



Course Syllabus

SPED 5311.ID	ASSESSMENT OF FUNCTIONAL SKILLS FOR STUDENTS WITH SEVERE DEVELOPMENTAL DISABILITIES	FA05
WEBG	Victoria McMullen mcmullen@webster.edu 314-968-7093	3 Credit hours
SPED 5090.ID	SPECIAL EDUCATION PRACTICUM: SEVERE DEVELOPMENTAL DISABILITIES Stephanie Mahfood sebsteph@sbcglobal.net	1 Credit hour

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).

1. LEARNING OUTCOMES:

Learner Outcomes	Special Education Program Outcomes	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
Teachers will be able to select, develop and modify assessment materials appropriate for specific individuals.	Special education candidates assess, diagnose, and evaluate to develop individualized instructional programs for student students with special needs.	SOE 2.4 MO-STEP 8.1 CC8K1, CC8K3, CC8K4, CC8K5, CC8S1, IC8K1, IC8S3, IC8S4
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 appropriate checklists.		SOE 2.4 MO-STEP 8.1, 8.3 CC5K5, CC5S2, CC7S14, CC8S2, CC8S8, CC8S10, IC8S1, IC8S2
Teachers will be able to conduct assessments in interview, observation, and direct trial formats.		SOE 2.4 MO-STEP 8.1, 8.3, 10.3 CC8S2, CC8S5, IC8S2
Teachers will be able to conduct ecological inventories, task analyses, and discrepancy analyses.		SOE 2.4, 4.2 MO-STEP 8.1, 8.3 CC8S4, CC8S9, IC8S2, IC8S3, IC8S4
Teachers will be able to obtain and interpret data relative to the progress of program delivery.		SOE 2.4 MO-STEP 8.3 CC5S6
Teachers will be able to conduct functional analyses of challenging behavior and to develop behavior support plans from such analyses.		Special education candidates assess, diagnose, and evaluate to develop individualized instructional programs for student students with special needs.

Teachers will be able to administer functional tests to assess the impact of visual and auditory deficits on instruction.		SOE 2.4 MO-STEP 8.1 IC2K2, IC7S5, IC8S2
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.	Special education candidates understand the foundations of the field of Special Education.	SOE 4.1 MO-STEP 3.1 IC2K4, IC3K2, IC3K3, CC8S6
Teachers will be able to work efficiently and effectively as members of a transdisciplinary team.	Special education candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.	SOE 3.2, 3.3, 4.4 MO-STEP 3.3, 10.3, 10.4 IC5S10, CC9K3, CC9K4, CC9S12, IC9K1, IC9K2, IC9S1, IC9S3, IC10K3, IC10S1, IC10S2
Teachers will be able to work and communicate with parents of students with severe developmental disabilities.		SOE 3.3 MO-STEP 10.3 CC9S5, CC8S7, CC10S2, CC10S3, CC10S4
Teachers will engage in the ethical practice of their profession as defined by appropriate learned societies.	Special education candidates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession.	SOE 3.4 MO-STEP 9.3 CC8K2, CC9K3, CC9K4, CC9S1, CC9S2, CC9S3, CC9S4, CC9S5, CC9S7, CC9S12, IC9K1, IC9K2, IC9S1, IC9S2, IC9S3

2. SCHEDULE OF REQUIRED READINGS, CLASS ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS & ASSIGNMENTS.

- SESSION 1:
Aug. 22nd
- *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 – Four purposes
 - *Curricular domains-traditional and functional
 - *Why assess? Establishing a rationale for assessment
 - *MAPs, Future's Plans, SETT, informal parent questionnaire—
How to know what you don't know--
 - *Standardized tests of cognition- Weschler series, Stanford-Binet, Leiter Scale, Columbia Scale of Mental Maturity, Test of Non-verbal Intelligence
 - *Guidelines for interpretation
- 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. (Chapter 6 : Conducting Assessments to Determine Instructional Needs.)
- SESSION 2:
Aug. 29th
- ***Rationale for Assessment Assignment due**
 - *Developmental assessment scales – DASH - 2
 - *Alternative strategies for assessing cognitive ability-
Callier-Azusa subsections on cognition,
Uzgiris-Hunt Scale, Carolina Curriculum, Piagetian substages
 - *Ecological Inventory & Discrepancy analysis (introduce and discuss assignment)
- 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.
Ecological Inventory and Discrepancy Analysis Assignment is due next week
- SESSION 3:
Sept. 5th
- Ecological Inventory and Discrepancy Analysis Assignment due**
 - *Standardized instruments for assessing communicative abilities
 - *Other strategies for assessing communicative abilities – (CARS, Boehm, etc.)
 - * Syracuse Community Referenced Curriculum and assessment/ Scope and sequence
 - *Life Centered Career Education Curriculum and assessment
 - *Age Appropriate activities/assessment-person first language
 - * Buro's Mental Measurement Yearbook
IN CLASS, READ: Jorgensen, Cheryl. (2005). The Least Dangerous Assumption . Disability Solutions 6 1-9.
Review of Standardized Tests due next class
- SESSION 4:
Sept. 12th
- Review of standardized test due**
 - *Assessment of functional academic skills
 - *Developing adaptations and modifications
 - *Adaptive behavior scales
 - *Class time to work on assessment plans.
- PRIOR TO THE NEXT CLASS, READ: Forest, M. & Lusthaus, E. (1990). Everyone belongs. Teaching Exceptional Children, 22 ,2, 32-35.

