

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EX317

Course: Assessment and Techniques of Teaching  
the Exceptional Child

New: FA '04



### “The Teacher as Professional Educator”

#### I. Catalog Description and Credit Hours of Course:

Introduction/application of assessment/evaluation processes used in MO schools for identification of pupils with disabilities and application of information in development of Individualized Education Program. (3)

#### II. Prerequisite(s):

EX200, EX273 and Elementary Block II

#### III. Purposes or Objectives of the Course:

At the completion of the course the student will have demonstrated the knowledge base and skills necessary to:

- A. calculate descriptive statistics and interpret commonly used standard scores for describing an individual's test performance relative to a normative population;
- B. describe general procedures for administration, scoring, and interpretation of individually administered tests, checklists and rating scales typically used in the special education process;
- C. describe and evaluate tests in terms of standardization, reliability and validity;
- D. identify the strengths and weaknesses of criterion referenced and norm referenced tests;
- E. describe the advantages and disadvantages of computer assisted scoring programs for standardized tests;
- F. identify events and influences shaping appraisal requirements imposed by law and litigation;
- G. describe the controversy associated with the use of tests for members of ethnic minority populations;
- H. describe and interpret all stages of Missouri's appraisal process model for special education programs;
- I. objectively diagnose children with disabilities using Missouri's eligibility criteria;
- J. write a multidisciplinary diagnostic staffing summary report;
- K. make a logical transition from theoretical constructs, assessment procedures, and basic information of characteristics of exceptional children within a multicultural society, to a practical application for planning and writing individual education programs; and
- L. develop an Individual Education Program, including all the prior plus new required components of an IEP (IDEA '97: P.L. 105-17).

#### IV. Expectations of Students:

- A. Students will read assigned material from the textbook, instructor supplied handouts, and relevant professional journals.
- B. Students will actively participate in classroom discussions and activities simulating the work of a multidisciplinary appraisal team. **(1.2.8.1; 1.2.9.1)**
- C. Given a manual for a standardized test of achievement, students will evaluate the test and orally describe the strengths and weaknesses of the instrument. **(1.2.1.1; 1.2.8.1; 1.2.8.2)**

- D. Students will demonstrate achievement of the course objectives by their performance on various classroom examinations and written assignments;
- E. Given a case study for a child suspected of having a disability, students will write a diagnostic staffing summary report. **(1.2.2.1; 1.2.3.1; 1.2.3.3-4)**
- F. Given a diagnostic staffing report, students will write an Individual Education Program for a student with disabilities and evaluate the quality of the report using appropriate criteria from the Missouri Special Education Program Standards Manual. **(1.2.4.3; 1.2.7.2.)**

<b>V.</b>	<b>Content or Outline:</b>	<b>Hours</b>
A.	Basic Considerations in Assessment	1
	<ul style="list-style-type: none"> <li>1. Kinds of assessment information</li> <li>2. Formal vs. informal assessment</li> <li>3. Group vs. individual assessment</li> <li>4. Guidelines for test administration</li> </ul>	
B.	Legal and Ethical Considerations in Assessment	2
	<ul style="list-style-type: none"> <li>1. P.L. 94-142/101-476/99-457</li> <li>2. Relevant litigation</li> <li>3. Family Rights and Privacy Act of P. L. 93-380 (Buckley)</li> <li>4. Ethical considerations</li> <li>5. Testing ethnic minority pupils</li> </ul>	
C.	Elementary Descriptive Statistics	3
	<ul style="list-style-type: none"> <li>1. Measures of central tendency</li> <li>2. Measures of variability</li> <li>3. Measures of correlation</li> </ul>	
D.	The Normal Curve and Standard Scores	3
	<ul style="list-style-type: none"> <li>1. z-scores</li> <li>2. Normal curve and percentile ranks</li> <li>3. Derived standard scores (e.g., T-, IQ, Subtest, etc.)</li> <li>4. Age and grade equivalent scores</li> </ul>	
E.	Evaluation of Standardized Tests	4
	<ul style="list-style-type: none"> <li>1. Standardization and norm groups               <ul style="list-style-type: none"> <li>a. age norms</li> <li>b. grade norms</li> </ul> </li> <li>2. Reliability and the standard error of measurement</li> <li>3. Validity</li> </ul>	
F.	Overview of the Appraisal Process Model	3
	<ul style="list-style-type: none"> <li>1. Screening and Referral</li> <li>2. Alternative Intervention Strategies</li> <li>3. Individual Appraisal Plans</li> <li>4. Procedural Safeguards</li> <li>5. Collecting Appraisal Information</li> <li>6. Multidisciplinary Diagnostic Staffing Reports</li> <li>7. Present Level of Performance Statements</li> </ul>	
G.	Definitions and Eligibility Criteria for Disabilities	1
	<ul style="list-style-type: none"> <li>1. Learning Disabilities</li> <li>2. Behavior Disorders</li> <li>3. Mental Retardation</li> <li>4. Section 504</li> </ul>	

