides the opportunities for the each candidate to demonstrate the knowledge of required stateside assessments and local and state and federal accountability systems.

ECSE Level 1 - Standard 4: Assessment and Evaluation of Infants, Toddlers, and Preschoolers.

Each program provides the opportunity for the candidates to demonstrate skill in assessment and evaluation that leads to appropriate interventions, and reflects an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies (e.g., naturalistic play-based assessment, family interviewing) the influence of fundamental needs on development and learning and the role of the trans-disciplinary team. Further each candidate demonstrates skill in utilizing multiple sources of developmentally and standards based assessment instruments and practices in natural environments to determine the child's development, functional behaviors, strengths and needs within the context of the family's concerns and priorities. Each candidate works with other educators to create clear reports that communicate results to families.

Early Childhood Special Education Standard 5: IFSP, IEP and Transition

Each program offers an opportunity for the candidates to demonstrate knowledge of the IFSP, IEP and the transition processes. Each candidate demonstrates skills in the development, implementation and monitoring of progress of the IFSP/IEP with the family and other team members. Each candidate demonstrates skills required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center-based, early intervention to preschool and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and knows how to implement effective IFSPs, IEP's and transition.

Required Text and Handbooks

1. McAfee, O., & Leong, D. (2010). Assessing and Guiding Young Children's Development and Learning (5th Edition), Boston, New York: Pearson, Allyn and Bacon.
2. California Department of Education (2000). Handbook on assessment and evaluation in early childhood special education. Sacramento, CA. **Download and print at this address:** www.cde.ca.gov/sp/se/fp/documents/ecassmnt.pdf
3. Johnson-Meyer, N., Hacker, B., & Attermeier, S. (2004). The Carolina Curriculum for Preschoolers with Special Needs (2nd edition). Paul H Brooks.

OR

Johnson-Meyer, N., Hacker, B., & Attermeier, S. (2004). The Carolina Curriculum for Infants and Toddlers with Special Needs (3rd edition). Paul H Brooks.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

COURSE REQUIREMENTS:

1. Readings and Reviews –Individual Work

*At the **beginning of each class meeting**, students will turn in a reflection/review paper. This should be no more than one page long and should contain: a short reflection (typed) regarding your readings, the class lecture, OR a question about the readings/lecture

***These must be handed in at the beginning of class. One page is the absolute limit. Each paper must be appropriately numbered to receive credit. No late reflection papers will be accepted.**

2. Assessment Tool Review Report – Group Work

Each team will be assigned an assessment tool for young children to review for this paper. The review will focus on individual aspects of the assessment such as validity, reliability, age range, specific purpose, etc., as well as describing the appropriate use and administration of the tool. Teams will work as a group so that each member reviews relevant information, contributes to the written report and provides a section of the class presentation. A powerpoint outline of presentation (6 slides per page) regarding the tool should be presented to classmates and the instructor.

3. Observation Report – Individual Work

Each student will identify 2 children ages birth – 5 years (one typically developing, and one with special needs). You will observe the child's play and behavior and developmental skills for at least 1 hour. This can be done on more than one occasion and in multiple settings. After observing the child you will complete a write-up / report describing your observations and conclusions about the child's skills. You will also be writing IFSP outcomes (ages 0-3) or IEP goals (ages 3-5) for the child based on your observation(s). Students can utilize a developmental global assessment tool (Carolina). Observations may also use teacher directed and play-based approaches if you are unable to engage the child as part of the observation.

4. English Language Learners Assignment – Individual Work

As a class we will look at the guidelines for assessing the oral language development of children. Each student will use information from the class lecture, video tapes, and provided resources to observe one student who is an English Learner.

- Utilize the Assessment of Children's Progress Toward Acquisition of English (ACAIE) Tool to rate one EL child (ages 2-5) in their school setting or home and include a brief summary of what their ratings were on the ACAIE. Also ask either the teacher or family the provided family questions. Write a summary and include information on what instructional level the child is at in English and family information obtained.

