

COURSE SYLLABUS

SPED 5311.ID & 5090.ID
ASSESSMENT OF STUDENTS
WITH SEVERE DEVELOP-
MENTAL DISABILITIES

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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. SPED 5311 is a 3 credit course to be taken concurrently with SPED 5090 (one 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, task analyses, 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 describe the effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral and emotional needs of individuals with disabilities.
- 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.
- Teachers will engage in the ethical practice of their profession as defined by appropriate learned societies.

3. Schedule

SESSION 1:

- *Introductions and course requirements
- *Definitions and classifications

IN CLASS, READ: Ulrich, M. (1982). Evaluating evaluation. In Adams, G., & Sternberg, L. (Eds.). Educating severely and profoundly handicapped students. p. 93-100. Rockville, MD: Aspen Publishers.

- *Overview of assessment
- *Curricular domains-traditional and functional
- *Ecological inventories and discrepancy analysis

PRIOR TO THE NEXT CLASS, READ: Linehan, S. A. Brady, M. P., & Hwang, Chi-en. (1991). Ecological versus developmental assessment: Influences on instructional expectations. Journal of the Association for Persons with Severe Handicaps, 16, 146-153.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age appropriate and functional curriculum content for severely handicapped adolescents and adults. Journal of Special Education, 13, 81-90.

SESSION 2:

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

Ecological inventory and discrepancy analysis due.

PRIOR TO THE NEXT CLASS, READ: Brown, L., Nietupski, J., & Hamre-Nietupski, S. (1976). Criterion of ultimate functioning. In M. A. Thomas (Ed.), Hey, don't forget about me! (pp.2-15). Reston, VA: Council for Exceptional Children.

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
- *Standardized instruments for assessing communicative abilities
- *Other strategies for assessing communicative abilities
- *Assessment of functional academic skills
- *Developing adaptations and modifications

- SESSION 4: *Adaptive behavior scales
 *Class time to work on assessment plans.

Review of standardized test due.

PRIOR TO THE NEXT CLASS, READ: Forest, M. & Lusthaus, E. (1990). Everyone belongs. Teaching Exceptional Children, 22,2, 32-35.

- SESSION 5: *Functional assessment of challenging behavior

IN CLASS REVIEW OF: O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. R. (1990). Functional Analysis of Problem Behavior. Appendix B, 67-78. Sycamore, IL: Sycamore Publishing

- *Developing behavior support plans
- *Case studies for functional analysis and behavior support plan distributed
- *In-class work on behavior support plans
- *Assessments of social support networks
- *Assessment of Social Competence

IN CLASS REVIEW OF: Meyer, L., Reichle, J., McQuarter, R., Cole, D., Vandercook, T., Evans, I., Neel, R., & Kishi, G. (1985). Assessment of Social Competence: A Scale of social Competence Functions. Syracuse, NY: Syracuse University.

- SESSION 6: *Standardized assessments of motoric ability
 *Functional assessments of motoric ability

IN CLASS REVIEW OF: Blossom, B., & Ford, F. (1991). Physical Therapy in the Public Schools. Roswell, GA: Rehabilitation Publications & Therapies, Inc.

- *Guest speaker - families and assessment

Behavior support plans due.

- SESSION 7: *Interpretation of ophthalmological and audiological reports
 *Assessment of functional visual and auditory deficits
 *Conferences with instructor on final project

PRIOR TO THE NEXT CLASS, READ: Wolery, M., & Dyk, L. (1984). Arena assessment: Description and preliminary social validity data. Journal of the Association for Persons with Severe Handicaps, 9, 231-235.

- SESSION 8:
- *Data collection and evaluation
 - *Assessing generalization of skills
 - *Portfolio assessment
 - *Transdisciplinary Teaming
 - *Arena assessment
 - *Systems evaluation

IN CLASS REVIEW OF: Monie, J., Vandercook, York, J., Flower, D., Johnson, S., & Macdonald, C. (1992). Inclusion Practices Priorities Instrument. Minneapolis, MN: Institute on Community Integration.

Assessment plan for final project due.
Final project due on December 6.

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**

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| a. Final project: Complete assessment of an individual with severe disabilities based on approved assessment plan. | 40% |
| b. Ecological inventory and discrepancy analysis | 20% |
| c. Functional assessment and behavior support plan | 10% |
| d. Written review of standardized test | 15% |
| e. Informal oral presentation in class | 5% |
| f. 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.