


CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education -- Department of Special Education
SPED 515: Preschool Assessment and Intervention
(3 units)

Location: College Park Bldg., CP 125
Day and Time: T: 4:30-6:30 Via Zoom
Instructor: Dr. Janice Myck-Wayne
Office: College Park Bldg, CP-570
E-mail: jmyck-wayne@fullerton.edu
Phone: 657-278-4706
Office hours: T 2:00-4:30
Technical support: 657- 278-7777
StudentITHelpDesk@fullerton.edu
<http://www.fullerton.edu/it/students/helpdesk/index.php>
Chat with IT: Log into: <http://my.fullerton.edu/> and Click *Online IT Help* Click on *Live Chat*

Table 1: Education Unit Conceptual Framework

<h2>EDUCATION UNIT CONCEPTUAL FRAMEWORK</h2>	
	<p>Mission</p> <p>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</p>
<p>Program Outcomes and Indicators</p> <p>After successful completion of a program of study, our credential recipients and program graduates are:</p>	
<ol style="list-style-type: none">1. Knowledgeable and Competent Specialists who<ol style="list-style-type: none">a) demonstrate a strong foundation of knowledgeb) implement effective practicec) use current technologies for teaching and learning2. Reflective and Responsive Practitioners who<ol style="list-style-type: none">a) advance just, equitable, and inclusive educationb) make informed decisionsc) participate in collaborative endeavorsd) think critically and creatively3. Committed and Caring Professionals who<ol style="list-style-type: none">a) demonstrate leadership potentialb) maintain professional and ethical standardsc) engage in continuous improvement	

COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years

(<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

COURSE DESCRIPTION

The course provides information and experience in the assessment of preschool age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessment into preschool special education program planning will also be discussed.

COURSE PREREQUISITES/COREQUISITES

Prerequisite: Admitted to the Preliminary Education Specialist Credential in ECSE.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

1. To select and utilize assessment strategies and tools appropriate for preschool students with special developmental needs
 - a. Identify assessment questions to be addressed based on the child's or family's priorities, program concerns, or previously identified concerns
 - b. Compare a variety of formal and informal assessment strategies and their purposes
 - c. Select appropriate strategies and tools for each developmental area
 - d. Administer assessment tools in a manner that ensures reliable and valid results
 - e. Adapt Assessment materials for children with specific disabling conditions or cultural or linguistic needs

Updated 4/24

2. To accurately interpret and report assessment results
 - a. Integrate assessment results with information from other agencies or other personnel
 - b. having contact with the child and family
 - c. Interpret and synthesize interdisciplinary test results in terms of identification of developmental delays according to federal and state regulations and local policies
 - d. Assess the limitations of assessment measures
 - e. Report assessment results in language that the family can understand
3. To become familiar with various models of preschool special education programs
 - a. Compare and contrast the types of service delivery models for preschool students with special needs or “at-risk”
 - b. Describe the current trends and practices in evaluating programs for children
 - c. Identify and evaluate the types of curriculum programs available for preschool students with special needs
4. To develop Individualized Education Plans (IEP) to meet identified strengths and needs of preschool children with special needs
 - a. Write specific, observable, and measurable long- and short-term goals and objectives in all areas of concern including evaluation criteria for meeting goals
 - b. Select and determine intervention procedures that are appropriate for the child based on interdisciplinary assessment
 - c. Select and determine educational curricular materials, activities, and other technologies appropriate to specific goals and objectives
 - d. Select appropriate settings for provision of services
 - e. Identify strategies to promote opportunities for students with special needs to be integrated with their typically developing peers for activities
 - f. Develop transition programming for children entering kindergarten public school settings
5. To effectively interact with members of the assessment team and interagency teams to develop appropriate programs for preschoolers with special needs
 - a. Assess the importance of collaboration with families and the interdisciplinary assessment team
 - b. Identify strategies to involve a variety of people into the assessment and intervention team at all levels
 - c. Identify supervision skills and techniques when working with paraprofessionals

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

REQUIRED TEXTS

Kritikos, E, LeDosquet, P., & Melton, M. (2012). *Foundations of Assessment in Early Childhood Special Education*. Pearson Publishing.

