

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: EDS 741 (3 credits)

Semester: Fall 2025

Time: Section OMF1 Tues. 4-5:40pm

Section OMF2 Tues. 6-7:40 pm

Assistant Professor: Mary K. Sanford, Ed.D.

Work Telephone: 718 960-8173

Email DRMKSAN@gmail.com

All course materials as well as other resources are available on MKSanford.com

(A username and password are not required to access this site.) <https://www.mksanford.com/>

Office hours: Zoom - Thursdays 4:30pm-6pm

DRMKSAN@gmail.com

Please make an appointment so that a time is reserved for you.

Room Assignment- Zoom

To join Zoom meeting:

<https://us04web.zoom.us/j/7889505008>

Meeting ID: 788 950 5008

Phone: 929 205 6099 (New York)

Required Text: Order through the Lehman College Bookstore website.

Venn, J. (2018). *Assessing Students with Special Needs*. Fifth Edition. New Jersey: Pearson. Print ISBN: 9780133400021, 0133400026 e-text ISBN: 9780133347906, 0133347907

Ebook pdf:

https://ebooksbasic.com/product/assessing-students-with-special-needs-8th-edition-original-pdf-ebook/?gad_source=1&gad_campaignid=19703571338&gbraid=0AAAAADp3DZqQlsBxDbelpdmgs_CdXDKU4&gclid=Cj0KCQjwnovFBhDnARIsAO4V7mANLfbI5n2CjoZ8LqzL8DaYtmXZfSXfHiHu8t3Kw538w_Uuo-H3e6MaAlmsEALw_wcB

Resources:

Computer Center Help-desk: 718-960-1111

Student Disability Services: 718-960-8441

Instructional Support Services: 718-960-8175

Counseling Center Services: 718-960-8761

Title and Descriptions:

EDS 741 Psycho-educational Evaluation of Children with Learning Problems (3 hrs.3 cr.)

The purpose of this introductory course in psychological and educational measurement of exceptional children is to provide participants with a fundamental knowledge of the psycho-educational evaluation of children with apparent atypical academic development. The course will develop competency in basic concepts of measurement and assessment. Activities related to diagnosis, classification, placement and

instructional planning will be presented. Students will develop familiarity with a variety of assessment models, procedures and actual instruments.

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, which frame this discipline.
3. Cite issues in diagnosis (formal and informal), identification and placement of students with atypical development.
4. Demonstrate knowledge of the groups and types of assessment instruments.
5. Demonstrate competency in the interpretation of a battery of tests for assessing the strengths and weaknesses of children with atypical development.
6. Demonstrate the ability to plan an instructional program, which addresses deficits that have been identified as the result of assessment.
7. Cite issues in assessment as they relate to current and past legislation.

Lehman Urban Teacher Education (LUTE) Conceptual Framework Themes Addressed by this course:

The LUTE framework focuses on four themes which are integrated throughout each special education program. Within each course, some themes may be dominant while others may be embedded. The dominant themes for this course are Theme 1 (T1), Theme 2 (T2) and Theme 3 (T3).

T1: Building a Community of Teachers and Learners Knowledge

T 2: Educating for Social Action

T 3: Developing Human Capacity

T 4: Attending to our Diverse Sociocultural Context

Instructional Methods Implemented in This Course:

Reflection through class discussion, reading logs, journal writing, collaborative groups and case study analysis.

School, agency and/or home observations.

Use of media and technology both for online searches for pertinent research findings, and in group presentations.

Use of data collection procedures.

