### Term Information

**Effective Term**: Autumn 2016

### General Information

- **Course Bulletin Listing/Subject Area**: Educ Sts: Special Education
- **Fiscal Unit/Academic Org**: School/Educ Policy&Leadership - D1280
- **College/Academic Group**: Education & Human Ecology
- **Level/Career**: Graduate, Undergraduate
- **Course Number/Catalog**: 5760.01
- **Course Title**: Educational Assessment in Early Childhood Special Education: Early Childhood
- **Transcript Abbreviation**: Early Child Assess
- **Course Description**: Study of the assessment of infants and preschoolers and young children with special needs with particular emphasis placed on measurement for screening and instructional program planning.
- **Semester Credit Hours/Units**: Fixed: 3

### Offering Information

- **Length Of Course**: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
- **Flexibly Scheduled Course**: Never
- **Does any section of this course have a distance education component?**: No
- **Grading Basis**: Letter Grade
- **Repeatable**: No
- **Course Components**: Lecture
- **Grade Roster Component**: Lecture
- **Credit Available by Exam**: No
- **Admission Condition Course**: No
- **Off Campus**: Never
- **Campus of Offering**: Columbus

### Prerequisites and Exclusions

**Prerequisites/Corequisites**: Prereq: Admission to Special Education program, or Grad standing, or permission of instructor.

**Exclusions**: 

### Cross-Listings

**Cross-Listings**: 

### Subject/CIP Code

- **Subject/CIP Code**: 13.0402
- **Subsidy Level**: Doctoral Course
- **Intended Rank**: Junior, Senior, Masters, Doctoral, Professional

### Requirement/Elective Designation
Course Details

Course goals or learning objectives/outcomes

- The purpose of this course is to provide an in-depth study of the measurement of the behavior of infants and preschoolers with disabilities with particular emphasis placed on measurement for screening and instructional program planning.

Content Topic List

- Assessment of young children with low incidence disabilities and/or autism.
- Additional topics added are assessment of severe and challenging behaviors, visual and/or sensory impairments
- Assessment of young children with disabilities
- Individualized programming for young children with disabilities

Attachments

- 5760 Syllabus.doc: Syllabus

(Syllabus. Owner: Ferillo,Meg A)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Ferillo,Meg A</td>
<td>01/13/2016 08:56 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>02/16/2016 02:55 PM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
<td>02/16/2016 02:55 PM</td>
<td>College Approval</td>
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</table>
Course: Assessment in Early Childhood Special Education
Assessment in Early Childhood Special Education: Early Childhood

Instructors: Diane M. Sainato, Ph.D,
Associate Professor
Special Education Section
Sainato.1@osu.edu

Emily S. Curiel , MA.
Doctoral Student
curiel.4@buckeyemail.osu.edu

Credits: Three (3) Hours

Required Text:

RATIONALE FOR COURSE: The rationale for this course is at least threefold. First, P. L. 94-142 and The Individuals with Disabilities Education Act of 1975 and 99-457 (which amended 94-142 to provide education for infants and preschoolers), P.L. 105-17 (1997) and (PL)108-446 (2004) require appropriate, non-discriminatory, multi-dimensional, multi-discipline, periodic assessment that leads to the formation of appropriate individualized educational programs. Second, the field of early childhood special education is rapidly changing to meet the needs of these children who are now receiving services in the public sector. Professionals are being called upon to provide assessments to meet the needs for programming for young children ages birth through age eight with disabilities. These professionals (e.g., teachers, speech/language pathologists, occupational therapists, nurses, school psychologists, counselors and social workers) need to be able to critique available assessment instruments, to interpret available research regarding these instruments and to synthesize their findings into a formal assessment approach.

COURSE DESCRIPTION: The purpose of this course is to provide an in-depth study of the measurement of the behavior of infants and preschoolers with disabilities with particular emphasis placed on measurement for screening and instructional program planning. Research findings regarding models of assessment, methods of measurement, and specific tools and measures will be discussed with emphasis placed on developmental and functional assessments. Content areas of motor, self-care, cognitive, communication, and social skills will be reviewed as will procedures for assessing sensory functioning and important environmental variables. Primary emphasis will be placed on using assessment
data for planning yearly goals for Individual Educational Plan (IEP), Individualized Family Service Plan (IFSP), and short-term objectives for instruction.

The view of assessment for infants and preschoolers with disabilities as an ongoing process is supported as is the position that assessment should be conducted by a variety of competent professionals with continual family participation.

**COURSE OBJECTIVES:** General objectives for this course will be to provide information on the following objectives:

**Assessment of the Young Child**

1. Discuss functions of various assessment activities in ECSE including child find, screening, diagnostic assessment, educational assessment, and monitoring process in intervention.