Losardo, A, & Notari Syverson, A. (2011). *Alternative approaches to assessing young children* (2nd Edition). Brookes Publishing, Baltimore, MD.

Sandall, S., & Schwartz, I. (2019). *Building blocks for teaching preschoolers with special needs* (3rd Edition).
Paul Brookes Publishing, Baltimore, MD

*Additional readings posted on Canvas.

Handbook on Transitions from Early Childhood Special Education Program (CDE, 2005).

<https://www.seedsofpartnership.org/pdf/transition.pdf>

California Preschool Learning Foundations. <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

California Preschool Curriculum Frameworks <http://www.cde.ca.gov/sp/cd/re/psframework.asp>

California Common Core State Standards

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

California Dyslexia Guidelines.

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

Harris, B., Barton, E. E., & Albert, C. (2012). Assessing young children who are dual language learners with or at-risk for autism. In R. M. Santos, G. A. Cheatham, & L. Duran (Eds.), *Young Exceptional Children Monograph Series No. 14 on Supporting Young Dual Language Learners with Special Needs* (pp. 93–114). Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.

McWilliams, R. (2007). The STARE: The scale for teachers' assessment of routine engagement. *Young Exceptional Children*, 11(1)

Paradis, J., Genesee, F., & Crago, M.B (2021). *Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning*. (3rd Edition). Paul Brookes Publishing, Baltimore, MD

Pena, E., & Halle, T. (2011) *Assessing Preschool Dual Language Learners: Traveling a Multiforked Road*. *Child Development Perspectives* (5), DO - 10.1111/j.1750-8606.2010.00143.x

Pool, J., & Hampshire, P. (2020). Planning for authentic assessment using unstructured and structured observations in the preschool classroom. *Young Exceptional Children*, 23(3), p. 143-156

Tabors, P. O. (2008). *One child, two languages: A guide for preschool educators of children learning English as a second language*, (2nd ed.). Baltimore: Paul H. Brookes.

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

RESPONSE TIME

Please email the instructor directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and individual email are sent through Titanium or Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course. The instructor will be online daily. The best way to reach the instructor is through email.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

Please note that the plus/minus system will not be used in this course. Students will be graded on their discussion forum postings, interactions with peers, and in assignment submissions. In the Department of Special Education credential programs, a grade point average of 3.0 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake the course.

ATTENDANCE (15 Points)

Students are expected to attend class and to participate in class activities and discussions. For each class session (besides the one “freebie”) missed 3 points will be deducted your total points at the end of the semester. Plan accordingly; one person’s crisis is as critical as another – therefore I do not judge them at all; I just deduct points! If you miss more than 5 classes, you may be asked to withdraw from the class.

Course Grading:

Class Participation =15 Points
 Observation/Alternative Assessment = 20 Points
 Group Assessment Tool Critic Assignment =10 Points
 Group Chapter Presentations=10
 DRDP Online Modules =20
 Classroom Assessment (Building Blocks) =10 Points
 Weekly Assignments= 95 Points
 Assessment Report = 40 Points
 Group IEP Activity = 30 Points
 Total for course = 250 Points

Grading Scale

225-250 Points = A
 200-224 Points =B
 175-199 Points = C
 150-174 Points = D
 0-149 Points=F

ATTENDANCE (15 Points)

Students are expected to attend class and to participate in class activities and discussions. For each class session (besides the one “freebie”) missed 3 points will be deducted your total points at the end of the semester. Plan accordingly; one person’s crisis is as critical as another – therefore I do not judge them at all; I just deduct points! If you miss more than 5 classes, you may be asked to withdraw from the class.

LATE ASSIGNMENTS

Late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you.

EXTRA CREDIT OPTIONS

This course does not include an Extra Credit Option

ASSIGNMENT DESCRIPTIONS

Rubrics and assignment forms/samples are located on Canvas.

