Instructor
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Course Description for SPED 463/563
Assessment of scholastic achievement and aptitude, social behavior, and instructional effectiveness through the use of norm-referenced, individualized test instruments and informal instructor designed procedures. Course includes report writing, establishment of objectives, participation in the development of IEPs, and review of basic statistical and measurement concepts.
Prerequisites SpEd 320. SpEd 463L/563L must be taken concurrently.

463L/563L
Field experience in assessment and remediation of academic and behavioral skills of students with disabilities. Students will complete a 40 hour practicum, which must be taken concurrently with SpEd 463/563.

Required Course Texts:
Standards of Effective Practice

Core Skills for Teachers of Special Education

Subpart 2 – Core Skill Areas

B. Referral evaluation, planning and programming. A teacher of special education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to:

1. select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive technology supports where appropriate;
2. communicate the results of assessments and the evaluation process to students, families, teachers, and other professionals;
3. understand the effects of various physical and mental health conditions, including the effects of medications, on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities when planning and administering assessments;
4. assess the impact of environmental factors on assessment results and the special education evaluation, planning, and programming process; and
5. produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each.

Teachers of Special Education: Learning Disabilities

Subpart 3 – Subject Matter Standard


A. **Foundational Knowledge.** A teacher of special education: learning disabilities understands the foundations of special education services for students with learning disabilities and related learning difficulties on which to base practice. The teacher must demonstrate knowledge of the:

7) factors that influence accurate identification of culturally, linguistically, and socio-economically diverse students as students with specific learning disabilities.

B. **Referral, evaluation, planning, and programming.** A teacher of special education: learning disabilities understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with learning disabilities and related learning difficulties. The teacher must be able to:

1) apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process, and communicate the purpose, procedures, and results to students, families, educators, and other professionals;
2) collect and interpret data and information specific to scientific research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes; and
4) use multiple methods of data gathering, such as progress monitoring, record reviews, interviews, test administration, work sampling, observation, functional behavioral assessments, curriculum evaluation, dynamic assessment, and testing of limits, from multiple stakeholders including families and interpreters.

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**Teachers of Special Education: Emotional Behavioral Disorders**

Subpart 3 – Program Requirements

B. **Referral, evaluation, planning, and programming.** A teacher of special education: emotional or behavioral disorders understands and applies principles of prevention and intervening early and procedures for referral, assessment, individualized planning, programming, and placement specific to teaching students with emotional or behavioral disorders. The teacher must be able to:

1) collect and interpret data and information specific to research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes;
2) select, administer, and interpret formal and informal assessments for students with emotional or behavioral disorders, accounting for technical
adequacy and ethical concerns and communicate the results to students, families, teachers, and other professionals;
3) adapt and modify assessment tools and methods to determine the skills, abilities, and needs of students with emotional or behavioral disorders; and
4) interview, conduct structured observations, and document behavior in school and non-school settings for the purpose of evaluating for eligibility and planning, developing, and implementing individualized education programs.

**Teachers of Special Education: Developmental Disorders**

Subpart 3 – Program Requirements

B. Referral, evaluation, planning, and programming. A teacher of special education: developmental disabilities understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with developmental disabilities. The teacher must be able to:

2) select, administer, and interpret assessments for students with developmental disabilities, accounting for technical adequacy, ethical concerns, and expressive and receptive communication needs and communicate results to students, families, educators, and other professionals;
3) integrate multiple methods of collecting data from students, parents, families, teachers, and other professionals for the purpose of evaluation and planning, developing, implementing, and evaluating individualized education programs; and
9) address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with developmental disabilities.