2. Discuss research documenting relative value of various assessment instruments.

3. Describe options for data collection appropriate to different assessment functions, including open and focused observation, norm-referenced tests, criterion-referenced checklists, and ordinal scales.

4. Discuss central roles of families in assessing young children.

5. Discuss limitations to administration and interpretation of assessments as applied to young children with special needs.

6. Describe alternative approaches to designing data collection systems to collect developmental and behavioral information on young children, including family-based assessment and trans-disciplinary assessment.

7. Discuss overview of typical norm-referenced, criterion-referenced, and ordinal measures utilized in early intervention settings for various functions (screening, diagnosis, instructional planning).

8. Discuss approaches for observing child/environment interactions, including play environments and daily routines.

9. Describe approaches for observing child/other interactions, including parent/infant and child/child interactions.

10. Develop assessment adaptations necessary for specific sensory and motor impairments.

11. Administer and interpret at least one instrument in each of several types of approaches to data collection (screening instruments, developmental assessment, information interview, behavior rating, parent-child interaction scale, play observation).
12. Design assessment battery and process for purpose of collecting information for
decision-making and instructional planning.

13. Summarize and integrate assessment information into implications and
recommendations for content and process of intervention.

**CEC Standards Addressed:**

**Core Standards:**
- Learner Development and Individual Learning Differences
  - ICC1 K1, ICC1 K2, ICC1 K6, ICC1 K15
- Learning Environments
  - ICC2 S7
- Curricular Content Knowledge
  - ICC3 K2, ICC3 K3, ICC3 S1, ICC3 S2
- Assessment
  - ICC4 K1, ICC4 K2, ICC4 K3, ICC4 K4, ICC4 K5, ICC4 S1, ICC4 S2, ICC4 S3,
    ICC4 S5, ICC4 S6, ICC4 S7, ICC4 S8, ICC4 S9
- Professional Learning and Ethical Practice
- Collaboration
  - ICC7 S1

**Early Childhood Standards:**
- Learner Development and Individual Learning Differences
  - ECSE1 K1, ECSE1 K2, ECSE1 K7, ECSE1 K8, ECSE1 K9, ECSE1 K10, ECSE1 K11,
    ECSE1 S2
- Learning Environments
  - ECSE2 S1, ECSE2 S2
- Assessment
  - ECSE4 K1, ECSE4 K2, ECSE4 K3, ECSE4 S1, ECSE4 S2, ECSE4 S3, ECSE4 S4,
    ECSE4 S5, ECSE4 S6, ECSE4 S7, ECSE4 S8, ECSE4 S9, ECSE4 S10, ECSE4 S11
- Professional Learning and Ethical Practice
  - ECSE6 K1, ECSE6 S3

**LEARNING ACTIVITIES:** The learning activities for this course are designed to serve
two functions: (1) ensure accomplishment of the objectives listed in this syllabus, (2)
reflect students' individual experiences, needs, skills, and expressed interests.

A description of assignments follows:

1. Complete all required readings and be prepared to discuss each reading during class
   meetings. These will be evaluated through four scheduled quizzes and the
   possibility of several unannounced quizzes.

2. Conduct and write a report of an assessment of a classroom environment; use scales,
   interviews, and direct observation.
3. Conduct and write a report of a comprehensive program planning assessment. This assessment should cover all relevant curricular areas. The following areas should be addressed: (a) pre-academics (pre-reading, pre-writing, and pre-math), (b) sensory-motor skills, (c) self-help (feeding, dressing, toileting), (d) motor (gross and fine), (e) social skills (play, social interactions, and inappropriate behavior), (f) communication (pragmatics, semantics, mode, and syntax). The assessment should include direct testing, direct observation, and/or interviews.

