

**CEC ASSESSMENT #2: CONTENT KNOWLEDGE**  
**CONCEPT PAPERS ON IDENTIFICATION MODELS AND PROGRAM EFFICACY**  
**FOR INFANTS AND PRESCHOOL CHILDREN (SPED 513)**

**a. A brief description of the assessment and its use in the program.**

Two written products comprise the assessment of content knowledge in early childhood special education. The purpose of the first paper is for students to demonstrate their ability to translate and apply contemporary knowledge and research to create a model to accurately and promptly identify young children with disabilities and vulnerabilities (i.e. child find). Key components in this paper include: (1) a review and understanding of risk and resiliency factors; (2) a review and understanding of biological vs. ecological risk; and (3) specification of alternative sources of evidence and information at various child ages to ensure accurate decision making in the early identification process.

The second paper expects students to demonstrate their ability to use and apply evidence-based concepts to design early childhood programs that are associated with favorable developmental outcomes in young children and their families (i.e. program efficacy). This product includes not only a description of key program features but also an array of ideas that translate these factors into meaningful and feasible early childhood program practices.

**b. A description of how this assessment aligns CEC Standards.**

**CEC Standard #1: Foundations.**

How assessment aligns with CEC Standard #1: The two Concept Papers described above are intended to document and validate that students have mastered core knowledge pertaining to the accurate identification and effective programming for infants and preschool children with disabilities and vulnerabilities. The paper on child identification focuses on issues in the definition and identification of young children with disabilities (ICC1K5) and the potential impact of differences in values and culture that can exist between families and EC professionals (ICC1K10).

The paper on program efficacy demands that students have a solid understanding of the historical and philosophical foundation for services to young children with disabilities and their families (ECSEK1), that they understand the essential role of families in the educational process (ICC1K7), and that they have mastered theories and research principles that form the foundation of special education within a broader context of early childhood systems (ICC1K1).

**CEC Standard #2: Development and Characteristics of Learners.**

How assessment aligns with CEC Standard #2: The concept paper on child find aligns perfectly with several SPA standards: (1) similarities and differences of children with and without disabilities (ICC2K5); (2) theories of typical and atypical child development (ECSE2K1); (3) specific disabilities including the etiology, characteristics, and classification of common disabilities in infants and young children and their implications for learning and development ( ECSE2K3); (4) the impact of medical conditions on growth and development (ECSE2K4); (5) the impact of medical conditions on family concerns, resources, and priorities (ECSE2K5); (6) factors that affect the mental health and social and emotional development of infants and young children (ECSE2K6); and (7) biological and environmental factors that affect pre-, peri-, and post-natal development and learning.

The concept paper on program efficacy maps onto specific SPA standards including: (1) family systems and the role of families in supporting child growth and development (ICC2K4); (2) characteristics and effects of the cultural and environmental milieu on exceptional learning needs and families (ICC2K3); (3) family systems and the key of families in supporting growth and development (ICC2K4); and (4) the impact of disabilities on a family's needs, priorities and resources (ECSE2K5).

**c. Brief analysis of data findings.**

Fall 2007, Fall 2008, and Fall 2009: *SPED 513: Orientation to the Education of Young Children with Special Needs* is a course taken by all teacher candidates in the Early Childhood Special Education program. Since it is a course offered in the fall semester only, data are presented for the three most successive years. Data indicate that all teacher candidates met standard (Acceptable) or higher (Target) on all indices of the rubrics for these two concept papers.

**d. An interpretation of how data provides evidence for meeting standards.**

The two concept papers are thorough illustrations of a student's mastery of CEC Standards 1 (Foundations) and 2 (Characteristics of Learners). The concept paper that focuses on child identification strategies requires that a student demonstrate knowledge of risk and resiliency factors (both biogenetic and environmental) and how these factors influence decision-making about disability and vulnerability. The concept paper on program efficacy requires the student to demonstrate knowledge of the research literature on essential features and characteristics of programs that are associated with favorable child outcomes and family well being. This knowledge is the core foundation of early childhood special education.