**Course Objectives**

1. Be familiar with concepts and methods for summarizing statistical data as it relates to educational assessment.
2. Understand laws and legal/cultural aspects of educational assessment.
3. Demonstrate understanding of basic measurement concepts including test reliability, validity, standard error of measurement, normal curve and its relationship to the interpretation of derived scores including standard scores, and percentile rank.
4. Demonstrate ability to assess individual students using norm-referenced assessment instruments.
5. Have an understanding of informal assessment measures and how they interrelate with standardized testing.
6. Demonstrate the ability to score norm-referenced assessment instruments accurately.
7. Demonstrate adequate observational skills to accurately assess a student in both the classroom and individual testing situations.
8. Integrate assessment data to write a comprehensive report stating strengths and weaknesses, remediation techniques, and goals and objectives to improve skills.
9. Be familiar with the nature of aptitude assessment as it is currently performed in the schools and be able to interpret psychologists’ reports concerning the results of the assessment.
10. Accurately present assessment data at a staffing.
11. Successfully complete 60 hours in a classroom practicum site understanding the school system, instructional environments, IEPs, interviews, background information and curriculum.

Diversity
By nature, special education works with a diverse population. In this class students will learn cultural issues related to assessment and learning, family strategies for presenting information and modifications needed for different cultures and English Language Learners.

Special Accommodations
Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Director of the Career and Disability Services CMU 114 at 218.477.2131 (Phone), 218.477.2430 (Fax), 800.627.3529 (MRS/TTY), or toutges@mnstate.edu as soon as possible to ensure that accommodations are implemented in a timely fashion.

Course Requirements:

1. **Class participation** (20 points) - Class attendance and participation is expected. Small group activities will take place during class time. Through your participation you increase your understanding of the material and the instructor gets insights into what you get excited about, disagree with, are confused by, etc. If you must miss a class or part of a class, talk to the
instructor ahead of time, if possible. You are responsible to get notes from peers.

*Standards:* Core: B7, B8, B9, B11, B12, B14; LD: A7, B1, B2, B4; EBD: B1, B2, B3, B4; DD B2, B9

**Reaction papers** (40 pts, 10 pts per paper) - Reaction papers are brief reactions to text readings or assigned articles (at least a couple full pages typed). They should be clearly relevant to the coursework but do not need to be comprehensive in scope (e.g. you can “react” to just one issue or topic). The reaction papers should be a reflection of what you think of the material, how you would use the information in your teaching practice, what you have experienced in relation to the topic. Materials for these reflection papers will be provided during class time. There will be 4 topics:

a. Reaction 1: Informal Assessment  
b. Reaction 2: Assessment of LD and EBD  
c. Reaction 3: Overrepresentation of Minorities in SPED  
d. Reaction 4: Communication with Parents

*Standards:* Core B7, B8, B11, B12; LD A7; EBD B2; DD B9

**2. Exams and Quizzes** (160 pts) - Two exams will be given during the semester. The exams will be primarily short answer and essay. The structure of the exams and content to be covered will be discussed in class prior to the exam.

*Standards:* Core: B7, B8, B9, B11, B12, B14; LD: A7, B1, B2, B4; EBD: B1, B2, B3, B4; DD B2, B9

**3. Assignments, Reports, and Case Presentations** (170 pts) - Throughout the class you will be given assignments related to practicing assessment techniques we have discussed. Many of these assignments will be completed in your practicum site and combined into case presentations and/or written reports. Below are brief descriptions of the assignments. You may also be asked to try out assessment techniques informally in your home/community and report on your experiences. You will receive more detailed instructions for each assignment when relevant. You will be given feedback on your assignments and may need to correct or redo certain parts of them.
**Behavioral Observations in the Schools** (20 pts) (to be completed at practicum site unless approved otherwise). Practice using and reporting a variety of observational techniques. The student(s) being observed can be in special or general education and does not need to be having difficulty behaviorally, although that makes things more interesting. 😊 You may do all of the observations on one student, or do each part of this assignment on a different student. For each part of the assignment you will complete a written summary of the results and a self-critique of your observations’ reliability and validity. Presentations of part or all of the behavioral observation cases will be done in class contingent on class time and practicum schedules.

