

SPED 5540
Assessment of Persons with Severe Disabilities
Spring 2008

Credit: 1

Schedule: Wednesday, 1:30 p.m. – 3:20 p.m., January 9 through March 19

Location: BNR 278

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797-3251

Text:

Westling, D. L., & Fox, L. (2003). *Teaching students with severe disabilities* (3rd Ed.)
Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

You will use the Westling and Fox text for portions of the course, and other assigned readings will be posted on Blackboard.

Purpose:

This seminar will provide students with knowledge and skills necessary to conduct assessment activities with individuals with severe disabilities. Specifically, the course will cover norm-referenced/standardized, criterion-referenced, and alternative assessment instruments. Students will complete assignments in administering, interpreting, and communicating results of each type of assessment. The outcome will be increased skills in administration, interpretation, and communication of assessment activities typical of students who have severe disabilities.

Course objectives are consistent with the 2003 Council for Exceptional Children (CEC) Performance-Based Standard #8 regarding Assessment Practices. According to CEC:

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special

educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Course Objectives:

Objectives for this course are cross-referenced to The Council for Exceptional Children (CEC) Knowledge and Skill Base Standards of 2003 (www.cec.sped.org/ps/perf_based_stds/standards.html). Upon completion of this course, students who receive a “C” grade or better will:

Standard	Code*	Assessment of Performance
Definitions and issues related to the identification of individuals with disabilities.	IC1K1	Study Guides, Test 1
Basic terminology used in assessment.	CC8K1	Study Guides, Tests 1 & 2
Legal provisions and ethical principles regarding assessment of individuals.	CC8K2	Study Guides, Tests 1 & 2
Screening, pre-referral, referral, and classification procedures.	CC8K3	Study Guides, Tests 1 & 2
Use and limitations of assessment instruments.	CC8K4	Study Guides, Tests 1 & 2
National, state or provincial, and local accommodations and modifications.	CC8K5	Study Guides, Tests 1 & 2
Gather relevant background information.	CC8S1	Study Guides, Tests 1 & 2
Administer nonbiased formal and informal assessments.	CC8S2	Assignments
Develop or modify individualized assessment strategies.	CC8S4	Assignments
Interpret information from formal and informal assessments.	CC8S5	Assignments
Specialized terminology used in the assessment of individuals with disabilities ^{1/} .	IC8K1	Study Guides, Tests 1 & 2, Assignments
Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .	IC8S3	Assignments
Adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities ^{1/} .	IC8S4	Assignments
Use verbal, nonverbal, and written language effectively.	CC9S8	Assignments

General Course Expectations:

1. Assignments are to be turned in at the beginning of class time (1:30 p.m.) on the date they are due. Late assignments will be assessed a 30% penalty for up to 7 calendar days. Assignments submitted more than 7 calendar days after the due date will receive a score of zero. If a student anticipates being unable to submit an assignment by the due date for reasons beyond the student’s control, she/he must contact the course instructor before the due date to seek approval for a time-limited extension. It is the student’s responsibility – not the instructor’s responsibility – to initiate request for extension, obtain approval before the due date, and receive written confirmation from the instructor.
2. No student shall represent, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any assignment for this class. This applies to papers

similar or identical to papers submitted by other students in this class or other classes. There are no group assignments; therefore, no work identical or similar to the work of other students should be submitted. See The Code of Policies and Procedures for Students At Utah State University, Section V-3A Academic Integrity – The Honor System, #3.

3. No student shall falsify any information or citation in an academic activity, including data recorded on student behavior. See The Code of Policies and Procedures for Students At Utah State University, Section V-3A Academic Integrity – The Honor System, #2.
4. No student shall engage in any other activity interpreted by the instructor or teaching assistants as meeting the definition of academic dishonesty as described in Section V-3A Academic Integrity – The Honor System.
5. Students are expected to attend class sessions and to remain for the entire scheduled period (1:30 p.m. to 3:20 p.m.) unless previous arrangements are approved by the instructor. Unless approved by the instructor, students should not arrive late to class. Late arrival will result in forfeited Class Participation points.
6. It is the student's responsibility to bring questions regarding scoring of study guide questions, test questions, assignments, and other issues to the instructor. The recognized method of bringing questions to the instructor is to submit them via written note or email. Class time will not be compromised by discussing individual concerns regarding scoring. The written note or email should reference the pages and paragraphs of reading materials justifying the student's position regarding scoring.

