

ASSESSMENT AND EVALUATION IN EARLY INTERVENTION

SPED 682

Winter - 2009

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Course Number CRN: 24970
Credits: 3 Credit Hours
Class Schedule: Wednesdays, 1:00-3:50
Room: CSB 145

Text:

McLean, M., Wolery, M. & Bailey, D. (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Englewood Cliffs NJ: Prentice-Hall.

Sandall, S., Hemmeter, M., Smith, B., & McLean, M. (2005). *DEC Recommended Practices*. Longmont, CO: Sopris West/DEC.

Optional Text:

Bagnato, S., Neisworth, J., and Munson, S. (1997). *Linking assessment and early intervention*. Baltimore: Paul Brookes.

Reading Packet from Campus Copy:

Bagnato, S. & Neisworth, J. (1999). Collaboration and teamwork in assessment for early intervention. *Comprehensive Psychiatric Assessment of Young Children*, 8(2), 347-363.

Biggar, H. (2005). NAEYC Recommendations on screening and assessment of young English-language learners. *Young Children*. Nov. 2005, pp. 44-46.

Boyd, R. (1989). What a difference a day makes: Age-related discontinuities and the Battelle developmental inventory. *Journal of Early Intervention*, 13(2), 114-119.

Bricker, D. (1993). Using assessment outcomes for intervention planning: A necessary relationship. Center on Human Development, University of Oregon, Eugene. OR.

Brown, W., & Barrera, I. (1999.) Enduring problems in assessments. The persistent challenges of culture dynamics and family issues. *Infants and Young Children*, 12(1), 34-42.

Gilliam, W. & Leiter, V. (2003, July). Evaluating early childhood programs: Improving quality and informing policy. *Zero to Three*, 6-13.

Greenspan, S., & Meisels, S. (1996). Toward a new vision for the developmental assessment of infants and young children. In S. Meisels & E. Fenichel (Eds.), *New visions for the developmental assessment of infants and young children* (pp. 9-26). Washington, DC: Zero to Three.

Guralnick, M. (1997). Second generation research in the field of early intervention. In *The effectiveness of early intervention* (pp. 3-20). Baltimore: Paul Brookes.

- Hanson, M., & Lynch, E. (1995). Evaluating programs. In *Early intervention* (2nd ed.) (pp. 288-322). Austin, TX: Pro-Ed.
- Neisworth, J., & Bagnato, S. (1992). The case against intelligence testing in early intervention. *Topics in Early Childhood Special Education, 12*(1), 1-20.
- Neisworth, J., & Bagnato, S. (2004). The mismeasure of young children: The authentic assessment alternative. *Infants and Young Children 17*(3), 198-212.
- Raver, S. (2004). Monitoring child progress in early childhood special education settings. *Teaching Exceptional Children, 36*(6), 52-57.
- Roach, A., & Elliott, S. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. *Teaching Exceptional Children, 37*(4), 8-17.

Course Description:

Assessment and Evaluation in Early Intervention is designed to investigate the theoretical concepts of assessment and program evaluation in early intervention and to apply this knowledge of assessment instruments, curriculum and instructional strategies and program evaluation methods to intervention settings. Direct experience with screening, norm-referenced, criterion-referenced, and behavior assessments is provided.

Course Objectives:

The specific objectives for SPED 682 are for the student to:

1. Describe the relationship between developmental theory and early intervention practices.
2. Explain measurement and evaluation issues in early intervention, including issues related to diversity.
3. Select appropriate norm-referenced and criterion-referenced instruments for screening, diagnosis, program planning, and evaluation of diverse infants, toddlers, and preschool children.
4. Describe alternative assessment methodologies or strategies.
5. Explain the implication of deviations in typical development and issues of cultural/ethnic diversity related to assessment.
6. Describe the process of program evaluation in early intervention/early childhood special education.
7. Integrate developmental history, family information, cultural/ethnic factors, intervention history, previous and current assessment results into a comprehensive and cohesive report for parents and professionals.
8. Describe limitations of assessment and evaluation related to cultural/ethnic diversity issues.

Course Competencies Fulfilled:

- 3.1 Demonstrates best practice in the selection of norm-reference, criterion-referenced, and curriculum-based assessment instruments for screening, diagnosis, program planning, child progress monitoring, and program evaluation purposes.
- 3.2 Identifies, compares, and selects valid, reliable and culturally sensitive assessment instruments appropriate to age, population, disability, and setting.
- 5.2 Demonstrates sound professional decision making in determining an appropriate early intervention service model.
- 7.1 Demonstrates effective writing skills by producing accurate and comprehensive documentation of child progress and family outcomes, including recommendation for referral, continued services, transition, or termination of services.
- 10.3 Determines the philosophy and goals for an early intervention program.