1. Informal/Alternate Assessment (20 Points) Due April 5

- a. Choose a focus child at the beginning of your fieldwork.
- b. Use your [Building Blocks](#) text
- c. Complete the Indicated worksheets for the child (Child Assessment Worksheet (page 39 Building Blocks) through in-depth observation over 5 days.
- d. Focus on the child’s behaviors and literacy skills.
- e. Use informal data collection (Alternative Assessment text)
- f. Analysis the results of the data and develop curriculum modifications (Building Blocks text)
- g. Summarize your findings from the observation

2. Weekly Assignments

- a. Article Reflections-articles in Canvas and listed on the weekly activities
- b. Discussion Forums
 - i. Cara’s Kit
 - ii. Podcast: Through a New Lens: Transforming EBD Identification Through Culturally Responsive Approaches
(<https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=200>)
 - iii. LRE
- c. Chapter Questions: Foundations of Assessment in Early Childhood Special Education
 - Chapter 5: Technical Aspects of Assessment
 - Chapter 6: Assessment Models
 - Chapter 7: Environmental Analysis
 - Chapter 10: Cognitive and Social Emotional
 - Chapter 11: Communication

3. DRDP Special Education Teacher Online Modules =20 Points (TPE 7.10)

- a. Complete the 8 teacher training modules. Instructions and links on Canvas.

4. Early Language & Literacy Classroom Observation Prek-K =20 points (TPE 7.5; TPE 7.7)

- a. The ELLCO will be presented in class. Each student will conduct the ELLCO in the clinical practice setting. Students will write and analyze the results and design a literacy rich environment

b. **Webinars**

c. Cara's Kit-Adaptations and Modifications

d. Webinars:

- i. DEC Recommended Practices-Assessments <https://rpm.fpg.unc.edu/module-7-assessment>
- ii. DEC Learning Deck: Collaborating with Interpreters in EI/ECSE
- iii. DEC Learning Deck: Culturally Responsive Behavior Supports for Children with Challenging Behavior

5. Group Assessment Tool Critic Assignment (10 points)

- a. Students will work in groups to evaluate and critique Pk-K assessment tools
- b. Groups will evaluate assessment tools during class using critique form
- c. Assessment tools will be provided by the instructor

6. Building Blocks Text Assignments March 14

- a. Complete the Quality Classroom Assessment Form and Classroom Action Worksheet. Reflection on the data gathered in the forms. (10 points). Rubric and further explanation in Canvas.
- b. Complete the Child Assessment Worksheet, IEP Today and Planning Worksheets as part of the Observation Assessment.
- c. Complete the Planning Worksheet using suggestions for curriculum modifications/environmental supports or child-focused instructional strategies

Group Chapter Presentation (10 points)

Group will be assigned a chapter in the textbook *Alternative Approaches to Assessing Young Children*. Groups will present a chapter overview with key points. Assignment description and rubric located on Canvas

7. Assessment Report (40 Points) May 3

Write a complete assessment report. This report must be formatted in APA style and include:

- a) identify skills you want to assess. It might be helpful to review the DRDP/HELP/AEPS or Carolina for ideas. Write out a brief description of the skills you are assessing.
- b) identification of the assessment question that based on program concerns or identified issues
- c) background information on the child: eligibility, health information, educational history, current placement
- d) child's home language and families cultural
- e) a description of the assessment procedure, its implementation, and any adaptations, (physical/cultural/language) that were made
- f) a brief explanation of how the assessment procedure addresses the assessment question
- g) a summary of the findings
- h) an interpretation of the findings in light of the assessment question
- i) the implications of the findings for developing intervention, including goals for this child. Use the appropriate state standards in goal development.
- j) Activity matrix with embedded learning opportunities (ELO) and ELOs for home.
- k) the reliability and validity of the findings and how this was established. This report will be written in APA format with appropriate use of:
 - title page
 - manuscript header and page numbers
 - page layout

- headings

The scoring rubric for this assignment can be found in the “Assignments” section of Canvas.
You must attach the scoring rubric to the report in order for it to be graded

