

Rev. May 2007

**Ashland University
Dwight Schar College of Education
Department of Early Childhood
Course Syllabus**

**Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 100**

Course Number: EDEC 369

Course title for the catalog:

Assessment and Evaluation of Young Children with Special Educational Needs

Catalog Description:

A comprehensive course designed to address pertinent issues, as well as procedures of assessment and evaluation of young children who may be environmentally at-risk and/or with a disability condition. Participants will be involved in educational assessment procedures in programs that serve young children and their families.

The prerequisite (s) for this course is (are):

Undergraduate students: FCS 264 or its equivalent: EDEC 130, 230IS and 202
Graduate students: on equivalent course (FCS 264) in Child Development

The enrollment restriction (s) for this course is (are): 12 maximum

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

Knowledge:

The teacher education student will have knowledge of:

1. Determinants of at-risk factors for students age birth to grade 3.
2. The philosophical and legal basis of screening and identification processes for children birth to grade three (early intervention, preschool, and school age) to determine special educational needs.
3. Development of a multi-factored evaluation report to determine disability status.
4. Diagnostic and evaluation procedures.
5. Norm referenced and criterion referenced assessments for young children.
6. Structured observation and interview assessments.
7. Family Systems assessments.
8. Multi-factored and multi disciplinary assessment teams and procedures at young children with special educational needs and their families.
9. Individual Family Service Plans (IFSP)
10. Individual Education Plans (IEP).
11. Formative Assessment process and techniques.
12. Value added assessment techniques and processes.

13. Alternative methods of data collection that monitor progress.
14. Issues and trends in the assessment of young children.
15. “Model Policies and Procedures for the Education of Children with Disabilities” from the Ohio Department of Education.
16. Multicultural issues in relationship to assessment and evaluation of both families and young children.

Skills:

The teacher education student will have skills to:

1. (C) Develop action plans for child find and initial screening of young children.
2. (F) Investigate local community child find and screening programs.
3. (C) Interpret assessment data.
4. (C) Develop convergent assessment programs.
5. (F) Execute and synthesize assessment for a child with a disability condition, or for one suspected to have a disability condition for program intervention and transitioning involving families.
6. (C) Review IFSP and IEPS and their development.
7. Critically analyze assessment evaluation procedures and programs.
8. (C) Identify suggested programs for specific community needs for assessment by developing formative and summative techniques.
9. Participate significantly within an assessment team.
10. Learn and administer a variety of assessments including the Battelle Developmental Inventory, the Ages and Stages questionnaire, DIBELS, Get It Got It Go, Ohio KRA –L Kindergarten Readiness Assessment.
11. Work in a team with general classroom teachers or preservice teachers in Early Childhood Education also taking this course.
12. Apply knowledge of value-added assessment to make inferences regarding case studies.

Dispositions:

The teacher education student will:

1. Value the role of the family of the child with special educational needs.
2. Value the importance of early identification and intervention for the child with a suspected special need(s).
3. Appreciate the collaboration of the various disciplines.
4. Value the perspectives of the general educator with a desire to share paradigms and strategies that serve individuals and all children in a class.
5. Respect the needs of the young child as an individual.
6. Respect and value the unique multicultural perspectives of both the young child and the family.

Suggested texts and/or references:

Benner, Susan M. (2003) *Assessment of young children with special needs: a context-based approach*. Clifton Park, NY: Thompson Delmar Learning

Ohio Department of Education (2002) Rule 3301-51-01: Definitions, and Rule 3301-51-06 Evaluation *Operating Standards for Ohio's Schools Serving Children with Disabilities* Columbus, Ohio: Ohio Department of Education Web Link:
http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/Operating_Standards/default.asp

Battelle Developmental Inventory <http://www.riverpub.com/products/bdi2/index.html>

University of Oregon (2000) *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment Manual* Web link for user account / materials only:
https://dibels.uoregon.edu/measures/materials_signup.php web link:
<https://dibels.uoregon.edu/measures/materials.php>

University of Minnesota (2001) *Get It Got It Go Individual Growth and Development Indicators - Picture Naming, Alliteration and Rhyming*. Web Links:
<http://ggg.umn.edu/get/index.html> Picture Naming:
http://ggg.umn.edu/get/procedures_and_materials/PictureNaming/index.html
Alliteration:
http://ggg.umn.edu/get/procedures_and_materials/Alliteration/index.html
Rhyming:
http://ggg.umn.edu/get/procedures_and_materials/Alliteration/index.html

Ages and Stages Questionnaire

<http://www.brookespublishing.com/store/books/bricker-asq/>
Kindergarten Readiness Assessment – Literacy
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=778&Content=26856>

Ohio Department of Education (2004) *Ohio's Early Learning Content Standards* Columbus, Ohio: Ohio Department of Education
Web Link:
<http://www.ode.state.oh.us/ece/standards1/Early%20Learning%20Standards-final-10-04.pdf>

Ohio Department of Education (2002) *Operating Standards for Ohio's Schools Serving Children with Disabilities* Columbus, Ohio: Ohio Department of Education
Web Link:
http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/Operating_Standards/default.asp

