

UNIVERSITY OF WISCONSIN-EAU CLAIRE
DEPARTMENT OF SPECIAL EDUCATION

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Course: Special Education 775
Advanced Seminar and Practicum in Assessment



Course Description:

This is a seminar course so it is discussion-driven rather than lecture driven. The seminar supports participation in the Human Development Center's interdisciplinary educational assessment clinic.

Required Readings:

Gleckel, E.K. & Koretz, E.S. (2008) Collaborative Individual Education Process: RSVP to IDEA. Pearson. Upper Saddle River: NJ.

Supplemental readings that correspond to discussion topics:

Artiles, A. J., & Bal, A. n. (2008). The Next Generation of Disproportionality Research: Toward a Comparative Model in the Study of Equity in Ability Differences. *Journal of Special Education*, 42(1), 4-14.

Burns, M. K., Jacob, S., & Wagner, A. R. (2008). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology*, 46(3), 263-279.

Domscheit-Chaleff, C. (1996). From assessment to instruction: Sharing assessment data effectively. *Volta Review* 98(1).

Dunn, Lloyd. (1968). Special education for the mildly retarded – Is much of it justifiable? *Exceptional Children*, 35(1), 5-22.

Figueroa, R. A., & Newsome, P. (2006). The diagnosis of LD in English learners: Is it nondiscriminatory? *Journal of Learning Disabilities*, 39(3), 206-214.

Fletcher, J. M., Coulter, W. A., Reschly, D. J., & Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia*, 54(2), 304-331.

- Friend, M. (2000). Myths and misunderstandings about professional collaboration. *Remedial and Special Education* 21(3), 130-2
- Fuchs, L. S., Fuchs, D., & Speece, D. L. (2002). Treatment validity as a unifying construct for identifying learning disabilities. *Learning Disability Quarterly*, 25(1), 33-45.
- Hallahan, D., Keller, C.E., Martinez, E.A., Byrd, E.S., Gelman, J.A., & Fan, X. (2006). How variable are the interstate prevalence rates of learning disabilities and other special education categories? A longitudinal comparison. *Exceptional Children*, 73(2), 136-146.
- Holdnack, J. A., & Weiss, L. G. (2006). IDEA 2004: Anticipated implications for clinical practice - Integrating assessment and intervention. *Psychology in the Schools*, 43(8), 871-882.
- Mastropieri, M. & Scruggs, T. (1997). What is special about special education? A cautious view toward full inclusion. *Educational Forum* 61, p. 206-211.
- McNamara, K., & Hollinger, C. (2003). Intervention-Based Assessment: Evaluation Rates and Eligibility Findings. *Exceptional Children*, 69(2), 181.
- Mellard, D. F., Deshler, D. D., & Barth, A. (2004). LD identification: It's not simply a matter of building a better mousetrap. *Learning Disability Quarterly*, 27(4), 229-242.
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in Special Education: Scientific Methods and Evidence-Based Practices. *Exceptional Children*, 71(2), 137-148.
- Shinn, M. R. (2007). Identifying Students at Risk, Monitoring Performance, and Determining Eligibility Within Response to Intervention: Research on Educational Need and Benefit From Academic Intervention. *School Psychology Review*, 36(4), 601-617.
- Skiba, R. J., L. Poloni-Staudinger, et al. (2006). Disparate Access: The disproportionality of African American students with disabilities across educational environments. *Exceptional Children* 72(4), 411-424.
- Ysseldyke, J. (2001). Reflections on a research career: Generalizations from 25 years of research on assessment and instructional decision making. *Exceptional Children*, 67(3), 295-309.