5. Midterm**6. Final Exam****Grading Procedures**

Grades will be awarded based on points earned throughout the semester. Assignments are due on the date listed on the syllabus. **All late assignments will be penalized 1 pt for each day late. Poorly written papers will be returned for corrections and counted as late.**

Grading Scale:	Maximum Pts.
Participation	10 points
Reflection/review papers	20 points (2 pts each)
Online Activities	20 points (10 pts each)
Assessment Team Tool Report	60 points (50/10)
Observation Report	50 points (25 pts each)
English Language Learners Assignment	15 points
Midterm	20 points
Final	<u>20 points</u>
Total	215 points

215 -208 = A+	175 - 168 = B-	135 – 128 = D
207 - 200 = A	167-160= C+	127 – 120 = D-
199 -192 = A-	159 -152 = C	Less than 120 = F
191 - 184 = B+	151 -144 = C-	
183 - 176 = B	143 – 136 = D+	

UNIVERSITY POLICIES**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Plagiarism and Recycled Papers

San Jose State University policy forbids students to submit assignments in two different courses, except by permission of the instructor, and to plagiarize previously written material. If an instructor utilizes a plagiarism detection system (i.e., Turnitin.com), it is written in the green sheet

COURSE SCHEDULE

Date	Assignment	Due
1/28	Review Course Requirements, Grading, Syllabus, etc	
2/4	Referral / Eligibility Requirements (0-3 and 3-5) Federal Laws, Rights, and Ethics Types Of Assessments	<ul style="list-style-type: none"> • Chapter 1 & 2 • Read Handbook pg. 1-30 • Reflection Paper #1
2/11	Why, What, When To Assess Documenting: collecting and recording Types of tests – validity and reliability Strategies for observing children & recording	<ul style="list-style-type: none"> • Chapter 3 • Reflection Paper #2
2/18	Carolina Assessment Overview	<ul style="list-style-type: none"> • Read Handbook pg. 30-68 • Reflection Paper #3
2/25	Develop Family Interview Q's IFSP & IEP: Forms Roles & Responsibilities Conducting Meeting	<ul style="list-style-type: none"> • Chapter 4, & 5 • Reflection Paper #4
3/3	Conducting IEP Meeting Writing Behavioral Goals/Objectives	<ul style="list-style-type: none"> • Chapter 6 & 7 • Reflection Paper #5
3/10	Guest Presentation: Michelle Oliver BDI-II Online Activity	<ul style="list-style-type: none"> • Chapter 8 & 9 • Reflection Paper #6
3/17	Authentic Assessment, California Early Language Development Assessment Process (CELDAP) for ELL	<ul style="list-style-type: none"> • Chapter 10 • Reflection Paper #7 • Draft Observation Report #1 (Optional)
3/24	Midterm	
3/31	Spring Break-No Class	

4/7	Statewide Assessments-Desired Results Developmental Progress (DRDP)	<ul style="list-style-type: none"> • Chapter 11 • Reflection Paper #8 • Observation Report # 1
4/14	Autism Assessments	<ul style="list-style-type: none"> • Reflection Paper # 9
4/21	Group Time Online Activity- No Class	
4/28	Using Assessment- Assessment To Intervention/Monitoring Progress	<ul style="list-style-type: none"> • Reflection Paper #10 • Observation Report #2
5/5	Review of Assessment Tools-Class Presentations	
5/12	Review of Assessment Tools- Class Presentations	<ul style="list-style-type: none"> • ELL Assignment Due
5/19	Last Day Of Class – Final	

Descriptions of Projects

1. Assessment Review Report – Group Work

Choose teams-each team should contain 3-4 members to enable each member to **actively** participate in the review of the tool, write up and class presentation. Each member is responsible for their own written work and presentation, and each person's work must be individually identifiable.

