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| **SPED 529: Assessment of Students with Severe Disabilities**<br>**Spring 2021** |
| Instructor:   Janet Read Godsey, M.S. Ed, ATP |

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| Class Location: online |
| Instructor's office hours are by appointment only |

***\*Note: This document and other class related materials are available at***
***https://blackboard.wku.edu.***

<u>**Course Description (3 hours)**</u>:
**Assessment needs for functional skills across school, home, and community promoting increased independence of students with severe disabilities. Course includes reading individual psychology reports to working with parents as essential partners in assessing student needs and creating program goals. Field hours are required for this course. However, due to COVID-19 restrictions, more information about field hours will be given at a later date.**

<u>**Prerequisites**</u>:   SPED 610

<u>**Competencies**</u>:
Specific learner competencies for SPED 529 are part of a comprehensive program to meet Council of Exceptional Children (CEC) for Initial & specialty sets (IIC) & (DDA) for students with low incidence disabilities with severe needs, the KY Teacher Standards (KY) and are aligned with the INTASC standards.

Specific learner outcomes for this course are that students will be able to demonstrate conceptual understanding and/or practical demonstration of the following topics through submitted assignments:

1.  Principles of assessment (e.g., norm vs criterion referenced, formative vs summative)
    a.  CEC: IIC.4.K1
    b.  KTS: 1.5, 5.1, 5.2, 5.3
2.  Reinforcer/preference assessments
    a.  CEC: IIC.4.S3
    b.  KTS: 2.3, 3.3
3.  Assessment of behavioral states (e.g., awake, alert, drowsy, sleeping)
    a.  CEC: IIC.4.S3, IIC.4.S5
4.  Commercially available assessments (e.g., COACH, etc.)
    a.  CEC: IIC.5.K1  IIC.4.S3
5. Adaptive Behavior Scales

      a. CEC: IIC.4.K1
6. Curriculum based measurements
      a. CEC: IIC.4.K1
      b. KTS: 1.5, 2.3, 5.1, 5.2
7. Domain Specific Assessment (e.g. Communication, Transition)
      a. CEC: IIC.1.K9 ,IIC.4.S1 , IIC.4.S2, IIC.4.S4, IIC.4.S5
      b. KTS: 2.3, 5.1, 5.3, 8.1
8. Ecological Assessments
      a. CEC: IIC.2.K2, IIC.2.K3, IIC.4.S3
      b. KTS: 1.5, 5.1, 5.3
9. Alternate assessment
      a. CEC: IIC.4.S3
      b. KTS: 5.3

**CEC-IIC** – Council for Exceptional Children Initial Specialty Set: Individualized Independence Curriculum **CEC-DDA**- Initial special set: Developmental disabilities- Autism Spectrum Disorders, **KTS-** Kentucky Teacher Standard
**Initial Specialty Set may be accessed at:**
https://www.cec.sped.org/~/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20Individualized%20Independence%20Curriculum.pdf
**Kentucky Teacher Standards may be accessed at:**
http://iippii.com/assets/kentuckyteacherstandards.pdf

## Textbooks and Required Materials:

There is no primary textbook for this course. Reading materials for this course will largely be made up of academic articles, excerpts from numerous assessment instruments, and free resources that will all be uploaded to Blackboard alongside assignments. You will become quite familiar with the following 79-page document, which you may wish to print. As of January 2021, the most recent revision was uploaded in July 2019. Check this URL periodically for updated versions.

Kentucky Department of Education Office of Special Education and Early Learning (July 2019), *Guidance document for individual education program (IEP) development.*
https://education.ky.gov/specialed/excep/forms/Documents/IEP_Guidance_Document.pdf

Other materials will be listed and presented at the instructor's discretion.

## Major Course Topics:
**(some, but not all-inclusive of topics that may be covered during the term):**
This online course will be delivered in weekly sections that may combine these topics.
- Different purposes of assessment (e.g. eligibility for disability category, program planning, progress monitoring, etc.)
- Reading an integrated assessment report

- Curriculum-based measures
- Creating assessment probes for baseline data and IEP progress monitoring
- Assessment of skills and levels of support needed for students with the most significant disabilities
- Conducting reinforcer preference assessments
- Conducting ecological inventories and considering family priorities
- Free and commercially available resources for domain specific assessments (communication, transition, adaptive skills, etc.)
- Participation criteria for Kentucky Alternate Assessment
- Components of Kentucky Alternate Assessment
- Tying instruction to Kentucky Academic Standards and Alternate Assessment Targets
- Compression planning for prioritizing skills to teach
- Documentation of various assessments in the IEP and conference summary

## Course Grading and Evaluation:

The following represents the grade equivalent for accumulated points:
93 –100 = A
86 –92 = B
77 –85 = C
76 –69 = D
Below 68 = F

Timely participation and punctual assignments are mandatory components to successfully completing this course!

## Due dates
Teaching is a profession that requires numerous due dates and strong time-management skills. To better prepare students for effective teaching, due dates will be adhered to. Due dates will be listed on the course calendar.  Work that is due at midnight is considered late at 12:01. Work may be submitted early.

**Student Disability Services:**  In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074.  The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu.  Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Statement of Diversity:**  We believe that diversity issues are of major import to student and school success.  We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions.  This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment.  The format of this class will be a

community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

**Discussion Board Postings (DBP) :** When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel. Neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. Please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

**Technology Management**
Managing student technology is the sole responsibility of the student.
The professor and/or WKU are not responsible for making sure that:
 (a) student word processing software is compatible with that used by the University; MUST USE **.docx and not PDF (or Google doc giving me commenting rights)** *for submitting items where grading feedback is expected.*
 (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
 (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
 (d) If a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and
 (e) Any other student technology problem or issue gets successfully resolved. Even though periodic travel to a campus classroom may not be required, online courses require *more d*edication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.
*Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please*

contact the **Help Desk at 270-745-7000,** *not the professor.*