

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**SCHOOL OF EDUCATION**  
**EDMX 627: Assessment, Planning, and Instruction in Special Education**  
**Wednesday, 5:30 – 8:15**  
**University Hall 373**  
**Spring 2012**

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**COURSE DESCRIPTION**

Focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences may access the core curriculum in inclusive educational environments through the application of best practices. Authentic assessment, social skills development, and multi-level assessment and instruction are examined. *Requires participation/observation in the public schools.*

**SCHOOL OF EDUCATION MISSION STATEMENT**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**Required Texts:**

Pierangelo, R. & Giuliani, G.G. (2009). *Assessment in special education: A practical approach*. NJ: Pearson Education Inc. ISBN 0-205-60835-3

*Supplemental Text from EDMX 631 and 635:*

Snell, M., & Brown, F. (2011). *Instruction of Students with Severe Disabilities (7<sup>th</sup> Ed.)*. NJ: Pearson Education Inc. ISBN 0-13-707546-4

If you can bring a Woodcock Johnson III to class on the nights we cover it that would be very helpful. Selected handouts given in class and posted on Moodle, instrument manuals and protocols, other as assigned.

**Student Learning Outcomes**

- 1.0 Observation Skills**
  - 1.1 Direct observations in informal situations
  - 1.2 Using checklists and various observation formats to record observational data
  - 1.3 Observing and detecting practices used in a setting serving learners with moderate/severe

disabilities with a field report requirement.

## **2.0 Record Keeping**

- 2.1 Maintaining a checklist/timelines for the assessment process
- 2.2 Employing competency checklists
- 2.3 Keeping anecdotal records
- 2.4 Utilizing IEP and ITP forms
- 2.5 Utilizing referral and planning for assessment forms
- 2.6 Recording and submitting observation notes (e.g., the moderate/severe field observation).

## **3.0 Assessment Techniques**

- 3.1 Evaluating various commercially available assessment instruments.
- 3.2 Administering, scoring and interpreting commonly used formal measures (standardized, norm-referenced)
- 3.3 Using informal assessment methods (e.g., criterion-referenced, curriculum-based)
- 3.4 Assessing student work in the classroom (e.g., work sampling)
- 3.5 Using assessments for specific populations
- 3.6 Using supplementary norm tables
- 3.7 Using authentic assessment approaches (performance-based, rubrics, portfolios)

## **4.0 Nondiscriminatory Testing**

- 4.1 Structuring the assessment environment
- 4.2 Scheduling assessment sessions
- 4.3 Evaluating and selecting assessment instruments
- 4.4 Selecting and preparing assessment materials
- 4.5 Ensuring parental participation in reporting of student performance

## **5.0 Writing Case Reports**

- 5.1 Gathering and reporting background information
- 5.2 Using a structured format for reporting
- 5.3 Reporting interactions with the child
- 5.4 Reporting the child's approach to tasks and learning styles
- 5.5 Using clinical judgment in interpreting results
- 5.6 Summarizing overall finding regarding a child
- 5.7 Making recommendations for interventions

## **6.0 Generating IEPs**

- 6.1 Summarizing current levels of functioning
- 6.2 Identifying long-range goals and short-term objectives
- 6.3 Completing sections of an IEP and ITP
- 6.4 Adapting the IEP as a parallel curriculum for students under IDEA
- 6.5 Ensuring parent participation and observation of rights

## **7.0 Best Educational and Assessment Practices**

- 7.1 Incorporating authentic assessment into lessons
- 7.2 Adapting lessons for individual learners using differentiated

## **8.0 Collaborative Interdisciplinary Teaming**

- 8.1 Demonstrating the effective use of collaborative teaming principles to:
  - a) develop IEPs, IFSPs, and ITPs; assessment plans and reports; instruction
  - b) problem solve curricular, instructional, and emotional or behavioral mismatches for students
  - c) guide other instructional and special education related decision making
- 8.2 Facilitating a planning meeting for a student eligible for special education or being considered for specialized support services
- 8.3 Differentiating the roles of various interdisciplinary team members and soliciting and utilizing diverse expertise of team members

## PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL STANDARDS

CCTC Preliminary Education Specialist standards ARE addressed by EDMX 627 via the classes and assignments

- M/M/S 3 Educating diverse learners with disabilities - *Online Journal Entries #1 and #2; RTI Workshop*
- M/M/S 4 Effective communication and collaborative partnerships - *Case Study and IEP Preparation Plan*
- M/M/S 5 Assessment of students - *Online Journal Entries #3; WJ III Practice Lab; Instrument Fair; Case Study and IEP Preparation Plan Assignments*
- M/M/S 8 Participating in ISFP/IEPs and post-secondary transition planning - *Case Study and IEP Preparation Plan Assignments*
- M/M/S 11 Typical and atypical development - *Online Journal Entries #1; RTI Workshop; Case Study and IEP Preparation Plan Assignments*
- M/M/S 12 Behavior, social and environmental supports for learning - *Case Study and IEP Preparation Plan*
- M/M/S 13 Curriculum and instruction for students with disabilities – *Observation for Assessment and Case Study Assignments*
- M/M 1 Characteristics of students with mild/moderate disabilities – *WJ III Practice Lab; Online Journal Entries #2 and #3; Case Study and IEP Preparation Plan Assignments*
- M/M 2 Assessment and evaluation of students with mild/moderate disabilities – *Instrument fair; Case Study and IEP Preparation Plan Assignments*
- M/M 3 Planning and Implementing Mild/moderate curriculum and Instruction – *Case Study*
- M/M 5 Specific instructional strategies for students with mild/moderate disabilities – *Observation for Assessment and Case Study Assignments*
- M/M 6 Case Management – *Case Study*
- M/S 4 Assessment, program planning and instruction - *Moderate/Severe Field Report*
- M/S 5 Movement, mobility, sensory and specialized health care – *Moderate/Severe Field Report*

**Key:**

**M/M/S** = Program Design Standards for Preliminary Education Specialist Credentials

**M/M** = Mild/Moderate Disabilities Standards for Education Specialist Credentials

**M/S** = Moderate/Severe Disabilities Standards for Education Specialist Credentials

## CLASS SESSIONS TOPICS AND ASSIGNMENTS DUE

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments Due</b>
#1 1/25	Introduction to Course Ecological Systems Theory	Syllabus Ch. 1-3	
#2 2/1	Foundational Concepts in Assessment Introduction: Observation for Assessment	Ch. 4-6  Snell & Brown, Ch. 3	
#3 2/8	Introduction to Woodcock Johnson III Introduction: Assessment Case Study	Ch. 9-10	Ecological Paper Due
#4 2/15	Practice Administration of Woodcock Johnson III		Practice Administration Lab Sheet Due at End of Class
#5 2/22	Progress Monitoring Task Analysis Introduction: Progress Monitoring and Task Analysis	Snell & Brown Ch. 4 and 5	
#6 2/29	<b>WBI #1 Response to Intervention and Professional Learning Communities</b>	Moodle	WBI #1 Due on Moodle on 3/6 by 12:00 a.m.
#7 3/7	RTI/PLC Workshop LD Eligibility Introduction: Instrument Fair	Ch. 17	Observation for Assessment Case Study Due Online
#8 3/14	Adaptive Behavior Vineland Adaptive Behavior Scales Berry VMI FAA/FBA	Ch. 11  Snell & Brown Ch. 7	
#9 3/21	<b>WBI #2 Autism Spectrum Disorder and Assessment</b>	Moodle – Kluth Ch. 1	WBI #2 Due on Moodle on 3/27 by 12:00 a.m.