**CEC Assessment #2: Content Knowledge**

**Concept Papers on Identification Models and Program Efficacy for Infants and Preschool Children: SPED**

**513**

**Assessment Guidance to Students**

**Applied Learning Projects**

**Concept Paper #1: What Do We Know About the Precursors to Childhood Disability and Vulnerability?**

The purpose of this paper is to use contemporary knowledge and research to develop a set of principles and concepts for accurately and promptly identifying young children at substantial risk for school failure. Key components in this paper will include: (1) a review and understanding of risk and resiliency factors; (2) a review and understanding of biological risk vs. ecological risk; and (3) specification of alternative sources of evidence and information at various child ages to ensure accurate decision making in the early identification process. The paper will be approximately 10-15 pages in length, double spaced and securely bound, and will include references from at least ten current textbooks and/or professional journals.

**Concept Paper #2: What Do We Know About the Characteristics of Effective Early Childhood Programs?**

The purpose of this paper is to identify and describe evidenced-based concepts and principles in early childhood programs that are associated with favorable developmental outcomes in young children. This paper will include not only a description of key program factors derived from research studies but also an array of alternative ideas that translate these factors into meaningful and feasible early childhood program practices. The paper will be approximately 10-15 pages, double-spaced and securely bound, and will include at least ten references from current textbooks and/or professional journals.

**Translating Risk and Resiliency Literature  
Into a Screening and Early Identification Model**

**Define Risk and Resiliency**

### **Define Target Population to be Identified**

- Established condition
- Biological risk
- Environmental risk

### **Concepts to be Represented in a Surveillance Model**

- Universality and maximum participation
- Include child and family attributes and characteristics
- Embed screening within a family support and school readiness context
- Embed screening into a wellness context (e.g. well child visits to M.D.s)
- Embed screening into various child care settings
- Engage multiple informants in reporting (e.g. parents, health care professionals, child care providers, child welfare professionals, kinship family care providers)
- Periodicity
- Use multiple indices at various time points
- Identify varying weights of indices at various time points (i.e. determining the weight of a factor in making a decision)
- For Birth-3 populations, consider a dual level screening process
- Define a comprehensive array of supports and services for those identified as “vulnerable”
- Provide benefits for all families to participate in the process

### **Define Core Characteristics of Evidence-Based Infant and Preschool Programs**

- Address “Priming Mechanisms” (Ramey and Ramey, 2004) as a foundation to an effective intervention program
- Length and duration of program
- Essential features for the child component of the program
- Essential features for the family engagement component of the program
- Timing (i.e. when to begin?)
- Curriculum design and focal areas
- Incorporation of risk and resiliency factors in children and families
- Information/referral services for families
- Incorporation of “Early Learning Standards”
- Essential affiliations and collaborations with community agencies
- Collaboration with the medical community (e.g. NICUs, pediatricians)
- Collaboration with the mental health and child welfare systems