Course Requirements:

1. **Readings:** Students are responsible for carefully reading the text and articles by the date indicated on the syllabus and being prepared for class discussion. Readings will be discussed in class.
1. **Class attendance and participation:** Successful academic performance involves a student's commitment to attend class and to participate in classroom discussion. Classroom participation should contribute to the achievement of course goals and objectives.
3. **Assignments:** Students will contract for, and complete designated assignments incorporating their knowledge of theory, assessment, curriculum development, intervention, and evaluation. Late assignments will receive a lower grade.

Description of Assignments:

1. Assignment #1: Purposes/Functions of Assessment. Write a 3-4 page paper describing the purposes and functions of screening, norm-referenced diagnostic assessment, and curriculum-based assessment in early intervention. Give at least 5 examples of each type of assessment. You do not need to describe each test individually; you should provide a **list** of assessments. In addition, describe when each type is used, with whom, and why. Use APA format; you may only have a few references. Papers will be graded on:

A. **Form:** Does the paper adhere to APA writing standards? 25%

B. **Content:** Does the paper cover the basic areas with adequate detail? 35%

C. **Synthesis:** Has the paper been written in a manner that interprets and synthesizes information? 40% **Due: 1/21/09**

2. Assignment #2: Screening Test. Complete 1 screening test, preferably one using parent report, and write a brief report summarizing results of screening and recommendations (2-3 pages). You will be graded on criteria listed above. **Due: 1/28/09**

3. Assignment #3: Diagnostic Assessment A. Complete 2 domains (1 domain must be a direct test: cognitive, motor, communication; 1 parent report) of the Battelle assessment on a child from birth to two and write a brief report giving results of the diagnostic assessment and your recommendations (2-4 pages). You will be graded on criteria listed above; however no references are required. **Due: 2/4/09**

4. Assignment #4: Diagnostic Assessment B. Complete 2 domains (1 direct, 1 parent report) of the Battelle assessment on a child ages 3-5 and write a brief report giving results of the diagnostic assessment and your recommendations (2-4 pages). You will be graded on criteria listed above. **Due: 2/18/09**

5. Assignment #5. Behavioral Assessment. Complete 1 behavioral assessment and summarize results. If you want more practice and feedback, write a formal report as described above. If not, write only the results and summary/recommendations sections. **Due: 2/25/09**

6. Assignment #6. Team Assessment. Complete the Battelle (or another curriculum-based measure) with a child using an arena assessment format with 3-6 other students from the class. Write one assessment report and recommendations as a team, with each discipline or team member contributing their findings and recommendations. Papers (3-4 pages, 1 per team) will be graded as outlined above. Team members should be prepared for an informal discussion of their findings/experiences with the class. **Due: 3/11/09**

7. Assignment #7. 8 Reading Summaries. Answer questions on reading assignments (Must do 8 of 9). 100 points.

Grades

Attendance and participation are required. If you are unable to attend each class, please contact the instructor to make alternate arrangements.

Students will contract for a letter grade for the course. Each assignment will be graded as indicated. An A in the course requires an A (90-100 points) on 7 assignments. Terms of the contract are discussed below. Email me your contract agreement by 1/20, if you want to contract for a B. (I'll assume you want an A unless I hear from you.) **Participation and attendance can raise or lower your grade by one-half grade. Grades can be dropped as much as one letter grade for late papers.**

Grades of C are not considered passing in Graduate School. Students can re-do all assignments one time and the two grades will be averaged.

Grade	
A	All 7 assignments: Completed on or before due date. Follow syllabus guidelines. 5 or 6 Graded A = 451-700 points
B	6 assignments: Purposes/functions of assessment paper, #1, Arena assessment, #6, Reading #7 Three other assignments of your choice. 5 Graded A or B = 320-600 points.

Graduate students are considered "professionals-in-training" and professional behavior is expected at all times including:

1. Respecting the diversity of cultures, opinions, viewpoints in the classroom
2. Listening to fellow students, professors, lecturers with respect.
3. Arriving on time, prepared for class.
4. Attending for the duration of class; not reading other materials, books, newspapers, or chatting with classmates.
5. Turning off cell phones and pagers for the duration of class.