#10 3/28	Autism Spectrum Disorder: Social Understanding and Sensory and Movement Differences	Moodle and Ch. 12	
#11 4/4	<b>Home Fun</b> – Prepare for Instrument Fair		
#12 4/11	Instrument Fair		Instrument Review
#13 4/18	<b>WBI #3</b> <b>STAR/CAPA/CMA</b>	Moodle	WBI #3 Due on Moodle on 4/24 by 12:00 a.m.
#14 4/25	Working with Parents and Advocates CAPA and CMA		Progress Monitoring Due
#15 5/2	Transdisciplinary Assessment Panel	Ch. 13, 15	Assessment Case Study Due
#16 5/9	Share/Reflect on Case Study Course Evaluations		

## ASSIGNMENT POINT DISTRIBUTION, GRADING SCALE, AND DESCRIPTONS

Description:	Points
<b>Participation (1 point per session)</b>	<b>16</b>
<b>Ecological Reflective Paper</b>	<b>6</b>
<b>Practice Administration of WJIII</b>	<b>10</b>
<b>Instrument Review Report and Share Fair</b>	<b>8</b>
<b>Web-Based Instruction Activities (3 at 5 points each)</b>	<b>15</b>
<b>Progress Monitoring and Task Analysis</b>	<b>20</b>
<b>Assessment Case Study:</b> <b>Observation: 5 points</b> <b>Case Study Report: 10 points</b> <b>IEP Prep Plan: 10 points</b>	<b>25</b>
<b>TOTAL</b>	<b>100</b>

### Grading Scale

**93% = A    90% = A-    87% = B+    83% = B    80% = B-    77% = C+**

A grade of C+ or better is required for a course to count toward a credential. Points below 77% = F.

### **In-Class and Online Participation: (16 sessions @ 1 point per session = 16 points maximum)**

Regular, punctual attendance is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior. Participation points are assigned based upon the following criteria: collaborative cooperation in all face-to-face and web-based classes and group assignments; enthusiasm for the content and activities; respect for speakers; patience and flexibility with the technology; appropriate use of all assessment materials.

### **Ecological Design Map and Reflective Paper: (6 points)**

Candidates learn about Urie Brofenbrenner's work on systems theory of development across the life span and understanding children/learner behaviors. During this process, each candidate creates an individual Ecological Design Map of their own. Examples of past maps will be shared. This is an individual creative assignment. Each candidate also composes a 3-4 page reflective paper explaining her/his Ecological Design Map.

**Practice Administration of the Woodcock Johnson III: (10 points)**

Requirement is to practice administering the WJIII to another classmate and share out as whole group. The format for reporting is found in the Assignment section of Moodle. You must submit your protocols with your written summary.

**Instrument Review and Instrument Fair: (8 points)**

Each candidate selects and reviews a commercially available educational assessment instrument and writes a guide for the use and interpretation of the instrument. All reviews are posted for classmates on Moodle and are shared with classmates in a live class, so that each member of the class has a composite set of commonly used assessments. Participation in the Instrument Fair **with the instrument** is required (paper = 4 points; instrument presentation = 4 points).

**Web-Based Instruction Activities and Reflections: (3 at 5 points each)**

WBI #1: RTI, PLCs, and LD determination, and web search (5 points)

WBI #2: Autism Spectrum Disorder and Assessment (5 points)

WBI #3: Examination of California testing: STAR, CAHSEE, CMA, and CAPA Requirements (5 points)

- Post response to the WBI prompts by the due date listed on the course schedule through Turn-It-In on Moodle.
- Use professional and respectful person-first language at all times.
- All activities/reflections must be 2-3 pages in length, double-spaced, 12-point font, 1 inch. margins. Please do not write out the prompt on your submission.

**Progress Monitoring and Task Analysis Project: (20 points)**

Candidates will observe a classroom that supports students with moderate/severe disabilities, selected by the instructors, to observe data collection and progress monitoring in action.

Candidates will observe on-site for at least 2 hours. Components of project include:

1) Observation Report (10 points)

2) Task Analysis (10 points)

(See Progress Monitoring and Task Analysis Project at the end of the syllabus.)

**Assessment Case Study: (25 points)**

Each candidate selects and conducts this comprehensive case study for a student who is eligible for special education or who is being referred for an initial assessment for consideration for special education services. This assignment has three components:

1) Observation for Assessment (5 points)

2) Case Study Report (10 points)

3) IEP Meeting Preparation Plan (10 points)

(See assignment report templates at the end of the syllabus.)

