

Special Education 403/603
Measurement in Early Intervention - 3 credits
Wednesday; 6:00-8:45 p.m. OL 1132

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Purpose of the course

The purpose of this course is to provide students with the knowledge and skills necessary to assess young children with special needs. Students will be able to select, interpret, and use assessment instruments and procedures with infants, toddlers, and young children with special needs.

Course Objectives:

This course was designed to meet the Wisconsin Teacher Standards listed below. Materials that you may wish to save for your teaching portfolio are identified below.

Objectives	WTS	Artifacts
Facilitate the acquisition of knowledge and understanding of laws, regulations, and criteria associated with referral, evaluation/assessment, IEP planning and implementation for children ages Birth to 9 who are at-risk for or have special needs and their families.	1, 2, 3	Midterm exam, Assessment Plan, IRIS Module in D2L, and class discussions
Promote acquisition of skills to select, administer, score, analyze, interpret and use measurement data.	8	Assessment reports and Assessment Plan
Facilitate the acquisition of skills to communicate and collaborate with parents/primary care givers and related professionals employed within and between agencies in screening, evaluation, assessment and the IEP process.	9,10	Assessment reports, summary assignment, Assessment Plan and oral presentation
Develop oral and written communication skills needed in the IEP process.	10	Assessment reports, summary assignment, class discussion and activities, and Assessment Plan and oral presentation

Goals of the UWEC Baccalaureate Degree

A Faculty Senate action on 5-8-01 requires that you are informed of which of the 11 goals of the UWEC baccalaureate experience are related to this course. The goals include:

- 3. An ability to inquire, think, analyze.
- 4. An ability to write, read, speak, and listen.

Required textbooks:

McLean, M., Bailey, D.B. & Wolery, M. (2004). *Assessing infants and preschoolers with special needs*. Englewood Cliffs, NJ: Merrill.

Sandall, S. Hemmeter, M. L., Smith, B. J., & McLean, M. (2005). *DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education*. Division for Early Childhood of the Council for Exceptional Children: Missoula, MT.

Additional required readings: These will be made available (e.g., D2L).

My role:

I will use a variety of teaching methods including lecture, questions for small group and whole class discussion/activities or individual written responses, and videos or case samples. Power point handouts will be available via D2L, following class sessions. Since I DO NOT cover all of the content from the readings in lecture, and I view class sessions as time to explore the higher learning levels of comprehension, application, and synthesis of content, it is vital that you attend to the suggestions below. I will inform you at least a week in advance of any changes in the course (e.g., due dates). I typically try to return graded assignments the class session which follows the due date, with the exception of comprehensive projects. All assignments are graded thoroughly and are evaluated on assignment objectives and comprehensiveness as well as technical writing and formal communication skills.

Your role:

Learning will be maximized in this course with the following plan of action:

- **Complete the assigned reading(s) before class.**
- **Think about the most important points of the topic before class.**
- Come to class with questions or comments about previous or new content.
- Ask the questions and/or share the comments.
- Use small group/whole class discussions maximally to clarify and practice content skill application.
- Share any concerns you have about learning with the instructor.
- Begin studying for exams from the first day of the class by reviewing weekly being sure to be able to answer the comprehension questions at the end of the readings.
- Being able to integrate the content from both texts with what you are seeing in your fieldwork.
- Approach all writing (including email or D2L response) as formal exercises and respond as a professional in the field would to parents, their colleagues or TD team.
- Attend class regularly.

Attendance & Professional Behavior:

Students are expected to attend every class session unless hindered by sickness, a family emergency, a school-sponsored activity, or some other extenuating circumstance. In such cases, it is the student's responsibility to notify the instructor as soon as possible of the reason for the absence. Students are encouraged to contact the instructor if classroom attendance for any reason becomes a problem. General instructor policy allows **no more than two hours of absence (for any reason including sports, chorale, illness etc.) per course credit hour.** *This means that if you miss more than two class/four half-sessions your final grade will be lowered by one letter grade, if attendance falls below 75% of the course meetings, students may be given a failing grade or required to complete additional work to pass the course.*

Students are also expected to display professional behavior which reflects positively on the reputation of UW-EC, their chosen profession, and most importantly the person who they aspire to be. Therefore, it is expected that all students will be punctual, well organized, reliable and display professional demeanor in attitude, dress, speech, & behavior.

Assignments and Evaluation Policies:

Due Dates: Students are responsible for having read all assignments by the due date and to have ready any written work assigned for that due date.

Written Assignment Expectations: All assignments completed out of class are to be (note the grade for the assignment will be substantially lowered if these instructions are not met):

- typed/word-processed, font size 12, double spaced (Arial, Arial Narrow or Times New Roman only)
- written using formal **standard English** following APA 5th Edition guidelines unless otherwise noted
- error-free in sentence construction, grammar, punctuation, spelling, and *Person 1st Language.
- student name and the date should appear at the top of the page.

Late Work: Unless prior permission has been given to the candidate, late work will not be accepted/ no credit will be given for that assignment: Approved late work will receive a grade no higher than 80%: Exceptions are Hospitalization of student 24-48 hours prior to class, death of immediate family member, fire, and possibly others, however, this is on an individual basis and personal discussion with Professor Thorsen is required. **DON'T ASSUME ANYTHING—no discussion AND written waiver of late assignment penalty, you will lose points.**

SPECIAL ACCOMMODATIONS: Accommodations will be made to allow for all students to succeed to the best of their ability in this class. All accommodations must be pre-approved by the instructor, be requested in cooperation with the Services for Students with Disabilities Office, and be the result of genuine need. It is the responsibility of the student to contact the instructor **within the first week of class** to make arrangements for granting of extra time, or other accommodations. Adaptations to the curriculum or assignment requirements including technical writing expectations **will not** be made.