SESSION 5:

Sept. 19th

- *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 positive 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.

(PRIOR TO THE NEXT CLASS, READ: Chapter 5: Planning Instructional Programs for Students with Severe Disabilities)
Behavior Support Plan Assignment due next class

SESSION 6:

Sept. 26th

Behavior Support Plan Assignment due

*Standardized assessments of motoric ability

*Functional assessments of motoric ability

*Practice motor Assessment

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

SESSION 7:

Oct. 3th

*Interpretation of ophthalmological and audiological reports

*Assessment of functional visual and auditory deficits

*Conferences with instructor on final project

* MAP-A new guidelines

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.

Next class Assessment Plan for Final Project assignment due

SESSION 8:

Oct. 10th

Assessment Plan for Final Project Due

*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 Dec. 4.

3. RESOURCES:

Required: Student subscription to one of the following journals: Research and Training for Persons with Severe Disabilities (RTSD) OR Journal of Positive Behavior Intervention (JPBI)

Recommended 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 database)

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

4. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Final project: Complete assessment of an individual with severe disabilities based on approved assessment plan.	<p>Teachers will be able to select, develop and modify assessment materials appropriate for specific individuals.</p> <p>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.</p> <p>Teachers will be able to conduct assessments in interview, observation, and direct trial formats.</p> <p>Teachers will be able to administer functional tests to assess the impact of visual and auditory deficits on instruction.</p> <p>Teachers will be able to work efficiently and effectively as members of a transdisciplinary team.</p> <p>Teachers will be able to work and communicate with parents of students with severe developmental disabilities.</p> <p>Teachers will engage in the ethical practice of their profession as defined by appropriate learned societies.</p>	30 percent
Ecological inventory and discrepancy analysis	Teachers will be able to conduct ecological inventories, task analyses, and discrepancy analyses.	20 percent
Functional assessment and behavior support plan	Teachers will be able to conduct functional analyses of challenging behavior and to develop behavior support plans from such analyses.	10 percent
Written review of standardized test	Teachers will be able to select, develop and modify assessment materials appropriate for specific individuals.	10 percent
Informal oral presentation in class	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.	10 percent
Article Responses	Teachers will read at least 2 SDD effective practice articles and post comments on line. Teachers will post two responses – original or comment on existing text.	10 percent
Class attendance and participation		10 percent

5. GRADING SCALE:

Evaluation of SPED 5311

	A	93-100	A-	90-92	
B+	87-89	B	83-86	B-	80-82
C	70-79	NC	69 and below		

Evaluation of SPED 5090

- a. Final project: Written case study of a case study including evaluation and selection of an AAC system along with a plan for evaluation of instruction. 50%
- b. Evaluation of practica supervisor 50%

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE

6. Supplements

ASSESSMENT

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

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.

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.

Brown, F., Evans, I. M., Weed, K. A., & Owens, V. (1987). Delineating functional competencies: A component model. Journal of the Association for Persons with Severe Handicaps, 12, 117-124.

Center for Innovations in Special Education (1993). Alternative Methods of Individual Student Planning: MAPS and Personal Futures Plans. Columbia, MO: University of Missouri-Columbia

Forest, M. & Lusthaus, E. (1990). Everyone belongs. Teaching Exceptional Children, 22, 2, 32-35.

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.

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.

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

Nelson, C., van Dijk, J., McDonnell, A. P., & Thompson, K. (2002). A framework for understanding children with severe multiple disabilities: The van Dijk approach to assessment. Research and Practice for Persons with Severe Disabilities, 27, 97-111.