8. IEP Group Presentation (May 10 & May 17) 30 points (TPE 7.12)

In groups, you will be given a case study. Utilize information from the previous assignments to develop a transition IEP for the student in the case study. Each case study includes a child transitioning from either Part C to Part B, or Part B 619 to Kinder. Members of the group should each play the role of a team member (SLP, OT, PT, Nurse, Interpreter, e.g.) member of the transition IEP team including parents. Develop the IEP simulated meeting addressing the cultural and linguistic aspects of each case study. Utilize **The Handbook on Transition from Early Childhood Special Education Programs (CDE 2005)** and the EP Content Checklist (p. 69) in the Handbook on Developing Individualized Family Service Plans and Individualized Education Program in Early Childhood Special Education (CDE, 2001). The following items on the checklist must be covered in the presentation: 1 through 3 and 6 through 8. Discuss three goals with two benchmarks or objectives. One Goal must include a literacy goal. Follow the guidelines in the textbook Kritikos, E, LeDosquet, P., & Melton, M. (2012) for identifying and composing goals and objectives. Construct and explain a Goal-by-Activity Matrix, Sandall, S., & Schwartz, I. (2019). Identify and describe educational curricular materials, activities, and other technologies appropriate to specific goals and objectives. Identify strategies to promote opportunities for the student with special needs from culturally and linguistically diverse backgrounds to be integrated with their typically developing peers for activities. Discuss how the student’s progress on the goals and objectives, as well as other indicators of child behavior that are related to the goals and objectives (e.g., engagement, interactions with others, inappropriate behavior, etc.), will be monitored. Include how the family will be included in the goals. Follow the guidelines in the textbook Kritikos et al (2012). Turn in the activity matrix with the embedded ELOs.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Titanium/Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, or mailed to the Department of Special Education. In the case email doesn’t work, students should call the department coordinator at 657-278-5453 for further direction.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Titanium/Canvas to access course materials and complete assignments

Software for Students (recommended)

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

NETIQUETTE REQUIREMENTS

Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Canvas

As a registered student you are enrolled in Titanium/Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Titanium/Canvas weekly, the night before class, for any pertinent or last minute, updated information.

TENTATIVE SCHEDULE

Week 1, January 26-February 1

Topic(s)

Procedures in ECSE Assessment

Role of the Early Childhood Educator

Reading Assignments

Chapters 1: Historical Perspectives on Alternative Assessments & Ch 2: Traditional and Contemporary Assessment Models in Alternative Approaches to Assessing Young Children (Losardo & Syverson, 2011)

View

DEC Recommended Practices-Assessments

<https://rpm.fpg.unc.edu/module-7-assessment> (Part 1/Plan)

Assignments Due (by Feb. 1)

- o Answer Chapter 1 & 2 (Alternative Assessment) questions
- o Answer questions for DEC Recommended Practices-Assessment (Part 1 Plan)

Week 2, February 1**Topic(s)**

Norm-referenced; criterion-referenced

Understanding Assessment Scores

Reading Assignments

Chapter 5 Foundations of Assessment (Kritikos et al, 2012)

View

Assessment Terminology PPT

Assignments due (February 7)

- o Chapter 5: Foundations of Assessment Quiz-
- o Assessment Terminology
- o Be prepared in class to discuss assessment terminology

Week 3, February 8

Topic(s) Methods of Assessment observation (TPE 7.10)

Focused Observations & Authentic Assessment

Chapter 4 Alternative Approaches (Naturalistic Assessments)-Group Presentation

Reading Assignments

Chapter 4 in Alternative Approaches to Assessing Young Children

Chapter 6 in Foundations of Assessments

Authentic Assessment Checklists (ECTAC, 2017) <https://ectacenter.org/decrp/>

Article: *Planning for authentic assessment using unstructured and structured observations in the preschool classroom*

Assignment Due Feb. 14

- Chapter 6 Quiz in Foundations of Assessments
- Come to class February 15 prepared to discussion observation in assessment

Week 4, February 15

Topic(s) Naturalistic Approaches to Assessment

Curriculum -Based Assessments, Using Documentation as Formative Assessment

Review of CBA Tools (Carolina, APES, HELP)

Chapter 4: Alternative Approaches (Focused Assessments) Group presentation

Reading Assignments

Chapter 5: Alternative Approaches to Assessing Young Children
Building Blocks Chapters 1 & 2

Week 5, February 22 Online Class

Topic(s) Topic(s) Assessing English Learners; Culturally Responsive Assessment;
Using Interpreters; Dyslexia Assessment (TPE 7.10)

Reading Assignments

Article: *Assessing Children Who are Dual Language Learners with or at Risk for Autism*

Article: *Assessing Preschool Dual Language Learner Traveling a Multiforked Road*

Checklist ELD-Tabors, P.

