

EDUT 6206
Assessment & Intervention
for Children with Special Needs
Spring
DRAFT

Instructor: Kimberly Payton, M.A.
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Early Childhood Special Education
Email:
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Office Hrs.:
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Room: Electronic Classroom
Time: Wed. 1:00—3:30 pm
Credit Hours: 3
Prerequisite: EDUC 255 or instructor consent

COURSE DESCRIPTION

This course provides an overview of infant and early childhood assessment and intervention strategies, particularly for children with special needs. Class participants learn best practices in the selection of assessment instruments for screening, diagnosis, and child progress. A variety of assessment tools and techniques used in infant and early childhood developmental and mental health diagnosis is included, along with demonstrations of the proper use of assessment tools and techniques.

Students will investigate the theoretical concepts of infant and early childhood assessment and learn to apply this knowledge of assessment instruments and intervention strategies to the clinic setting and/or classroom in collaboration with families and community agencies.

MISSION GOALS

This course introduces and allows students to practice the following Mission Goals as set forth by the School of Education. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria established by this course:

Goal #1: Students will learn to think critically:

- a) Students will be able to articulate a clear theoretical framework that relates to a hypothesis.

Goal #2: Students will develop as leaders and innovators in their chosen endeavors:

- a) Students will be able to provide opportunities and outcomes for young children.

Goal #3: Students will learn to push the traditional boundaries of their disciplines:

- a) Students will be able to design interventions with other professionals to provide family-focus services.

PROGRAM GOALS

This course prepares students to practice the following Programs Goals as set forth by their majors. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of measurable criteria set forth by this course.

Goal #1: Teach students how to assess children in a culturally competent and developmentally appropriate way and to link assessment information to individual interventions.

- a) Students will be able to demonstrate practice with an understanding of culture.

Goal #2: Provide students with many different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning:

- a) Students will be able to practice different theories in their work most of the time.
- b) Students will through examination gain an understanding of different developmental theories.

Goal #3: Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community, and with an understanding of culture:

- a) Students will be able to evaluate complex data to form a theoretical view point.
- b) Students will examine each child's situation individually, interpreting a child's behavior within a given context and taking into account of multiple contributing factors.
- c) Students will describe the basic federal and state laws that govern special education.

Goal #4: Prepare students to provide early intervention strategies across all developmental domains:

- a) Students will be able to demonstrate practice of concepts across all developmental domains.

Goal #5: Prepare students to interact with children with developmental disabilities and their families in a family-centered manner guided by theories of human growth and development:

- a) Students will demonstrate practice of concepts in their fieldwork.

Goal #6: Prepare students to participate as a member of a multidisciplinary team.

- a) Students will through examination be able to identify different roles on a multidisciplinary team

Goal #7: Prepare students to interact with children with medical needs and their families in a family-centered manner guided by theories of human growth and development:

- a) Students will be able to demonstrate practice of concepts in their fieldwork.

Goal #8: Learn contemporary psychological and developmental principles:

- a) Students will be able to evaluate complex data that connects early development with the care giving relationship.

Goal #9: Learn the value of the scientific method as a way of thinking about questions concerning the causes of (and therapeutic approaches to) behavior, including the ability to find and comprehend research:

- a) Students will through examination gain an understanding of the impact of psychological factors on typical and atypical development which they will be able to apply in most situations
- b) Students will demonstrate practice that promotes improved outcomes.

Goal #10: Develop the ability to apply the scientific method to questions concerning the causes of and therapeutic approaches to behavior in order to be able to assess children for serious mental health and developmental problems in a culturally competent and developmentally appropriate way:

- a) Students will be able to utilize various assessment tools and interpret the findings.

Goal #11: Learn to link assessment information on individual treatment strategies that foster healthy emotional and relationship development:

- a) Students will be able to identify and use the appropriate assessment tools in most instances.

Goal #12: Develop the ability to communicate effectively and responsibly in writing in interpersonal contexts and learn to work in collaboration with others:

- a) Students will engage in professional dialogues and regularly incorporate new ideas and changes into their practice most of the time.

CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program (and can be found in detail [here](#) (TPEs 1-6) and [here](#) (TPE 7)). These are:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator
TPE 7: Effective Literacy Instruction

This course addresses the following TPEs

- **Introduced:** [5.4](#); [5.5](#); [5.7](#)
- **Practiced:** [4.6](#); [4.9](#); [5.1](#); [5.2](#); [5.3](#); [5.4](#); [5.6](#); [5.8](#); [6.2](#); [6.3](#); [6.7](#)
- **Assessed:** [7.10](#); [7.12](#)

COURSE MATERIALS

Required Texts: You will need 4 texts for this course

For all students:

1. Grisham-Brown, J. & Hemmeter, M. L. (2017). *Blended practices for teaching young children in inclusive settings* (2nd Ed.). Baltimore, MD: Paul H. Brookes Publishing Company.
2. Taylor, D. (1991). *Learning denied*. Portsmouth, NH: Heinemann.
3. Kritikos, et al, E. P., LeDosquet, P. L., & Melton, M. E. (2012). *Foundations of assessments in early childhood special education*. San Francisco: Pearson.
4. Pierangelo, R. & Giuliani, G. A. (2017). *Assessment in special education* (5th Ed.) San Francisco: Pearson.

Via Canvas:

[CA Infant/Toddler Curriculum Framework](#): Ch. 2 CA Early Learning & Development Systems (*DRDP)

[ELA/ELD Framework](#): Ch. 8 Assessment

[CA Practitioner's Guide for Educating English Learners with Disabilities](#): Ch. 4
Assessment of ELs

[CA Dyslexia Guidelines](#): Ch. 9 Screening/Assess and Appendix A: Assess Tools

California Department of Education (2001). *Handbook on developing Individualized Family Service Plans and Individualized Education Programs in early childhood special education*. Sacramento, CA: Author.

Examples of Assessments we'll be learning:

AEPS

SCERTS

Ages & Stages

Expressive 1 Word Picture Vocabulary Test
DRDP

Environmental Assessment Tools: ICP, ITERS, ECERS, Early Lang & Lit

Recommended Readings:

Barrera, I., Kramer, L. & Macpherson, T.D. (2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood (2nd Ed.)* Baltimore, MD: Paul H. Brookes Publishing.

Lynch, E.W. & Hanson, M.J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families (4th edition)*. Baltimore, MD: Paul H. Brookes.

Stockall, N., Dennis, Lindsay R.; Rueter, Jessica A.. (Jan/Feb 2014). *Developing a progress monitoring portfolio for children in early childhood special education programs. Teaching Exceptional Children*, Jan/Feb2014, Vol. 46 Issue 3, 32-40.

Zero to Three. (2005). *Diagnostic classification of mental health and developmental disorders of infancy and early childhood: Revised edition*. Washington D.C.: Zero to Three Press.

Useful Websites:

Division for Early Childhood: www.dec-sped.org

National Association for the Education of Young Children: www.naeyc.org

National Child Traumatic Stress Network:

<https://www.nctsn.org/treatments-and-practices/core-curriculum-childhood-trauma>

Center for Parent Information and Resources:

<https://www.parentcenterhub.org/>

COURSE POLICIES

Diversity

- Mills College at Northeastern University is committed to providing an environment where all students have the opportunity to participate equally in the academic experience. All class members are asked to consider the lived experiences of others in discussions and activities. Therefore, student success in this course is a *collective responsibility*. This requires active support of each other's efforts and full engagement in making this a positive learning environment and experience. To this end, please demonstrate respect, honesty, inclusiveness, and compassion through your words and actions, both in class and online. Disagreements are expected to occur, and are also expected to be addressed professionally and politely, to provide a way of furthering all of our learning.
- The content, pedagogy, assessment, and design of the course enable active consideration of *diversity issues* in conceptual, theoretical and applied contexts. Central to the course is an inclusive curriculum, which addresses issues of diversity as a primary construct for analysis and learning. Students are expected to learn and demonstrate cross-cultural skills and competencies throughout the course in class discussions, online, and in written/verbal assignments.

- Mills College at Northeastern University is an environment where students are offered the safety and support to explore their gender and sexuality. Students are asked to identify their *personal gender pronoun* in class and to the instructor. Students are asked to be responsive and respectful with regard to others' personal pronoun and name preferences.
- *Reasonable accommodation* is the legal right of people with disabilities. Every effort will be provided to make this class universally accessible, regardless of disability or other individual categorization. In addition to informing the instructor of your needs, students should contact the Division of Student Life/Services for Students with Disabilities (SSD) in the Cowell building in order for access to be arranged adequately and promptly (X2130 or ssd@mills.edu).