Battelle Assessments (Assignments 3 & 4)

Please have parent permission before you begin your assessment. The parent should be present when you evaluate the child. Do not assess a child while you are completing practicum hours. This is an assignment for class; it is not part of your practicum placement. Please respect the child. A child comes prepared to play, not to come sit down and test with you. Arrange a time to meet the parent after practicum, either in the home, here at the University or in another convenient location. You will need to be prepared and focused and work in a quiet setting. It is not appropriate to test a child with high levels of noise and without parent support.

Following the administration of the two domains of the Battelle (1 direct test, 1 parent report), score the protocol. After you have totaled the domain raw score, transfer the raw score to a percentile rank and scaled score listed in the tables. Turn in your protocol with the report. Reports without the protocol will not be graded. This is the only way to verify if you are scoring correctly.

After you have scored the protocol, you will write up the results of the assessment. The purpose of this assignment is to give you experience writing a developmental assessment report. The length of your report may vary from the 2-4 pages defined in the syllabus. Remember you are gaining skills in conveying information to the families with whom you will be working. The following gives one report format and information that you can think about including.

- Remember to define terms, such as "fine motor is how hands and eyes work together."
- Be sensitive.
- Do not be judgmental -- report clean, clear, verifiable information in family-friendly terms.
- Every agency has its own report format; below is a general guideline.

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. You can contact:

UO Bias Response Team: 346-1139 or <http://darkwing.uoregon.edu/~brt/>

UO Conflict Resolution Services 346-0617 or <http://darkwing.uoregon.edu/~crs/>

UO Affirmative Action and Equal Opportunity 346-3123 or <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.

Inclement Weather Policy

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at <http://www.uoregon.edu>. College of Education students should contact their program department for further information.

SPED 682 Weekly Schedule

DATE	TOPIC	ASSESSMENT FOCUS	READINGS
Week 1: 1/7/09	Class Overview Measurement Basics Assessment Reports	Critique assessment report	McLean, Wolery & Bailey Chapters 1, 2 Article: Bricker, <i>Using Assessment Outcomes for Intervention Planning: A Necessary Relationship</i>
Week 2: 1/14/09	Purposes of Assessment Screening Tests Reading Summary 1	Screening tests	McLean, Wolery & Bailey Chapters 5, 6 Article: Greenspan & Meisels, <i>Toward a New Vision...</i> Article: Brown & Barrera, <i>Enduring Problems in Assessment...</i>
Week 3: 1/21/09	Screening Tests cont. Standardized Norm-Referenced* Assessments: Bayley Due: Assignment # 1: Purposes/Functions of Assessment Reading Summary 2	Screening tests Bayley, Battelle	McLean, Wolery & Bailey Chapters 4, 10 DEC Recommended Practices – Chapter 2 (Neisworth & Bagnato, pp.17-27).
Week 4: 1/28/09	Standardized Norm-Referenced Assessments Arena Assessments Assessing Severe Disabilities Due: Assignment #2: Screening Reading Summary 3	Battelle, Mullen	Article: Neisworth & Bagnato, <i>Case Against Intelligence Testing in Early Intervention</i> Article: Boyd, <i>What a difference...</i>
Week 5:	Curriculum-based Measures	CBM	McLean, Wolery & Bailey Chapters 3, 15

2/4/09	Limitations of Assessment Due: Assignment #3: Diagnostic Assessment A Reading Summary 4		Article: Bagnato & Neisworth, Collaboration.
Week 6: 2/11/09	Behavior/Social-Emotional Assessment Reading Summary 5	Behavior assessments (screening, diagnostic)	McLean, Wolery & Bailey Chapter 7, 9, 13
Week 7: 2/18/09	Motor*, Play Assessment Due: Assignment #4: Diagnostic Assessment B Reading Summary 6	Motor, play	McLean, Wolery & Bailey Chapters 11, 14
Week 8: 2/25/09	Program Administration Program Evaluation Due: Assignment #5: Behavioral Assessment Reading Summary 7	Program evaluation	McLean, Wolery & Bailey Chapter 17 Article: Hanson & Lynch, Evaluating Programs Article: Raver, <i>Monitoring child progress in early childhood special education settings</i> Roach & Elliot, <i>Goal attainment scaling: An efficient and effective approach to monitoring student progress</i>
Week 9: 3/4/09	Language*, Autism, Assessment Reading Summary 8	Language, autism	McLean, Wolery & Bailey Chapter 12, 16
Week 10: 3/11/09	Assessment Summary, Synthesis Arena Assessment Oral Reports Due: Assignment #6: Team Report Reading Summary 9	Synthesis activity (graded as participation only) Evaluation of class: forms and additional comments	Article: Guralnick, Second Generation Research

*Possible Guest Speaker