



Syllabus for SPED 533: ECSE Assessment Practicum (1-4 credits)

Date: Fall 2017

Professor/Instructor:	Heather Lee, M.S
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Office Hours:	By appointment only

Required Text: None required. **Students will use GoReact to upload video assessment assignments. Access to GoReact will be \$20.00 to utilize the program.**

Catalog Description: This course provides a practicum in the assessment of children or adults with disabilities.

The expectations of this course are identified under the following sections:

- Assessment Competencies
- Practicum Requirements
- Professional Standards Comparison Grid

Assessment Competencies:

1. Choose appropriate assessment instruments and procedures according to child characteristics, situations, and assessment purposes. (A, K)
2. Administer instruments and procedures according to standardized and generally accepted standards. (A, K)
3. Interpret results of assessments. (R, K)
4. Development written reports of assessments. (A, R, K)
5. Communicate assessments results and interpretations to families and other professionals. (A, K)

Practicum Sites Options to administer the assessments:

- Friends, Relatives and Others
- Head Starts and Early Head Starts
- Child Care Centers
- Preschool Programs
- Other Appropriate Sites

Assessment Tools to be Used:

1. Screening
2. Standardized
3. Criterion-referenced/Curriculum-based
4. Observation/Checklist
5. Play-Based Assessment Tools

Assessment Tools to Use

(This list is not all inclusive, others may be used with prior approval)

Screening:

Brigance Screening, Battelle Screening, DIAL-R

Standardized:

Battelle, Brigance, Bayley, Peabody Developmental Motor Scales, Bracken, Peabody Picture Vocabulary Test, The Rossetti Infant-Toddler Language Scale

Curriculum/ Criterion Referenced Based:

Carolina: both Infant and Preschool Assessments, Hawaii Early Learning Profile (HELP), PORTAGE, Sewall Early Education Developmental Program (SEED), 234.217.25/webct/urw/tpl_1523748852001/selectItemsForCom...1 Education for Multihandicapped Infants, Early Child Development Inventory, Child Development Inventory (CDI), Birth - Three Checklist of Learning and Language Development

Play Based:

Tony Linder's Play-based Assessment, Rebecca Fewell's Play Assessment Observation: Seven Types of Observation, Early Learning Guidelines, Creative Curriculum, Showcase, High Scope/COR, Others - as approved by your instructor.

Practicum Assignments:

1. *Assessments:* For each of the assessment tools listed above, you will administer to one birth-2 year old and to one 3-5 year old child. One protocol with a report will be completed for each of the assessments. Written reports will include:
 - a. results of the assessment,
 - b. an interpretation of the assessment results, and
 - c. possible recommendations for programming.
2. *Observation of assessments:* I will observe you administering an assessment of your choice. Pick the assessment you are most comfortable administering. You will need to record yourself administering the assessment and post the video to Blackboard/GoReact for the university supervisor to evaluate.
3. *Case Study:* For your final, a case study will be used to complete a full assessment plan for one child with a disability. This plan will follow MSU guidelines (see below basic format). The following areas will be addressed in the plan:
 - a. A Child Profile will be developed
 - b. Assessment Questions will be identified
 - c. Assessment Tools will be chosen
 - d. A justification of those tools chosen will be written
 - e. Appropriate personnel to administer assessment tools, time and place of assessment will be identified
 - f. Possible outcomes and recommendations will be identified

Evaluation Procedures and Grading:

Grading will be based on completion of all the components identified above. Quality of work will be taken into account for each component and also reviewed according to thoroughness of efforts. In efforts to track your progress in this class, please record your point totals below.

Sped 533	Points	Your Points
1. Written Assessment Reports	375	
2. Observation on Assessment	50	
3. Case Study	150	
Total Possible Points	575	

Grade Scale:

The total number of points for this course is 350. Grades will be assigned on the following distribution.

Percentage	Grade
92-100%	A
83-91%	B
74-82%	C
<74%	F

Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.
- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

ADA Accommodation Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Title IX Statement:

Minot State University is committed to a safe and violence free campus. If you experience any form of violence or sexual harassment. Please don't hesitate to reach out or contact one of the resources available at <http://www.minotstateu.edu/keepusafe/>.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or

assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley
Title IX Coordinator
Memorial Hall, 4th floor, Room 412
701-858-3447
lisa.dooley@minotstateu.edu

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352

PERMISSION FOR PRACTICE EVALUATION

Minot State University Students

I hereby grant the following Minot State University, Early Childhood Special
Education student(s): _____

authorization to work with my child(ren): _____

for the purpose of practicing administration of various assessment tools.

It is understood by all persons that this is a requirement for completion of the
SPED 533 class. Information gathered from the practice assessments will NOT be
shared outside of the class requirements.

Signature

Date

Relationship to the Child

This authorization for practice evaluation remains in effect for the college semester
in which the SPED 533 course is initiated.

Case Study

Basic Format Requirements

Child's Name:
Date of Birth:
Chronological Age:
Date of Report:

Parent(s) Name:
Address:

Reason for Referral

Background Information

Past Testing

Sources of Information/Assessment Tools

Observation during Assessment

Findings

Recommendations