**Campbellsville University**

**School of Education**

**SED 770**

**Assessment of Individuals with Moderate Severe Disabilities**

**Professor: Dr.Sonya Anglin**

**Class:** SED 770- Assessment and Instruction

**E-mail: seanglin@campbellsville.edu**

**Phone: 606-308-5621**

**Information:** 3 credit hours

**Chat Time: Thursday 5:30-6:45** PM eastern

**Classroom**: Online

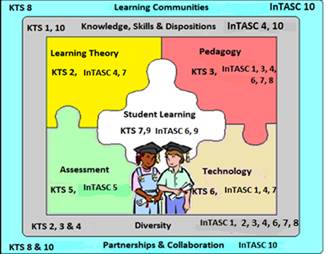
**Virtual Office Hours**:

Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 minutes before class and available to stay after class online to answer any questions or concerns.

**School of Education Conceptual Framework**

**Theme: Empowerment for Learning**

**Model:**



**KTS II, III, IV**

**Required Texts:**

**Pearson Custom. Assessment of Individuals with Moderate Severe Disabilities. ISBN 10: 1-269-11111-6**

**Resource Texts:**  Capper, J. (1996). *Testing to learn-learning to test.* Newark, DE: International Reading   
 Association.

Salvia, J. & Ysseldyke, J. (2001). *Assessment* (8th ed.). Boston, MA: Houghton Mifflin

**School of Education Mission Statement**

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world. The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Methods of Instruction.**

The instructional methods will include:

* live videoconferencing class sessions via AdobeConnect
* live videoconferencing for small group discussions
* online multimedia learning lessons
* individual consultation with professor
* discussion board threads for in-depth discussion
* cooperative/collaborative learning activities
* clinical observations and practice in P-12 classrooms

**Course Description.**

This course will enable master teachers to understand interconnections between biological, cognitive, social, and emotional dimensions of moderate to severe disabilities. It involves procedures for assessment of the moderate to severe disabilities including task analysis, sequencing, behavioral skills and designing individual instructional programs. Students will be provided with experiences in conducting assessments, developing individual education plans and use of program evaluation techniques related to individuals with moderate to severe disabilities.

**Alignment with Curricular Guidelines and National Standards:**

**Kentucky Teacher Standards (KTS)**. The primary emphasis in this course is on meeting KTS Standard 5: Assesses and Communicates Learning Results. The course also includes individual indicators from other standards:

2.1 Develops significant objectives aligned with standards

2.3 Plans assessments to guide instruction and measure learning objectives

4.2 Implements instruction based on diverse student needs and assessment data.

5.1 Uses pre-assessments.

5.2 Uses formative assessments.

5.3 Uses summative assessments.

5.4 Describes, analyzes, and evaluates student performance data.

5.5 Communicates learning results to students and parents.

5.6 Allows opportunity for student self-assessment.

6.4 Uses available technology to assess and communicate student learning.

**KTS Diversity Proficiencies**

1.2 Connects content to life experiences of students.

3.3 Values and supports student diversity and addresses individual needs

4.2 Implements instruction based on diverse student needs and assessment data.

6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

8.1 Identifies students whose learning could be enhanced by collaboration.

**Kentucky** **Teacher** **Professional Growth and Evaluation System (TPGES)**

**Domain 1: Planning and Preparation**

1.A Demonstrating knowledge of content and pedagogy

1.B Demonstrating knowledge of students

1.C Selecting instructional outcomes

1.D Demonstrating knowledge of resources

1.F Designing student assessment

**Domain 2: Classroom Environment**

2.D Managing student behavior

**Domain 3: Instruction**

3.B Using questioning and discussion techniques

3.D Using assessment in instruction

**Domain 4: Professional Responsibilities**

4.A Reflecting on teaching

4.B Maintaining accurate records

4.C Communicating with families

4.D Participating in a professional community

4.E Growing and developing professionally

4.F Demonstrating professionalism

**Council for Exceptional Children Standards.** This course meets the guidelines designated under the CEC standards for Advanced Special Education Developmental Disabilities and Autism Specialist Set:

ACS/DDA 1 Assessment

ACS/DDA 2 Curriculum Content Knowledge

ACS/DDA 3 Programs, Services and Outcomes

ACS/DDA 4 Research and Inquiry

ACS/DDA 5 Leadership

ACS/DDA 6 Professional and Ethical Practice

ACS/DDA 7 Collaboration

**International Reading Association Standards.** This course focuses on the IRA assessment standard

#3. The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and system-wide levels.

