



**SPED 6310: ASSESSMENT OF YOUNG CHILDREN AND LOW INCIDENCE
POPULATIONS
SPRING 2018**

SPED 6310 is a required course for the M.Ed. in Special Education, Educational Diagnostician Certification

College of Education, Department of Language, Literacy and Special Populations

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Class Format: Instructor teaches this through face-to-face demonstration, return demonstration, video modeling, lecture with PowerPoint, videos, case studies, handouts, and class discussions. Blackboard is used as an ancillary resource for instruction.

Class day and time: Tuesdays, 5:30-8:20 p.m.

Class location: The Woodlands Center (TWC), Room 250

Course Description: This course provides instruction and practice in administration, scoring, interpretation, and reporting results of individual tests and assessments for young children, individuals with intellectual disabilities and persons with low-incidence disabilities. Informal techniques such as play-based assessment, portfolio assessment, and contextual assessment are presented. **Prerequisite:** SPED 5302/SPED 6322 and SPED 5305/SPED 6319.

Textbooks:

Required:

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). Hoboken, NJ: Wiley Publishing. ISBN 13: 978-0-471-75771-9

Flanagan, D. P., & Ortiz, S. O. (2017). *Cross battery assessment software system 2.0 (X-BASS) access card March 13, 2017* (1st ed.) Hoboken, NJ: Wiley Publishing.

Recommended:

Mather, N. & Jaffe, L. E. (2016). *Woodcock-Johnson IV: Reports, recommendations, and strategies*. New York: John Wiley & Sons. ISBN-13: 978-1118860748 ISBN-10: 1118860748

Standards Matrix:

Web link for State Board for Educator Certification Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web link for CEC Educational Diagnostics Division: <http://www.cec.sped.org/ps/diagnostician.doc>

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?cb=4>

Web link on Educator Preparation Services site for *Conceptual Framework*:

http://www.shsu.edu/~edu_edprep/

Course Objectives: This course is designed to cover the basic skills needed to administer and interpret individual cognitive/developmental tests. Tests including (but not limited to) the Kaufman Assessment Battery for Children—Second Edition (KABC-II), Differential Assessment Scales, Second Edition, (DAS II), Developmental Assessment of Young Children—Second Edition (DAYC-2), and the Bayley Scales of Infant and Toddler Development—Third Edition (Bayley III). In addition, a review of previous assessment instruments such as the WJIV COG, WISC V, SB5, ABAS-3, and Vineland-3 will be conducted. On each instrument, students are expected to evaluate the examinee's strengths and weaknesses by an analysis of composite and subtest scores. Excellent written communication skills (e.g. spelling, grammar, and sentence construction) are also needed. The course requires a high level of social and ethical responsibility. The goals of the course are as follows:

1. To provide students with a systematic approach to the development of individual assessment skills.
2. To review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.
3. To examine Cattell-Horn-Carroll (CHC) Theory as the theoretical basis for test development.
4. To review psychometric principles and issues including laws and legal issues related to the assessment of individuals with disabilities.
5. To examine the most common theories of cognition and their appropriateness for assisting in measuring cognitive ability.
6. To explore research associated with cognitive ability and related achievement by examining publications relevant to the field of educational diagnosis.
7. To observe the administration of individual cognitive ability tests and to practice individual assessment skills.
8. To master the basic administration, scoring, and interpreting skills in individual cognitive ability testing.
9. To identify skill strengths and weaknesses and develop a growth plan for mastery.
10. To develop awareness of various administration adjustments in assessment situations with special populations.
11. To communicate assessment results through formal report writing.
12. Report assessment findings for instructional decisions including recommendations for diverse populations; determine needs & making recommendations based on assessment results

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Gaining factual knowledge (terminology, classifications, methods, trends)

Tk20 Account required for this course.

Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Requirements/Policies:

- **Attendance Policy:** Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Absence of more than 3 hours will result in one letter grade reduction. Absence for more than 20% of the course will result in course failure. Class will begin on-time. Thus, students are expected to arrive early and be prepared to begin class when class is scheduled to begin. Students who arrive to class after instruction begins will be considered late. The daily attendance log is the official documentation of students' attendance to class. My policy: Attendance (absences, tardiness, and early exits) will be documented each class period. This information will be used to decide borderline grades and to write letters of recommendation. If you have to be absent, be sure you have arranged for a colleague to obtain handouts. The three hours of absence provided by university policy should be used carefully for illness and emergencies.
- **Late Assignments:** Assignments should be submitted electronically via Blackboard before class (electronically time stamped prior to 11:59 p.m.) on the due date (see Course Calendar). In general, late assignments are not accepted. If, however, due to an emergency you are unable to turn in an assignment on time, you must make arrangements in writing with the professor as soon as you realize your assignment will be late. A 10% grade deduction will be made for each day that the assignment is late – regardless of whether or not an extension has been requested and granted.
- **Time Requirement:** For each hour attempted, at MINIMUM of three hours outside class is expected. This 3-credit-hour course will meet three hours each week. That leaves 9 hours each week outside of class in which to read and complete assignments. Since it is essentially a practicum class, more time may be required. It is expected that if you enroll in this course, you can meet the time requirements.
- **Obtaining Assistance:** I am very committed to your progress! I am available to provide you with the assistance you need to demonstrate proficiency with course content. PLEASE NOTE: Students should expect a response within 48 hours and delayed responses on the weekends. PLEASE read your rubrics at a minimum of ONE WEEK prior to the assignment due date in order to receive timely feedback. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.
- **Withdrawing from Class:** It is your responsibility to check the SHSU website (academic calendar) for add/drop and withdraw dates.
- **Visitors in Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office
- **Professionalism:** Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of achievement. Absolutely no eating in class. Only water is allowed.
- **Academic Dishonesty Policy:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student engaged in academic dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see [Dean of Student's Office](#)
- **Reasonable Accommodations:** With respect to providing reasonable accommodations for students with disabilities: If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU's Services for Students with Disabilities (SSD) and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly

confidential. For a complete listing of the university policy, see: <https://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

- **Electronic and Phone Response:** Instructor and teacher assistant reserves the right to respond to emails and phone calls within 48 hours of receipt. Students should not expect an immediate response. Instructor and teacher assistant may not respond to student emails and/or phone calls during weekends, holiday breaks, and semester breaks.
- **Cell Phone Policy Sam Houston State University [Academic Policy Statement 100728](#):** The use of cell phones in this class **is strictly prohibited**. Emergency use of cell phone may be allowed pending approval from the instructor.
- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)

EVALUATION:

1. **Ethical Practices for Educational Diagnosticians:** After reading the Ethical Practices for Educational Diagnosticians, the students will sign and upload the document into Blackboard.
2. **Quizzes:** Periodic quizzes/exams will determine familiarity with material, particularly the KABC-II, DAS-II, Bayley III, DAYC-II, and Cross Battery Assessment (XBA).
3. **Protocols:** Students will submit protocols for grading and will be returned with feedback by the next scheduled class period. Participants must be chosen according to the “Participant Guidelines” noted at the end of the syllabus. Failure to choose participants according to the stated guidelines will result in a grade of a zero for the respective protocol administrations. Ink pens must be used on all protocols. The minimum passing grade for protocols is “80”.

Items to be Submitted with Protocols

- Consent for testing (Consent must be completed fully (this includes signature and dates of the graduate student and parent)—failure to do so will result in a grade of zero for protocol)
 - Protocols (Record Form, Response Booklet 1; Response Booklet 2)
 - On-line scoring report (if available)
4. **Self-Reflection (including video):** Each student is required to video-record one administration of the KABC-II and DAS-II. All video-recordings must uploaded into Google Drive and a sharing link emailed to the professor. Multiple files should be created, one per subtest and named Subtest_LastName. For example: Oral_Vocabulary_Cole
 5. **Interpretive Reports:** Students are required to write interpretive reports based on KABC-II and DAS-II results. A grade will be assigned based on the original draft of the report. Students may improve their overall grade with revisions. However, a score of 70% or lower on the original draft will result in course failure. Each student is expected to rewrite the interpretive report as many times as is necessary until satisfactory proficiency is met. For each revision, ten (10) points will be deducted from the total possible points. Students are to use the templates posted in Blackboard for assignments; however, the sample language must be replaced with the student’s original language. Students may not use colleague’s reports as templates for their work. Internet reports and materials, as well as school district reports and materials, may not be used as templates for assignments.