## **COURSE FEATURES AND PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Academic Honesty Policy**

Academic Honesty Policy and Plagiarism. *Turn it In*<sup>TM</sup> is the leading academic plagiarism detector, used to detect plagiarism and ensure academic integrity. Many assignments in EDMX 627 are submitted via *Turn it In*<sup>TM</sup> which includes a Grademark® feature to allow the instructor to offer comments right into the text of submissions.

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear, and error-free. All ideas and material borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and quoted accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with Academic Dishonesty policies of the university. All incidents of Academic Dishonesty are reported to the Dean of Students. Disciplinary action may include the lowering of a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

- Plagiarism of any type will result in a failing grade.
- Scanning of student work via *Turn it In*<sup>TM</sup> software may be used to verify student authorship and accurate citation of copyrighted materials or work of others.
- Unauthorized copying of copyrighted software will result in a failing grade.
- Reading Activities submitted by students over the past years are archived and may be used as comparison for plagiarism for the current semester submissions.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student



have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

### **All-University Academic Writing Requirement**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

### **Other Professional and Administrative Requirements**

1. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word-process all written documents. Be sure to keep an electronic copy of all of your work including Cougar Courses postings. Also, you will want these copies for your records and professional portfolio.
3. Always write in a professional voice. Be sure to avoid abbreviations, contractions, and slang. Write out acronyms on first appearance - such as Individualized Education Program (IEP).
4. Examine Moodle at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.
5. Complete and post all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor.
6. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students, the instructors and guests.
7. If you are to miss class, be sure to select a class "buddy" to ensure that you receive handouts and information when you must miss class. You may wish to have the following:  
Buddy:                                Phone#:                                e-mail:

**EDMX 627**  
**Ecological Reflective Paper**  
**Ecological Design Map**  
**6 points**

1. Create your own Ecological Design Map. Examples of past Design Maps will be available to view on first night of class.
  
2. Your Ecological Systems Self Report. Based upon your reflection and creation of your Ecological design map, write a three - four page paper (using 1.5 spacing) reflecting upon the following.
  - a. Write a description of each of the ecosystems in your map and their importance to you. This should take about two pages, one long paragraph for each subsystem.
  
  - b. Write a paragraph about any significant interactions/events within the system(s) across time (Chrono) or any significant points you wish to share.
  
  - c. Write a 3 paragraph reflection on how this experience helps you in better understanding and accepting of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals.
  
  - d. Discuss how this assignment has enabled you to recognize the potential influence of varying cultural factors and practices on development.

**EDMX 627**  
**WJIII Practice Administration Lab Sheet**  
**(10 points)**

**Team Members:** \_\_\_\_\_

\_\_\_\_\_

Assume person you are testing is a 6<sup>th</sup> grader performing approx. 3<sup>rd</sup> grade level.  
Administer all subtests of WJIII (except Handwriting). Choose one subtest to describe in this Lab Sheet. Papers are due at end of class session.

**Name of Subtest:**

**Brief description of subtest**

*(Example: Letter-Word Identification: naming letters and reading words aloud from a list)*

**Timed Test? If so, what is length of time?**

**Basal/Ceiling? If so, what is basal/ceiling? 3 in a row or 6 in a row?**

**Do you need to complete a page due to visual stimulus after student reaches ceiling?**

**Were suggested starting points provided and if so, do you feel they were appropriate? If not, please explain.**

**Provide a brief description of how subtest is administered.**

**How is subtest scored?**

**Problems or concerns with ease of administration? With use of materials? Maintaining an objective demeanor?**

**Reflection on this Practice Administration Lab.** One paragraph per team member on how this assignment and in-class training has provided you the opportunity to acquire the knowledge and skills necessary to assess students in a comprehensive manner.

