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.
4. 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, complete final exam.

**Chart of Assessments:**

See Chart .
## Graduate/Advanced: Chart of Assessments

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

### 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
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Learning Model

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

   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
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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
References


Murphy, L.L., Conoley, J.C., Impava, J.C. (1994). *Tests in print IV: An index to tests, test reviews, and the literature on specific tests.* Lincoln, NE: Buros Instituto of Mental Measurements, University of Nebraska Press.