NAEYC (1996) *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8: A position statement of the National Association for the Education of Young Children*
Web link:

<http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF#search='NAEYC%20statement%20on%20Developmentally%20Appropriate%20Practice'>

CEC (2005) *The New IDEA: CEC's Summary of Significant Issues* Restin, Va: Council for Exceptional Children

web link: http://www.cec.sped.org/pp/IDEA_120204.pdf

Tool Kit for Assessing and Teaching Students with Disabilities
<http://www.osepideasthatwork.org/toolkit/index.asp>

Ohio Department of Education (2004) *Ohio's Early Learning Content Standards*
Columbus, Ohio: Ohio Department of Education

Web Link:

<http://www.ode.state.oh.us/ece/standards1/Early%20Learning%20Standards-final-10-04.pdf>

Ohio Department of Education (2002) *Operating Standards for Ohio's Schools Serving Children with Disabilities* Columbus, Ohio: Ohio Department of Education

Web Link:

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/Operating_Standards/default.asp

NAEYC (1996) *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8: A position statement of the National Association for the Education of Young Children*

web link:

<http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF#search='NAEYC%20statement%20on%20Developmentally%20Appropriate%20Practice'>

CEC (2005) *The New IDEA: CEC's Summary of Significant Issues* Restin, Va: Council for Exceptional Children

web link: http://www.cec.sped.org/pp/IDEA_120204.pdf

Center for Evidence-Based Practice: *Young Children with Challenging Behavior*

<http://challengingbehavior.fmhi.usf.edu/about.html>

Positive Approaches to Challenging Behavior

<http://education.umn.edu/ceed/projects/preschoolbehavior/>

Positive Behavior Supports

<http://www.pbis.org/main.htm>

Center on the Social Emotional Foundations of Early Learning –

<http://www.vanderbilt.edu/csefel/> Materials, case studies, ECE FBA, BIP, Intervention Strategies and materials.

Case Studies in Special Education University of Southern Florida:
http://cases.coedu.usf.edu/case_dev.htm
Elearning Design Lab <http://elearndesign.org/resources.html>

IRIS Center – Resources for Course Enhancement -
<http://iris.peabody.vanderbilt.edu/resources.html>

Suggested instructional strategies:

Observations, lectures/discussions, videos, guest speakers, case study, partner / group projects for multidisciplinary assessments, teaming, role play, readings, and presentations.

Description of field/clinical experiences:

FIELD EXPERIENCE

Students will participate in an assessment program for two case studies of children with special educational needs. One of the studies will be conducted in partnership with a general education.

Within this course the ECIS and general education student will work on a team. The teams will identify children (toddler and preschooler) with special educational needs and work in the field. Consents from the school, families and other stakeholders will be obtained: data will also be multifactored as they develop convergent assessment programs. Videotaping will be required for the class presentation if the parent gives permission. The final case study report will be shared with the stakeholders in the child's life.

CLINICAL EXPERIENCE

Students will enhance their classroom and field experiences by working with team partner to administer and score standardized test(s) view videos on reserve at the media center on assessment practices and issues and observe at least one play based assessment or IFSP or IEP in the field by authentic stakeholders. Additionally, one class session will occur at the local service center (SERRC) with the early childhood specialist.

Evaluation of Students:

Completion of a developmental assessment, assessment reports, multidisciplinary team report, Role play of kindergarten readiness, Get It Got It Go, DIBELS or PPVT III, Ages and stages questionnaire.

For value-added skills objective, students will develop an intervention plan for a child or school based on value-added data presented in a case study scenario. The student should provide information regarding the implications of the data presented and discuss several steps that can be taken to maximize student achievement.

Faculty who frequently teach the course:

Cochran, Sharpe

Licensure programs in which course is required:

Early Childhood Education; Early Childhood Intervention Specialist.

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations

Respective differences in expectations are available on project and field criterion sheets as well as the course outline with due dates for each semester. This is to be determined by the faculty member designing the particular section and field sites.

Bibliography (Learned Societies, Etc.)

Journals Holdings at AU Library:

Journal of Early Intervention
Exceptional Children
Exceptional Parent
Young Exceptional Children
Journal of Learning Disabilities
Journal of Special Education
Remedial and Special Education
Teacher Education and Special Education
Teaching Exceptional Children
Topics in Early Childhood Special Education
Young Children

Videos:

Parent Interview – Preschool Request for Assistance
Battelle Developmental Inventory
Ohio Kindergarten Readiness Assessment KRA-L Administration
DIBELS Administration
Ages and Stages Questionnaire Administration
PPVT Administration

World Wide Web Site(s) and Phone:

ERIC Clearinghouse on Disabilities and Gifted Education for the Council for exceptional Children
800-328-0272
<http://www.cec.sped.org.ericec.htm>

Council for Exceptional Children
<http://www.cec.sped.org>
Membership 888-232-7733
Conferences 703-264-9450

Division for Early Childhood / Council for Exceptional Children
<http://www.dec-sped.org/> Phone: (406) 543-0872

Ohio Division for Early Childhood

National Association for the education of Young Children

<http://www.naeyc.org>

Membership membership@naeyc.org

International info on ECE yci@naeyc.org