6. **XBA Group Chapters:** Each group will be assigned a chapter from the XBA book. Each group will prepare a short presentation of the chapter with a handout.
7. **Young Child Case Study:** 1 child, ages 2-4. Each candidate will conduct an assessment of a young child, preferably a child who is suspected of having a disability. Based on your observations and the use of formal and informal instruments, you will write a summary report addressing the child's abilities, needs, and recommended interventions. Candidates will include results from formal assessments (DAYC-2 and BAYLEY III) as well as Arena Assessment and Play Based Assessment components.
8. **LD Identification Process Assignment:** Students will describe in detail the process used in their district to identify learning disabilities. This assignment will consist of a written explanation, sample paperwork, sample FIE report, and a list of the tests typically used to identify LD.: Students will present a case study, including background information, assessments results, conclusions, and recommendations. The presentation must include visuals appropriate for an ARD/IEP Meeting.
9. **Cross Battery Assessment Assignments:** There will be 4 assignments. Scores and background information will be provided. Each candidate will use the XBA approach using the X-BASS to analyze the academic and cognitive profile of the student. Candidates will then interpret results to determine if the student fits the characteristics of a student with a Specific Learning Disability. You will then interpret the results using CHC theory and make specific academic recommendations based on your findings. Scores from the following instruments may be included in the Case Studies: WJ IV OL, WJ IV ACH, WJ IV COG, KABC-II, DAS II, WISC V, SB V.
10. **Assessment Portfolio:** All protocols, report summaries, Case Study, assessments and reports are to be submitted as they are completed; you will submit all assessment protocols and summary reports in a portfolio.
11. **Test Kit Administration:** Students are required to administer selected portions of the KABC-II and the DAS-II to the instructor or TA. Students must demonstrate proficiency in administration and scoring in order to pass the course. Appointment times for testing out will need to be scheduled through the class TA or the Instructor. Students are expected to practice administration of subtests outside of class time prior to testing out with the TA or the Instructor. Failure to practice subtests will likely result in failure of "testing out." If subtests are not administered properly, students must retest until they meet testing out expectations. Rubric for testing out, including an explanation of major and minor mistakes, is located in Blackboard. A 5% deduction will be taken for each "Test Kit Administration" re-administration. Students are limited to three (3) scheduled attempts, with a minimum passing grade of "85".
12. **Tk20 Submission:** DDP

The final grade of the course will be determined by overall competency, with major emphasis placed on reports and testing skills. Competency also includes your *(a) professional and ethical development; *(b) preparation before testing; (c) ability to accept constructive criticism; *(d) interpersonal relationships with fellow students, teaching assistants, and instructor; (e) promptness in turning in materials to be evaluated, and (f) overall maturity and clinical skills.

Not passing:

Any of the above listed criteria not met.

Satisfactory performance will result in a grade of **B**. Outstanding performance will be recognized with a grade of **A**. It is possible that all students could receive an **A**. It is also possible that all students could receive a **B**.

Course Evaluation (Grades):

A= 100 - 92

B= 91 – 85

C = 84 – 70

F = < 70

Students obtaining a grade of “C” must retake this course.

NOTE: Minor adjustments/additions/deletions may be made to assignments and/or dates. You will be provided adequate time to prepare.

ASSIGNMENTS:

Assignments	Assignments	Points	TOTAL
XBA/XBASS	XBA Chapter Summaries	100 each	100
	4 XBASS Assignments	100 each	400
Tests, Reports, and Protocols	KABC II Protocols (2)	100 each	200
	DAS II Protocols (2)	100 each	200
	Interpretive Reports KABC-II and DAS II (2)	100 each	200
	Video recordings KABC-II and DAS II (2)	100 each	200
Young Child Case Study	DAYC-2 Protocol (1)	100 each	100
	Bayley III Protocol (1)	100 each	100
	Self-Reflections KABC-II and DAS II (2)	100 each 100 each	100 100
Quizzes	6 Quizzes	100 each	600
LD Project	LD Project	100 each	100

COURSE SCHEDULE

Date	Class Work	Readings	Assignments/ Activities Quiz/Exam	DUE TODAY
Week 1 01/23/18	Class overview Introduction to Cross-Battery Assessment	Flanagan et al. Chapter 1 Overview		

Week 2 01/30/18	Cross-Battery Assessment Organizing	Flanagan et al. Chapter 1 Overview Flanagan et al. Chapter 2 How to Organize a Cross-Battery Assessment Essentials of KABC-II	Quiz #1 Due Sunday 11:59pm Pick up: KABC-II	Group One/Chapter 2
Week 3 02/06/18	Cross-Battery Assessment Data Interpretation X-BASS LD Identification	Flanagan et al. Chapter 3 How to Interpret Test Data		Group Two/Chapter 3 XBASS Assignment #1
Week 4 02/13/18	Cross-Battery Assessment SLD Identification X-BASS 2.0	Flanagan et al. Chapter 4 Cross-Battery Assessment for SLD Identification: The Dual Discrepancy/Consistency Pattern of Strengths and Weaknesses	Quiz #2 Due Sunday 11:59pm Pick up: DAS-II	Group Three/Chapter 4 KABC-II Protocol #1
Week 5 02/20/18 Online Class	SLD Identification		Online Assignment	XBASS Assignment #2
Week 6 02/27/18	Cross-Battery Assessment CLD Students C-LIM	Flanagan et al. Chapter 5 Cross-Battery Assessment of Individuals from Culturally and Linguistically Diverse Backgrounds Chapter Rhodes et al.	Quiz #3 Due Sunday 11:59pm Return: KABC-II	Group Four/Chapter 5 KABC-II Protocol #2
Week 7 03/06/18	Cross-Battery Assessment Strengths and Weaknesses	Flanagan et al. Chapter 6 Strengths and Weaknesses of the Cross-Battery Assessment Approach		Group Five/Chapter 6 XBASS Assignment #3 DAS-II Protocol #1
Week 8 03/13/18	SPRING BREAK			
Week 9 03/20/18	Intellectual Disability Assessment	Essentials Brue & Wilmshurt	Quiz #4 Due Sunday 11:59pm Return: DAS II Pick up: DAYC-2	DAS-II Protocol #2