- Basic “on/off task” time sample: 15-minute narrative recording in a structured academic setting and another 15-minute recording in an unstructured setting.
- Behavioral Observation of Students in School (BOSS) engagement observation: 15-minute narrative recording in a structured academic setting and another 15-minute recording in an unstructured setting.

*Standards:* Core B7, B8, B9, B11, B12, B14; LD B7, B2, B4; EBD B1, B2, B3, B4; DD B2, B9

**Functional Behavioral Assessment** (20 pts)
Observe a class and watch behaviors around the room. Choose a student to observe, operationalize the target behavior, write a hypothesis as to the purpose of the behavior. Do a 30-minute narrative recording. Type it into an ABC format. Try to decide on the function of the behavior and decide on a good replacement behavior. Create an intervention with a goal to work on the behavior and set up a progress monitoring graph.

*Standards:* Core B7, B8, B9, B11; EBD B1, B2, B3, B4; DD B2, B3

**Assessment of Academic Skills and Instructional Environment** (20 pts)
Complete a file review and review of permanent products and conduct CBM present levels of performance on one student in one of the following areas: reading, writing, math, or spelling. The student can be in special or general education and does not need to be having difficulty academically. Student’s instruction, environment, and curriculum in that academic area will be
assessed using observation and teacher interview (ICEL form provided). You will complete a written summary of the results, as well as the ICEL matrix.

**Standards:** Core B7, B8, B9, B11, B12, B14; LD A7, B2, B4; EBD B2, B4; DD B3

**Accommodations** (30 pts)
Interview a teacher about accommodations that they provide for a student. Discuss with the teacher how accommodations were decided upon and why. Was there any formal testing on the accommodation itself? Write up a synopsis of the accommodations, the interview, and your opinion.

**Standards:** Core B7, B8, B14; LD B1, B2; EBD B1, B2; DD B3

**Test Check-out (P/F) --Written Report (80 pts)**
Each student will set up a test check-out on the Woodcock-Johnson Tests of Achievement and the Vineland Adaptive Behavior Scales. The check-outs must be done at a mastery level, so if you do not pass the first time, you will need to redo the check-out. In addition, you will hand in 1 set of practice protocols for the WJ, one for the VABS and a written comprehensive report.

**Standards:** Core B7, B8, B11, B12, B14; LD A7, B1, B2

**RTI Assignment (for graduate level 563 students only)** (50 pts)
Graduate level students will complete an assignment about RTI (to be agreed upon with the instructor).

**Standards:** LD A7, B2, B4,

**Grading:**
This course is set up on a point system, no curve. A grade of incomplete will be given only under special circumstances that must be discussed and arranged with the instructor prior to the end of the term. Academic honesty is expected at all times. If you are having difficulty with course assignments or requirements due to a disability, child care, life events, etc. PLEASE speak to the instructor to determine if accommodations may be appropriate and necessary.

98-100% = A+  
77-79% = C+
Late Work
Each assignment is to be submitted and work should be turned in on time. You will lose 10% of your assignment points for each day late.
No work will be accepted after the last session of class unless the student has made arrangements with the instructor for an “I” (Incomplete) grade.

Practicum:
You will complete 40 hours in your practicum site. A journal will be kept throughout this time. In this journal you will clock your hours, days, and the events that occurred or things you observed while you were there each time (a reflection).

CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT

MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

Knowledgeable: MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

Reflective: MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work
in order to assess progress in meeting this guiding principle. It is through this reflective process that instruction is improved, new ideas are implemented, ineffective methodologies are abandoned, and learning outcomes for students are enhanced. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates are able to recognize learning, motivational, and developmental variables in their instructional practice and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and their innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the students with whom they work, and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences, and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their students, meet new situations with resourcefulness, excitement and curiosity, with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help students not only learn about aesthetics, but to also learn how to think about the world at large.
***Syllabus and assignments are subject to revisions as deemed necessary by the instructor.

