

Course Information Summary

Course (Prefix, Number, Title):

SPE 5670 Assessment in Special Education

Course Description:

Assessment for Special Education. (3) An advanced course in behavioral assessment of individuals identified as exceptional as well as those in inclusive settings. Administration and interpretation of formal and informal assessment measures will be studied.

Pre-requisites/Co-requisites

Prerequisite: SPE 4800 or equivalent

Required Text:

Assigned readings

Support of Conceptual Framework:

This assessment course will provide candidates for the LBSII endorsement with instruction in assessment and a supervised clinical experience designed to provide an opportunity to administer both formal and informal assessments.

Methods of Instruction:

This course will be taught face-to-face as a means of providing direct instruction on material, in addition to the use of a website to provide further explanation of assignments as well as communication with the instructor.

Learning Outcomes/Objectives

EIU Graduate Level Outcomes

1. A depth of content knowledge including effective technology skills and ethical behaviors.
2. Critical thinking and problem solving.
3. Oral and written communication skills.
5. Ability to work with a diverse clientele, recognizing individual differences.

Advanced Standard 3: Research & Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special

educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.

With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

State of Illinois LBSII

STANDARD 1 – Foundations

The competent behavior intervention specialist understands: 1J students' behaviors as age-appropriate based on observation and social validation.

STANDARD 2 - Characteristics of Learners

The competent behavior intervention specialist understands: 2B. the impact of varying disabilities on behavior, 2C. the communicative aspects of behavior, 2E. the relationship between learners' behaviors and intensity of service provision.

STANDARD 3 – Assessment

The competent behavior intervention specialist understands/demonstrates: 3A. terminology used in functional and positive behavioral assessment, 3B. state and federal laws and regulations and ethical considerations of functional and positive behavioral assessment, 3C. the use and limitations of behavior rating scales, systematic recording

procedures, authentic assessment and/or functional assessment, 3D. duration and intensity of behavior and the influence on learner performance on formal and informal assessments, 3F. the relationship between determination of behavioral interventions and issues of screening, referral, and placement, 3G. uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs, 3H. interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities, 3I. communicates results of positive behavioral assessments to the learner and all stakeholders, 3J. adapts and modifies formal and informal assessments to accommodate behavioral needs of the learner, 3K identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.

STANDARD 4 - Planning for Instruction

The competent behavior intervention specialist understands/demonstrates: 4A. behavioral demands of various learning environments, 4E. positive behavior management plan guidelines and key components, 4F. the rationale for targeting specific behaviors and selecting positive behavior management techniques, 4J. evaluates the effectiveness of positive behavior management plans and revises as needed.

STANDARD 7 - Collaborative Relationships

The competent behavior intervention specialist 7G. synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies, 7H. uses collaborative strategies and counseling techniques with families, learners, related service providers, and other professionals.

STANDARD 8 - Professional Conduct and Leadership

The competent behavior intervention specialist 8D. serves as an advocate for individuals and their families.

Grading Policy:

Grading Scale

A point scale is used. Grades are determined by the number of points earned.

The following scale is used by the Department of Special Education faculty:

90% or more of total points	=	A
80-89% of total points	=	B
70-79% of total points	=	C
60-69% of total points	=	D
less than 60% of total points	=	F

Practicum must be successfully completed. If practicum is judged to be less than satisfactorily completed, then no more than a "D" may be earned, regardless of the number of points earned.

Assignments:

Each candidate will complete several related readings, present one assessment instrument, complete a functional behavior assessment, complete a behavior/adaptive rating scale, write an interpretation of results and instructional recommendations based on assessment, and submit a written self-evaluation based on practicum experiences, compete final exam.

Chart of Assessments:

See Chart . .

Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed						Dispositions Addressed				
		1	2	3	4	5	6	1	2	3	4	5
Assessment Instrument Presentation	Candidates will present in class one assessment instrument. This will include a discussion of the instrument, materials and administration and scoring procedures.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Functional Behavior Assessment	Candidate will complete a functional behavior assessment on an individual of school age.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written Report of Assessment Results	Candidate will summarize in written format the assessment results as well as provide instructional recommendations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written self evaluation	Candidate will submit a written self evaluation of practicum experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final Exam	Candidate will complete final exam	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Related Readings	Candidate will read assigned readings and provide written response.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Behavior/Adaptive Rating scale	Candidate will administer and interpret an adaptive or behavior rating scale	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List of Graduate/Advanced Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Critical Thinking and Problem Solving
- Standard 3 – Oral and Written Communications
- Standard 4 – Advanced Scholarship/Research/Creative Activity
- Standard 5 – Working with Diverse Clientele
- Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:

- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice

Disposition 3 – Effective Communication

Disposition 4 – Planning for Teaching and Student Learning

Disposition 5 – Sensitivity to Diversity and Equity

SPE 5670
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Learning Model

The primary learning model for this class is the Ecological Model. For more information on this model see: Evans, W.H., Evans, S.S., Gable, R.A., & Schmid, R.E. (1991). *Instructional management for detecting and correcting special problems*. Needham Heights, MA: Allyn & Bacon.

Textbook

Assigned Readings

Course Outline

- I. Introduction to Assessment (Clearinghouse, 1988; Deno, 1985; Fuchs, et al., 1986)
 - A. Terms
 - B. Kinds of Assessment Procedures
 - C. Purposes of Assessment
 - D. Legal Basis of Assessment
 - E. Bias in Evaluation

- II. Formal Assessment (American Education Research Association, 1995; Deno, 1985; Conoley & Kramer, 1989; Gronlund, 1985)
 - A. Types
 - B. Uses
 - C. Strengths and Limitations

- III. Informal Assessment (Boehm, et al., 1987; Fuchs, et al., 1994; Herman, et al., 1992; Ysseldyke, et al., 1994)
 - A. Types
 - B. Uses
 - C. Strengths and Limitations

- IV. Functional Behavioral Assessment (Cipani, E., Schock, K., 2007)
 - A. Critical Components
 - B. Development
 - C. Uses

Course Requirements

- 1. Attend/participate in all class meetings. Attendance will be considered in the course grade.
- 2. Read/Abstracts (APA) readings related to assessment (see tentative schedule).

3. Present one assessment instrument in class (see Test Presentation Criteria).
4. Complete a comprehensive functional behavioral assessment on an individual of school age. Present the results of this assessment in an educational assessment report (5-6 pages). Include all protocols and videotape of assessment sessions.
5. Complete a behavior/adaptive rating scale. Score and interpret.
6. Submit a written self-evaluation of your role in the practicum experiences.
7. Complete a final examination.

Course/Department Policies

Written Language Standards

Written assignments are expected to follow *American Psychological Association (APA)* style, format, and guidelines. Nonlabeling language is expected in all written materials. Students in SPE 5133 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Attendance

Students are expected to attend all classes. If prevented by an acute illness or an emergency, the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence, **may** deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

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Late Assignments

Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late. Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

Appointments/Assistance

Each student is encouraged to contact the instructor for assistance with any problem an/or for general discussion. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.

Special Education Graduate Outcomes

EIU Graduate Level Outcomes

1. A depth of content knowledge including effective technology skills and ethical behaviors.
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- 5. Ability to work with a diverse clientele, recognizing individual differences.

CEC Advanced Content Standards and CEC Special Education Administrator Knowledge and Skills:

- Advanced Standard 3: Research and Inquiry
- Advanced Standard 4: Student and Program Evaluation
- Advanced Standard 5: Professional Development and Ethical Practice

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Evaluation of Outcomes

The preceding Special Education Graduate Level Outcomes will be evaluated in SPE 5670 as follows:

Examinations:

Final 1,2,3,5

Assignments:

Functional Behavior Assessment 1,2,3,5

Test Presentation 1,2,3

Behavior/Adaptive Rating Scale 1,2,3,5

Self- Evaluation 3,5

Written Assessment Summary 1,2,3,5

Homework:

Readings 2,3,5

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