Course Requirements:

- **Study Guides** worth a maximum of 20 points will be submitted at the beginning of each class session. Study Guide items will consist primarily of short answers. Study Guides must be submitted by Wednesday at 1:30 p.m. Study Guides submitted after the beginning of class on the due date will earn a maximum of 14 points, i.e., a 30% penalty is levied for late Study Guides. Study Guides submitted more than 7 calendar days late (i.e., after Wednesday at 1:30 p.m. of the following week) will receive a score of 0. *Most questions on tests will be similar to those on Study Guides.*
- **Discussion Questions.** On-line sessions will require a posting of a discussion question related to the content for that session. This takes place of discussion that takes place during a live session. The discussion question you post can be a question that you have while listening to the on-line podcast/lecture or another related question. Each student will be required to post a discussion question and respond to ONE other student's question. Your question and response to another student's question will be worth 10 points. Discussion Questions and responses must be submitted by Wednesday at 1:30. Discussion questions and responses submitted after the beginning of class on the due date will receive a 30% penalty for being late. Discussion questions and responses submitted more than 7 calendar days late will receive a score of 0.
- **Activities.** Activities will be required for on-line sessions to take place of the activities that would take place in class. Each activity will be worth 20 points and will be submitted electronically in the form of "LastnameAssignmentNumber-5540.doc." For example, "DoeA1-5540.doc." Activities must be submitted by Wednesday at 1:30. Activities submitted after the beginning of class on the due date will receive a 30% penalty for being late. Activities submitted more than 7 calendar days late will receive a score of 0.

- **Assignments.** Three assessment assignments will be completed during the course of the semester. Assignments that are submitted after 1:30 p.m. on the due date will be subjected to a 30% penalty unless prior permission and late submission arrangements are made with the instructor. Without permission for late extension, assignments submitted more than 7 calendar days late (i.e., after the start of class the following week) will receive a score of 0.

In each assignment, the student will interpret the results of an assessment instrument and submit a report. In Assignments 2 and 3, the student will initially administer an assessment to a student or students with severe disabilities. Assignment activities and products are described below.

Assignment 1: Interpretation of Standard Scores. Students will receive an intellectual and achievement assessment report written in regards to a student with severe disabilities. The purpose of the assignment is to correctly interpret the information in the intellectual and achievement assessment report.

Product: A 2-page paper interpreting and/or correctly stating each major test result.

Points: 100.

For assignments turned in electronically, submissions must be in the form “LastnameAssignmentNumber-5540.doc.” For example, “DoeA1-5540.doc”

Assignment 2: Vineland Adaptive Behavior Scale (ABS). Students will administer the Vineland ABS.

Products: (1) a completed Vineland ABS test protocol. (2) A 2 - 3 page paper describing the participant and correctly interpreting test results.

Points: 100. This assignment will be submitted in paper form in class on the due date

Assignment 3: Brigance Inventory. Students will administer one of the Brigance Inventories.

Products: (1) a completed Brigance Inventory test protocol. (2) A 2 - 3 page paper describing the participant and correctly interpreting test results.

Points: 100. This assignment will be submitted in paper form in class on the due date.

Participation and Class Demeanor. The instructor expects that each student will actively participate in class discussion.

Participation is defined as occasional verbal contributions to class discussion/activity that extend and enhance group process. Participation is NOT defined as merely attending class. **Courteous demeanor is defined as** (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), and (3) listening (not talking) during lecture or class discussion. Participation and class demeanor are worth a maximum of 80 points assigned at the end of the semester. Ringing cell phones, talking on cell phones, text messaging, surfing the internet on laptops, and similar activities will result in forfeiture of 80 points. Other behaviors inconsistent to courteous demeanor, such as arriving late, leaving early, or talking to

neighbors during lecture/discussion, will result in significant reduction or forfeiture of 80 points. Absences: Contact the instructor - (erin.horrocks@aggiemail.usu.edu, 760-2517) prior to scheduled class time.