RELIGIOUS ACCOMMODATIONS: Any student with sincerely held religious beliefs with regard to examinations and other academic requirements should notify the instructor in writing as soon as possible. Adaptations to the curriculum or assignment requirements including technical writing expectations **will not** be made.

Academic Standards:

“Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (U of WI system). ****Unless otherwise specified within the requirements of an assignment, ALL assignments are to be completed individually and be new products created for this course.*

Final grades: Grades will be based on percentage of total points earned. I do not “give” grades, but award what you have earned based on the course requirements. Please remember that an “A” is an indicator of outstanding or exceptional work throughout the semester. B = above average and so forth. Therefore your final grade will reflect your effort and attention to the learning process from September 2 through December 19.

Grading Scale: Grades will be based on percentage of total points earned.

A 94-100%	B+ 88-90%	C+ 78-80%	D+ 68-70%
A- 91-93%	B 84-87%	C 74-77%	D 64-67%
	B- 81-83%	C- 71-73%	D- 61-63%
			F below 61

Course Requirements:

1. One exam, worth 100 points.
2. Six individual/group assignments, each worth 10 points. These will be a variety of assignments, including video summaries, selected end of the chapter questions, practice applications. Only 5 of these will be included in your final grade.
3. Assessment reports. You will locate two typically developing children, one approximately 2 years of age and the other between the ages of 3 and 5. You will practice a number of assessment procedures with each child and complete a report detailing and summarizing the assessment results. Completed test protocols should be turned in with each report. At the end of the semester you will complete a developmental summary for each child to be turned in to me and to be shared with the parents. See schedule for due dates.

The following assessments will be done with the toddler:

- Parent interview
- Observation
- Criterion referenced test
- Communication analysis

The following assessments will be done with the preschooler:

- Parent interview
- Observation
- Norm-referenced test
- Play analysis

The following assessments will be done with your choice of one of the children:

- Screening
- Environmental

4. Comprehensive Assessment Plan. In collaborative groups, you will develop an assessment plan for either 0-3, 3-6, or 6-9 ages of children with disabilities. The plan will be developed with a child or a class case as a guide for assessment planning. This project will be a compilation of course content, literature review, and interventions/progress monitoring strategies. The final component related to reporting to parents, team members, administrators, and other stakeholders. Collaborative presentations will be given during the finals session. 100 points

GRADUATE students only will conduct a literature search on a topic agreed upon by the student and the instructor, then present information to the class. 100 points.

UG Grading:

Exams	1 @ 100 = 100 points
In class/D2L assign.	5 @ 10 = 50 points
2 parent interviews	2 @ 25 = 50 points
2 observations	2 @ 25 = 50 points
2 tests	2 @ 25 = 50 points
1 communication anal.	1 @ 25 = 25 points
1 play analysis	1 @ 25 = 25 points
1 screening	1 @ 25 = 25 points
1 environmental assess.	1 @ 25 = 25 points
2 summaries	2 @ 50 = 100 points
Final Project	<u>1 @ 100 = 100 points</u>
	TOTAL 600 points

GR Grading:

Exams	1 @ 100 = 100 points
In class/D2L assign.	5 @ 10 = 50 points
2 parent interviews	2 @ 25 = 50 points
2 observations	2 @ 25 = 50 points
2 tests	2 @ 25 = 50 points
1 communication anal.	1 @ 25 = 25 points
1 play analysis	1 @ 25 = 25 points
1 screening	1 @ 25 = 25 points
1 environmental assess.	1 @ 25 = 25 points
2 summaries	2 @ 50 = 100 points
Final Project	1 @ 100 = 100 points
Lit Review	<u>1 @ 100 = 100 points</u>
	TOTAL 700 points

Fall 08 Tentative Course Outline:

Week	Topics	Readings
Sept. 3	Syllabus & introduction	(Mc) chap. 1 (DEC) p.5-18
Sept. 10	Tests & Test Development	(Mc) chap. 2 (DEC) chap. 3
Sept. 17	Procedures & Screening I&T ID & Referral	(Mc) chap. 3 & 5 (DEC) chap.4 & 8
Sept. 24	Families & Culture	(Mc) chap. 4 & 7 (DEC) chap. 5 & 9
Oct. 1	Sensory & Adaptive	(Mc) chap. 6 &15
Oct. 8	Information Literacy Session Interview and Observation DUE	D2L activity
Oct. 15	Environment & Behavior Midterm Exam DUE	(Mc) chap. 8 & 9
Oct. 22	Social & Play	(Mc) chap. 13 & 14
Oct. 29	Instructor at DEC Conference RTI & Recognition & Response D2L learning activity and discussion in lieu of class session http://iris.peabody.vanderbilt.edu/index.html	(Mc) p. 147-150, 155- 156 (T-14-T17) As assigned for R&R
Nov. 5	Possible Guest: TBA Communication` Play analysis DUE	(Mc) chap. 12
Nov. 12	Cognitive & Motor assessment Environmental assessment DUE Communication analysis DUE	(Mc) chap. 10 & 11 (DEC) chap. 4
Nov. 19	Planning Criterion-referenced testing DUE Norm-referenced testing DUE	(Mc) chap. 16 (DEC) chap. 6
Nov. 26	<i>No class: Thanksgiving recess</i>	
Dec. 3	Monitoring Summaries DUE	(Mc) chap. 17 (DEC) chap. 6
Dec. 10	Possible Guest: Assessing Infants or Catch up Collaborative Projects Due	As assigned
Dec. 17	Final Exam Session 7 - 8:50 p.m. Collaborative Assessment Plan Presentations	