5. Write an IEP based on the information you gathered from your assessments.

**Off Campus Field Experience:** Students will complete their assessment activities with young children with special needs either in classrooms for these children or in the child’s typical environment (e.g. day center, home). Arrangements will be made for students to have access to these environments by the instructor. Documentation of attendance and completion of hours is required for is required.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments Due</th>
<th>Lecturer</th>
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<tr>
<td>1</td>
<td>8.27</td>
<td>Introduction to course, definitions and introduction to measurement strategies, purposes of assessment, models of assessment</td>
<td>Chapter 1</td>
<td>Sainato</td>
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<tr>
<td>2</td>
<td>9.3</td>
<td>Environmental Assessment</td>
<td>Chapter 8</td>
<td>Sainato</td>
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<td>3</td>
<td>9.10</td>
<td>Early Childhood Learning Standards, Family Assessment and Cultural Considerations</td>
<td>Chapter. 16</td>
<td>Sainato</td>
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<tr>
<td>4</td>
<td>9.17</td>
<td>Assessment Issues, Developmental Screening, Child Find, Formal Assessments -(Brigance and Battelle)</td>
<td>**Quiz 1&lt;br&gt;Chapters 2,3, &amp; 5&lt;br&gt;Environmental Assessment Due</td>
<td>Sainato</td>
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<tr>
<td>5</td>
<td>9.24</td>
<td>Individual Program Monitoring, Informal assessments, and graphing</td>
<td>Chapter 17&lt;br&gt;Program Plan- Part A Due&lt;br&gt;** Please bring your laptops</td>
<td>Curiel and Sainato</td>
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<tr>
<td>6</td>
<td>10.1</td>
<td>Functional Behavior Assessment, assessment of severe and challenging behavior</td>
<td>Chapter 9</td>
<td>Curiel &amp; Sainato</td>
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<td>7</td>
<td>10.8</td>
<td>Assessment of Adaptive behavior</td>
<td>**Quiz 2&lt;br&gt;Chapter 15</td>
<td>? Curiel &amp; Sainato</td>
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<td>8</td>
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<td>Writing IEPs</td>
<td>Program Plan- Part B Due</td>
<td>Curiel &amp; Sainato</td>
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<td>9</td>
<td>10.22</td>
<td>Writing goals, objectives, benchmarks &amp; IEP rubric</td>
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<td>Curiel &amp; Sainato</td>
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<td>10</td>
<td>10.29</td>
<td>Communication</td>
<td>Chapter 12&lt;br&gt;Program Plan- Part C Due</td>
<td>Sainato &amp; Curiel</td>
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<td>11</td>
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<td>Social Skills</td>
<td>Chapters 13 &amp; 14&lt;br&gt;**Quiz 3</td>
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<td>12</td>
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<td>11.19</td>
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<td>Chapter 10</td>
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<td>14</td>
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<td>15</td>
<td>12.3</td>
<td>Motor and sensory skills</td>
<td>Chapter 11 &amp; 6&lt;br&gt;IEP DUE</td>
<td>Tanner, Sainato &amp; Curiel</td>
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<td>16</td>
<td>12.10 or 12.17</td>
<td>** Tentative Dates for Quiz</td>
<td>**Quiz 4</td>
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NOTE: Program Plan Assignments

Part A: Permission form and interview with teacher
Part B: Raw data from Brigance or Battelle and identify two areas of need
Part C: Direct observation data with graphs for baseline data of those two areas

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<thead>
<tr>
<th>Grading</th>
<th>Mode</th>
<th>Point Value</th>
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<tr>
<td>Readings &amp; Lectures</td>
<td>Scheduled and Pop Quizzes</td>
<td>60</td>
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<tr>
<td>Environmental Assessment</td>
<td>Written Report</td>
<td>30</td>
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<td>Comprehensive Program</td>
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<td>Planning Assessment</td>
<td>Written Report</td>
<td>50</td>
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<td>Individualized Education Program</td>
<td>(IEP form and grading rubric)</td>
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<td>Part A</td>
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<tr>
<td>Part B</td>
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<tr>
<td>Part C</td>
<td>*see syllabus for details</td>
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**TOTAL** 200

**Grading**

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<td>189 - 180</td>
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<td>B+</td>
<td>179 - 170</td>
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<tr>
<td>B</td>
<td>169 - 165</td>
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<tr>
<td>B-</td>
<td>164 - 160</td>
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<tr>
<td>C</td>
<td>160 - 150</td>
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<tr>
<td>D</td>
<td>150 - 140</td>
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<tr>
<td>E</td>
<td>140 -</td>
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**Policies for student conduct and preparation:**

Students are expected to come to class having read the required material and be ready for discussion. Notes will be posted on CARMEN for students to use during lecture. There will be no cell phone or laptop use in class unless prearranged with the instructor. Assignments will be turned in on the due date unless prior arrangements have been made. Attendance is expected. Please notify me if you will be late or absent from class prior to class.

**Academic Misconduct:**

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am
obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

**Intellectual Property/Audio and Video Recording:**

Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct

**ODS Statement:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohiostate.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology

**Grievances and Solving Problems:**

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement of Diversity:**

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Technology:**

Students will need to have access to a computer to type all assignments. There will also be information (rubrics, handouts) to be accessed through CARMEN. Students will also be expected to post their IEP on their electronic portfolio TK20.