

**UNIVERSITY OF MARYLAND
SPECIAL EDUCATION DEPARTMENT**

EDSP423 Early Childhood Special Education Assessment and Instruction

Instructor: Joan Lieber, Ph.D.

Office: 1240E Benjamin Building

Telephone: (301) 405-6467

Email: jlieber@umd.edu

Office hours: Mondays, 12:30-1:15 or by appointment

Class Meets: 1:15-4:00 pm, Mondays

Room: 2119 Benjamin

Course Description:

This course focuses on assessment procedures to identify infants, toddlers, preschool and early elementary children with disabilities. The course includes information about screening, determining eligibility to receive special education services, and progress monitoring; as well as specialized assessment instruments for particular developmental domains including language, motor and social-emotional development. The course is intended to familiarize students with a wide range of assessment approaches and to provide information about the role of assessment in evaluating children's progress on IFSP and IEP goals as well as in instruction. An additional focus of this course is on specific instructional procedures for young children with disabilities including: writing behavioral objectives, task analysis, instructional prompts and error correction procedures. This course includes a field experience.

Objectives:

As a result of class attendance and participation, completion of assigned readings, written assignments and field participation, students will demonstrate evidence of the following skills and professional standards:

1. The basic terminology used in assessment [CEC: 4, InTASC: 6, CF: Educational Goals & Assessment; NAEYC: 3]
2. The legal provisions and ethical principles regarding assessment of young children with disabilities [CEC: 4, InTASC: 6, CF: Educational Goals & Assessment]
3. The issues related to nondiscriminatory testing and assessment of children from a variety of

cultural backgrounds. [CEC: 4, InTASC: 6, CF: Educational Goals & Assessment, Social and Cultural Contexts; NAEYC: 3]

4. The use and limitations of assessment instruments for young children with disabilities [CEC: 4, InTASC: 6, CF: Educational Goals & Assessment; NAEYC: 3]
5. Select, administer, score, and interpret common assessment materials used in programs for young children with disabilities [CEC: 4, InTASC: 6, CF: Educational Goals & Assessment; NAEYC: 3].
6. Develop or modify individualized assessment strategies [CEC: 4, InTASC: 6, CF: Educational Goals & Assessment NAEYC: 3]
7. Families as active participants in the assessment process. [CEC: 4,7; InTASC: 6, 10; CF: Educational Goals & Assessment; NAEYC: 2]
8. Assessment reports that communicate to families and other professionals [CEC: 1, 3, 5, 7; InTASC: 6, 9; NAEYC 1, 3, 6]
9. Appropriate educational goals and objectives and outcomes based on assessment information. [CF – Goals and Assessment; INTASC #6 Assessment; CEC #8- Assessment]
10. How professionals from a variety of disciplines participate in transdisciplinary assessments [INTASC #6 Assessment; CEC #8- Assessment]
11. Instructional prompts and systematic instructional strategies for young children with disabilities [CEC: 5; InTASC: 8; CF: Pedagogy; NAEYC: 4]

Required Text:

McLean, M.E., Hemmeter, L.L., & Snyder, P. (2013) *Essential elements for assessing infants and preschoolers with special needs*, Pearson (ISBN-13:9780133399882).

Accommodations for Students with Disabilities:

If you have a documented disability and wish to discuss academic accommodations with me, please contact me immediately.

Academic Integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To further exhibit your commitment to academic integrity, remember to include the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

There are other statements regarding academic integrity on the General Format for the Assessment Report

ELMS-Canvas

ELMS-Canvas will be used for email, grades, and access to the syllabus, lessons/resources, readings, and internet links

To access go to:

<http://elms.umd.edu> (see Student Resources and Tutorials if you need help)

Login your username and password

Go to My Courses (EDSP 423 – Spring 2016)

Buttons on Left to:

- Access the syllabus
- Access files
- Access assignments

The assignment report must be submitted through ELMS (see **Assignments** for directions and instructions on how to attach documents). Your score sheets for each assessment will need to be submitted separately in class on the due date.