Article: *Challenging Common Myths about Young English Language Learners* (Espinoza, 2008)

Chapter 6: *Dual Language Development and Disorder* (Paradis et al, 2021)

Chapter 9: Screening and Assessment for Dyslexia (CA Dyslexia Guidelines)

View/Listen

Webinar: DEC Learning Deck: Collaborating with Interpreters in EI/ECSE

Video: Supporting cultural diversity in early childhood

Podcast: Identification Through Culturally Responsive Approaches

(<https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=200>)

Assignments Due Feb. 28

- o Article reflection- Assessing DLL (TPE 7.7)
- o Discussion forum: Podcast
- o Complete Diversity Self-Assessment
(<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/cultural-competence/self-assessment-checklist>)
- o Come to class prepared to discuss DLL and working with Interpreters
- o Dyslexia Reflection - What does it mean to screen and assess young children with dyslexia, and how can young children vulnerable to dyslexia be screened and assessed based on the CA Dyslexia Guidelines? (TPE 7.10)

Week 6, March 1

Topic(s) Second Language Development in Children/Language and Communication Disorders in Bilingual Children (TPE 7.10)

Informal Observational Assessments

Chapter 9: Alternative Approaches to Assessment (Curriculum-based Language Assessments)-Group Presentation

Reading Assignments

Chapter 9: Alternative Approaches to Assessment (TPE 7.10)

Assessment Checklists: Observing Children Learning English (OCLE) (TPE 7.10)

Assessment: Classroom Practices (Tabors, P. 2008)(TPE 7.10)

Article: *Upping the Ante to Support Language Development* (Hall, 2016)

[Building Blocks](#) Texts Ch 1-3

Culturally Responsive Teaching in Early Childhood Classrooms-

(<https://www.edutopia.org/article/culturally-responsive-teaching-early-childhood-education>)

Assignments Due

Complete: Assessment Checklists: Observing Children Learning English (OCLE)

Assessment: Classroom Practices (Tabors, P. 2008) (TPE 7.10)

Article Reflection-*Upping the Ante...*

Building Blocks chapter questions

Week 7, March 8

Topic(s) Classroom Environment Observation Tools; Exploration of Assessment Tools
(TPE 7.5; TPE 7.7)

ELLCO (TPE 7.7)

ECER-R

CLASS

Chapter 6: Alternative Approaches (Performance Assessment)-Group presentation

Reading Assignments

Anti-bias Checklist

DEC Recommended Practices Environment Checklists

Circle Classroom Environment Checklist (Children's Learning Institute, University of Texas, 2016)

Observation of Environments/ELLCO (TPE 7.5; TPE 7.7)

Transition from PK to Kindergarten Environment Checklist

Chapter 6: Alternative Approaches to Assessment

Assignments Due March 7

- Answer discussion questions: Observation of Environments
- Completed ELLCO observation in your clinical practice
- Bring to class the completed Anti-Bias. classroom environment Checklists
- [Building Blocks](#) Chapter 4

Week 8 March 15

Topic(s); Informal Student Assessments

Using Transitions to Support PBS

DRDP; Exploration of Assessment Tools

Ch. 7: Alternative Approaches to Assessing Young Children (Portfolio Assessment)

-Group Presentation

Reading Assignments

Article: *Recognition of Response to Intervention*

Article: *Planning Transitions to Prevent Challenging Behavior*

Article: *Teaching Transitions: Techniques for Promoting Success Between Lessons*