**Course Objectives:** The candidate will:

* 1. Identify the relevant stakeholders in the Individual Education Plan (IEP) process for a student with moderate to severe disabilities and discuss their roles.
  2. Identify and describe the steps involved in referral and assessment of a student with moderate to severe disabilities and autism spectrum disorder
  3. Interview a person who evaluates moderate to severely disabled students (school psychologist, speech pathologist, occupational therapist, physical therapist) about the evaluation process and resources and what criteria they use in making recommendations to Admissions and Release Committees (ARC).
  4. Analyze the Kentucky Response to Intervention (RTI) process and alternative assessment process and the impact on individuals with moderate to severe disabilities and ASD.
  5. Compare assessment strategies including interview, norm-referenced, criterion referenced, and curriculum-referenced testing in relation to developing performance based, functional, and activity based programming.
  6. Interview a bus driver who regularly drives the bus for students with moderate to

severe disabilities or a school transportation director about transportation and

safety issues related to this population.

* 1. Summarize assessment data for the purpose of developing an individualized education plan (program) for students with moderate to severe disabilities and ASD.
  2. Administer, score, and interpret results of assessment instruments appropriate use with individuals with moderate to severe disabilities.
  3. Discuss the use of task analysis and practice probes for assessment purpose.
  4. Discuss factors related to cultural background which can affect assessment of individuals and their families.
  5. Develop an understanding of and using task analysis, backward and whole task chaining.
  6. Demonstrate the use of technology in assessment.
  7. Discuss features, appropriate uses, and application of appropriate assessment instruments and strategies, with emphasis on alternate assessment measures and strategies, curriculum-based assessment, ecological assessment, and ongoing assessment of pupil performance

**Course Requirements**

* **Class Attendance and Participation 100 points (KTS 1, 5, 6, 7, 8, 9; TPGES 1, 2, 3, 4; ACC 2; DDA 3, 5).**Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Please notify the instructor if you are to be absent. Students must contribute to class discussions a minimum of five times; they should also contact the professor in advance if they might be absent.

Students will participate in weekly discussion forums by responding to questions and/or topic items posted by the instructor. To receive full credit, students' responses must be insightful, demonstrate that they have an understanding of the topic, and posted by the due date. Additionally, students must read classmates' responses and post comments to at least two. These comments must be respectful and professional.

* **Transition Activity 100 points**

The candidate will identify strategies to support transition for students with MSD/ASD between: (1) preschool and kindergarten, (2) elementary and middle school, (3) middle and high school, and (4) postsecondary transition. Each level of transition should include an analysis of the skills needed in the next environment, as well as the implications for students with MSD/ASD regarding: cognitive ability, social-emotional adjustments, communication skills, academic functioning, physical stamina, and adaptive behavior. The paper should be developed like a “local district guide for planning transitions,” with at least 1-2 pages per transition level. Writing should follow APA format and include at least five references from peer-reviewed journal articles (from the collaborative article reviews or other research) and/or professionally recognized web sites that support transition.