Engagement

- Class *preparation* is essential for student success. Students are expected to come prepared for every class by having read all assigned materials, responded via Canvas, and completed assignments due.
- Active class *participation* is expected through discussion, small group work, and other activities, both online and in person.
 - All discussions about observations, assessments, and instruction with specific children are **confidential** and for educational purpose only. Information shall not be shared with anyone outside of the classroom.
 - Students should practice *academic integrity* in all of its forms, including abstaining from plagiarism, cheating, and other forms of academic misconduct. Mills College reserves the right to determine in any given instance what action constitutes a violation of academic honesty and integrity.

Attendance

- Attendance at class is crucial to your successful completion of the course. If you must be absent, please inform the instructor as soon as possible. You are accountable for any absence from class: contact a fellow student to take notes and update you. Makeup work may be required. One or more unexcused absences may result in a lowered grade. The instructor reserves the right to determine what constitutes an excused absence.
- *Late arrivals* are disruptive to the class; please arrive in a timely manner.
- For *students who are parents*, for the unexpected times when regular childcare falls through, please bring your children and we will attempt to make it work. While this is not a permanent fix, it will allow you participate in class. If possible, bring toys/books. For *breastfeeding mothers*, bring your infant to class as necessary.

Technology:

- Please silence your *cell phones* and other devices before class. If necessary, take phone calls outside of the classroom.
- *Computers* may be used to take notes and will be required for some class activities. Please remain engaged with the course materials for your own learning and that of others.

- Materials posted to *Canvas* are for class use and may not be duplicated, sold or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

University Policies

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students,

faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Campus Support Services

Below is an overview of the broad range of support services available to students at Mills College at Northeastern University to ensure your successful university journey.

Learner Experience, Support, and Resources:

- [Office for University Equity and Compliance](#)
- [University Health and Counseling Services](#)
- [Office of Diversity, Equity and Inclusion](#)
- [Center for Leadership, Equity, and Excellence](#)
- [Career Design](#)
- [Library Services](#)
- [Student Access and Support Services Office](#) | Accommodations, Writing and Tutoring Center
- [Connect To Tech: Information Technology Services](#)
- [Student Financial Services](#) | Financial Aid and Accounts

Safety & Transportation: *Campus security provides escorts to car or residence halls after dark.*

P: 510.430.5555

CPM, Room 113

If you feel anxious about your work, *talk to me immediately.*
Do not struggle alone in this class (or others).

You will do much better—mentally & academically—if you let yourself talk about what’s hard and let people help you identify strategies for success.

COURSE REQUIREMENTS

Students earn 3 credit hours upon completing Education 231. The course meets for 150 minutes per week for 14 weeks, and requires at least 9 hours of work outside of instruction time per week, including work in classrooms with young children. As a requirement, students are expected to review and administer a variety of assessment tools.

All assessment results and discussion of results in class are confidential and for educational purpose only. Information shall not be shared with anyone outside of the classroom.

1. Reading Responses--- 15 points

Students will respond to weekly readings via on-line discussions on Canvas, responding to questions, and adding questions and comments related to the readings. Written responses are due in Canvas by midnight the night before class, within each week’s course block.

2. Book Club Responses--- 10 points

Students will participate with in-class and on-line discussion related to the reading of *Learning Denied*. Free-form written responses will be posted to the Discussion board in Canvas by midnight the Monday night before class, so Book Club members have an opportunity to read each other’s posts before class.

3. Assessment Review and Interview Protocol--- 40 points

In pairs or small groups, students will thoroughly examine and critique four assessment tools (screener, diagnostic inventory, environmental rating scale, and one of free choice). The following information will be included, and written in a format accessible by both colleagues and parents:

- Author and Publisher
- Purpose & description
- Age range
- Areas assessed
- Aspects of Diversity
- Key features
- Administration procedures
- Scoring procedures
- Norms & standardization
- Reliability & validity
- Critical Analysis: Discuss the positive/best features of this assessment, describe the conditions and with whom you recommend it be used, whether you would or would not choose to use this test, and explain criticisms.

As part of reviewing these instruments, students will utilize questions from parent interviews and edit/organize them into a preferred/recommended interview format.