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

Test, D. W., Spooner, F., & Cooke, N. L. (1987). Educational validity revisited. Journal of the Association for Persons with Severe Handicaps, 12, 90-102.

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

Voeltz, L. M., & Evans, I. M. (1983). Educational validity: Procedures to evaluate outcomes in programs for severely handicapped learners. Journal of the Association for the Severely Handicapped, 8, 3-15.

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.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. Papers and projects may be submitted to the turnitin database to determine if any part of the paper has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation is mandatory. A lack of participation during class discussions and in small group activities will affect your participation grade. Unless there is a documented emergency, make-up assignments for participation points are not available. Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for that assignment will be the average of the two grades. Assignments which are not handed in by the deadlines listed will be penalized by 5 percent for each class period they are late unless previous arrangements are made with the instructor. No assignments will be accepted (initial or resubmission) after the last day of class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, a NC will be issued.

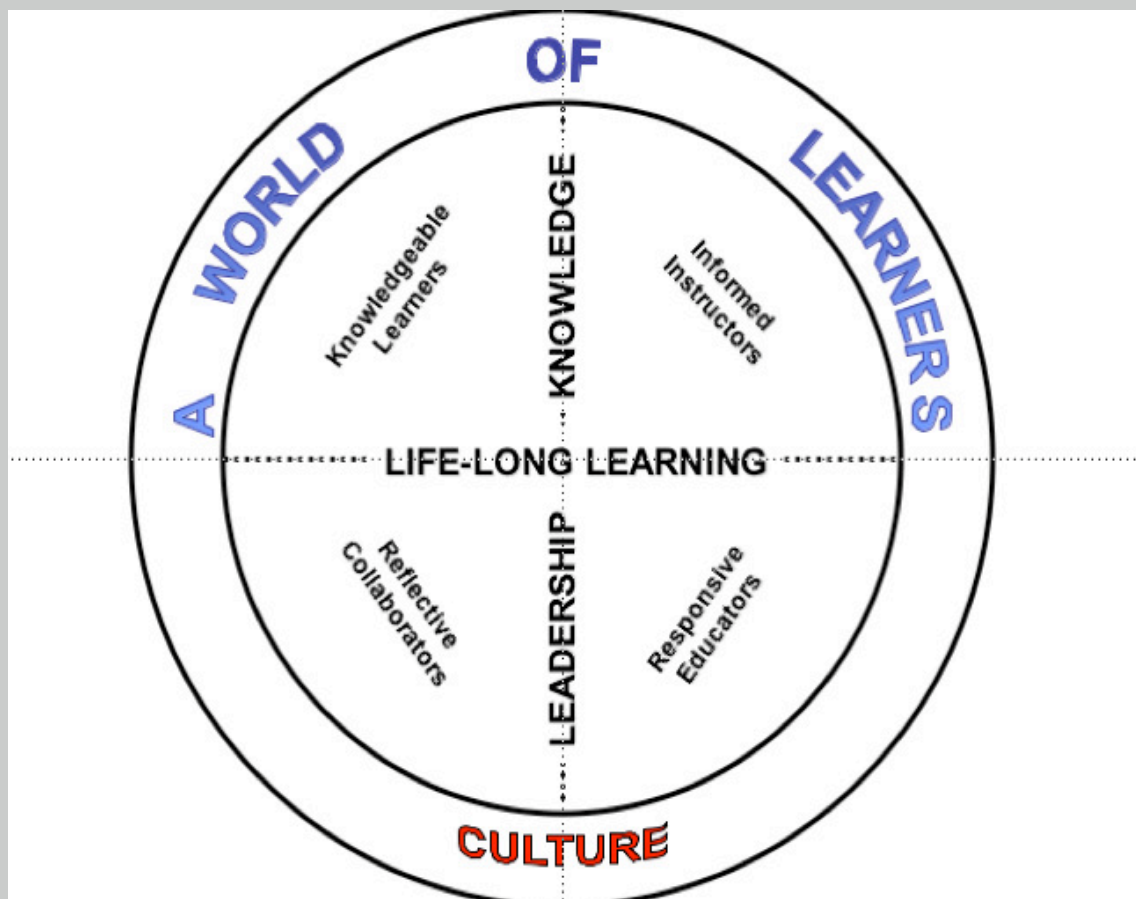
This syllabus is subject to change at the discretion of the instructor.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards</p>

MoSTEP Standards	Performance Indicators
<p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>