H.	Observation of Behavior	1
I.	Measurement of Intelligence	3
	1. Wechsler Intelligence Scales	
	2. Stanford-Binet IV	
	3. Non-verbal and "culture fair" measures	
	4. Computer scoring and interpretations	
J.	Measurement of Adaptive Behavior	1
	1. American Association on Mental Retardation Scales	
	2. Vineland Adaptive Behavior Scales	
	3. Other measures	
K.	Measurement of Social/Emotional/Behavioral Characteristics	1
	1. Behavior Disorders Identification Scale	
	2. Behavior Evaluation Scale - 2	
	3. Other measures	
L.	Measurement of Achievement	4
	1. Wechsler Individual Achievement Test	
	2. Kaufman Test of Educational Achievement	
	3. Woodcock Johnson Psychoeducational Assessment Battery-Revised	
	4. Brigance Diagnostic Inventories	
	5. Teacher-made tests	
	6. Computer scoring and interpretation programs	
M.	Writing Diagnostic Staffing Summary Reports	4
	1. Professional writing style	
	2. Consolidating Assessment Information and Diagnosis	
	3. Extracting Instructionally Relevant Information from Assessment Data	
N.	Issues relevant to Inclusion	1
	1. What is the law?	
	2. Facilitation of inclusive practices	
	3. Least restrictive environment	
O.	Development of the Individualized Education Program	8
	1. Present level of performance statement	
	2. Annual goals (long term goals)	
	3. Short term objectives/benchmarks	
	4. Objective criteria for short term objectives/benchmarks	
	5. Evaluation of short term objectives/benchmarks	
	6. Dates for initiation and completion of objectives	
	7. Related services	
	8. Amount of time services are to be provided	
	9. Amount of time with non-handicapped peers	
	10. Transition services	
	11. Assistive technology	
P.	Evaluation of and familiarization with the Show Me IEP computer program	2
Q.	Implementation of the Individualized Education Program	3
	1. Parent/teacher conferences	
	2. Individualized Education Program Meetings	
	3. Transition of IEP information into classroom practice	

**VI. Textbook(s) and/or other Required Materials or Equipment:**

Salvia, J. and Ysseldyke, J. E. (2001). *Assessment* (8th ed.). Boston: Houghton Mifflin.

Students are required to have an electronic calculator capable of processing seven digit numbers and extracting square roots.

**VII. Basis for Student Evaluation:**

Grades will be determined by:

- A. Participation in class discussions
- B. Performance on classroom examinations
- C. Evaluation of achievement test and Diagnostic Staffing Summary Report
- D. Achieving mastery on statistics examination. (100% required for any passing grade)
- E. Quality of written Diagnostic Staffing Summary Report
- F. Evaluation of student's ability to develop and Individualized Education Program based on analysis and interpretation of data based on the criteria set forth in the Missouri Special Education Program Standards Manual.

**VIII. Knowledge Base:**

American Educational Research Association (AERA), American Psychological Association, & National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: American Psychological Association.

American Guidance Service. (1990). *ASSIST for the PIAT-R*. Circle Pines, MN: Author.

Angoff, J. H. (1971). Scales, norms, and equivalent scores. In R. L. Thorndike, (Ed.), *Educational Measurement* (2nd ed.). Washington, DC: American Council on Education.

Brigance, A. (1985). *Brigance Diagnostic Inventory of Basic Skills*. North Billerica, MA: Curriculum Associates.

Chronback, L. J. (1971). Test validation. In R. L. Thorndike (Ed.), *Educational Measurement* (2nd ed.). Washington, DC: American Council on Education.

Harrison, P. (1985). *Vineland Adaptive Behavior Scales: Classroom Edition manual*. Circle Pines, MN: American Guidance Service.

Henry, N. A., & Flynt, E. S. (1990). Rethinking special education referral: A procedural model. *Intervention in School and Clinic*, 26, 22-24.

Herrnstein, R. J. & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: The Free Press.

Herrnstein, R. J. (1982, August). IQ Testing and the media. *The Atlantic Monthly*, 250, 68-74.

Kaufman, A., & Kaufman, N. (1985). *Kaufman Test of Educational Achievement*. Circle Pines, MN: American Guidance Service.

Kuder, G. F., & Richardson, M. W. (1990). The theory of the estimation of test reliability. *Psychometrika*, 2. 151-160.

*Larry P. v. Riles*, (1972). C-71-2270 (RFP, District Court for Northern California).

Markwardt, F. C., Jr. (1998). *Peabody Individual Achievement Test-Revised*. Circle Pines, MN: American Guidance Service.

McCarney, S.B., Leigh, J. E., & Cornbleet. (2000). *The Behavior Evaluation Scale*. Columbia, MO: Hawthorne Educational Services.

**Websites:**

dese.state.mo.us/divimprove/assess

dese.state.mo.us/divspeced

[www.cec.org](http://www.cec.org)

[www.nichey.org](http://www.nichey.org)