* **Field Hours and Required Activities (KTS 1, 2, 3, 4, 5, 7, 8, 9, 10; TPGES 1, 2, 3, 4; ACS 2, 4, 6, 7; DDA 1, 2, 3, 4, 5, 6, 7; IRA 3).**Candidates will participate in **15 hours** of field experience. Field experiences provides a variety of opportunities to: (1) assist, (2) tutor, (3) instruct (small groups, whole groups), and (4) conduct applied research. Candidates will observe students with moderate to severe disabilities including students with autism in various settings; including but not limited to classroom, community-based, dining/cafeteria. Course instructor will be responsible for assigning/scheduling the field experiences for this course. The instructor will provide details for the observation hours. Use pseudo names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The original of the **Field Hours Form** must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed correctly in order to receive credit. **Create a powerpoint or prezi to share with the class on your field experiences.**

After consulting with a classroom teacher, identify a child or youth with MSD/ASD in the alternate assessment tract. Discuss alternate assessment with the teacher. Write a reflection. **(2)**

Observe an alternate assessment practice and identify the appropriate KC Standards. Write a reflection. **(2)**

Develop tasks analysis and practice probes to use with the identified student. Professor will provide instructions. **(3)**

Administer the language component of the ABLL-R© or other like assessment used by your district to the identified student, analyze the data and make recommendations, in written form, to the classroom teacher. A school or district Special Education faculty member will observe candidate during the administration of the assessment when possible. **(3)**

Administer a functional community based instruction (CBI) assessment used by your district and make recommendations, in written form, to the classroom teacher. **(3)**

Interview a school psychologist. Write a reflection. **(2)**

* **Tests Administration Project 150 (KTS 5, 7; TPGES 3; ACS 1, 3, 7; DDA 1, 3; IRA 3).** The candidate will administer the language component of the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R©) or like assessment used by your district to a student identified as having moderate to severe disabilities/ASD. Using the data, the student will make recommendations for IEP goals (annual and bench marks) and implications for classroom instruction. Candidates will administer a functional community-based instruction (CBI) assessment used by your district to a student with moderate to severe disabilities/ASD and make recommendations for classroom instruction.
* **Collaborative Article Review Project 100 points (KTS 6; TPGES 3; ACC 1, 2, 4; DDA 3, 4).** As a class, candidates will collaboratively identify areas for research on evidence-based assessment practices with students with MSD/ASD. Each candidate will review and critique at least three peer-reviewed journal articles relating to their selected topic. These reviews should cite the articles in correct APA format and include the components following the article review guide provided in the course. Candidates will share these with classmates on a discussion board to create a collaborative resource.

**Alternate Assessment Project 150 points (KTS 1, 2, 4, 5, 7; TPGES 3, 4; ACS 1, 3; DDA 1, 3).**

**Part A:** **Observation of Alternate Assessment Practice.** Observe an instructional session on an Aligned Achievement Standard focusing on the accommodations used, the data collection process and the format for the working folder. Compare the pre-instruction data to the available instructional data. (The actual assessment items are **secured test documents and should not be available for your review**.)

* + Describe what you have learned about data collection and analysis of the data for instructional decision-making.
  + Write a reflection on the implications for you as an MSD teacher.

**Part B: Task Analysis and Practice Probes**. Working with the teacher, select a specific Aligned Assessment Standard. Develop your own task analysis for a demonstration(s) of the skill, along with practice probes and a data collection form. Use with the identified student.

* + Write a description identifying the Aligned Standard and your practice probe process. (This section will be part of your final field report.)
  + Attach your data collection form and the student’s data (name blank).

