

LEHMAN COLLEGE

GRADUATE PROGRAM IN SPECIAL EDUCATION

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL EDUCATION

The Division of Education prepares competent, qualified, ethical and reflective professionals for service in diverse communities.

Course: (3 credits)

Semester: Spring 2020

Time: Thursday 4-5:40 PM

Instructor: Pamela Fortini

Work Telephone: 718 960-8173

Email pamelafortini@gmail.com

Course materials as well as syllabus and other resources are available on MKSanford.com

(A user name and password are not required to access this site.)

Office hours by appointment

Mailbox: Carman B20

Room Assignment: TBA

Resources:

Computer Center Helpdesk: 718-960-1111

Student Disability Services: 718-960-8441

Instructional Support Services: 718-960-8175

Counseling Center Services: 718-960-8761

You are responsible for arriving to class on time. Please inform your supervisors of the start time for class.

The syllabus/schedule are subject to change.

Texts:

EDS 706: Kritikos, E. (2012). *Foundations of Early Childhood Assessment in Early Childhood Special Education*. New York: Pearson. ISBN: 9780136064237.

(Please bring your textbook to all class sessions.)

All books are available in the Lehman Bookstore and on Amazon.

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Course Description

EDS 706 Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs

3 hours, 3 credits. Selection, adaptation, design, and modification of a test battery for culturally and linguistically diverse young children with special needs. The development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the child's levels of functioning will be emphasized. (45 hours Supervised Practicum Teaching: Birth-2 years and/or children 3-5 and/or children 6-8 required.) PREREQ: EDS 705; COREQ: EDS 741.

Accommodating Disabilities

Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services, Shuster Hall, Room 238, 718 960-8441

Academic Integrity and Plagiarism Policy

Please review the Lehman College Policy at:

<http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf>

Objectives of the Course:

By the end of the course participants will:

1. Demonstrate a basic understanding of the interrelationship among testing, assessment and instructional programming.
2. Recognize major theoretical perspectives that frame this discipline.
3. Cite issues in diagnosis (formal and informal), identification and placement of students with atypical development.
4. Demonstrate the ability to record, analyze and interpret observations during assessment.
5. Demonstrate competency in the planning, administering and interpretation of a battery of tests for the purpose of assessing the strengths and weaknesses of a child with atypical development.
6. Demonstrate the ability to write a comprehensive case study utilizing data obtained through the administering and interpretation of a battery of tests for of a child with atypical development.
7. Demonstrate the ability to write a series of goals and objectives based the results of assessment.

III. Instructional Methods Implemented in This Course:

- Lecture
- Reflection through class discussion based on readings
- School, agency and/or home observations
- Use of media and technology via online searches for pertinent research findings and instructional strategies
- Collaborative group work to facilitate the discussion of course content
- WIX domain

Performance-Based Evaluation for Course Objectives:

Professionalism and Participation

Attendance/Professionalism: Attendance in class is required. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Each student should arrive on time and attend all classes. Any student who misses more than one class will not be eligible for a grade of A. If you must be absent, you are responsible for obtaining any information that is covered and materials handed out, in your absence. Arrange in advance to have a classmate provide this.

Grades

In school, grades are earned according to individual student performance on described activities and assignments. Effort is important but **grades are determined by the work that is submitted (on time), and that fulfills the specific, required assignments.** Final grades are assigned as follows and based on work submitted.

Grades of A, A- are reserved for students whose products are consistently exemplary and commensurate with the work of an accomplished student. A- products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.

Grades of B+, B- are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.

Grades of B-, C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

Final grades in this course will be based on the following scale:

A, A- = 90%-100%

B+, B = 80%-89%

B-, C = 70%-79%

D = 60%-69%

F = 59% or Below

Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, you will need to submit exceptional work. If you need to speak to me regarding your grade, please make an appointment during the semester. Do not wait until the semester is over to discuss grades.

As developing professionals in the field of special education, professional behavior during class and in your field experience is expected. You are expected to adhere to the ethical principles of the profession.

