



California State University, Sacramento
College of Education, Department of Special Education, Rehabilitation and School Psychology
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<http://edweb.csus.edu/departments/eds>

Course Syllabus

General Course Information:

Course Title: EDS 247; Assessment of Special Needs
Room: EUR Room 425
Day/Time: Monday, 4:00 to 6:50PM
Instructors: Adriana Echandia, Darren Husted, & Stephen Brock
Office Hours: Office Hours, immediately following class and by appointment (Echandia and Husted)
Office Hours, 10:00AM to 1:00 PM, Wednesdays, BRH 225 (Brock)
Phone: (916) 278-4324 (Echandia)
(530) 406-3154 (Husted)
(916) 278-5919 (Brock)
E-mail: axe@csus.edu (Echandia)
Darren.husted@wjusd.org (Husted)
brock@csus.edu (Brock)

Course Description:

Assessment of client behavior using formal and non-formal methods based on neuropsychological principles. Students will learn ... to assess students with special needs. Report writing, parent conferences, and consultation strategies will be stressed. Within this course attention will be directed toward development of an understanding of SES and its effect of treatment and available resources Typically taken concurrently with EDS 243 (Assessment Practicum).

Late Assignments:

All assignments are due on the dates indicated. One full grade deductions will be applied to all late assignments.

Attendance:

Attendance at all seminar meetings is expected.

Students with Disabilities:

If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss you accommodation needs with the instruction after class or during office hours early in the semester.

Academic Honesty Policy

Go to <http://www.csus.edu/admbus/umannual/UMA00150.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:

1. Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
2. Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
3. Not taking credit for academic work that is not their own.
4. Not knowingly encouraging or making possible cheating or plagiarism by others.

Please refer to <http://library.csus.edu/content2.asp?pageID=353> for a student tutorial on how not to plagiarize.

Computer/Smart phone use is not allowed (emailing, web surfing, texting) unless it is a directed part of a classroom activity. If you need to use your computer for note taking during class please check with the instructor prior to doing so for this class. If you need to have your smart phone on to receive important work or family communications please place it on vibrate and step out of the classroom to respond to a text or take a phone call.

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Weeks 1 through 5 Course Information: Alternative and Bilingual Assessment

Instructor: Adriana Echandia (Office Hours, immediately following class and by appointment)

Course Objectives (Weeks 1 through 5):

This portion of the course is designed to provide students with an understanding of alternative and bilingual assessment issues. At the end of this course students will:

- Demonstrate knowledge of assessment procedures with African-American students based on the Larry P. court case.
- Gain understanding of second language acquisition and language proficiency issues related to assessment.
- Be able to develop a test battery and assessment strategies with bilingual students.
- Be aware of cultural and linguistic issues and current research in assessing bilingual students.

Required Text:

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York: Guilford Press.

California Association of School Psychologists. (2007a). *California Department of Education Larry P. handouts*. Sacramento, CA: Author. Retrieved January 8, 2007 from http://www.caspsurveys.org/NEW/pdfs/cde_handout.pdf

California Association of School Psychologists. (2007b). *Testing of African-American students*. Sacramento, CA: Author. Retrieved January 8, 2007, from http://www.caspsurveys.org/NEW/whats_new.asp#_Toc69716102

Recommended Readings:

McClosky, D. & Athanasiou, M. S. (2000). Assessment and intervention practices with second-language learners among school psychologists. *Psychology in the Schools*, 37, 209-225.

Ortiz, S. (2004). Best practices in nondiscriminatory assessment. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1321-1336). Washington, DC: National Association of School Psychologists.

Sandoval, J. & Lewis, S. (2002). Cultural considerations in crisis intervention. In S. E. Brock, P. J. Lazarus & S. R. Jimerson (Eds.), *Best practices in school crisis prevention and intervention* (pp.293-308). Washington, DC: National Association of School Psychologists.

Scribner, A. (2004). Best assessment and intervention practices with second language learners. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1485-1499). Washington, DC: National Association of School Psychologists.