Course Objectives:

Course Objectives	Wisconsin Teaching Standards	Evidence
Candidates will:		
1) Accurately articulate assessment terminology and concepts.	WTS 8	Test and teach activity. HDC Case Study Topical Discussion

2) Integrate and interpret information from a variety of sources and disciplines.	WTS 8	Test and teach activity. HDC Case Study Topical Discussion
3) Produce an assessment plan for an HDC referral based on in-depth review of referral information.	WTS 8	HDC Case Study
4) Synthesize assessment results and the development of high quality recommendations for school and home-based intervention.	WTS 6 & 8	HDC Case Study
5) Present assessment findings in oral and written formats that evidence cross-validation of findings from other disciplines.	WTS 6, 8 & 10	HDC Case Study
6) Increase knowledge and accountability procedures through the development of ongoing measurement systems for IEP targeted skills.	WTS 6 & 8	Chapter discussions Topical Discussion
7) Identify, investigate, and share knowledge of current trends and issues in the assessment of children with disabilities.	WTS 6 & 9	Test and teach activity Chapter discussions Topical Discussion

Course Requirements: (course requirements may be modified)

1. Complete the Five Readings and Journaling Assignment
2. Conduct at least one client assessment in the Human Development Center. This involvement is fully described in a separate document.
3. Mentor undergraduates in a clinical setting

SPED 775 is not a course. It is a graduate level seminar. Seminars are different than courses. Seminars are explorative in nature and the content of a seminar evolves from the discussion topics and readings. It is highly dependent upon individual preparation and participation.

Readings and reflections for Spring 2011 semester of SPED 775 and 779.

Below you will find some central assessment-related questions that require a rich understanding of the issues before they can be adequately addressed. I would like you to consider these questions to guide you in your reading the article(s) that accompany each question. Each article can be obtained in full text through the McIntyre Library data bases. Consider each article as a foundation for understanding the issue more thoroughly but feel free to bring in other readings to augment your understanding of these issues as well. For each question write a reaction (1-page minimum) to the question infusing relevant points from literature on the subject. Submit this electronically on or before the date identified.

1. Accountability is a prominent theme in education today. The accountability movement seems to be predicated on the notion that the parents and children are at risk of being under-served through questionable teaching practices and practices that have little empirical validity. Is there any basis for this perspective? [Due Feb. 11]

Ysseldyke, J. (2001). Reflections on a research career: Generalizations from 25 years of research on assessment and instructional decision making. *Exceptional Children*, 67(3), 295-309.

2. Many students who receive special education services in more restrictive settings do so with the assumption that they have a disability that is significant enough to warrant these settings. Unfortunately this appears to be a false notion as many children of differing ethnicities, cultural orientation and/or poverty appear to be disadvantaged by their circumstances rather than having a disability. Do our assessment practices as they relate to eligibility criteria for various disabilities contribute to these false positives? [Due Feb 25]

Skiba, R. J., L. Poloni-Staudinger, et al. (2006). Disparate Access: The disproportionality of African American students with disabilities across educational environments. *Exceptional Children* 72(4), 411-424.

3. The disability category of learning disability has been a category that has received a lot of discourse since its inception in the early 1980s. Recently, instruction-oriented approaches like RtI have been instituted to help educators be more confident in identifying LD. What is your opinion on the validity of these practices? [Due March 11]

McNamara, K., & Hollinger, C. (2003). Intervention-Based Assessment: Evaluation Rates and Eligibility Findings. *Exceptional Children*, 69(2), 181.

Mellard, D. F., Deshler, D. D., & Barth, A. (2004). LD identification: It's not simply a matter of building a better mousetrap. *Learning Disability Quarterly*, 27(4), 229-242.

Fuchs, L. S., Fuchs, D., & Speece, D. L. (2002). Treatment validity as a unifying construct for identifying learning disabilities. *Learning Disability Quarterly*, 25(1), 33-45.

4. Students who have been identified as having significant learning needs sufficient enough to require special education services must have an individualized instructional plan. Special educators have to implement programs that are the most likely to produce appropriate gains. Do special educators really know what programs are 'most likely' to produce appropriate gains? [Due March 25]

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in Special Education: Scientific Methods and Evidence-Based Practices. *Exceptional Children*, 71(2), 137-148.

5. The quest for teaching children in less restrictive environments has led to a greater emphasis on inclusion. Children who receive their instruction in close proximity with their typically developing peers are more likely to succeed academically than those who are pulled out. Although this may not be true for every child, it is true of most. The evidence seems to support this. Does that mean that segregated special education instruction is ineffective? [Due April 8]

Mastropieri, M. & Scruggs, T. (1997). What is special about special education? A cautious view toward full inclusion. *Educational Forum* 61, p. 206-211.