

COURSE SYLLABUS

SPED 5311.01
ASSESSMENT OF STUDENTS
WITH SEVERE DEVELOP-
MENTAL DISABILITIES

VICTORIA MCMULLEN
314-961-2660 #7093
mcmullen@webster.edu
FALL 2002

1. **Course Description:**

This course examines the use of standardized and ecologically-based assessments in all areas of skill development.

Coursework will include the opportunity to examine and use a number of different assessments. This is a four credit course; with the equivalence of 1 credit (45 clock hours) of field experience.

2. **Learner Outcomes**

- Teachers will be able to select, develop and modify assessment materials appropriate for specific individuals.
- Teachers will be able to assess domestic skills, vocational skills, leisure skills, community access skills, communication skills, social skills, motor skills and functional academic skills using recognized checklist in each area.
- Teachers will be able to conduct assessments in interview, observation, and direct trial formats.
- Teachers will be able to conduct ecological inventories and discrepancy analyses.
- Teachers will be able to conduct functional analyses of challenging behavior and to develop behavior support plans from such analyses.
- Teachers will be able to administer functional tests to assess the impact of visual and auditory deficits on instruction.
- Teachers will be able to obtain and interpret data relative to the progress of program delivery.
- Teachers will be able to work efficiently and effectively as members of a transdisciplinary team.
- Teachers will be able to work and communicate effectively with parents of students with severe disabilities.

3. Schedule

SESSION 1:

- *Introductions and course requirements.
- *Definitions and classifications
- *Overview of assessment
- *Curricular domains-traditional and functional.
- *Ecological inventories and discrepancy analysis-lecture
- *Ecological inventory/non-disabled person inventory in community site.

SESSION 2:

- *Developmental assessment scales-lecture, and examination.
- *Alternative strategies for assessing cognitive ability-Callier-Azusa subsections on cognition, Uzgiris-Hunt Scale, Carolina Curriculum, Piagetian substages.

Ecological inventory and discrepancy analysis due.

SESSION 3:

- *Standardized tests of cognition-Weschler series, Stanford-Binet, Leiter Scale, Columbia Scale of Mental Maturity, Test of Non-verbal Intelligence.
- *Guidelines for interpretation.
- *Guest speaker - families and assessment.

SESSION 4:

- *Functional analyses of challenging behavior-lecture.
- *Developing behavior support plans-lecture.
- *Case studies for functional analysis and behavior support plan distributed.
- *In-class work on behavior support plans.
- *Class time to work on assessment plans.

Review of standardized test due.
Behavior support plans due at end of class.

- SESSION 5: *Standardized instruments for assessing communicative abilities.
 *Other strategies for assessing communicative abilities.
 *Assessment of Social Competence-lecture, examination and practice.
 *Adaptive behavior scales.
 *Assessments of social support networks.
- SESSION 6: *Standardized assessments of motoric ability;
 *Functional assessments of motoric ability.
 *Assessment of functional academic skills.
- SESSION 7: *Interpretation of ophthalmological and audiological reports-lecture.
 *Assessment of functional visual and auditory deficits-lecture and practice.
 *Conferences with instructor on final project.
- SESSION 8: *Data collection and evaluation;
 *Assessing generalization of skills;
 *Portfolio assessment
 *Developing adaptations and modifications-lecture and practice.
 *Transdisciplinary Teaming;
 *Arena assessment-lecture.

Assessment plan for final project due.
Final project due on December 3.

4. Resources

Required: Student subscription to one of the following journals: Journal of the Association for Persons with Severe Handicaps (JASH) OR Journal of Positive Behavior Intervention (JPBI)

Optional text: Westling, D. L., & Fox, L. (1995). *Teaching Students with Severe Disabilities*. Englewood Cliffs, NJ: Prentice-Hall. (This is the required text for the second course.)

Hand-outs from instructor

Buro's Mental Measurements Yearbooks (library)

Assessment instruments may be borrowed for one week at a time.

5. **Evaluation**

- a. Final project: Complete assessment of an individual with severe disabilities based on approved assessment plan. Traditional or portfolio format. 40%
- b. Ecological inventory and discrepancy analysis 20%
- c. Functional analysis and behavior support plan 10%
- d. Written review of standardized test/informal oral presentation in class 20%
- e. Class participation and attendance 10%

6. **Other**

- Class attendance is mandatory. Students will be required to complete a make-up assignment for missed classes. Attendance at the final class is required.
- Students who do not complete the requirements of the course must meet with the instructor prior to the end of the course to complete an Incomplete Course Form; otherwise, an NC will be issued.
- First drafts of assignments will be accepted up until two weeks before the due date. Such drafts will be returned one week before the due date. One revision after the due date in order to increase the grade is allowed for all assignments except the final project. If a student wishes to submit a revision of the final project they must accept an incomplete until that revision has been completed. Assignments which are not handed in by the deadlines listed may be penalized.
- Final assignments may be mailed to me at Webster University, 470 East Lockwood Avenue, St. Louis, MO 63119
- Final assignments will be returned by mail; please include a self-addressed, stamped manila envelope with your final project.
- This syllabus is subject to change at the discretion of the instructor.