Week 10 03/27/18 Online Class				XBASS Assignment #4
Week 11 04/03/18	Transdisciplinary Play Based Assessment	Linder	Pick up: BAYLEY III	Transdisciplinary Play Based Assessment
Week 12 04/10/18	Nonverbal Assessment	Essentials McCallum et al.	Quiz #5 Due Sunday 11:59pm	Nonverbal Assessment
Week 13 04/17/18	Nonverbal Assessment	Essentials McCallum et al.	Quiz #6 Due Sunday 11:59pm Return: BAYLEY III	Young Child Case Study Summary Report
Week 14 04/24/18	Intellectual Disability Assessment	Essentials Brue & Wilmschurt		LD Project Presentations
Week 15 05/01/18	Revisiting LD Identification		LD Projects Due Before class	LD Project Presentations Portfolios
Week 16 05/08/18	Finals			

Bibliography

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- Gibb, G. S. & Wilder, L. K. (2002). Using functional analysis to improve reading instruction for students with emotional/behavioral disorders. *Preventing School Failure*, 46(4), 152-157.

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- Fitzgerald, M., Johnson, M., & Lasater, M. (2007). *Maxim: Linking functional-contextual assessment to the instructional process*. Katy, TX: LR Consulting.
- Naglieri, J. & Goldstein, S. (2009). *Practitioner's guide to assessing intelligence and achievement*. Hoboken, NJ: Wiley Publishing.
- Fletcher-Janzen, E. & Reynolds, C. (2008). *Neuropsychological perspectives on learning disabilities in the era of RTI: Recommendations for diagnosis and intervention*. Hoboken, NJ: Wiley Publishing.
- Meltzer, L. (2007). *Executive function in education: From theory to practice*. New York, NY: Guilford Press.
- Mody, M. & Silliman, E. R. (2008). *Brain, behavior, and learning in language and reading disorders*. New York, NY: Guilford Press.
- Sattler, J. (2007). *Assessment of children* (6th ed.). San Diego, CA: Jerome M. Sattler, Publisher.
- Partington, J. W. & Sundberg, M. L. (2007). *The assessment of basic language and learning skills (The ABLLS): Scoring instructions and IEP development guide*. Pleasant Hill, CA: Behavior Analysts, Inc.
- Schrank, F. A., & Flanagan, D. P. (2003). *WJ III clinical use and interpretation: Scientist-practitioner perspectives*. Boston, MA: Academic Press.
- Sundberg, M. L. (2008). *The verbal behavior milestones assessment and placement program*. Concord, CA: AVP Press.

Recommended Readings (Journals)

Assessment for Effective Intervention

Behavioral Disorders

The DiaLog

Education and Training in Developmental Disabilities

Exceptional Children

Teaching Exceptional Children

Journal of Learning Disabilities

Learning Disabilities Quarterly

Remedial and Special Education

Focus on Autism and Developmental Disabilities

Young Exceptional Children

Research and Practice in Severe Disabilities

Journal of Special Education

Education and Treatment of Children

Useful Web Resources

Dumont Willis Home Page: <http://alpha.fdu.edu/psychology/>

CHC Cross-Battery Online: <http://facpub.stjohns.edu/~ortizs/cross-battery/>

WWW School Psychology Homepage: <http://facpub.stjohns.edu/~ortizs/>

Institute for Applied Psychometrics: <http://www.iapsych.com/hornmod.htm>

Council for Exceptional Children: <http://www.cec.sped.org/index.html>

Council for Educational Diagnostic Services: <http://www.unr.edu/educ/ceds/>

Texas State Board for Educator Certification: <http://www.sbec.state.tx.us/SBECOnline/default.asp>

Assessment of 2nd Language Acquisition: <http://home.earthlink.net/~psychron/>

The Brain Connection: <http://www.brainconnection.com/>

School Psychology Resources Online: <http://www.schoolpsychology.net/>

Margaret Kay: <http://www.margaretkay.com/>

National Association of School Psychologists: <http://www.nasponline.org/index2.html>