A complete list of available assessment tools can be found on Canvas. These assessments will be provided for exploration and critique *during class*.

4. Assessment Administration & Report--- 25 points

Student pairs will collaboratively administer and score one comprehensive developmental assessment, a behavior assessment, and environmental screening tool with one student.

A report will include the following information:

- Section 1: Basic information about the child, including background history (Family, Developmental, Social, & Academic History), current level of functioning, and Teacher and/or Parent perception of need for assessment.
- Section 2: Reason for Referral
- Section 3: Behavioral Observations (especially during testing)
- Section 4: Tests & Procedures Administered
- Section 5: Assessment Results
- Section 6: Conclusions & Recommendations for Intervention: translation of the assessment results into intervention strategies for each developmental domain
- Section 7: Recommendations (to school/site, teacher, parents)
- Section 8: Reflection on process, including collaboration with partner and other colleagues

5. Project Presentation: Gallery Walk--- 10 points

Student pairs/groups will make a presentation of the final assessment report, including a visual presentation of the relevant history of the child, summary of test results, and recommendations for enhancing development. Presentation is made with the intent of having parents as the target audience. A one-page handout of vital, constructive information (including main recommendations for and critiques of assessment tool) and will be made available for classmates/colleagues and parents. The presentation and handout will be uploaded to Canvas.

Digital ECSE Portfolio

Throughout the course sequence of the ECSE program, students will compile a [digital portfolio](#), which will include course assignments such as reflection pieces, presentations, and papers. The portfolio provides evidence of varied experiences, depth of knowledge, and critical reflection around instruction gained during the program. Specifically, candidates are expected to document their own learning, how they supported the learning and development of young children, and their development as educators. *For this course, students are required to upload one Assessment Review and the Assessment Report (with no identifiable information about the child or family).*

GRADING

Grading in this course will be determined using a point system for required assignments, described above. Your learning of new content will most likely require *revisions* to assignments. Suggestions from the professor and peers may be added to assignments in order to demonstrate new knowledge.

Please note that a course grade of “Incomplete” will only be considered and/or accommodated in the event of a dire medical emergency or condition suffered by the student.

Grades	Assignment	Points
97-100 A	Reading Responses	15
93-96 A-	Book Club Responses	10
88-92 B+	Assessment Evaluation & Interview Protocol	40
83-87 B	Assessment Administration & Report	25
79-82 B-	Presentation of Assessment Project	10
76-78 C+	Total:	100
73-75 C		
70-72 C-		

CAMPUS SUPPORT SERVICES

Mills College provides a variety of services to support students towards their academic achievements and personal goals. Please take advantage of these services:

Student Access and Support Services

Division of Student Life
 Cowell Building Room 111
 P: 510.430.2264
 E: ssdhelp@mills.edu

- **Services for Students with Disabilities (SSD)** X2130.
- **Tutoring and Writing Support** (510-430-3147) During business hours, drop-in hours are held in the Office of Learning, Advising, and Balance (the LAB) on the first floor of Carnegie Hall. Evening and weekend sessions are held in the library. Check with the LAB or on MillsGo or WCONLINE for the drop-in schedule.

- **Counseling & Psychological Services**
P: 510.430.2111
E: counseling@mills.edu

Safety & Transportation

P: 510.430.5555

F: 510.430.3344

E: safety@mills.edu

CPM, Room 113

*Campus security provides escorts to car or
campus residence halls after dark.*

Information Technology Services

P: 510.430.2005

E: helpdesk@mills.edu

Lucie Stern Hall, Room 21

[ITS Virtual Helpdesk](#)

COURSE SCHEDULE

This is a *tentative* schedule. It is possible the schedule will change, due to life or course events; if so, a new schedule will be shared in class and on Canvas. You are responsible for managing new due dates and information.

Please bring your reading materials and notes to each class to enable discussion.