**EDMX 627**  
**Instrument Review Report and Share Fair**  
**(8 points)**

**Name:**

**Title of Instrument:**

Publisher, website, address, phone, edition(s) or forms, cost if known

**Technical Overview:**

Components, uses, derived scores, item development

**Standardization:**

Standardization sample(s), and any sub-groups or special samples, norm development, were individuals with disabilities, or those learning a second language in the sample?

**Administration of the Instrument:**

Time, qualifications of evaluator, method: interview or direct administration, giving instructions, completing forms, giving credit for direct administration items, adaptations allowed.

**Interpreting Performances and Clinical Judgment of Results:**

Scores available, characteristics of scores and how they can be used, partial credit if allowed.

For what group of learners would the results from this instrument be considered accurate?  
Would results be appropriate for individuals with disabilities or second language learners?

Are there learners for whom conditions of the environment must be modified before administration of the instrument and its components?

How could one consider the results of this instrument as a component of a battery of measures?

**Writing Prompt:**

**Write 3-4 paragraphs reflecting how this experience increases your skill in evaluating, selecting, administering and interpreting assessment devices.**

**Note:** Always follow the format: Use 1.5 spacing and title your sections according to the format provided.

**EDMX 627**  
**Web-Based Instruction Activities and Reflection**  
**(3 at 5 points each)**

**WBI #1: Response to Intervention (RTI)/Professional Learning Communities (PLC)**

The underlying theory of RTI is to identify and provide appropriate interventions (in the general education classroom) to struggling students. If implemented properly, these interventions could help these students solve their learning problems and perhaps avoid special education placement. Your assignment is to research the following web sites and reflect on how this assignment has helped you become more proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with disabilities. 3-4 paragraphs.

How has this process increased your ability to determine the appropriateness of interventions or instructional environment based on developmental differences? 2-3 paragraphs.

Please note that there are 2 other response requirements within the websites listed below.

Response to Intervention websites

<http://www.nrld.org/about/publications/papers/mellard.pdf>

<http://www.ldanatl.org/pdf/rti2005.pdf>

<http://www.rti4success.org/>

<http://www.wrightslaw.com/info/rti.index.htm>

[http://www.eed.state.ak.us/nclb/2008wc/RTI\\_What\\_Is\\_It\\_How\\_Does\\_It\\_Differ.pdf](http://www.eed.state.ak.us/nclb/2008wc/RTI_What_Is_It_How_Does_It_Differ.pdf)

<http://www.ldinfo.com/rti.htm>

<http://www.nasponline.org/advocacy/rtireference.pdf> (choose one link from this website and write a review. 2-3 paragraphs.

<https://copilot.csusm.edu/owa/?ae=Item&t=IPM.Note&id=RgAAAACo4UZWuYzFTp0OuADiaGLiBwAa1Xs4Y7b1QpfkWO0QdTAGAABR9Yx6AAAa1Xs4Y7b1QpfkWO0QdTAGAA7GPcqVAAAJ> This is an e-book on RTI. Please scan and write a 2-3 paragraph reflection of its contents.

Professional Learning Communities websites

<http://allthingsplc.info/>

<http://www.centerforsri.org/plc/>

## **WBI #2: Autism Spectrum Disorder and Assessment**

Read Kluth Chapter 1 (in Moodle) – Defining Autism and respond to the following questions:

- 1. Discuss three ways in which the characteristics of individuals with ASD may affect the assessment process and selection of assessment procedures. Your response must evidence understanding of Kluth Ch. 1. (3-4 paragraphs)**
- 2. Discuss several ways that assessment procedures might be modified for students with ASD. Why might you use such procedures? (3-4 paragraphs)**

## **WBI #3: STAR, CAPA, CAHSEE, CELDT, CMA**

Explore all the sites listed below and the testing programs contained in those sites.

- 1. Write a 3-4 paragraph reflection which demonstrates your knowledge of required statewide assessments and ability to plan for and participate in these state-mandated accountability measures.**
- 2. Write a 3-4 paragraph essay which explains your views on students with disabilities taking part in required statewide assessments such as the CST, CMA, CAPA, CELDT and CAHSEE.**

As these sites are packed with information, you might want to add them to your Favorites list by book-marking them.