TENTATIVE COURSE CONTENT SEQUENCE - SPED 410

CONTENT

Unit 1: Introduction to Assessment

Assessment and teaching, historical and contemporary models of assessment (early intervening services), assessing the whole child, cultural considerations in assessment.

Laws and ethics, IDEA and assessment, initial evaluations, parental consent, nondiscriminatory assessment, evaluating children with specific learning disabilities, evaluating children with attention deficit hyperactivity disorder, IEP team evaluation, determining eligibility (MN, ND eligibility criteria), data driven IEP, determining least restrictive environment.

Standards: Core B8, B14; LD A7, B4; EBD B2; DD B3

Unit 2: Technical prerequisites of understanding assessment

Descriptive statistics, the importance of measurement, getting meaning from numbers, developing a distribution from raw scores, reliability (methods to measure it), validity (methods to measure it), correlation, standard error of measurement and its implication for student’s performance interpretation.

Norm-referenced assessment, basic guidelines in test administration, scoring and interpretation of results, calculating raw scores, basal, ceiling, chronological age, derived scores, using protocols. Group testing, individual testing, accommodations for students with disabilities, alternate assessment.

Standards: Core B7; LD B1; EBD B2, B3; DD B2

Unit 3: Assessing students

Task analysis, error analysis, achievement tests (e.g., Woodcock Johnson III Tests of Achievement), selecting academic achievement tests, diagnostic tests, screening tests (level 1, level 2), assessing language, assessing behavior, functional behavior assessment, types of observational data recording, ABC
analysis model, sociograms, ecological assessment, structured classroom observations. Determining the impact of environmental factors on students’ performance during assessment.

Measures of intelligence, use of intelligence tests, review of intelligence tests, measures of adaptive behavior (e.g., Vineland Adaptive Behavior Scales), assessment in infancy, assessment in early childhood (e.g., Denver Developmental Screening Test), methods of early childhood assessment, assessment of children referred for autism spectrum (e.g., Childhood Autism Rating Scale), assessing functional academics, parent interviews.

Standards: Core B9, B11, B12; LD A7, B4; EBD B2, B3; DD B9

Unit 4: Interpretation of assessment results

Interpreting assessment for educational intervention (academic and functional curricula), writing test results, writing goals and measurable short-term objectives, aim line, reevaluations.

Standards: Core B8, B14; LD B2; EBD B1; DD B3

Appendix: Explanation of Instruction and Assessment according to BOT Standards

SPED Core
B. Referral, evaluation, planning, and programming. A teacher of special education understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement. The teacher must be able to:

B7 Select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive technology supports where appropriate.

Instruction:
-Mental Measurement Yearbook (MMY) accessible through www.mnstate.edu/library
-Hosp, Hosp, & Howell (2007) the ABCs of CBAs: A practical guide to curriculum-based measurement;

B8 Communicate the results of assessments and the evaluation process to students, families, teachers, and other professionals.


Assessment: Students will team up in pairs role-playing the experience of disclosing assessment results to parents. Emphasis will be placed in the practice of direct communication, active listening, and the provision of all information that gives a clear indication of the child’s disability (i.e., not only the diagnosis per se).

B9 Understand the effects of various physical and mental health conditions, including the effects of medications, on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities when planning and administering assessments.

Instruction: Review of the facts sheet Some Medications Prescribed for Children’s and Adolescents Mental Health Problems (River Lights, 1995) and the “ADHD Medication Information Sheet for Parents and Teachers” (FIU, 2011).

Assessment: End of session group quiz. Students will gather in groups of 3 to collectively recall the most severe side effects of the medications and discuss how these side effects may directly impair on students’ assessment performance (e.g., inability to concentrate, dizziness, anxiety).

B11 Assess the impact of environmental factors on assessment results and the special education evaluation, planning, and programming process.