Students are expected to attend class sessions and to remain for the entire scheduled period (1:30 p.m. to 3:20 p.m.) unless previous arrangements are approved by the instructor. Unless approved by the instructor, students should not arrive late to class. Late arrival will result in forfeited Participation points.

Tests: Two tests will cover assessment concepts and procedures. They will be administered on the course website. See due dates on the weekly schedule.

Changes in Course Assignment and Schedule

The instructor reserves the right to adjust the course assignments, tests, and schedule in order to best attain the objective of the course. Any changes in assignments, due dates, test dates, and test content will be announced in class.

Evaluation Procedures	Max. Points Possible
Study Guides (6 x 20 points each)	120
Assignments 1-3 (100 points each)	300
Discussion Questions (1 x 10 points each)	10
Activity (1 x 20)	20
Participation	80
Tests (2 x 100 points)	200
TOTAL POINTS POSSIBLE	730

Grading System

<u>Total Pts</u>	<u>Percent</u>	<u>Grade</u>	<u>Total Pts</u>	<u>Percent</u>	<u>Grade</u>
658 - 700	94 - 100	A	532 - 552	76 - 78	C
637 - 657	91 - 93	A-	511 - 531	73 - 75	C-
616 - 636	88 - 90	B+	490 - 510	70 - 72	D+
595 - 615	85 - 87	B	469 - 489	67 - 69	D
574 - 594	82 - 84	B-	below 469	below 67	F
553 - 573	79 - 81	C+			

USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES

USU INCOMPLETE POLICY

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

STUDENTS WITH DISABILITIES

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. Must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

DEPARTMENT POLICIES

GRADING GUIDELINES

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.

2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

CERTIFICATION/UNDERGRADUATE COURSE REQUIREMENTS

1. Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "C" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

2. Students who do not apply for certification within 12 months of graduating, may be subject to additional coursework prior to recommending certification.

BACKGROUND CHECK

As a result of a legislative mandate, all students planning on obtaining a teaching certificate in Utah must receive a background check completed prior to their student teaching experience. To expedite this process, all students planning on student teaching Fall 2004 must submit completed background check forms to the Office of Teacher Certification, Education Building, Room 103, by March 15, 2004. The forms are available in Room 103.

SPED 5540 Course Schedule - Spring 2008

□ = Live Session ■ = On-Line Session

Date	Readings	Lecture	Study Guide	Assignments Due
1/9	None	Course syllabus, requirements, content, & structure	No SG	None
1/16	Reading: Chapter 6 from <i>Teaching Students with Severe Disabilities</i>	Planning instructional programs for students with severe disabilities	1	None
1/23	Reading 1: Understanding Derived Scores Reading 2: Eight Provisions in IDEIA regarding assessment	1). Describe Assignment 1 2). Understanding derived scores	2	Discussion Question Activity
1/30	Reading: Vineland Adaptive Behavior Scales, Chaps. 1, 2, & 3	1). Describe Assignment 2	3	Assignment 1: Interpreting Standard Scores
2/6	Reading: Vineland Adaptive Behavior Scales, Chap. 4	1). Describing scoring procedures	4	None
2/13	No Class- Online Test 1	No Class- Online Test 1	No SG	Test 1 due
2/20	Reading 1: Brigance Inventories Reading 2: How to Report Assessment Results	1). Describe Assignment 3 2). Review test 3). Brigance Inventories	5	Assignment 2: Vineland Adaptive Behavior Scale
2/27	Reading 1: Utah Alternative Assessment (UAA)	1) Describe UAA	6	None
3/5	Reading 1: Utah Alternative Assessment Reading 2: Ethnic, Cultural, and Linguistic Issues in Assessment	2). Practice UAA	No SG	Assignment 3: Brigance Inventory
3/12	No Class Spring Break	No Class	No SG	No Class
3/19	No Class- Online Test 2	No Class- Online Test 2	No SG	Test 2 due

* The instructor reserves the right to revise the schedule.