IC1K7	Theory of reinforcement techniques in serving individuals with disabilities ^{1/} .
IC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families and society.
IC2K4	Psychological and social-emotional characteristics of individuals with disabilities ^{1/} .
IC3K2	Impact of disabilities may have on auditory and information processing skills.
IC3K3	Impact of multiple disabilities on behavior.
IC4S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities ^{1/} .
CC5K1	Demands of learning environments.
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Effective management of teaching and learning.
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K5	Social skills needed for educational and other environments.
CC5K6	Strategies for crisis prevention and intervention.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
IC5S10	Use skills in problem solving and conflict resolution.
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.
IC7S1	Plan and implement individualized reinforcement systems and environmental modifications.
IC7S5	Interpret sensory and physical information to create or adapt appropriate learning plans.
CC8K1	Basic terminology used in assessment.
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.
CC8K4	Use and limitations of assessment instruments.
CC8K5	National, state or provincial, and local accommodations and modifications.
CC8S1	Gather relevant background information.
CC8S2	Administer nonbiased formal and informal assessments.
CC8S4	Develop or modify individualized assessment strategies.
CC8S5	Interpret information from formal and informal assessments.
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7	Report assessment results to all stakeholders using effective communication skills.
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S9	Develop or modify individualized assessment strategies.
CC8S10	Create and maintain records.
IC8K1	Specialized terminology used in the assessment of individuals with disabilities ^{1/} .
IC8S1	Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities ^{1/} .
IC8S2	Use exceptionality-specific assessment instruments with individuals with disabilities ^{1/} .
IC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .
IC8S4	Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .
CC9K3	Continuum of lifelong professional development.
CC9K4	Methods to remain current regarding research-validated practice.
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3	Act ethically in advocating for appropriate services.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

CC9S7	Practice within one's skill limit and obtain assistance as needed.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
IC9K2	Organizations and publications relevant to individuals with disabilities ^{1/} .
IC9S1	Participate in the activities of professional organizations relevant to individuals with disabilities ^{1/} .
IC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities ^{1/} .
IC9S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities ^{1/} as they participate in school and community-based activities.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
IC10S2	Use local community, and state and provincial resources to assist in programming with individuals with disabilities ^{1/} .

Assessment plan for final project

___/5 points	Summary of student functioning Information gathered through the use of
___/3 points	Domestic ecological inventory/Discrepancy analysis
___/3 points	Community ecological inventory/Discrepancy analysis
___/3 points	Leisure ecological inventory/Discrepancy analysis
___/3 points	Vocational ecological inventory/Discrepancy analysis
___/3 points	School ecological inventory/Discrepancy analysis
___/5 points	Functional communication assessment
___/5 points	Assessment of Social Competence
___/3 points	Motor assessment
___/3 points	Functional vision assessment
___/3 points	Functional hearing assessment
___/3 points	Functional academic skills assessment
___/5 points	Functional assessment of problem behavior/PBS plan
___/3 points	Quality of life assessment
___/3 points	Environmental adaptations and modifications (<u>minimum</u> of six items)
___/3 points	Instructional recommendations (minimum of two suggestions in each domain)
___/30 points	

Scoring guide for Final Assessment Project

	Assessment	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
5 points	Student summary	Incomplete information is provided regarding the student's functional skills; no assessment instrument is used	Some information is provided regarding the student's functional skills, but the information is either limited or some negative terms are used.	Positively phrased information is provided regarding the student's functional skills.	Detailed information is provided regarding the student's skills. All information is worded positively.
3 points	Ecological inventory and discrepancy analysis	The ecological inventory and/or discrepancy analysis are incomplete	The ecological inventory and/or the discrepancy analysis are general and vague	The ecological inventory delineates a complete task analysis, the discrepancy analysis lists specific adaptation hypotheses and adaptive strategies are given	The ecological inventory delineates a complete task analysis and the discrepancy analysis lists specific adaptation hypotheses along with multiple adaptive strategies
5 points	Functional communication assessment	One or more of the components involved in a functional communication assessment are not present	Communicative function, form and context are addressed; direct observation provides the information for the assessment summary	Communicative function, form and context are addressed; at least one other type of assessment is used besides direct observation	Communicative function, form and context are addressed through the use of multiple types of assessment; recommendations for instruction are included
5 points	Assessment of Social Competence	Protocol is complete, but no summary is included	Protocol is complete, but summary is limited	Protocol is complete and strength and weaknesses are detailed in each of the areas	Protocol is complete and strength and weaknesses are detailed in each of the areas; recommendations for instruction are included
3 points	Motor assessment	Protocol is complete, but no summary is included	Protocol is complete, but summary is limited	Protocol is complete and strength and weaknesses are detailed in each of the areas	Protocol is complete and strength and weaknesses are detailed in each of the areas; recommendations for instruction are included