Instruction: Review of selected chapters of the following reports:

Effects of Poverty, Hunger, and Homelessness on Children and Youth (American Psychological Association, 2011)

Assessment: End of session group quiz. Students will gather in groups of 3 to collectively recall the most prominent effects of environmental factors on students’ assessment performance (e.g., distrust of authority, restlessness, substance abuse) and brainstorm alternatives to control and acknowledge the impact of these factors during evaluation, planning and programming processes.

B12 Assess the impact of gender, familial background, socioeconomic status, and cultural and linguistic diversity on assessment results and the special education referral, evaluation, planning, and programming process.

Instruction: Lynch and Hanson (1998, 2nd ed) Developing cross-cultural competence: A guide for working with children and their families. Chapters on ethnic, cultural, and language diversity in intervention settings; issues on culture shock and immigration; developing cross-cultural competence, and implications for interventionists.

Assessment: Essay questions: What are the implications for practice of cross-cultural competence? How would you facilitate a culture-appropriate intervention process? Simulation and in-class group discussion.

B14 Produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each.

Instruction: Pierangelo and Giuliani (2009) Assessment in special education: A practical approach. Chapter on development of IEP, annual review and triennial review. Additional topics include: writing of measurable annual goals and short-term objectives (i.e., benchmarks), progress monitoring plans and strategies, specifying types of measurements (e.g., direct such as frequency counts or CBAs, indirect such as rubrics or interviews, authentic such as portfolios or work samples), types of data, times and location for data collection, person/s in charge of data collection, of data compilation and reporting.
Assessment: Write measurable short-term objectives, design progress monitoring plan, analyze fictitious data, and prescribe course of action.

Teachers of Special Education: Learning Disabilities
A. Foundational Knowledge. A teacher of special education: learning disabilities understands the foundations of special education services for students with learning disabilities and related learning difficulties on which to base practice. The teacher must demonstrate knowledge of the:

A7 Factors that influence accurate identification of culturally, linguistically, and socio-economically diverse students as students with specific learning disabilities.


Assessment: In small groups, students will review one selected article/report and will identify factors that seem to be directly/indirectly contributing to the overrepresentation of minority students in special education programs (e.g., misinterpretation of assessment data, personal biases/stereotypes, subjective determination of mild forms of disability, poor understanding of English language acquisition). In a panel format, one representative from each group will present the group’s findings to the entire class.

B. Referral, evaluation, planning, and programming. A teacher of special education: learning disabilities understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with learning disabilities and related learning difficulties. The teacher must be able to:
B1 Apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process, and communicate the purpose, procedures, and results to students, families, educators, and other professionals


**Assessment:** Students will be able to identify on various instruments’ manuals the critical components of a technically sound norm-referenced assessment tool (e.g., coefficient of reliability, normative sample size, normative sample representativeness). Students will write a two-page reflection on the data gathering and data analysis processes. Students will also write a comprehensive report with information accessible to parents, students, as well as other professionals.

B2 Collect and interpret data and information specific to scientific research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes.

**Instruction:** Discussion of the “scientific research-based instructional interventions” concept (e.g., control trials, replication of studies). Browse ERIC and EBSCO Host databases in search of studies validating the effectiveness of instructional strategies for students who are struggling academically.

**Assessment:** Students will be able to state the criteria that are required of a scientific research-based instructional intervention. Students will be able to search the current literature to confirm that an intervention has been scientifically demonstrated to be effective in responding to the needs of students with learning disabilities.

B4 Use multiple methods of data gathering, such as progress monitoring, record reviews, interviews, test administration, work sampling, observation, functional behavioral assessments, curriculum evaluation, dynamic assessment, and testing of limits, from multiple stakeholders including families and interpreters.
Instruction: Pierangelo and Giuliani (2009) Part III: Assessing Students (i.e., Chapters 9/Academic Assessment, 10/Assessment of Intelligence, 11/Assessment of Behavior, 12/Assessment of Perceptual Behavior, 13/Assessment of Speech and Language). A review of BISC and CALP development among ELL learners will be presented.