Course Requirements

1. Read required text and assigned readings.
2. Participate in class discussions.
3. Score and interpret in-class assessments.
4. Administer, score, and write up the following:
 - A screening instrument
 - A developmental assessment
5. **Parent Permission.** For each child that you assess, you need to obtain parent permission/signature to conduct the assessments. This pertains to children in your field placement or children that you locate on your own. Permission forms are available on ELMS.
6. Write a final assessment report in which the results of the above screening and assessment are interpreted, summarized and synthesized.

7. Write and implement a task analysis

8. Completion of Field Placement Requirements

The field placement is connected to your learning in every course and critical to your development as a teacher. You will be evaluated on the following components of the field placement:

- **Attendance** (as recorded on the attendance log signed by your mentor and submitted at the end of the semester)
- **Record-Keeping** (timely submission of all required paperwork related to field placements, including field placement agreement, attendance log, placement information form, student e valuations of placement, etc.)
- **Mentor Evaluations** (scores on final evaluation completed by Mentor)
- **Reflections** (3-5 reflections assigned by and submitted to seminar professor)
- **Field Placement Seminar** (attendance and participation in two seminars throughout the semester. Dates TBA.)

Grading

Assignment	Points		Due Date
Examination 1	50		3/7
Examination 2	50		TBA
	Excellent**	Satisfactory*	
Test administration: Screening	50	40	2/22
Test administration: Developmental Assessment	50	40	3/28
Written assessment report	50	40	4/25
Task analysis implementation	50	40	5/9
Completion of Field Placement Requirements	15		

**exceeds expectation of assignment

* meets expectation of assignment

Grades will be assigned according to the following scale:				
A+ = 98-100%	B+ = 88-89%	C+ = 78-79%	D = 60-69%	F= < 60%
A = 93-97%	B = 83-87%	C = 73-77%		
A- = 90-92%	B- = 80-82%	C- = 70-72%		

No late assignments will be accepted without prior approval of the instructor, and may, if accepted, be lowered by one grade level.

It is important that you demonstrate good grammar and correct spelling in your written assignments. If there are problems in these areas on a particular assignment, 5 points will be deducted.

Course Outline

January 25: Introduction, historical bases for assessment, legal and ethical issues in assessment, assessment models, DEC Recommended Practices

Text: Chapter 1

Websites: National Institute for Early Education Research

<http://nieer.org/resources/policybriefs/7.pdf>

National Early Childhood Technical Assistance Center (www.nectac.org)

Topics Pages on Screening/Assessment

TRACE: Tracking, Referral and Assessment Center for Excellence (www.tracecenter.info)

DEC – Division for Early Childhood

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation

<http://www.dec->

[ped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)

February 1: Screening: Ages and Stages Questionnaire

Text: Chapter 4, pages 142-145

February 8: Determining eligibility using measures of general development: Battelle Developmental Inventory

Text: No assigned reading

February 15: Determining eligibility using measures of general development: DAYC-2; Brigance Inventory of Early Development III

Text: No assigned reading

February 22: Determining eligibility: Assessing communication and motor development

Text: Chapter 5 and Chapter 10

DUE: Test Administration #1: Screening

February 29: Technical Issues in assessment including norming, reliability and validity

Text: Chapter 2, pp. 59-82

March 7: MIDTERM EXAM

March 14: Spring Break

March 21: Principles of conditioning, reinforcement, increasing behaviors and Task Analysis

<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Task-analysis-Complete-10-2010.pdf> - ELMS

March 28: Instructional prompts and error correction procedures

http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/Prompting_Steps-Least.pdf - ELMS

DUE: Test Administration #2: Developmental Assessment

April 4: Assessment of Social Competence and Play Skills

Text: Chapter 6

April 11: Assessment for program planning: Response to Intervention (RTI), Individual Growth and Development Indicators (IGDIs) and Curriculum Based Measures