	Assessment	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
3 points	Vision/ hearing assessment	Protocol is complete, but no summary is included	Protocol is complete, but summary is limited	Protocol is complete and areas of concern are described in detail	Protocol is complete and areas of concern are described in detail; recommendations for instruction are included
3 points	Functional academic skills assessment	Literacy and numeracy skills are delineated, but they are inappropriate for the student's skill level	Some literacy and numeracy skills are delineated, but they may not all match the student's skill level or they may not be broken down into small enough component skills	Appropriate literacy and numeracy skills are delineated and the skills of the student are specifically described	Appropriate literacy and numeracy skills are delineated and the skills of the student are specifically described; the school district's curriculum or a commercially available functional academic skills curriculum is used as the basis
5 points	Functional assessment of problem behavior	Two or more components are missing from the functional assessment and/ or the behavior support plan	A functional assessment has been completed, a hypothesis related to the behavior's function is given and a behavior support plan lists strategies for preventing the behavior, teaching alternative behaviors, and reacting to the behavior	A functional assessment has been completed using a detailed inventory and/or direct observation, hypotheses related to the behavior's function are given and a behavior support plan describes strategies for preventing the behavior, teaching alternative behaviors, and reacting to the behavior	A functional assessment has been completed using a detailed inventory and direct observation, hypotheses related to the behavior's function are given and a behavior support plan describes multiple strategies for preventing the behavior, teaching alternative behaviors, and reacting to the behavior; a plan and timeline for evaluating the intervention is also given
3 points	Quality of life assessment	Protocol is complete, but no summary is included	Protocol is complete, but summary is limited	Protocol is complete and areas of concern are described in detail	Protocol is complete and areas of concern are described in detail; recommendations for lifestyle changes are included

	Assessment	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
3 points	Environ-mental adaptations and modification	Fewer than six adaptations and modification are listed	Six adaptations and modifications are listed, but their use is not described	Six adaptations and modifications are listed and their use is specifically described	More than six adaptations and modifications are listed and their use is specifically described
3 points	Instructional recommend-ations	Fewer than eight recommenda-tions are made; not all domains are addressed	Eight recommenda-tions are made, but they are general in nature	Eight specific recommend-ations are made in the form of behavioral objectives	More than eight specific recommend-ations are made in the form of complete behavioral objectives

Guidelines for Ecological Inventory and Discrepancy Analysis

Provide a short (1-2 paragraph) description of the student, giving information on functional skills in positive terms.

Complete the inventory detail of a routine activity as done by a non-disabled person.

Complete the discrepancy analysis listing the performance of the non-disabled person, the performance of the disabled person, assessment of discrepancy (score +/-), adaptation hypothesis (your best guess as to why the disabled person did not perform the specific step as the non-disabled person did), and what to do (specific instructional and adaptive strategies).

Design an instructional plan that includes a task analysis of the steps not mastered and specific instructional and adaptive strategies. The instructional plan may include such strategies as instruction outside of the natural setting which will facilitate student learning (e.g. simulations), behavioral strategies (e.g. prompt hierarchies; time delay), adaptations of the physical environment (e.g. changing where a student sits at lunch time), adaptations of rules (e.g. moving through the hallways during class periods rather than between class periods), the use of prosthetic device (e.g. picture card with desired items) and the use of personal assistance.

Design an evaluation plan that monitors student progress and level of assistance needed. This may be combined with the instructional plan by creating a data collection system that includes a task analysis and systematic way of recording student performance.