Course Requirements:

1. *Attendance/Class Participation*. Students will be expected to attend all classes and participate in discussion of assigned readings, lectures, and group activities (Including Jigsaw). **20 points**.
2. *Culture group project*. From assigned readings and independent research (including literature and interviews) students will complete a project on comparing cultural differences (See separate handout for additional information on this course requirement). **30 points**.
3. *Examination*. Students will take an in-class exam during part of the last class. Performance on this exam will yield a maximum of **50 points**.

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Weeks 6 through 10 Course Information: Assessment of Preschool Children

Instructor: Darren Husted (Office Hours, immediately following class and by appointment)

Course Objectives (Weeks 6-10):

This course is designed to provide prospective school psychologists with an understanding of early childhood assessment with a primary focus on the psychoeducational assessment of 3 to 5-year-olds. Topics will include a discussion of the foundations of early intervention and preschool assessment, and a referral—assessment—programming framework will be included in order to illustrate the relevance of events occurring before and after an assessment in an educational setting.

At the end of this course the students will:

- Possess a basic understanding of Early Start and preschool special education services
- Possess a basic understanding of best practices in the psychoeducational assessment of preschoolers
- Possess awareness of standardized cognitive/developmental assessment instruments used in preschool assessment and make informed decisions in selecting or avoiding particular instruments
- Demonstrate use of a developmental checklist (based on established research) in the observation of a preschooler (case study)

Required Text:

Brassard, M. R., & Boehm, A. E. (2007). *Preschool assessment: Principles and practices*. New York: Guilford Press. Available www.amazon.com

Recommended Materials:

California Department of Education. (2000). *Handbook on administration of early childhood special education*. Sacramento, CA: Author. Retrieved February 15, 2009, from: <http://www.cde.ca.gov/sp/se/fp/documents/ecadmin.pdf>

California Department of Education. (Ed.). (2000). *Handbook on assessment and evaluation in early childhood special education programs*. Sacramento, CA: Author. Retrieved February 15, 2009, from: <http://www.cde.ca.gov/sp/se/fp/documents/ecassmnt.pdf>

California Department of Education. (2008). *California preschool learning foundations*. Sacramento, CA: Author. Retrieved February 15, 2009, from: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

National Association of School Psychologists. (2005). *Position statement on early childhood assessment*. Bethesda, MD: Author. Retrieved February 15, 2009, from: <http://www.caspsurveys.org/NEW/pdfs/nasppp1.pdf>

Kelly-Vance, L. & Oliver Rayalls, B. (2008) Best practices in play assessment and intervention. In. A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (Vol. 1, pp. 549-560). Bethesda, MD: NASP. Retrieved February 15, 2009 from: http://www.nasponline.org/publications/booksproducts/BP5Samples/549_BPV71_33.pdf

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Course Requirements

1. *Attendance/Class Participation*: Attendance and participation in class discussions/lectures will yield a maximum of **20 points**.
2. *Observation/Case Study* using Developmental Checklist (10 pages maximum) based on an observation of a child in a preschool setting lasting at least 90 minutes. The student will use a developmental checklist he/she has created to document and assign a developmental range estimate to the child's observed behavior in a preschool environment. (See handout on the following page for additional requirements). Successful completion of this activity will yield a maximum of **40 points**.
3. *Final Examination*. Performance on this exam will yield a maximum **40 points**.

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EDS 247 Spring 2011 (Husted)
Preschool observation/developmental checklist-requirements/format

Objective:

1. The student will create a developmental checklist to be used in the observation of a preschooler. The developmental checklist should have enough space to allow the user to document and assign an overall developmental range estimate based on at least five observed behaviors in each of the following domains:
 - a. Pre-academic
 - b. Cognitive
 - c. Speech and language
 - d. Social-emotional
 - e. Fine/gross motor
 - f. Self-help/adaptive
2. The student will be expected to provide literary references regarding the source(s) he/she is using as a basis for judgment of skill.
3. The observation should include a brief (no more than two pages total) description of the following:
 - a. Name and type of preschool setting (e.g., Head Start, Woodland)
 - b. Description of ecological factors relevant to observation (e.g., class environment/demographics, time of day, etc.)
 - c. Description of possible threats to validity including factors/information *not* available to you and how/why it could affect your judgment of the child's observed skills

Note: Use only initials when referring to child, teacher, etc.