Text: Chapter 11

Reading: Using growth and development indicators – on ELMS

<http://www.igdi.ku.edu/index.htm>; <http://ggg.umn.edu/>

April 18: Functional assessment of challenging behavior; writing an integrated assessment report

Text: Chapter 7

April 25: Family participation and involvement; using assessment information to write IEP/IFSP goals and objectives

Text: Chapter 4

DUE: Written Assessment Report

May 2: No class – at your placement full time

May 9: Child Outcomes Summary – Guest Speaker: Dr. Sarika Gupta

DUE: Task Analysis Implementation Write Up

FINAL EXAM

General Format for Assessment Report

Each assessment that you summarize is worth 50 points. A good assessment report brings together the child's history and behavior during the assessment process, with information from the assessment itself. Remember to use good writing format, with topic sentences introducing each topic and statements summarizing your findings. For example, in discussing results, a topic sentence explaining what the domain assesses (in parent-friendly language) is an appropriate lead in to the discussion of that domain's results. Separate sections of the report should be labeled with headings. The divisions are indicated by the numbered items below. Also remember that grammar and spelling are critically important. An automatic 5 points will be deducted from your total if there are problems in this area.

If you quote from a test, indicate this by saying, “According to the ASQ-3 manual...” You may not quote directly from the sample assessment reports that I share with you.

Put the honor pledge on each assignment.

1. Identifying information (4 points)

- Name of the child (use first name or pseudonym)
- Date of birth
- Date of assessment
- Child's chronological age at the time of the assessment (this should match the style required by the instrument, either years and months 2-11 or years, months, and days 2-11-3)
- Your name
- Name of the instrument used

This is a sample showing a correct format for the identification section. This format is standardized; other professionals expect the information to be presented in this way, and it should be followed.

Identifying Information

Name: Samantha Chronological Age: 2-11

Date of Birth: 2-2-13

Date of Assessment: 1-5-16

Examiner: Your Name

Test(s) Administered: Test Name

2. Reasons for the referral (1 point)

- To fulfill a course requirement for EDSP 423 OR
- Summary of referral source's questions/concerns about the child
- Name of the referral source
- Summary of behaviors that led to referral

3. Background information (5 points) - can come from interviews with parents, teachers, past reports, file information

- Current family situation
- Relevant family history
- Significant health and developmental history
- Prior test results
- Parent and teacher assessment of child's behaviors and abilities

4. Behavioral observations (5 points) - what was observed during the assessment itself.

- Description of behavior that you consider important (not performance on test items, but context from which to interpret the results)
- Each observation must have an example to support it (what specific behavior led you to conclude that the child was compliant, interested, fearful, etc.)
- Examples include: response to failure, response to encouragement, activity level, reactions to session, reactions to materials
- How long did the test take to complete and how did the child tolerate it

5. Assessment results (30 points, including scoring)

- Include the test booklet and/or scoring sheets accurately scored
- Begin with an overview of the test to orient reader to results
- Organize on the basis of domains tested
- Provide a description of each domain tested in language that is clear to family members
- If scores reported are compared to norm sample, discuss how the scores are given in ranges (if they are) and what fitting in that range implies. If more than one standardization sample is available, indicate why you selected the one that you did. (What demographic variables made it the best fit for the person being tested?)
- Include confidence intervals for scores, if they are available

Suggested wording for relaying confidence intervals:

Children score somewhat differently each time they take a test. In order to capture that, we provide confidence intervals. The confidence interval is the range of scores in which we are sure that the child's true scores lies. On this test, the score of ____ falls within the 95% (or other) confidence interval of ____ to ____ . In other words, we can be 95% confident that this child's score would fall within this specified range.

6. Recommendations (5 points)

Begin the recommendation section with the following:

Because no one test (or even several tests) is conclusive, the recommendations should always be asserted as:

"Based on the results of this assessment (or these assessments), I have the following recommendations _____"

In this section, you should describe realistic and practical intervention goals, objectives and strategies for meeting them.