## Special Education 513 Rubric: Concept Papers: Identification and Program Intervention Models

EVALUATION COMPONENT	Evaluation Criteria			
	Unacceptable	Developing	Acceptable	Target
<u><b>Presentation</b></u> <ul style="list-style-type: none"> <li>○ Appropriately uses rules of standard grammar, punctuation, and capitalization.</li> <li>○ Ideas and observations presented are clear.</li> <li>○ Layout and format of paper are clear with meaningful topical headings that are consistent with assignment details and expectations.</li> <li>○ Citation of references and quotations throughout paper follows APA format.</li> <li>○ References section of paper complies with APA format.</li> <li>○ Paper is double spaced using 12 point font.</li> <li>○ Paper is appropriately bound together.</li> </ul>	1 item           2 pts.	2-4 items           4 pts.	5-6 items           6 pts.	7 items           8 pts.
<u><b>Sources of Evidence (CEC Standards 1 and 2)</b></u> <ul style="list-style-type: none"> <li>○ Contemporary journals/textbooks.</li> <li>○ Review/analysis of existing school district approaches.</li> <li>○ Parent interviews/discussion.</li> <li>○ Analysis of personal/professional experiences.</li> </ul>	1 item           2 pts.	2 items           4 pts.	3 items           6 pts.	4 items           8 pts.
<u><b>Use/Interpretation of Current Literature (CEC Standards 1 and 2)</b></u> <ul style="list-style-type: none"> <li>○ Current literature is presented and accurately interpreted.</li> <li>○ Key concepts are formulated based upon literature.</li> <li>○ Key concepts are translated into a specific model or approach.</li> <li>○ Proposed model provides diverse options/opportunities for all families.</li> <li>○ Student understands family centeredness and its empirical foundation.</li> </ul>	1 item           3 pts.	2 items           6 pts.	3-4 items           9 pts.	5 items           12 pts.
<u><b>Student's Self-Awareness and Insight (CEC Standards 1 and 2)</b></u> <ul style="list-style-type: none"> <li>○ Understands the influence of race, culture, language, and economic status on child status and family identity.</li> <li>○ Understands his/her own biases and tolerance for differences among families.</li> <li>○ Understands his/her own comfort level in working with diverse families.</li> <li>○ Demonstrates potential to communicate effectively with families.</li> <li>○ Demonstrates potential to establish meaningful, appropriate relationships with families.</li> </ul>	1 item           3 pts.	2 items           6 pts.	3-4 items           9 pts.	5 items           12 pts.
<b>Total Points</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>

**Unacceptable: <10 pts.    Developing: 10-20 pts.    Acceptable: 21-30 pts.    Target: >31 pts.**

**Data Table: Assessment #2: Content Knowledge  
M.Ed. in Early Childhood Special Education**

**Concept Paper #1: Identification Models**

	Fall 2007 n=12			Fall 2008 n=16			Fall 2009 n=18			Fall 2010 n=		
	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T
<b>Presentation</b>		8 (67%)	4 (33%)		12 (75%)	4 (25%)		14 (78%)	4 (22%)			
<b>Sources of Evidence (CEC 1, 2)</b>		10 (83%)	2 (17%)		13 (81%)	3 (19%)		15 (83%)	3 (17%)			
<b>Interpretation of Literature (CEC 1,2)</b>		9 (75%)	3 (25%)		11 (69%)	5 (31%)		13 (72%)	5 (28%)			
<b>Student's Self-Awareness and Insights (CEC 1,2)</b>		10 (83%)	2 (17%)		10 (63%)	6 (37%)		14 (78%)	4 (22%)			
<b>Overall Evaluation</b>		9 (75%)	3 (25%)		12 (75%)	4 (25%)		14 (78%)	4 (22%)			

**Concept Paper #2: Effective Program Intervention Models**

	Fall 2007 n=12			Fall 2008 n=16			Fall 2009 n=18			Fall 2010 n=		
	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T
<b>Presentation</b>		7 (58%)	5 (42%)		13 (81%)	3 (19%)		15 (83%)	3 (17%)			
<b>Sources of Evidence (CEC 1, 2)</b>		9 (75%)	3 (25%)		13 (81%)	3 (19%)		12 (67%)	6 (33%)			
<b>Interpretation of Literature (CEC 1,2)</b>		9 (75%)	3 (25%)		10 (63%)	6 (37%)		13 (72%)	5 (28%)			
<b>Student's Self-Awareness and Insights (CEC 1,2)</b>		10 (83%)	2 (17%)		10 (63%)	6 (37%)		15 (83%)	3 (17%)			
<b>Overall Evaluation</b>		9 (75%)	3 (25%)		12 (75%)	4 (25%)		15 (83%)	3 (17%)			