<i>Session & Date</i>	<i>Topics & Activities</i>	<i>Readings for Class</i>	<i>Assignments Due</i>
#1	Introductions Course Overview Project Partners & Book Clubs Calendar Assignments		
#2	Authentic Assessment Assessment Tools: AEPS, SCERTS Book Club	On Canvas: Bagnato, S. J. (2005). The mismeasure of young children: The authentic assessment alternative. <i>Infants and Young Children</i> , 17(3), 198-212. Book Club: <i>Learning Denied</i> : Forward & Introduction	Read Syllabus Tour Canvas Site Book Club Response Reading Response
#3 Feb. 3	History & Legal Aspects Assessment Tools: AEPS, SCERTS, Ages & Stages Environmental Assessment Tools: ICP, ITERS, ECERS, Early Lang & Lit	History & Legal Aspects Kritikos, etal.: Ch. 1 & 2 Pierangelo & Giuliani.: Ch. 1 & 2 Grisham-Brown: Ch. 1 (pp. 7-15), Ch. 2	Reading Response Assessment Project: Identify Child
<i>Session & Date</i>	<i>Topics & Activities</i>	<i>Readings for Class</i>	<i>Assignments Due</i>

#4 Feb. 10	Environmental Assessment Tools: ICP, ITERS, ECERS, Early Lang & Lit Book Club	Kritikos, etal: Ch. 7 & 8 Pierangelo & Giuliani: Ch. 5 & 14 Book Club: <i>Learning Denied</i> : PreK Dev. Screening; Kindergarten: Antigravity Tests; Appendix 2	Reading Response Book Club Response
#5 Feb. 17	Family & Professional Collaborations Environmental Assessment Tools: ICP, ITERS, ECERS, Early Lang & Lit	Kritikos, etal Ch. 3 & 4 Pierangelo & Giuliani: :Ch. 6 & 7 Grisham-Brown: Ch. 3	Reading Response
#6 Feb. 24	Technical Aspects of Assessment & Data-Based Decisions Assessments: DRDP Peabody Book Club	Kritikos, etal: Ch. 5 & 6 Pierangelo & Giuliani: :Ch. 3 & 4 Book Club: <i>Learning Denied</i> : Summer 1986 https://www.cde.ca.gov/sp/cd/ci/documents/drdp2015infanttoddler.pdf	Reading Response Book Club Response
#7 Mar. 3	Guest Lecture: TBA Importance of Observation Book Club	Sensory Assessment Kritikos, etal: Ch. 9 Pierangelo & Giuliani: Ch. 9 & 12 Grisham-Brown: Ch. 4; skim Ch. 8 and review Appendices	Reading Response Assessment Review #1
#8 Mar 10.	Developmental Practice and Special Needs	Kritikos, etal: Ch. 10 Pierangelo & Giuliani: Ch. 11 Grisham-Brown: Ch. 9 IRIS: EC Behavior Management: Developing & Teaching Rules Book Club: <i>Learning Denied</i> —Summer '87; Second Grade; Appendix	Reading Response Assessment Review #2 Book Club Response

Session & Date	Topics & Activities	Readings for Class	Assignments Due
#9	Communication Assessment Assessments: Expressive 1 Word	Kritikos, etal: Ch. 11 Pierangelo & Giuliani: Ch. 13 Grisham-Brown: Ch. 10 & 11 Ch. 8 Assessment from English Language Arts/English Language Development for CA Public Schools: Kindergarten-Grade Twelve (2014) . Ch. 9 Screening and Assessment for Dyslexia from CA Dyslexia Guidelines (2017).	Reading Response Book Club Response (by Mon night) Assessment Review #2
#10	Interventions Case Studies: Is it ELD or Language Disability? Burnout	Grisham-Brown: Ch. 5 & 6 Ch. 4 Assessment of English Learners for Identification as Students with Disabilities from CA Practitioner's Guide for Educating English Learners with Disabilities (2019). On Canvas: Review DRDP Review CA Curriculum (Home, EI, or Preschool)	Reading Response Assessment Review #3
#11	Motor Assessment Interventions Assessments: Autism Final Book Club	Kritikos, etal: Ch. 12 Pierangelo & Giuliani: :Ch. 19 Grisham-Brown: Ch. 12 Book Club: <i>Learning Denied</i> --Due Process; Postscript; Appendix 3	Reading Response Assessment Review #4 & Interview Questions
#12	IFSPs & IEPs Assessment Project: Workshop Course Evaluations	On Canvas: <i>Handbook on Developing IFSPs (CA)</i>	Reading Response
#13	IFSPs & IEPs		Assessment Report
#14	Assessment Project: Gallery Presentation		Assessment Project: Presentation

#15	Assessment Project: Gallery Presentation		Assessment Project: Presentation
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