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Weeks 11 through 15: Autism and Low Incidence Handicaps

Instructor: Stephen E. Brock, (Office Hours, Wednesdays, 10:00am to 1:00 PM, Room 225 Brighton Hall)

Course Objectives (Weeks 11 through 15):

The student will (a) demonstrate knowledge of low-incidence handicapping conditions and autism, and (b) demonstrate knowledge of strategies for assessing children with low-incidence handicaps and autism.

Required Texts:

Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2006). *Identifying, assessing, and treating autism at school*. New York: Springer.

Thomas, A., & Grimes, J. (Eds.). (2008). *Best practices in school psychology V*. Bethesda, MD: National Association of School Psychologists.

Recommended Readings:

California Department of Education. (1992). *Program guidelines for individuals who are severely orthopedically impaired*. Sacramento, CA: Author. (NOTE: Available for checkout from the instructor).

California Department of Education. (1997). *Program guidelines for students who are visually impaired* (rev. ed.). Sacramento, CA: Author. (Retrieved December 28, 2008, from <http://www.cde.ca.gov/sp/se/sr/viguide.asp>. Available for purchase: 1-800-995-4099, \$10.00, product #001289).

California Department of Education. (2000). *Programs for deaf and hard of hearing students: Guidelines for quality standards*. Sacramento, CA: Author. (Retrieved December 28, 2008, from <http://www.cde.ca.gov/sp/ss/dh/>. Available for purchase: 1-800-995-4099, \$12.00, product #001502).

Special Education Division, California Department of Education. (2000). *Handbook on assessment and evaluation in early childhood special education programs*. California Department of Education. (Retrieved December 28, 2008, from <http://www.cde.ca.gov/sp/se/fp/documents/ecassmnt.pdf>).

Rau, J. D. (2003, April 1). Is it autism? *Contemporary Pediatrics*, 4. Retrieved December 28, 2008 from <http://www.athealth.com/apps/redirect.cfm?linkid=171>).

Strock, M. (2004). *Autism spectrum disorders (Pervasive developmental disorders)*. [NIH Publication No. NIH-04-5511] Bethesda, MD: National Institute of Mental Health, National Institutes of Health, U.S. Department of Health and Human Services. (Retrieved 12-28-08 from www.nimh.nih.gov/publicat/autism.cfm).

Course Requirements:

1. *Attendance/Class participation*. Attendance and participation in class discussions/lectures will yield a maximum **20 points**.
2. *Group Project*. From independent research and assigned reading, students will complete a pamphlet designed to help school psychologists understand low incidence handicaps (i.e., blindness/visual impairment, deaf/hearing impaired, severe physical handicaps). This document should demonstrate the ability to use and identify internet resources that would be helpful to the parents of children with low incidence handicaps. In addition, a 30-minute in class lecture will be provided on the assigned low incidence handicap, (See handouts on the following pages for additional information on this requirement). Successful completion of this activity will yield a maximum **30 points**.
3. *Examination*. Performance on this exam will yield a maximum **50 points**.

Group Project Outline:

Instructors: Echandia, Husted, & Brock
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Autism

Evaluation of this group project will be based equally on two products. The first is a pamphlet designed to help school psychologists understand autism spectrum disorders. The second product is a 30-minute in-class oral presentation or lecture (which makes use of the pamphlet as a handout and other materials as indicated). Both products will be evaluated for content (accuracy) and presentation (appearance). Groups should strive to create products that are succinct and to the point (thus the term “pamphlet” is used instead of “term paper”). Excessively long pamphlets (more than 10 pages) and/or oral presentations that go over 30-minutes will be less favorably evaluated (as compared to products that are not only accurate and professional in appearance, but are also concise and meet time limits). The instructor will be available during office hours (or by appointment) to assist groups with their preparations and/or review the project before it is presented.