Scoring Guide Ecological Inventory and Discrepancy Analysis

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
2 points	No information is provided regarding the student's functional skills.	Some information is provided regarding the student's functional skills, but the information is either limited or some negative terms are used.	Positively phrased information is provided regarding the student's functional skills.	Detailed information is provided regarding the student's skills. All information is worded positively.
4 points	The inventory is incomplete or has not been complete on a person without a disability.	The inventory on the nondisabled peer breaks down the routine in to large generalized chunks.	The inventory on the nondisabled peer provides a complete task analysis.	The inventory on the nondisabled peer provides a complete task analysis.
6 points	The discrepancy analysis is incomplete.	The discrepancy analysis is complete, but the adaptation hypothesis and/or the adaptive strategies are vague.	The discrepancy is complete and specific adaptation hypotheses and adaptive strategies are listed.	The discrepancy analysis is complete and specific adaptation hypotheses are listed along with multiple adaptive strategies.
4 points	The instructional plan is incomplete.	The instructional plan vaguely describes strategies to be used.	The instructional plan lists specific strategies and adaptations.	The instructional plan lists specific strategies and adaptations and describes how they will be implemented.
4 points	The evaluation plan is incomplete.	The evaluation plan includes a task analysis, but does not allow for precise measurement of student progress.	The evaluation plan includes a task analysis and uses a scoring code to indicate the level of assistance needed by the student.	The evaluation plan includes a task analysis and uses a scoring code to indicate the level of assistance needed by the student.

Has a functional assessment of behavior been done?

Does it include:

- a measurable description of the behavior (rate, frequency, endurance, intensity) based on data collected over a period of time?
- a description of relevant medical and (sleep cycles, medication, illness) factors?
- interviewing parents and staff and the individual if appropriate to determine under what conditions the behavior does and does not occur?
- direct observation using a flow log or ABC (antecedent-behavior-consequence) charting?
- a hypothesis concerning the function (attention, gaining materials or activities, escape, self-regulation) of the behavior?
- an assessment of how effective the behavior is in meeting the hypothesized function?
- a description of the individual's communication skills?
- a description of the individual's skills in other areas where functional alternatives to the problem behavior may be needed?
- a description of events, actions and objects that are perceived as positive by the individual?
- a history of interventions previously tried and the outcomes of those interventions?

Has a positive behavior support plan been developed?

Does it include:

- a description of the behavior and a hypothesis concerning its function(s) along with a list of signals which indicates that the behavior is likely to occur?
- a plan for preventing the behavior by changing antecedents (increasing prediction/structure, increasing choices, changing instructional variables or the content of the curriculum, changing the physical environment, addressing of medical needs)?
- a plan for teaching alternative behaviors that accomplish the same function for the student (teaching specific communication skills, coping strategies, independent self-care and leisure skills)?
- a plan for reacting when the behavior occurs? This plan should address safety, be supportive of the student and avoid the use of punishment and restraint.
- a plan and a timeline for evaluating the success of the interventions?

All components must be included in order to develop an effective positive behavior support plan.

Scoring guide for positive behavior support plan

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	The assessment does include a measurable description of the behavior (rate, frequency, endurance, intensity)	The functional assessment includes a measurable description of the behavior (rate, frequency, endurance, intensity)	The functional assessment includes a measurable description of the behavior (rate, frequency, endurance, intensity) based on data collected over a period of time of at least three days	The functional assessment includes a measurable description of the behavior (rate, frequency, endurance, intensity) based on data collected over a period of time of at least one week
	The functional assessment does not address possible medical and biological factors (sleep cycles, medication, illness, etc.)	The functional assessment identifies possible medical and biological factors (sleep cycles, medication, illness, etc.)	The functional assessment includes a description of possible medical and biological factors (sleep cycles, medication, illness, etc.)	The functional assessment includes a detailed description of relevant medical and biological factors (sleep cycles, medication, illness, etc.)
	The functional assessment does not include an interview of support staff or the individual if appropriate to determine under what conditions the behavior does and does not occur	The functional assessment includes an interview of at least one support person and the individual if appropriate to determine under what conditions the behavior does and does not occur	The functional assessment includes an interview of at least two support providers and the individual if appropriate to determine under what conditions the behavior does and does not occur	The functional assessment includes an interview of parents and/or staff and the individual if appropriate to determine under what conditions the behavior does and does not occur
	The functional assessment identifies behaviors, but not antecedents or consequences	The functional assessment clearly identifies antecedents, behaviors, and consequences	The functional assessment includes a summary of direct observation using a flow log or ABC (antecedent-behavior-consequence) charting	The functional assessment includes an analysis of direct observation using a flow log or ABC (antecedent-behavior-consequence) charting
	The functional assessment includes an incorrect hypothesis concerning the function(s) (attention, gaining materials or activities, escape, self-regulation) of the behavior	The functional assessment includes a hypothesis concerning the function (attention, gaining materials or activities, escape, self-regulation) of the behavior, but omits a second function if appropriate	The functional assessment includes a hypothesis concerning the function(s) (attention, gaining materials or activities, escape, self-regulation) of the behavior	The functional assessment includes a hypothesis concerning the function(s) (attention, gaining materials or activities, escape, self-regulation) of the behavior
	The functional assessment does not address the effectiveness or the efficiency of the behavior in meeting the hypothesized function	The functional assessment identifies whether the behavior is effective in meeting the hypothesized function	The functional assessment addresses the relative effectiveness of the behavior in meeting the hypothesized function	The functional assessment addresses the relative effectiveness and the efficiency of the behavior in meeting the hypothesized function
	The functional assessment does not address the individual's communication skills	The functional assessment identifies the individual's communication mode	The functional assessment provides a limited description of the individual's communication skills	The functional assessment provides a detailed description of the individual's communication skills