Assessment: Discussion on the importance of becoming familiar with nonbiased assessment techniques and the importance of selecting a variety of formal and informal assessment instruments in the evaluation process as well as the critical aspect of assessing across settings. Students collect data through various assessment tools (e.g., Woodcock Johnson, AIMSweb probes for reading, writing and mathematics, BOSS for behavior observations, FBA methods such as ABC analyses, ICEL/RIOT Matrix, teacher interviews, parent interviews, permanent products). Data will be analyzed and the implications for programming will be discussed in small groups. Results will be presented to the class.

Teachers of Special Education: Emotional/Behavior Disorders

B. Referral, evaluation, planning, and programming. A teacher of special education: emotional or behavioral disorders understands and applies principles of prevention and intervening early and procedures for referral, assessment, individualized planning, programming, and placement specific to teaching students with emotional or behavioral disorders. The teacher must be able to:

B1 Collect and interpret data and information specific to research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes.


Assessment: Midterm questions addressing the components of each one of the RTI tiers: The interventions strategies that characterize each one of the tiers (e.g., group size, time), the rationale behind each one of the tiers, expectations for continuous improvement, and the referral decision making process.
B2 Select, administer, and interpret formal and informal assessments for students with emotional or behavioral disorders, accounting for technical adequacy and ethical concerns and communicate the results to students, families, teachers, and other professionals.


Assessment: Comprehensive report writing.

B3 Adapt and modify assessment tools and methods to determine the skills, abilities, and needs of students with emotional or behavioral disorders.


Assessment: Students will describe on a table the most efficient accommodations in the assessment process (e.g., presentation, response, setting, timing, provision) taking into consideration the student’s characteristics as well as the individual assessment tool’s characteristics.

B4 Interview, conduct structured observations, and document behavior in school and non-school settings for the purpose of evaluating for eligibility and planning, developing, and implementing individualized education programs.

Instruction: MN eligibility criteria for EBD at https://www.revisor.mn.gov/rules/?id=3525.1329 Article: An Evaluation of the Functional Behavioral Assessment Process Used with Students with or At-Risk
Assessment: Students collect data through various assessment tools (e.g. BASC, Vineland/Maladaptive Behavior Domain, FBA in home and school observations). Data are analyzed and the implications for programming are discussed in small groups. Results are presented to the class.

Teachers of Special Education: Developmental Disabilities

B. Referral, evaluation, planning, and programming. A teacher of special education: developmental disabilities understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with developmental disabilities. The teacher must be able to:

2) select, administer, and interpret assessments for students with developmental disabilities, accounting for technical adequacy, ethical concerns, and expressive and receptive communication needs and communicate the results to students, families, educators, and other professionals;

Instruction:
-Mental Measurement Yearbook (MMY) accessible through www.mnstate.edu/library
-Sparrow, Cicchetti, and Balla (2008) the Vineland Adaptive Behavior Scales - VABS

Assessment: Identification and selection of valid and reliable norm-referenced assessment tools through MMY database searches. Direct administration, scoring, and interpretation of results from the Vineland Adaptive Behavior Scales. Present assessment results to class.

3) integrate multiple methods of collecting data from students, parents, families, teachers, and other professionals for the purpose of evaluation and planning, developing, implementing, and
evaluating individualized education programs.


Assessment: Students collect data through various assessment tools (e.g., Woodcock Johnson, DIBELS, BOSS). Data are analyzed and the implications for programming are discussed in small groups. Results are presented to the class.

9) address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with developmental disabilities.


Assessment: In small groups, students will review one selected article/report and will identify factors that seem to be directly/indirectly contributing to the overrepresentation of minority students in special education programs (e.g., misinterpretation of assessment data, personal biases/stereotypes, subjective determination of mild forms of disability, poor understanding of English language acquisition). In a panel format, one representative from each group will present the group’s findings to the entire class.