Research for the presentation and accompanying pamphlet should make use of assigned and recommended readings. In addition, evidence of additional research (including use of Internet resources) will result in a more favorable evaluation.

This group project should make use of the following outline (number of recommended researchers/writers for each section is specified in parentheses).

Pervasive Developmental Disorders (1 researcher/writer maximum)

Describe the different types of autism and what are the specific educational implications for the selected type? How does a person with autism experience the world? Specific types of autism that should be discussed include the following: **Autistic Disorder, Asperger’s Disorder, Rett’s Disorder, Childhood Disintegrative Disorder, and PDD-NOS.**

Best Practices in Assessment (2 researchers/writer maximum)

How is autism identified? What are the indications of the need for a diagnostic assessment? How is special education eligibility determined?

Recommendations for Intervention (2 researchers/writers minimum)

How is the psycho-educational evaluation used to determine intervention options?

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Group Project Outline: Blind/Visually Impaired

Evaluation of this group project will be based equally on two products. The first is a pamphlet designed to help school psychologists understand blindness and visual impairments. The second product is a 30-minute in-class oral presentation or lecture (which makes use of the pamphlet as a handout and other materials as indicated). Both products will be evaluated for content (accuracy) and presentation (appearance). Groups should strive to create products that are succinct and to the point (thus the term “pamphlet” is used instead of “term paper”). Excessively long pamphlets (more than 10 pages) and/or oral presentations that go over 30-minutes will be less favorably evaluated (as compared to products that are not only accurate and professional in appearance, but are also concise and meet time limits). The instructor will be available during office hours (or by appointment) to assist groups with their preparations and/or review the project before it is presented.

Research for the presentation and accompanying pamphlet should make use of assigned and recommended readings. In addition, evidence of additional research (including use of Internet resources) will result in a more favorable evaluation.

This group project should make use of the following outline (number of recommended researchers/writers for each section is specified in parentheses).

Physical Structures of the Eye and Visual Acuity (1 researcher/writer)

How does the eye work? What are the major physical structures involved in the processes of vision and visual perception? What are the common measures of near and far vision? How are results reported and what do they mean? What does it mean to be visually impaired? What does it mean to be blind?

Causes of Blindness and Visual Impairment (1 researcher/writer maximum)

What are the major causes of blindness and visual impairment?

Disorders of Vision (2 researchers/writers minimum)

Describe the disorders that may result in blindness and/or visual impairment. What does the world look like to someone with a vision disorder? What are the specific etiologies of specific vision disorders? What are the important educational implications of each vision disorder? Specific disorders that should be discussed include the following: **Retinal Disorders** (i.e., Retinoblastoma, Retinitis Pigmentosa, Retinal Detachments, Retinopathy of Prematurity or Retrolental Fibroplasia, Macular Degeneration, and Diabetic Retinopathy); **Optic Nerve Disorders** (i.e., Optic Nerve Atrophy, Hemianopia, and Optic Nerve Gliomas such as Neurofibromatosis); **Disorders of the Brain That Affect Vision** (i.e., Cortical Blindness); **Lens Disorders** (e.g., Congenital Cataracts); **Pressure Disorders** (i.e., Congenital Glaucoma); **Pigment Disorders** (i.e., Albinism and Ocular Albinism); **Nystagmus**; **Color Vision Disorders** (i.e., Achromatopsia and Aniridia); and **Other Structural Defects** (i.e., Hyperopia, Myopia, Amblyopia, Esotropia, and Astigmatism).