Ch. 7: Alternative Approaches to Assessing Young Children

Assignments Due- March 14

- o Article Reflection on transition
- o Building Blocks Quality Classroom Assessment Form and Classroom Action Worksheets and reflection
- o Chapter 7 group presentation

Weeks 9, March 22 Online

Topic(s) Methods for Assessing Cognition and Social Competence: Dynamic Assessments;

Reading Assignments

Chapter 10: Foundations of Assessment

Chapters 8: Alternative Approaches to Assessing Young Children

Article: *Social Competence and Young Children With Special Needs: Debunking "Mythconceptions"*

Article: The STARE: The Scale for Teachers' Assessment of Routines Engagement Assessment: STARE

View

Webinar: Culturally Responsive Behavior Supports for Children with Challenging Behavior

[Cara's Kit \(TPE 7.5\)](#)

Assignment Due April 4

- Complete Chapter 10 questions
- CARA's Kit -Come to class ready to discussion in groups
- Social Competence Article Discussion Forum
- Informal Assessment Report on Focus Student

Week 10, April 5

Topic(s): Modifications and Adaptations to Support Instruction and Environment, Planning for assessment, Assessment Reports, Assessing Academic Readiness (Bracken/K-Seals)

Ch. 8: Alternative Approaches to Assessing Young Children (Dynamic Assessment)
-Group Presentation

Reading Assignments:

Review the Early Development Instrument

Ch. 8: Alternative Approaches to Assessing Young Children (Dynamic Assessment)

View

Video on Adapting and Accommodating

Video on Early Learning:

<https://edi.offordcentre.com/resources/edi-and-the-early-years-video/>

Assignments Due April 5

Observation Assignment

Week 11, April 12

Topic(s): Present Level of Performance

Reading Assignments:

Article on Present Levels

Chapter in Foundations of Assessments

View

Video Presentation on Present Levels of Performance

Assignments Due: April 11

- Present Level of Performance Practice Assignment
- Work on Assessment Report on Focus Child
- DRDP modules

Week 12, April 19

Topic(s) Developing IEP Goals, Present Levels of Performance

Reading Assignments

Article: *From Assessment to IEP Goals: Engaging in the Decision Making Process* (Capizzi, 2008)

Article: Creating Meaning Early Childhood IEP Goals

(http://kskits.dept.ku.edu/ta/Packets/CreatingMeaningfulIEP_2011/index.html)

Handout: http://kskits.dept.ku.edu/ta/Packets/CreatingMeaningfulIEP_2011/index.html

View

Video on IEP

Assignment Due April 18

- IRIS Module on IEPs

Week 13, April 26 Online

Topic(s) Embedded IEP Goals; Embedded Learning Opportunities Embedded Instruction and IEPs,

Reading Assignments

Article: *Home–School Collaboration for Embedding Individualized Goals in Daily Routines*

Article: *Early Childhood Special Education Teachers Use of Embedded Instruction within Classroom Routines and Activities*

(https://journals.lww.com/ivcjournal/FullText/2019/01000/Early_Childhood_Special_Education_Teachers_Use_of.2.aspx)

Checklist: DEC Recommended Practices-Embedded Instruction

(<https://ectacenter.org/decrp/type-checklists.asp>)

View

View Webinar on Embedding Learning Goals (ELOs)

Assignment Due May 2

- **Complete questions on Embedded Instruction from readings and webinar**
- Mock IEP Group Planning
- Assessment Report

Week 14, May 3

Topic(s) Inclusive Practices/LRE, Planning for Transitions from PK-Kindergarten

Reading Assignments

Article-LRE

Article: Inclusion-*Impact* Institute on Community Integration (UCEDD) & Research and Training Center on Community Living

View

Video on Inclusion Tips/Adapt and Accommodate

Assignments Due May 2

- o Assessment Report
- o Discussion forum on LRE

Week 15 & 16 May 10-May 17

Topic(s) Mock IEP Presentations

NOTE: The instructor reserves the right to adjust or change topics and assignments as the need arises.

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: [SPED 515: Assessment and Intervention-Preschool](#)

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: [note closest exits](#)

We will meet at: [note class meeting place](#)

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)