Teams will review their chosen tool and provide information to the class regarding the following:

- How the test was constructed (development and history)
- Purpose, population and uses
- Domains or components
- Demographic information
- Reliability and validity of the test
- Scoring information
- Age range for testing
- Special considerations/adaptations
- Population to use the test with
- Administration procedures
- Pros and cons of the test (as decided by the group)

Presentations and written work must thoroughly review the assessment covering (at a minimum) all of the above items and demonstrating comprehensive knowledge of the tool and its uses. Class presentations may be done in whatever format the group agrees upon, and can include overheads, powerpoint presentations, visuals, videos, etc. Each group will have up to 30-45 minutes to present. Essentially, the presentations should provide classmates with background, mini review and training in regard to the assessment and how to use it. A powerpoint outline of presentation (6 slides per page) regarding the tool should be presented to classmates and the instructor.

2. English Language Learners Assignment – Individual Work

Each student will use information from the CELDAP class lecture, video tapes, and provided resources to observe one student who is an English Language learner. Each student will observe the oral language (expressive language) and the understanding (receptive language) of 1 ELL young student (between 2-5 years old) in either their school, home, community etc. during 3 different contexts or activities (playtime, circle, recess, etc). Complete an observation form for each activity and conduct a language sample of 1) all verbal and nonverbal language used in each activity, and 2) child's understanding of English with adults or peers they are interacting during this activity. If possible ask the family the 8 home language interview questions also discussed in class. Synthesize your observations from the 3 activities and complete the Developmental Rating Scale (DRS) along with the observation forms and the ACAE. Also write a 1-page summary of the child's level of performance in both oral language in English and their understanding of others speaking English. Turn in all 3 observation forms, DRS, a 1 page summary, and a completed ACAE tool. Don't need your language samples.

3. Observation Reports-Individual Work

1. Select 2 infants, toddlers, or 2 preschoolers, birth – 5 years of age. Select one typically developing and one that has special needs. You may use a relative for one of the observations (not your own child).
2. Score the instrument according to the protocol and obtain the child's present level of performance in all developmental areas.
3. Use documentation, informal observation, teacher commentary, family interview questions etc. to augment the protocol and assist in writing report and goals and objectives.

The written report should include:

1. Personal Information

- Name (use AKA or initials)
- Date of Birth
- Chronological Age & Adjusted Age (if appropriate)
- Gender
- Date(s) of Testing

2. Tool and Method

- name of tool
- observation only, play based, center,/home, time of day, etc.
- play observation form

3. Any available background Information via reports, interviews, past records, etc.-

This should be written as a **brief** summary paragraph basically describing the child's medical and developmental background and including the following:

- Any diagnostic information/interventions/agencies involved e.g., type of disability, delay, risk, testing info, any current services, etc.
- Family information to include brief developmental history – e.g., developmental milestones and their educational priorities and concerns for their child.

- Medical information – medications, allergies, vision acuity; hearing acuity; pertinent information to handling, positioning, etc.

4. Description of child's strengths and needs

This area should begin with a brief description of the child, the environment where the child was seen with typical daily routines, interests or preferences in foods, toys, people, and activities, types/levels of social interactions (adult, siblings, etc.) and language spoken at the observation site or home.

It should also contain the following:

1. Review of skills observed and/or demonstrated in the following areas: self-help, cognitive, language – receptive & expressive, social-emotional, basic fine and gross motor skills (all areas assessed in tool)
2. Include age levels and/or developmental description of the level of performance for each domain and a description of testing behavior for each domain e.g., attention span, interests, teacher directed, child initiated, etc.
3. Summarize your observation and conclusions regarding the child's development and needs within the current environment.

5. Identify the priorities of child and family.

This area should synthesize the developmental assessment in regard to the child's developmental needs and family priorities for ongoing development and growth.

6. Behavioral goals and/outcomes

Based on your observation and scoring and family input, write two goals (IEP) or outcomes (IFSP) that you would recommend on the child's IEP or IFSP.