- Is intervention required?
- If yes, list specific goals, outcomes (longer term, annual) or objectives (shorter term, one grading period) to be worked on.
- If no, (because child is advanced or on schedule, developmentally) discuss what the child's current functioning is and what developmental milestones and next steps are to be anticipated.
- **For all children, it's important to describe specific activities for accomplishing objectives or next steps. It's also important to describe for parents how those objectives/next steps can be incorporated within home routines.**
- Be sure to ask yourself: Are recommendations feasible given family or classroom situation?

Also in this section, address the following:

- Is further evaluation needed (especially for screenings)?
- What areas are appropriate for further evaluation (vision, hearing, motor etc.)?

Rubric for Assessment Report

	No/Limited Evidence	Beginning	Developing	Meets Criteria
Identifying Information NAEYC 3 CEC 4	Did not include identifying information ____ 0 points	Provided 1-2 of the following: name, date of birth, date of assessment, chronological age, name of assessor, name of test ____ 2 points	Provided 3-4 of the following: name, date of birth, date of assessment, chronological age, name of assessor, name of test ____ 3 points	Provided 5-6 of the following: name, date of birth, date of assessment, chronological age, name of assessor, name of test ____ 4 points
Reasons for the Referral NAEYC 3 CEC 4, 7	Reason not provided ____ 0 points			Reason provided ____ 1 point
Background Information NAEYC 3, 6 CEC 4, 7	Did not include background information ____ 0 points	Provided 1-2 of the following: current family situation, relevant family history, significant health and developmental history, prior test results, parent/teacher assessment of child's behaviors and abilities ____ 1 point	Provided 2-3 of the following: current family situation, relevant family history, significant health and developmental history, prior test results, parent/teacher assessment of child's behaviors and abilities ____ 3 points	Provided 4-5 of the following: current family situation, relevant family history, significant health and developmental history, prior test results, parent/teacher assessment of child's behaviors and abilities ____ 5 points
Behavioral Observations NAEYC 3 CEC 1, 4, 5, 7	Did not include behavioral observations ____ 0 points	Provided 1 of the following: description of important behavior in the context in which the assessment was administered; examples provided to support ____ 1 point	Provided 2 of the following: description of important behavior in the context in which the assessment was administered; examples provided to support ____ 2 points	Provided 3-4 of the following: description of important behavior in the context in which the assessment was administered; examples provided to support ____ 4 points

	No/Limited Evidence	Beginning	Developing	Meets Criteria
	_____ 0 points	those observed behaviors; description of response to failure, encouragement, activity level, general reaction to session and materials; time to complete test _____ 1 point	those observed behaviors; description of response to failure, encouragement, activity level, general reaction to session and materials; time to complete test _____ 3 points	those observed behaviors; description of response to failure, encouragement, activity level, general reaction to session and materials; time to complete test _____ 5 points
Assessment Results NAEYC 3 CEC 4	Did not include score sheet or report on results _____ 0 points	Provided limited analysis of assessment results including the following with some inaccuracies: score sheets, overview of the test, description of each developmental domain tested in family-friendly language, some scores reported, some attempt to describe confidence intervals _____ 1-14 points	Provided an analysis of assessment results including the following: score sheets scored, overview of the test, description of each developmental domain tested in family-friendly language, scores reported based on type of test, confidence intervals if appropriate for test used _____ 15-25 points	Provided a detailed analysis of assessment results including the following: score sheets scored accurately, overview of the test, description of each developmental domain tested in family-friendly language, scores reported accurately based on type of test, confidence intervals if appropriate for test used _____ 25-30 points
Recommendations NAEYC 1, 3, 6 CEC 1, 4, 5, 7	Did not include recommendations	Provided recommendations based on assessment results including the following: if further assessment is required, areas for further assessment described, family friendly specific	Provided recommendations based on assessment results including the following: if further assessment is required, areas for further assessment described, family friendly specific	Provided recommendations based on assessment results including the following: if further assessment is required, areas for further assessment described, family friendly specific