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	The functional assessment does not address the individual's skills in other areas where functional alternatives to the problem behavior may be needed	The functional assessment identifies the individual's skills in other areas where functional alternatives to the problem behavior may be needed	The functional assessment provides a limited description of the individual's skills in other areas where functional alternatives to the problem behavior may be needed	The functional assessment provides a detailed description of the individual's skills in other areas where functional alternatives to the problem behavior may be needed
	The functional assessment does not identify events or objects that are perceived as positive by the individual	The functional assessment identifies events or objects that are perceived as positive by the individual	The functional assessment identifies events, actions and objects that are perceived as positive by the individual	The functional assessment provides a detailed description of events, actions and objects that are perceived as positive by the individual
	The functional assessment does not identify interventions previously tried	The functional assessment identifies interventions previously tried	The functional assessment describes the history of interventions previously tried	The functional assessment describes the history of interventions previously tried and the outcomes of those interventions
	The positive behavior support plan does not include a description of the behavior or a hypothesis concerning its function(s)	The positive behavior support plan includes a description of the behavior or a hypothesis concerning its function(s)	The positive behavior support plan includes a detailed description of the behavior and a hypothesis concerning its function(s)	The positive behavior support plan includes a detailed description of the behavior and a hypothesis concerning its function(s) along with a list of signals which indicates that the behavior is likely to occur
	The positive behavior support plan does not include a plan for preventing the behavior by changing antecedents (increasing prediction/structure, increasing choices, changing instructional variables or the content of the curriculum, changing the physical environment, addressing of medical needs)	The positive behavior support plan includes a plan for preventing the behavior by changing an antecedents (increasing prediction/structure, increasing choices, changing instructional variables or the content of the curriculum, changing the physical environment, addressing of medical needs)	The positive behavior support plan includes a plan for preventing the behavior by changing two or more antecedents (increasing prediction/structure, increasing choices, changing instructional variables or the content of the curriculum, changing the physical environment, addressing of medical needs)	The positive behavior support plan includes a plan for preventing the behavior by changing three or more antecedents (increasing prediction/structure, increasing choices, changing instructional variables or the content of the curriculum, changing the physical environment, addressing of medical needs)
	The positive behavior support plan does not include a plan for teaching an alternative behavior that accomplishes the same function for the student (teaching specific communication skills, coping strategies, independent self-care and leisure skills)	The positive behavior support plan includes a plan for teaching an alternative behavior that accomplishes the same function for the student (teaching specific communication skills, coping strategies, independent self-care and leisure skills)	The positive behavior support plan includes a plan for teaching an alternative behavior that accomplishes the same function for the student (teaching specific communication skills, coping strategies, independent self-care and leisure skills) and is more effective and efficient than the targeted behavior	The positive behavior support plan includes a plan for teaching two or more alternative behaviors that accomplish the same function for the student (teaching specific communication skills, coping strategies, independent self-care and leisure skills) and are more effective and efficient than the targeted behavior

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	The positive behavior support plan includes a plan for reacting when the behavior occurs	The positive behavior support plan includes a plan for reacting when the behavior occurs; the plan addresses safety and avoids the use of punishment and restraint	The positive behavior support plan includes a plan for reacting when the behavior occurs; the plan addresses safety, is supportive of the student's dignity and avoids the use of punishment and restraint	The positive behavior support plan includes a detailed plan for reacting when the behavior occurs; the plan addresses safety, is supportive of the student's dignity and avoids the use of punishment and restraint
	The positive behavior support plan does not include a plan for evaluating the success of the interventions	The positive behavior support plan includes a plan for evaluating the success of the interventions	The positive behavior support plan includes a plan and a timeline for evaluating the success of the interventions	The positive behavior support plan includes a detailed plan for data collection and a timeline for evaluating the success of the interventions

Title:

Publisher:

Address:

Major Areas Tested:

Age/Grade Range:

Type of test:

Scores Obtained:

Timed:

Average Testing Time:

Average Scoring/Interpretation Time:

Normed on:

Alternate Forms Available:

Validity (list type):

Reliability (list types):

Format:

Strengths:

Limiting factors:

Appropriateness for use with persons with severe disabilities:

Scoring Guide for Standardized Test Review

	Unsatisfactory	Nearing proficiency	Proficient	Advanced
10 pts	Information related to title, publisher and address is given, the major areas tested are listed and/or the age/grade range is missing	Identifying information related to title, publisher and address is given, some of the major areas tested are listed and the age/grade range is identified	Identifying information related to title, publisher and address is given, most of the major areas tested are listed and the age/grade range is identified	Identifying information related to title, publisher and address is given, all major areas tested are listed and the age/grade range is identified
10 pts	Information is provided on a few of the following: the type of test and scores obtained, whether the test is timed or not, the availability of alternative forms, average testing time and scoring/interpretation time	Information is provided on some of the following: the type of test and scores obtained, whether the test is timed or not, the availability of alternative forms, average testing time and scoring/interpretation time	Information is provided on most of the following: the type of test and scores obtained, whether the test is timed or not, the availability of alternative forms, average testing time and scoring/interpretation time	Information is provided on all of the following: the type of test and scores obtained, whether the test is timed or not, the availability of alternative forms, average testing time and scoring/interpretation time
10 pts	General information is given on the norming sample	General information is given on the norming sample	Detailed information is given on the norming sample	Detailed information is given on the norming sample and implications of the type of sample used are discussed
10 pts	One type of validity is identified and described	One type of validity is identified and described; concerns about validity are discussed as appropriate	Two types of validity are identified and described; concerns about validity are discussed as appropriate	Multiple types of validity are identified and described; concerns about validity are discussed as appropriate
10 pts	One type of reliability is identified and described	One type of reliability is identified and described; concerns about validity are discussed as appropriate	Two types of reliability are identified and described; concerns about validity are discussed as appropriate	Multiple types of reliability are identified and described; concerns about validity are discussed as appropriate
10 pts	The format of the test is generally described	The format of the test is generally described from the point of view of the testee or the tester	The format of the test is specifically described from the point of view of the testee or the tester	The format of the test is specifically described from the point of view of the testee and the tester
10 pts	A few strengths and limitations of the test are generally described; recommendations for test use are general	A few strengths and limitations of the test are generally described; recommendations for test use are specifically given	A few strengths and limitations of the test are specifically described; recommendations for test use are specifically given	Multiple strengths and limitations of the test are specifically described; recommendations for test use are specifically given
5 pts	Mechanics-assignment is written in a nonspecific, disconnected or unprofessional manner with multiple grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with limited grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

Provide an evaluation of one of the following assessment instruments (or another instrument that you have had approved by the instructor) based on the attached form.

Catell Infant Intelligent Scale
Bayley Scales of Infant Development
Weschler Intelligence Scale for Children-III
Stanford-Binet Intelligence Test
Columbia Scale of Mental Maturity
Leiter International Performance Scale
Test of Non-verbal Intelligence
Cain-Levine Social Competency Scale
Pictorial Test of Intelligence
Developmental Indicators for the Assessment of Learning (DIAL)
Brigance Diagnostic Inventory of Early Development
Early Learning Assessment Profile (E-LAP)
AAMD Adaptive Behavior Scale
Pyramid Scales
Vineland Social Maturity Scale
Scales of Independent Behavior (SIB)
Assessment of Social Competence (ASC)
Sequenced Inventory of Communication Development (SICD)
Receptive-Expressive Emergent Language Scale (REEL-2)
Test of Early Language Development (TELD-2)
To access Buro's Mental Measurements

Go to www.webster.edu
Click on library resources
The screen will open to Passports
Select Databases, online, full text
Select education, psychology, & social sciences
Select Mental Measurements Yearbook
When Database login comes up, enter your ID number
And click on submit query
Check box in front of Mental Measurements
Click on open data base selected
Type the name of assessment in find box and
Click on search

Scoring guide for oral presentation of assessment instrument

Name of presenter: _____

- _____/1 point Description of type of test, areas tested, type of scores obtained
- _____/1 point Information on average testing, scoring, and interpretation time
- _____/1 point Information of validity and reliability
- _____/1 point Strengths and limitations of the assessment instrument
- _____/1 point Recommendations regarding use of the assessment with persons having significant disabilities

Comments:

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6. This will take you to SDD screen – click on SDD – then select SPED 5311 from list and click
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