Candidate Outcomes:

At the completion of the course, students will evidence:

Knowledge of

1. Ways in which technology can assist with planning and managing the teaching and learning environment. (T1S6; T2S4; T3S6)
2. Applicable laws, rules and regulations, and procedural safeguards regarding the planning implementation of management of behaviors of individuals with exceptional learning needs.(T2K3; T2K4; T2S3)
3. Ethical considerations inherent in the education of students with disabilities. (T3K2; T3S5; T3D1; T3D2;T3D5)
4. Understanding of (a) developmental consequences of disabilities, (b) causation, (c) the importance of early intervention. (T1K1; T2K3; T3K1; T3S1)
5. Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world. (T4S3, T4S4, T4D4) Issues, resources, and techniques used to integrate students with special needs. (T3S5, T3S2)
6. Rationale for selecting specific management techniques for individuals with E/BD. (T3K1, T3K2, T3S3, T3S4, T3S5, T3S2, T3S3)

7. Theories of behavior problems in individuals with mental retardation/developmental disabilities, including self-stimulation and self-abuse. (T3K1, T3K2, T3S4, T3S5, T3D3)
8. Impact of multiple disabilities on behavior. (T3K1, T3K4, T3D3, T3D4)
9. Design, implement, and evaluate instructional programs that enhance the student's social participation in family, school, and community activities. (T3S1, T3S2, T3S4, T3D2, T3D8)
10. Research-based best practices for effective management of teaching and learning. (T1K1; T1K3; T1K4; T1S4; T1D2)

Performance-Based Evaluation for Course Objectives:

Professionalism and Participation

Attendance/Professionalism: Attendance in class is critical. 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 share this with you.

You are required to attend the class before Spring, break and the last session of the course.

Grades

In school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based. 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.

Assignments will be given a letter grade based on the scoring guidelines that accompany each assignment (see above).

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. 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.
- iv. Please do not use your phone during class sessions, unless you are signing on to the class on your phone. That includes reading text and emails.
- v. All presentations should be downloaded and available prior to class.

Inclusion

We strive to create and maintain equitable, inclusive and safe learning spaces. All students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship, status, nationality, and other diverse identities that we each bring to class. Our learning is richer for our diversity. Share your views, and listen to the ideas and opinions of others, with respect for your classmates. If you have any questions or concerns please raise them in class or speak to me privately. However, you do not need a concern to reach out to me.

Resources for Support @ Lehman

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

Instructional Support Services Program/Tutoring

Instructional Support Services Program/Tutoring provides academic coaching on study skills, writing, humanities and social sciences tutoring in the Virtual Lehman Tutoring Center. All meetings using Blackboard Collaborate are in real-time, with video, audio, text chat, and screen sharing. For more information, visit Virtual Lehman Tutoring Center.

Wellness Center

Knowledge and preparation help reduce stress and increase productivity. We encourage students to take advantage of the many wellness resources available to them as a Lehman students at Lehman's Counseling Center, Student Health Center , and the Student Life Center Food Pantry. Counseling Center Services – 718-960-8761

Virtual Library

Once you have your Lehman College ID, a variety of library resources can be accessed remotely via the Library's website including a virtual chat with a reference librarian.

Participation

Class participation and collaboration is vital to your development and that of other students. Participation includes in-class discussions, participation in individual and group presentations, and participation as a member of collaborative learning groups, where students will engage in discussion, offer each other support, and share strategies. Participation will be assessed across three domains each worth 5 points toward the total participation grade.

1) Group discussion -- guidelines for group discussion/participation include: a) the quantity of a student's contributions is neither significantly more or less than that of other students, b) contributions are almost always on topic, and c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.

2) Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) consistently following directions, and d) incorporating others' responses and comments in contributions to class discussions.

You are required to remain on camera throughout the class.

3) Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.

Assignments

(All assignments are to be submitted on time. There will be a five point deduction for any assignment submitted after the due date.)

Reviews of Five Tests. (Grade 35 points.) Review five individual assessment instruments, to include a discussion of psychometric properties, intended and actual uses, generalizability to the educational environment, and special concerns and alerts related to their use. You will be provided with a format for this assignment. (Mental Measurements Yearbook and Tests in Print (reference books in the Education Section of the Lehman College Library) are sources for extensive information about tests and test reviews. In addition, the Lehman College databases include Mental Measurement Yearbook, the Burros resource online.