	No/Limited Evidence	Beginning	Developing	Meets Criteria
	_____ 0 points	activities for each domain tested _____ 1 point	activities for each domain tested _____ 2-3 points	activities for each domain tested _____ 4-5 points

Total score _____/50 points

Comments:

Task Analysis Steps for Implementation and Rubric Associated with Evaluation of those Steps

1. Description of student including:
 - Gender and age
 - Type of class, school
 - Disability
2. The target skill was identified (5 points)
 - Provide a brief description of the content of the skill to be learned
 - Target skill consists of a series of discrete steps
3. Prerequisite skills and materials needed to teach the task were identified (5 points)
 - You checked with the teacher about the task
 - You watched other children perform the task
4. The skill was broken down into smaller steps (5 points)
 - You completed the skills yourself and recorded each step
 - Confirmed that each component consists of a discrete skill
5. The task was completely analyzed (5 points)
 - Have someone follow the steps verbatim to confirm that task is completely analyzed
 - Revise the component steps based on feedback obtained during the trial
6. The steps for teaching the task were identified (10 points)
 - Determine if each step is manageable for your target child
 - If a step is too hard you:
 - Modified the step by adding peer or adult assistance
 - Divided the step into two steps
 - You determined the materials you need for each step
 - What you will do if the student gives:
 - A correct response for any step
 - No response for any step
 - An incorrect response for any step
 - What reinforcement you will give for each step when performed correctly
7. You developed a data collection sheet including the following (5 points)
 - Your behavioral objective including
 - Conditions under which the behavior will be performed
 - The observable behavior the child will perform
 - Criterion for mastery of the objective

- Your task demand
 - Key for the prompts you will use for the instruction
8. The intervention was conducted and progress on the skill was monitored (5 points)
 9. Reflection provided on each of the previous steps (10 points)

50 points total

Rubric for Task Analysis Steps for Implementation

	No/Limited Evidence	Beginning	Developing	Meets Criteria
Target Skill Identified NAEYC 1, 3, 4, 6 CEC 1, 5, 6	No description of target skill or description of steps in target skill _____ 0 points	Provided target skill; provided a cursory description of steps in target skill _____ 1 point	Provided target skill; documented with some evidence that target skill consists of discrete steps _____ 2-3 points	Provided target skill; documented in detail that target skill consists of discrete steps _____ 4-5 points
Prerequisite Skills and Materials Identified to Teach Task NAEYC 1, 3, 4, 6 CEC 1, 5, 6	No description of prerequisite skills or materials to teach task _____ 0 points	Provided cursory information about prerequisite skills and materials to teach task _____ 1 point		Provided information about checking with the teacher about the task; Provided information about watching other children do the task _____ 4-5 points
Skill Broken Down into Smaller Steps NAEYC 1, 3, 4, 6 CEC 1, 5, 6	No evidence provided that skill is broken into discrete steps _____ 0 Points	Provided cursory evidence that skill is broken into discrete steps; cursory evaluation of results is provided _____ 1 point	Provided some evidence that skill is broken into discrete steps; limited evaluation of results is provided _____ 2-3 points	Provided evidence that skill is broken into discrete steps by completing the skill yourself, recording each step of the skill; evaluate results indicating that each step is a discrete skill _____ 4-5 points
Task Analyzed Completely NAEYC 1, 3, 4, 6 CEC 1, 5, 6	No evidence provided for trial to ensure that task was completely analyzed	Provided cursory evidence that procedures were used to ensure that task was completely analyzed and revisions were made	Provided some evidence that trial was conducted to ensure that task was completely analyzed, component steps were revised, and analysis of	Conducted a trial to ensure that task was completely analyzed by having someone follow steps verbatim; revised component steps based