Cell phones should be turned off at the start of class. Texting, or any other use of the phone will be noted and will affect your grade. You are permitted to take notes on a laptop or IPAD. Under no circumstances are you to be accessing the internet for any reason except when permission is given, e.g., research during group work.

You are also expected to maintain the highest academic standards of Lehman College. Academic integrity and honesty should be reflected in all your work. Students should familiarize themselves with Lehman College's Academic Integrity policy, found at <http://www.lehman.edu/undergraduate-bulletin/academicintegrity.htm>. The faculty and administration of Lehman College support an environment free from cheating and plagiarism. Additionally, professional behavior includes contributing to the diverse community of learners within the classroom. Students must strive to work together in a setting of civility, acceptance, and respect for each other and for the instructor. Rules of classroom behavior include but are not limited to the following:

- i. Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- ii. **Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations.**
- iii. Verbal language and body language should be professional and respectful throughout classroom discussions.

Use of Person-First Language: You are expected to use Person-First language at all times when referring to individuals with a disability/diverse learning needs. "Person-first" language always refers to the person first and not as a label or a category. This order serves as a reminder to the speaker and the listener that the person is always more than his or her disability and/or diverse learning needs. For example, refer to "a student with autism" and not "an autistic student." It is preferred that you say "students with disabilities" and not "disabled students." In addition, avoid such stigmatizing terminology as "confined to a wheelchair" (say "uses a wheelchair" instead). Additionally, practice using the term "general education" in place of "regular education."

Writing Assignments: Prepare all written assignments according to the APA Publications Manual (6th ed.), as appropriate. You can access information regarding basic APA style at <http://owl.english.purdue.edu> I STRONGLY encourage you take advantage of the Writing Center to help you improve the quality of your written work. The quality of your writing is factored into your grade.

Course Evaluations

Course evaluations are extremely important for many reasons. Student responses on evaluations help faculty improve courses in order to improve student learning. Course evaluations are also used in the ongoing review of faculty work for tenure, promotion, and performance decisions. Faculty and administrators take comments that are thoughtful, responsible, constructive, and succinct seriously. Please complete the course evaluation at the end of the semester.

Required Assignments:

45-hour Practicum

Students are required to complete a 45-hour practicum for this course. The Practicum must be completed under the supervision of a certified regular education or special education teacher present who is willing to supervise you during this fieldwork assignment, and to sign off on your hours. (e.g., principal, cooperating teaching, immediate supervisor)

With regard to the 45 hours of fieldwork, forms are available at <http://www.lehman.edu/academics/education/pdn/fieldwork-forms.php>

This includes fieldwork timesheets, student teaching, and teaching internship documents.

Director of Field Experience. -Contact for a letter of introduction to your fieldwork site, and the building principal and to request permission to complete your hours at this site. This is done even if you are working at the school and are known to the administration. It is a matter of protocol and security.

elvani.pennil@lehman.cuny.edu

You must also notify the parents of the child you are working with. However, I discuss this in class, i.e., the most appropriate way to inform parents.

Comprehensive Assessment and IEP (50 points) on the student you are working with in the Fieldwork Practicum that includes:

1. Review of background information on school assessment and instruction, as well as information from the student's file. **Due Feb 27**

Write an Individualized Education Plan using the NYSED IEP. Forms may be accessed at <http://www.p12.nysed.gov/specialed/formsnotices/>

- From your assessments, a narrative of strengths and weaknesses, organized by present levels of performance i.e., academic/ educational achievement and learning characteristics, social development.

Formulate specific recommendations for:

- Classroom environment
- Goals

Due April 23

Assessments and Accommodations: (25 points) Due May 7th

Develop and Present Assessments

Develop, two formative assessments, and one summative assessment, and how you would introduce them and teach them to your case study student as well as the entire class.

Formative: Given throughout the learning process, **formative assessments** seek to determine how students are progressing through a certain learning goal. **Summative:** Given at the end of the lesson or unit, **summative assessments** assess a student's mastery of a topic after instruction.