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Group Project Outline: Deaf/Hearing Impaired

Evaluation of this group project will be based equally on two products. The first is a pamphlet designed to help school psychologists understand deafness and hearing impairments. The second product is a 30-minute in-class oral presentation or lecture (which makes use of the pamphlet as a handout and other materials as indicated). Both products will be evaluated for content (accuracy) and presentation (appearance). Groups should strive to create products that are succinct and to the point (thus the term “pamphlet” is used instead of “term paper”). Excessively long pamphlets (more than 10 pages) and/or oral presentations that go over 30-minutes will be less favorably evaluated (as compared to products that are not only accurate and professional in appearance, but are also concise and meet time limits). The instructor will be available during office hours (or by appointment) to assist groups with their preparations and/or review the project before it is presented.

Research for the presentation and accompanying pamphlet should make use of assigned and recommended readings. In addition, evidence of additional research (including use of Internet resources) will result in a more favorable evaluation.

This group project should make use of the following outline (number of recommended researchers/writers for each section is specified in parentheses).

Physical Structures of the Ear and Degrees of Hearing Loss (1 researcher/writer)

How does the ear work? What are the major physical structures involved in the process of hearing and auditory perception? What are the common measures of hearing loss? How are results reported and what do they mean? What does it mean to be hearing impaired? What does it mean to be deaf?

Causes of Hearing Loss (1 researcher/writer maximum)

What are the major causes of hearing loss?

Types of Hearing Loss (1 researcher/writer minimum)

Describe the different types of hearing loss. What does the world sound like to someone with a hearing loss? What are the specific types of hearing loss and what are the specific educational implications for each type? Specific types of hearing loss that should be discussed include the following: **Central**, **Conductive**, **Sensorineural**, and **Mixed Type**.

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Group Project Outline:
Severe Physical Handicaps

Evaluation of this group project will be based equally on two products. The first is a pamphlet designed to help school psychologists understand severe physical handicaps. The second product is a 30-minute in-class oral presentation or lecture (which makes use of the pamphlet as a handout and other materials as indicated). Both products will be evaluated for content (accuracy) and presentation (appearance). Groups should strive to create products that are succinct and to the point (thus the term “pamphlet” is used instead of “term paper”). Excessively long pamphlets (more than 10 pages) and/or oral presentations that go over 30-minutes will be less favorably evaluated (as compared to products that are not only accurate and professional in appearance, but are also concise and meet time limits). The instructor will be available during office hours (or by appointment) to assist groups with their preparations and/or review the project before it is presented.

Research for the presentation and accompanying pamphlet should make use of assigned and recommended readings. In addition, evidence of additional research (including use of Internet resources) will result in a more favorable evaluation.

This group project should make use of the following outline (number of recommended researchers/writers for each section is specified in parentheses).

Nervous and Musculoskeletal Systems (1 researcher/writer)

What are the basic parts of and terms used to describe the nervous and musculoskeletal systems?

Common Causes of Physical Handicaps (1 researcher/writer)

What are the major causes of severe physical handicaps?

Types of Physical Handicaps (2 researchers/writers minimum)

Describe the different types of physical handicaps. How does a person with a physical handicap experience the world? What are some specific types of physical handicaps and what are the specific educational implications for the selected types? Specific types of physical handicaps that should be discussed include the following: **Convulsive Disorders, Cerebral Palsy, Fredreich’s Ataxia, Neural Tube Defects** (e.g., spina bifida and myelomenigocele) **Muscular Dystrophy, Traumatic Paraplegia and Quadriplegia, and Connective Tissue Disease.**

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Final Course Grades:

Final course grades will be based on to total points earned (maximum =300) across each of the courses three sections. Grades will be awarded as follows:

A	=	300 to 286 points
A-	=	285 to 270 points
B+	=	269 to 262 points
B	=	261 to 251 points
B-	=	250 to 240 points
C+	=	239 to 232 points
C	=	231 to 221 points
C-	=	220 to 211 points
D	=	210 to 180 points
F	=	below 180 points