	_____ 0 points	_____ 1 point	procedures used _____ 2-3 points	on feedback obtained during the trial; provided a detail analysis of procedures used _____ 4-5 points
Steps Identified for Teaching the Task NAEYC 1, 3, 4, 6 CEC 1, 5, 6	No evidence provided _____ 0 points	Provided cursory evidence that skill is manageable or needs to be divided into phases; if a step is too hard you made an attempt to modify the step; you determined materials needed for each step; you indicated what you would do based on student's response; you indicated reinforcement used at each step _____ 1-3 points	Provided some evidence that skill is manageable or needs to be divided into phases; if a step is too hard you made an attempt to modify the step; you determined materials needed for each step; you indicated what you would do based on student's response; you indicated reinforcement used at each step _____ 4-7 points	Provided evidence that skill is manageable or needs to be divided into phases; if a step is too hard you made an attempt to modify the step; you determined materials needed for each step; you indicated what you would do based on student's response; you indicated reinforcement used at each step _____ 8-10 points
Data Sheet Developed	No data sheet _____ 0 points	Incomplete data sheet including the following: behavioral objective, task demand, key for prompts and responses _____ 1 point		Complete data sheet including the following: behavioral objective, task demand, key for prompts and responses _____ 4-5 points
Intervention Conducted and Progress on Skill Monitored NAEYC 1, 3, 4, 6	No evidence provided	Provided cursory evidence for data collection procedure selected and reason for selection; intervention conducted in cursory	Provided some evidence for data collection procedure selected and reason for selection; intervention conducted in limited way; made	Provided evidence for data collection procedure selected and reason for selection; intervention conducted; monitored progress on

CEC 1, 5, 6	_____ 0 points	way; monitored progress on the skill in cursory way _____ 1 point	some attempt to monitor progress on the skill _____ 2-3 points	the skill _____ 4-5 points
Reflection Provided on Each Previous Step NAEYC 1, 3, 4, 6 CEC 1, 5, 6	No reflection provided _____ 0 points	Provided cursory reflection on each step of the task analysis, data collection, and success of the procedure _____ 1-3 points	Provided some reflection on each step of the task analysis, data collection, and success of the procedure _____ 4-7 points	Provided detailed and thorough reflection on each step of the task analysis, data collection, and success of the procedure _____ 8-10 points

Total score _____/50 points

Comments:

Alignment of Standards/COE Framework with Course Assignments For Assessment and Instruction

Standards/Framework		Screening Write Up	Developmental Assessment Write Up	Integrated Assessment Report	Task Analysis Implementation	Class participation and responses to questions about readings
NAEYC	NAEYC Standard 1: Promoting Child Development and Learning	X	X	X	X	
	NAEYC Standard 2: Building Family and Community Relationships					
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	X	X	X	X	
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families				X	X
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)					X
	NAEYC Standard 6: Becoming a Professional	X	X	X	X	
CEI	CEC Standard 1: Learner Development & Individual Learning Differences	X	X	x		
	CEC Standard 2: Learning Environments					
	CEC Standard 3: Curricular Content Knowledge					
	CEC Standard 4: Assessment	X	X	X		
	CEC Standard 5: Instructional Planning and Strategies	X	X	X	X	
	CEC Standard 6: Professional Learning & Ethical Practices				X	
	CEC Standard 7: Collaboration					X
Int	1. Learner Development					
	2. Learning Differences					

Standards/Framework		Screening Write Up	Developmental Assessment Write Up	Integrated Assessment Report	Task Analysis Implementation	Class participation and responses to questions about readings	
	3. Learning Environments						
	4. Content Knowledge					X	
	5. Application of Content						
	6. Assessment	X	X	X			
	7. Planning for Instruction				X		
	8. Instructional Strategies				X		
	9. Professional Learning and Ethical Practice						
	10. Leadership and Collaboration	X	X	X		X	
	CoE Framework	Knowledge of:					
		Subject Matter					X
Pedagogy					X		
Learners					X		
Curriculum							
Educational Goals & Assessment		X	X	X			
Social and Cultural Contexts							
Technology							