Due and submitted Oct 28 as a Google doc to DRMKSsan@gmail.com

Resource for Information on Tests

Lehman College Library

- <https://libguides.lehman.edu/SpecialEducation>
- 1. Click on "testing and measurement resources" (left menu)
- 2. Mental Measurement Yearbook with Tests in Print
- 3. Search field- area of interest

Please see the rubric for the assignment posted on MKSsanford.com- course page EDS 741.

Group Project. (Grade 40 points)

This project relates to the primary purpose of assessment, which is effective educational planning for children with atypical academic, social emotional and behavioral development. You will be assigned to a working group.

1. As a group, you will be provided with a clinical evaluation of a child. Your group will follow the guidelines and present the Case Study to the class.
2. In addition, you will write the following sections of the Individualized Education Plan. You **may** use the NYSED IEP as a guideline. Forms may be accessed <http://www.p12.nysed.gov/specialed/formsnotices/>
3. Present Levels of Performance
4. Formulate specific recommendations for:
 - Classroom environment,
 - Instruction
 - Academic and behavioral management, accommodations and adaptations,
 - Ongoing communication and collaboration with other professionals and the child's parents/guardian.
 - Goals and Objectives.
 - Related Service Recommendations

Mid -Term Exam (Grade 25 points) Due and submitted Nov. 29

Additional Resources

[The Atlantic.pdf. "I Thought My Mother Was an Only Child. I Was Wrong."](#)

The American Educator A special issue on teaching reading for families and educators

<https://www.aft.org/ae/fall2023>

Bader, L. (2012). *Bader Reading & Language Inventory, 7/E.*

New York: Pearson. ISBN-10: 0132943689 ISBN-13: 9780132943680

Boake, C. (2002). From the Binet–Simon to the Wechsler–Bellevue: Tracing the history of intelligence testing. *Journal of Clinical and Experimental Neuropsychology*, 24(3) 383- 405.

Bos, C., Vaughn, S. (2020). *Strategies for Teaching Students with Learning and Behavior Problems 8e. with MyEducationLab.* Princeton: Merrill Publishing.

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

ISBN-13: 9780132689724

Fahey, K. (2000). *Language Development, Differences and Disorders.*

Austin: PRO-ED, Inc.

Fletcher, J. M., & Miciak, J. (2017). Comprehensive cognitive assessments are not necessary for the identification and treatment of learning disabilities. *Archives of Clinical Neuropsychology*, 32(1), 2-7.

Gardner, H. (1993). *Multiple intelligences: The theory and practice*. New York: Harper Collins Publishers.

Hardman, M. (2016). *Human Exceptionality; School, Community, And Family*, New York: Houghton Mifflin. (ISBN-10: 0618920420)

Hallahan, D. (2019). *Exceptional Learners: An Introduction to Special Education*, 14th Ed. New York: Pearson.

Kane, M. (2010). Validity and fairness. *Language Testing*, 27(2), 177-182.

Lambert, M. C., January, S. A. A., Cress, C. J., Epstein, M. H., & Cullinan, D. (2018). Differential item functioning across race and ethnicity for the Emotional and Behavioral Screener. *School psychology quarterly*, 33(3), 399-407

Lerner, J. (2017). *Learning Disabilities and Related Mild Disabilities*. NY: Houghton Mifflin Co.

McCarney, S., Wunderlich, K., Bauer, A. Third Edition (2006). *The Pre-Referral Intervention Manual*. Columbia, Mo.: Hawthorne Educational Services.

Ortiz, A. A. & García, S. B. (1988). *A pre-referral process for preventing inappropriate referrals of Hispanic students to special education*. In A. Ortiz and B. Ramirez (Eds.). *Schools and the culturally diverse exceptional child, practices and future directions*. Reston, VA: Council Exceptional Children.

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

Salvia, Ysseldyke, Bolt, (2010). *Assessment: In Special and Inclusive Education, 11Ed*. Boston: Houghton Mifflin Company. ISBN 1439036810

Schneider, W. J., & Kaufman, A. S. (2017). Let's Not Do Away with Comprehensive Cognitive Assessments Just Yet. *Archives of Clinical Neuropsychology*, 32(1), 8-20.