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Date	Topic	Assignments (To be completed by Class date)
January 28	<ul style="list-style-type: none"> Instructor, Echandia Course Overview; Legal considerations (F/S); Terminology 	<ul style="list-style-type: none"> Browse Rhodes, et al. Chapters 1 & 2; Read Chapter 3
February 4	<ul style="list-style-type: none"> Instructor, Echandia Issues of Second Language Acquisition and Assessment 	<ul style="list-style-type: none"> Read Rhodes Chapters 4 & 9
February 11	<ul style="list-style-type: none"> Instructor, Echandia Cultural Factors and Considerations; Practical Approach 	<ul style="list-style-type: none"> Read Rhodes Chapters 5-8 (jigsaw)
February 18	<ul style="list-style-type: none"> Instructor, Echandia Developing a comprehensive approach to the assessment of CLD students 	<ul style="list-style-type: none"> Read Rhodes Chapter 10 & 11; Review CASP documents
February 25	<ul style="list-style-type: none"> Instructor, Echandia Considerations for placements and assessment: Putting it all together Review Take-Home Exam 	<ul style="list-style-type: none"> TBA
March 4	<ul style="list-style-type: none"> Instructor, Husted Review requirements Lecture and discussion Introduction to early intervention services 	<ul style="list-style-type: none"> Read Brassard & Boehm Ch. 1, 4 Review CA Early Start information at: www.dds.ca.gov/EarlyStart/WhatsES.cfm Read section I of CDE document at: www.cde.ca.gov/sp/se/fp/documents/ecadmin.pdf
March 11	<ul style="list-style-type: none"> Instructor, Husted Lecture and discussion Introduction to preschool assessment: Philosophy and current best practices 	<ul style="list-style-type: none"> Read Brassard & Boehm Ch. 2 Read CDE document pp. 1-10 at: www.cde.ca.gov/sp/se/fp/documents/ecassmnt.pdf Read Kelly-Vance, L. & Oliver Rayalls, B. (2008) at: www.nasponline.org/publications/booksproducts/BP5Samples/549_BPV71_33.pdf
March 18	<ul style="list-style-type: none"> Instructor, Husted Preschool assessment: Transdisciplinary, play-based assessment 	<ul style="list-style-type: none"> Read Brassard & Boehm Ch. 3, 11, 12
March 25	<ul style="list-style-type: none"> No Class Spring Break 	
April 1	<ul style="list-style-type: none"> Instructor, Husted Preschool assessment Reports, eligibility, and programming Discuss case study papers Review key assessment principles and practices 	<ul style="list-style-type: none"> Read CDE pp. 19-25; 39-41 at: www.cde.ca.gov/sp/se/fp/documents/ecassmnt.pdf Case study papers due
April 8	<ul style="list-style-type: none"> Instructor, Husted Exam 	<ul style="list-style-type: none"> Review all required readings in preparation for the Exam
April 15	<ul style="list-style-type: none"> Instructor, Brock Legal and Ethical Issues 	<ul style="list-style-type: none"> Read documents provided on Week 11 of the EDS 247 Webpage http://www.csus.edu/indiv/b/brocks/
April 22	<ul style="list-style-type: none"> Instructor, Brock Autism 	<ul style="list-style-type: none"> Read Brock et al., Chapters 1-4 Recommended, Rau (2003) and Strock (2004)
April 29	<ul style="list-style-type: none"> Instructor, Brock Autism 	<ul style="list-style-type: none"> Read Brock et al., Chapters 5-7. Recommended, Thomas & Grimes, Chapter 95. Autism group project/lecture due.
May 6	<ul style="list-style-type: none"> Instructor, Brock Deaf/Hearing Impaired Blind/Visually Impaired 	<ul style="list-style-type: none"> Read Thomas & Grimes Chapters 114, & 115. Recommended, CDE (1997) & CDE (2000) Deaf/Hearing Impaired group project/lecture due. Blind/Visually Impaired group project/lecture due.
May 13	<ul style="list-style-type: none"> Instructor, Brock Severe Physical Handicaps Exam 	<ul style="list-style-type: none"> Read Thomas & Grimes Chapter 76. Recommended CDE (1992). Severe Physical Handicaps group project/lecture due