Southeastern Louisiana University
SPED 688
Evaluation of Exceptional Children in Early Intervention
(3 credit hours)

Prerequisites: SPED 200 or 600

Course Description: The focus of this course is theory, administration, and interpretation of instrumentation to assess family characteristics, and personal-social, cognitive, motor, communication, self-help, and sensory abilities of young children who are "at risk" or have an identified disability.

Conceptual Framework Statement: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

Course Objectives:
The following measurable objectives identify the proficiencies (competencies) candidates will acquire through this course:

1. Demonstrate knowledge of basic terminology of assessment, legal provisions and ethical principles regarding assessment of individuals (CK, KL, D)
2. Articulate the different purposes of assessment including screening, referral, eligibility, program planning assessment. (CK, KL)
3. Demonstrate skills in conducting screening, diagnostic, and evaluative assessment of young children. (CK, KL, D, PS, SM, T)
4. Demonstrate knowledge of use and limitations of assessment instruments. (CK, KL, D)
5. Collaborate with families and other professionals involved in the assessment of both infants and toddlers with delays/disabilities and preschoolers with delays/disabilities. (CK, KL, D, SM)
6. Interpret information from formal and informal assessment instruments and procedures and use data for instruction. (CK, KL, SM, D, T)
7. Design or modify individualized assessment strategies as measured through assessment activities. (CK, KL, SM, D, T, PS)
8. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for young children with disabilities, including those from culturally and/or linguistically diverse backgrounds (CK, KL, SM, PS, D, T)
9. Select, adapt, and administer nonbiased formal and informal assessments for both infants and toddlers with disabilities and preschoolers with delays/disabilities
based on the purpose of the assessment being conducted and in compliance with established criteria and standards. (CK, KL, SM, PS, D, T)

10. Plan authentic and curriculum based assessment to evaluate instruction and monitor progress of individual children aged birth to three years and children ages 3 through 5 years. (CK, KL, SM, D)

11. Demonstrate knowledge of skills to collaborate with team members including family in conducting assessment. (CK, KL, SM, D)

**Unit/Program Assessments:**
Candidates will conduct an ecologically valid assessment of a young child with delays and/or diagnosed disabilities and submit an assessment portfolio for this product. The Assessment Portfolio Rubric will be used to measure the teacher candidate’s ability to plan, conduct, and present the results of an ecologically valid assessment of a young child with delays and/or diagnosed disabilities. The assessment portfolio and completed rubric are to be uploaded to Pass-Port

**Field Experience**
Candidates will conduct 20 hours of field experience by designing, administering, scoring and interpreting informal and formal assessment instruments for family characteristics, personal-social, cognitive, motor, communication, self-help, and sensory disabilities of young children who are “at risk’ for having an identified disability. Field hours are to uploaded to Pass-Port

**Course evaluation:** The instruments and/or processes that will be used to assess performance include the following: participation in class discussions, child and family assessment portfolio, assessment reports including a curriculum-based assessment instrument and a standardized assessment instrument, for both an infant or a toddler with delays/disabilities and a preschooler with delays/disabilities, critiques of research topics and journal articles through individual or group analysis, reflection paper, small group projects, examinations, individual projects, and structured interviews.

**Reference List:**


**Websites**

http://www.ldonline.org/ld_indepth/special_education/thurlow_assessment.html
This site gives an excellent overview of current testing issues in special ed., and makes the case that testing special education students is necessary for their needs to be given proper due.

http://www.uni.edu/coe/inclusion/legal/index.html
This site summarizes the IDEA legislation and court cases. Look for the meaning of "least restrictive environment" and the kinds of special needs courts have held should be addressed outside the regular school program.

Good exploration of equity issues in testing.

This site summarizes concerns in light of federal law and regulations.

This site discusses the uses and limitations of preliminary screening for special education diagnosis.
http://www.education-world.com/a_issues/issues098.shtml
This site states the high stakes testing controversy in light of multiple intelligences and inherent limits of testing.

http://www.education-world.com/a_issues/issues096.shtml
This site discusses proper uses of tests and controversial aspects of their current use.

http://www.iser.com/CAassess.html
This site shows areas covered by assessment professionals in this field, a useful guide to considering tests and modifications.

http://members.tripod.com/~ozpk/assess.html
This site has over 60 sites to virtually every aspect of assessment, including portfolios, rubrics, specific content area suggestions, and test construction.

Journals
Child Development
Developmental Psychology
Journal of Early Intervention
Young Exceptional Children
Topics in Early Childhood Special Education
Early Childhood Research and Practice
Early Childhood Research Quarterly
Infant Mental Health Journal
Infants and Young Children
Journal of Early Childhood Teacher Education
Journal of Special Education Technology