Warne, R. T., Yoon, M., & Price, C. J. (2014). Exploring the various interpretations of "test bias". *Cultural Diversity and Ethnic Minority Psychology*, 20(4), 570-582.

Worrell, F. C., & Cross Jr, W. E. (2004). The reliability and validity of Big Five Inventory scores with African American college students. *Journal of Multicultural Counseling and Development*, 32(1), 18-32.

Additional Resources

[MKSanford.com](https://www.mksanford.com) has many useful resources as well as course specific materials.

Hall v Florida 2014

<https://www.pbs.org/newshour/show/supreme-court-overturms-floridas-rigid-iq-cutoff-death-penalty-eligibilit>
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Course Calendar (subject to change) Tues. EDS 741 OMF 1 - 4-5:40 pm; EDS 741 OMF 2 6-7:40pm

DATES	TOPICS	ACTIVITIES
Aug 26	Overview of syllabus and assignments Context for Assessment and Decision Making in Schools	Text Chap. 1, 2 Download Presentations from the website prior to class.

DATES	TOPICS	ACTIVITIES
Sept 2	Assignment - 5 Test Reviews	Download Test Reviews Guidelines Sample Test Review
Sept 9	Legal and Ethical Considerations in Assessment	Chap 3 "I Thocaselught My Mother Was an Only Child. I Was Wrong." - The Atlantic
Sept 16	Test Scores and How to Use Them	Read Text Chap 4, 5 <i>Download Presentations from website prior to class.</i>
Sept 23 No Class		
Sept 30	Technical Adequacy Standard Deviation	Chap 4,5
Oct 7	Cognitive Assessment; Measures of Intelligence Wechsler Intelligence Scale for Children IV	Chap 6 Case Study for final assignment is available for download from the website Please read.
Oct 14 Mon Schedule		
Oct 21 Oct 28	Assessment of Adaptive Behavior Chap 6 Buck v Bell https://ny.pbslearningmedia.org/resource/amex32ec-soc-buckvbell/the-supreme-court-rules-for-eugenics-in-buck-v-bell-the-eugenics-crusade/	Chap 6 Download PDF from website Case Study for final assignment- Download from website and read. 5 Test Review Due and submitted Nov 1 by Google docs
Nov 4	Review of Case Studies for final group project. Groups	
		Video "Unforgotten, 25 years After Willowbrook"
Nov 11	Psychological Assessment of Larry Download from website Assessment of Autism Spectrum Disorders	Nov 11 Assignment: Mid-Term Exam available and to be completed and sent via Google Docs. by Nov 29 Analyzing Scores from evaluation

DATES	TOPICS	ACTIVITIES
Nov 11		Assessment of Students with Cultural and Linguistic Differences See presentation on website
Nov 18	Writing the IEP	Chap 11, 12 Collecting Evidence of Learning
Nov 25	Assessing Achievement Formative Assessment/Summative Assessment	Collecting Evidence of Learning
Dec 2	Case Study Presentations Group 1 Case Study Presentations Group 2	All Case Study presentations sent as Google docs. by Dec 5
Dec 9	Case Study Presentations Group 3 Case Study Presentations Group 4	

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Lehman College Library

<https://libguides.lehman.edu/SpecialEducation> (Available online in the Lehman College Library).

1. Click on “testing and measurement resources” (left menu)
 2. [Mental Measurement Yearbook with Tests in Print](#)
 3. Search field- area of interest
- Venn, J. (2014). *Assessing Students with Special Needs*. Fifth Edition. New Jersey: Pearson. Print ISBN: 9780133400021, 0133400026 e-text ISBN: 9780133347906, 0133347907

Salvia, Ysseldyke, Bolt, (2010). *Assessment: In Special and Inclusive Education, The 11Ed.* Boston: Houghton Mifflin Company.