**Readings, Topics, Assignments and Due Dates**

|  |  |  |
| --- | --- | --- |
| **Week** | **Focus** | **Text**  **Assignment** |
| **1** | **Week 1 Objective: Identify the relevant stakeholders in the Individual Education Plan (IEP) process for a student with moderate to severe disabilities and discuss their roles.**  **Identify and describe the steps involved in referral and assessment of a student with moderate to severe disabilities and autism spectrum disorder** | *Read Chapter 1 and 2*  Describe the characteristics and potential of students with moderate to severe disabilities and how assessment contributes to their success. |
| **2** | **Week 2 Objective: Compare assessment strategies including interview, norm-referenced, criterion referenced, and curriculum-referenced testing in relation to developing performance based, functional, and activity based programming.** | Read Ch. 3 & 4  Discussion Board:  What are the advantages and disadvantages of standardized assessments? |
| **3** | **Week 3 Objective: The use of transition assessments and how they help students be successful.**  **Co-Teaching and Collaboration** | Read Ch. 5  Discussion Board:  Describe a transition assessment and how it will assist the student. |
| **4** | **Week 4 Objective: Discuss factors related to cultural background which can affect assessment of individuals and their families. Address special considerations for assessment in early childhood.** | Read Ch. 6  Discussion Board:  Discuss factors that affect assessment of students and their families in early childhood for MSD students. **Article Reviews Due** |
| **5** | **Week 5 Objective- Use assessment information in making eligibility, program, and placement in RTI decisions for individuals with MSD.** | Read Ch. 7 & 8  Discussion Board: Describe the importance of RTI in the special education process. |
| **6** | **Week 6 Objective: Transition planning and adult issues with MSD** | Read Ch. 9  Discussion Board:  Identify an adult MSD issue and how good planning can create success with this difficulty **Alternate Assessment Project Due** |
| **7** | **Week 7 Objective: Develop an understanding of and using task analysis, backward and whole task chaining.**  **Demonstrate the use of technology in assessment.** | Read Ch. 10  What do you consider to be the greatest challenge to assessment with MSD students and how can you address that challenge? **Transition Activity Due** |
| **8** | **Week 8: Present Individual PowerPoint’s**  **Reflect on class**  **Evaluation** | **Field Hours and Required Activities**  **Tests Administration Project Due** |

**Rubric for all Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **77 and below** | **78-85** | **86-92** | **93-100** |
| The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization. | Some of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed. | Most directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed. | All Directions are followed.  Assignment meets length requirement.  Assignment is well organized and does not contain any grammatical errors.  All content required for assignment is addressed. |

**Rubric for Projects**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dimension** | **A (93-100%)** | **B (86-92%)** | **C (78-85%)** | **Unacceptable (<78%)** |
| Content | All directions followed; content complete and well-developed; reflects extensive knowledge and use of references | Directions followed; content complete; reflects proficient knowledge and use of references | Most directions followed; some gaps in content; reflects some knowledge and use of references | Directions misunderstood or not followed; content incomplete; demonstrates limited knowledge; minimal use of references |
| Organization | Well-organized; excellent coherence; clearly written | Organized; clear writing; mostly coherent | Some organization; some parts confusing | Limited organization; confusing to reader;  lack of coherence |
| APA/Writing | Follows APA formatting and reference citations; minimal if any grammatical or spelling errors | Most APA expectations met; minor grammatical or spelling errors | Some APA errors; common grammatical or spelling errors; basic writing skills | Limited attention to APA; multiple grammatical and spelling errors; immature writing |

**Grading System**

**Activity Points**

Participation 100

Transition Activity 100

Tests Administration Project 200

Collaborative Article Review Projects 100

Field Experience 200

Alternate Assessment Project 200

**TOTAL 900**

**Course Grading Scale in Percentages with points**

**A = 837 (93%); B = 774 (86%); C = 702 (78%); D = 63(70%)**

**F = below 630 pts.**

**Course Schedule**

The course schedule is located in the course website and includes weekly topics, specific assignments, discussion activities, and due dates.

**Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, with justifiable cause, may request an Incomplete from the professor by submitting an Incomplete Request form prior to the last class session. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”.

Course work and other requirements to change the “I” grade must be completed by the

designated time set by the professor but not to exceed 9 weeks. If by the end of the designated

time, the requirements have not been met, the professor will change “I” to an “F”.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2013-15 Bulletin Catalog, p. 35)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**References**

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disabilities including deaf-blindness and autism. *International Journal of*

*Disability, Development, 45, 35-55.*

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impairments: Reflections of models of social construct in educational decisions

for literacy instruction. *Journal of Disability Policy Studies*, 18 (1), 32-42.

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impairments: Opportunity barriers to literacy. *Focus on Autism and Other*

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