PREREQUISITES: Special Education 200 or 600, 612

COURSE DESCRIPTION:

Theory, administration, and interpretation of formal and informal instruments to assess personal-social-school adjustment, educational level, intellectual functioning, and sensory deficits of individuals with exceptionalities.

CONCEPTUAL FRAMEWORK:

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of the Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

COURSE OBJECTIVES:

By the conclusion of this course, the student will have knowledge and understanding of:

1. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC:1,K4) (CK)
2. Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs. (CC:1,K5) (CK, D)
3. Basic terminology used in assessment. (CC:3,K1)(CK)
4. Ethical concerns related to assessment. (CC:3,K2) (CK, D)
5. Legal provisions, regulations, and guidelines regarding assessment of individuals. (CC:3,K3) (CK, D)
6. Typical procedures used for screening, prereferral, referral, and classification. (CC:3,K4) (CK)
7. Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and stanines. (CC:3,K5) (SM, D)
8. Appropriate use and limitations of each type of assessment instrument. (CC:3,K6) (CK, SM, D)
9. Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs. (CC:3, K7) (SM, KL, D)
11. Methods for monitoring progress of individuals with exceptional learning needs. (CC:3,K9) (CK, SM)
12. Instructional and remedial methods, techniques, and curriculum materials. (CC:4,K4) (SM, CK)
13. Ethical practices for confidential communication to others about individuals with exceptional
learning needs. (CC:7, K5) (PS)
15. Legal issues and regulations related to the assessment of an educational disability (ED:1, K2) (PS, D)
16. Variability of individual ability within categories of disability. (ED:2, K1) (CK, KL, D)
17. Disproportionate representation and stigmatization in special education of populations that are culturally and linguistically diverse. (ED:2, K2) (CK, KL, D)
18. Influences of diversity on assessment results. (ED:2, K3) (CK, KL, SM, D)
19. Standards for test reliability. (ED:3, K1) (CK, PS)
20. Standards for test validity. (ED:3, K2) (CK, PS)
22. Possible sources of test error. (ED:3, K4) (CK, PS)
23. Vocational and career assessment. (ED:3, K7) (CK, PS, SM)
24. Motor skills assessment. (ED:3, K8) (CK, PS, SM)
25. Current educational terminology and definitions of individuals with disabilities including the identification criteria and labeling controversies, using professionally accepted classification systems, and current incidence and prevalence figures. (GC:1, K1) (CK, KL, PS, D)
26. The legal system to assist individuals with disabilities. (GC:1, K5) (CK)
27. Effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions. (GC:2, K2) (CK, PS, KL, D)
28. Specialized terminology used in the assessment of individuals with disabilities. (GC:3, K1) (CK, KL)
29. Legal provision, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. (GC:3, K2) (CK, PS, KL, D)
30. Specialized policies regarding screening, referral, and placement procedures for individuals with disabilities. (GC:3, K3) (CK, KL)

LEARNER OUTCOMES:
By the conclusion of this course, the student will be able to:

1. Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures. (CC:1, S2) (SM, PS, KL, D)
2. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs. (CC:3, S1) (SM, KL, D)
3. Create and maintain records. (CC:3, S2) (KL, SM)
4. Gather background information regarding academic, medical, and family history. (CC:3, S3) (CK, KL, PS, SM)
5. Use various types of assessment procedures appropriately. (CC:3, S4) (CK, KL, SM, PS, D)
6. Interpret information from formal and informal assessment instruments and procedures. (CC:3, S5) (CK, KL, SM, D)
7. Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills. (CC:3, S6) (KL, SM, CK, D)
8. Evaluate the results of instruction. (CC:3, S10) (KL, CK)
9. Use task analysis. (CC:4, S7)
10. Demonstrate proficiency in oral and written communication. (CC:8, S5) (KL, CK, T)
11. Use copyrighted educational materials in an ethical manner. (CC:8,S8) (SM)
12. Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC:8,S9) (SM, PS)
13. Select and utilize assessment materials based on technical quality. (ED:3,S1) (CK, SM, D)
15. Select or modify appropriate assessment procedures to ensure nonbiased results. (ED:3,S4, S5) (SM, D)
16. Select or modify appropriate assessment procedures and instruments. (ED:3,S5) (CK, SM, D)
17. Use a variety of observational techniques. (ED:3,S6) (CK, SM)
18. Assess basic academic skills. (ED:3, S7) (CK, SM, D)
19. Assess language skills. (ED:3, S8) (CK, SM, KL, D)
21. Articulate the pros and cons of current issues and trends in the education of individuals with disabilities. (GC:1,S2) (CK, SM, KL)
22. Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. (GC:3,S1) (CK, SM, KL, D)
23. Use exceptionality-specific assessment instruments with individuals with disabilities. (GC:3,S2) (SM, KL, D)
24. Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities. (GC:3,S3) (SM, KL, D)
25. Develop and use a technology plan based on assistive technology assessment. (GC:3,S4) (PS, SM, CK, KL, D, T)
26. Assess reliable method(s) of response of individuals who lack typical communication and performance abilities. (GC:3,S5) (CK, KL, SM, D)

FIELD EXPERIENCE REQUIREMENT:
20 hours of field experience

REQUIRED UNIT/PROGRAM ASSESSMENTS:
Case Study Evaluation Report to be uploaded to Pass-Port
Field Experience Hours to be uploaded to Pass-Port

COURSE EVALUATION:

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Class Activities:</td>
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<tr>
<td>Group Assessment Presentations</td>
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<td>Examinations:</td>
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<tr>
<td>Background Information</td>
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<tr>
<td>Interviews</td>
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<td>Observation Report</td>
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<td>Final Report</td>
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<td><strong>Total:</strong></td>
<td><strong>930 points</strong></td>
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SPED 608 References

American Educational Research Association, American Psychological Association, &


**JOURNALS:**

*Journal of Special Education*
*Intervention in School and Clinic*
*Remedial and Special Education*
*Exceptional Children*
*Teaching Exceptional Children*
*Exceptional Parent*
*Journal of Learning Disabilities*
*Journal of Mental Retardation*