

**UNIVERSITY OF MARYLAND  
SPECIAL EDUCATION DEPARTMENT**

**SPRING 2015**

**EDSP 423/624 Assessment in Early Childhood Special Education**

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**Office hours:** Mondays, 3-4:15 or by appointment

**Class Meets:** 4:15-7:00 pm, Mondays

**Room:** 1107 Benjamin

**Required Texts:**

McLean, M.E., Hemmeter, M.L., & Snyder, P. (2014). *Essential elements for assessing infants and preschoolers with special needs*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

**Recommended Texts:**

Bricker, D., Pretti-Frontczak, K., Johnson, J., & Straka, E. (2002). *Administration guide* (Vol. 1). Baltimore: Brookes.

Bricker, D., Capt, B., & Pretti-Frontczak, K. (2002). *Test – birth to three years and three to six years* (Vol. 2). Baltimore: Brookes.

**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 or EDSP 624 – Spring 2015)

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 sheet for each assessment will need to be submitted separately in class on the due date.

**Course Description:**

This course focuses on assessment procedures for use with infants, toddlers and preschool children with disabilities. The course includes information on basic assessment issues and concerns, specialized assessment instruments for particular developmental domains, and recommended procedures for assessing young children with mild to moderate disabilities. The course is intended to familiarize students with a wide range of assessment approaches and to provide an understanding of the role of assessment in both curriculum planning and program evaluation.

**Expected outcomes:**

As a result of class attendance and participation, completion of assigned readings, written assignments and field participation, students should:

1. Understand the basic terminology used in assessment [INTASC #6 Assessment; CEC #4-Assessment; CF: Educational Goals & Assessment]
2. Understand the legal provisions and ethical principles regarding assessment of young children

with disabilities [INTASC #6 Assessment; CEC #4- Assessment' CF- Educational Goals & Assessment]

3. Understand the issues related to nondiscriminatory testing and assessment of children from a variety of cultural backgrounds. [CF-Social and Cultural Contexts; INTASC #6 Assessment; CEC #4- Assessment]
4. Understand the use and limitations of assessment instruments for young children with disabilities [INTASC #6 Assessment; CEC #4- Assessment; CF: Educational Goals & Assessment]
5. Select, administer, score, and interpret common assessment materials used in programs for young children with disabilities [CF: Educational Goals and Assessment; INTASC #6 Assessment; CEC #4- Assessment].
6. Develop or modify individualized assessment strategies [INTASC #6 Assessment; CEC #4- Assessment; CF: Educational Goals & Assessment]
7. Involve families as active participants in the assessment process. [INTASC #6 Assessment; CEC #4, 7; CF: Educational Goals & Assessment]
8. Write assessment reports that communicate to families and other professionals [CF – Social and Cultural Contexts; INTASC #6 Assessment; CEC #4, 7]
9. Generate appropriate educational goals and objectives and outcomes based on assessment information. [CF – Goals and Assessment; INTASC #6 Assessment; CEC #4- Assessment]
10. Understand how professionals from a variety of disciplines participate in transdisciplinary assessments [INTASC #6 Assessment; CEC #4- Assessment]

### **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
  - Cognitive domain of AEPS Measurement for Birth to Three Years
  - A motor assessment, assessment of play/social skills **or** a standardized language assessment
  - 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.

- Write a final assessment report in which the results of the above screening and assessments are interpreted, summarized and synthesized.

### Grading

Assignment	Points		Due Date
Examination 1	50		3/9
	<b>Excellent**</b>	<b>Satisfactory*</b>	
Test administration #1	50	40	2/23
Test administration #2	50	40	3/2
Test administration #3	50	40	4/6
Test administration #4	50	40	4/27
Written assessment report	50	40	5/11

\*\*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 assessment report, 5 points will be deducted.

## Course Outline

**January 26:** 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>

The Early Childhood Technical Assistance Center

<http://ectacenter.org>

Topics Pages on Screening/Assessment

TRACE: Tracking, Referral and Assessment Center for Excellence ([www.tracecenter.info](http://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->

[sped.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 2:** Types of Assessment Instruments

**Text:** Chapter 2, pp. 37-59

**February 9:** Screening: Ages and Stages Questionnaire

**Text:** Chapter 4

**February 16:** AEPS Measurement for Birth to Three Years

**Recommended Text 1:** pp. 35-64

**Recommended Text 2:** pp. 21-32; 77-93

**February 23:** Assessment of Communication Skills

**Text:** Chapter 5

**DUE: Test Administration #1: Screening**

**March 2:** Assessment of Motor Skills

**Text:** Chapter 10

**DUE: Test Administration #2: AEPS – Cognition**

**March 9:**  
**MIDTERM EXAM**

**March 16: Spring Break**

**March 23:** Assessment of Social Competence and Play Skills  
**Text:** Chapter 6

**March 30:** Technical issues in assessment including norming, reliability and validity  
**Text:** Chapter 2, pp. 59-82

**April 6:** Assessment of general development: Battelle Developmental Inventory  
**Text:** Chapter 10  
**DUE: Test Administration #3**

**April 13:** Assessment of general development: DAYC-2; Brigance Inventory of Early Development III

No assigned reading

**April 20:** Using assessment data to write IEP/IFSP goals and objectives; Family participation in the assessment process

**Text:** Chapter 4 and 16

**April 27:** Writing an assessment report

No assigned reading

**DUE: Test Administration #4: Developmental Assessment**

**May 4:** Functional assessment of challenging behavior

**Text:** Chapter 7

**May 11:** Individual Growth and Development Indicators

**Text:** Chapter 11

**Reading:** Using growth and development indicators – on ELMS

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

**DUE: Written Assessment Report**

## 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: 2-2-12  
Date of Assessment: 1-5-15  
Examiner: Your Name  
Test(s) Administered: Test Name

### 2. Reasons for the referral (1 point)

- To fulfill a course requirement for EDSP 423/624 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.)?