Develop Accommodations

With your student's strengths and needs in mind as described in your case study, develop a series of accommodations that will be used by you and the student both in class, and during a lesson, how you would introduce them and teach them to your case study student, as well as the method for monitoring how and whether the student uses the accommodations

FBA (25 points)

1. Functional Behavioral Assessment (FBA) (A structured observation and implementation of a selected target behavior)

Due March 19

Additional Resources

Special Education Guide (Glossary)

<http://www.specialeducationguide.com/>

Instruction

www.interventioncentral.org

UBD, see [CAST: Home](#)

Differentiating Instruction

<http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf>

READING ROCKETS

Accommodations and Modifications

http://web.richmond.k12.va.us/Portals/47/assets/Accommodations_and_Modifications_Guide.pdf

Center for Parent Information And Resources

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

Early Childhood

<http://www.edweek.org/ew/articles/2010/04/23/30lep-preschool.h29.html?tkn=SXWFSshF%2Bu3IBICGoc2mBrZP4kTu76qD0CqL&cmp=clp-edweek>

Early Childhood Education and Assessment
<http://www.hoagiesgifted.org/eric/faq/ec-asses.html>

National Association for the Education of Young Children
<http://www.naeyc.org>

*Bos, C., Vaughn, S. (2012). *Strategies for Teaching Students with Learning and Behavior Problems*
 8e. with *MyEducationLab*. Princeton: Merrill Publishing. *(used-2008 or later is fine.)*

*Heward, W.L.; Orlansky, M.D. (2008-2012). *Exceptional Children (Sixth Ed.)*. NY: Merrill. *(used-2008 or later)*

McCarney, S., Wunderlich, K., Bauer, A. Third Edition (2006). *The pre-referral intervention manual*. Columbia, Mo.: Hawthorne Educational Services.

English Language Learners and Disabilities
<http://blogs.edweek.org/edweek/learning-the-language/ells-with-disabilities/>

Echevarria, Vogt & Short. (2013). *Making Content Comprehensible for English Language Learners: The SIOP Model 4E*. New York: Pearson. ISBN-10: 0132689723 ISBN-13: 9780132689724

Early Childhood Assessment <http://www.prekinders.com/assessment-forms/>

Colorin! Colorado! Colorín Colorado is a free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELLs).
Support for Pre-K Ells

Kritikos, E. (2011). *Foundations of Assessment in Early Childhood Special Education*, 1/E.
 New York: Pearson. ISBN-10: 0132606423X ISBN-13: 9780132606423

Peterson, D. *Creating Greatness*.
(This is an eBook available at <http://www.thecompass4life.com/ebook>)

Pierangelo & Giuliani. (2013). *Assessment in Special Education: A Practical Approach*, 4/E.
 New York: Pearson. ISBN-10: 0132613263 ISBN-13: 9780132613262

Course Schedule

DATES	TOPICS	ACTIVITIES/Assignments
Session 1 1-30 Session 2 2-6	Course overview, syllabus review, Overview of case study	
Session 3 2-13	Phonemic awareness 706 checklist	Analysis of sections and application
Session 4 2-20 Session 5 2-27	FBA overview and interpretation Environmental Assessment	Analysis of sections Background due Feb. 27
Session 6 3-5 Session 7 3-12	Conducting the Structured Observations Timed trials Interpretation of assessment	Assessment and Behavior recording analysis FBA due 3/19

Session 8 3-19	Writing the IEP - PLOP Please bring all data on your Case Study student.	Application to case study
Session 9 3-26	Writing the IEP - PLOP Please bring all data on your Case Study student.	Application to case study
Session 10 4-2	Writing Smart IEP Goals Please bring all data on your Case Study student	Application to case study
No Class 4-9		
Session 11 4-23	Analysis of data Formative/Summative Assessment	IEP due April 23
Session 12 4-30	Formative/Summative Assessment	Assessments Due May 7
Session 13 5-7	Presentation of Assessments	
Session 14 5-14	Presentation of Assessments	