STAR CA State Testing and Reporting <http://www.cde.ca.gov/ta/tg/sr/index.asp>

CAPA <http://www.cde.ca.gov/ta/tg/sr/capa.asp>

<http://www.cde.ca.gov/ta/tg/sr/participcritria.asp>

<http://www.cde.ca.gov/ta/tg/sr/documents/participcriteria.doc>

CAHSEE: Ca. High School Exit Exam: <http://www.cde.ca.gov/ta/tg/hs>

CELDT: Ca. Eng. Lang. Dev. Test: <http://www.cde.ca.gov/ta/tg/el>

CMA: Ca. Modified Assessment:

<http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>

<http://www.cde.ca.gov/ta/tg/sr/documents/cmamaparticipcriteria.doc>

<http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp>



**EDEX 627**  
**Progress Monitoring and Task Analysis**  
**(20 points)**

Candidates will observe a classroom that is serving students with moderate/severe disabilities, selected by the instructors, to observe data collection and progress monitoring in action. Candidates will observe on-site for at least 2 hours. The following components must be included in your report:

1. **Observation Report:** (10 points) In this section you will summarize and reflect on your observation by addressing the following questions:

- Describe the setting in which you observed.
- Describe the activities/events you observed (activities, materials, teaching methods/approaches, and specialists observed, if applicable).
- Describe the types of data collection/progress monitoring you observed. How often is it collected? How is it analyzed? How does it guide instruction?

This section must also include your time sheet signed by the teacher you are observing. Observation Report must be at least 3 pages

2. **Task Analysis:** (10 points) As Snell and Brown indicated, “Analyzing a task and breaking it down into teachable steps for a student is not a trivial process.” In this section you will be creating a task analysis data collection form based on a student you observed during your observation.

- Based on your observation, select a skill that may be needed for one of the students you observed or chose a skill you observed during your observation. Be sure that it is functional, age-appropriate, and requires multiple components (not a discrete skill).
- Define the target skill simply, including a description of the settings and materials most suited to the natural performance of the task.
- Perform the task yourself and/or observe others performing the task and note the steps involved. Adapt the steps to suit the student’s disabilities and skill strengths as best you can.
- Write out the task steps so that steps (a) are stated in terms of observable behaviors; (b) result in visible change in the product or process; (c) are ordered in a logical sequence; (d) are written in second-person singular so that they could serve as verbal prompts (if used); and (e) use language that is not confusing to the student, with the performance details that are essential to assessing performance enclosed in parentheses.
- Develop the task analysis data collection form. See example in Snell and Brown p. 154. For this assignment please include the following components: target skill definition, setting, instructional cue, data collection schedule, probe schedule, materials, latency period, criterion, task steps with dates for data collection for baseline, teaching, and probe, recording key, and an area for anecdotal comments.
- Describe the types of prompts you will use to teach this skill and how you will work to fade prompts. (2-3 paragraphs).

**EDMX 627**  
**Assessment Case Study**  
**(25 points)**

**I. OBSERVATION FOR ASSESSMENT REPORT TEMPLATE (5 points)**

**Heading:**

Child's Name: (use a pseudonym)

Name: (your name)

C.A.: (chronological age)

Observation times:

Grade:

**Reason for Assessment:**

Initial referral, triennial review, change of placement, transition, program exit.

**Placement:**

State current placement and related services provided, summarize previous placements and/or services. Get information from records.

**Background Information:**

Provide a brief summary of background information, impact of impairment/disability on development and/or school performance, previous assessment results. Review records (special education file, cum folder, teacher interview) to obtain information.

**Interactions with Others:**

Discuss interactions with teachers, service providers, assessors, peers, adults, observer, social interactions in the classroom and in other environments (playground, cafeteria, physical education (P.E.), etc.).

**Present Levels of Performance:**

*Performance in the general education setting(s):* Math, language arts, P.E., English Language Development (for 2<sup>nd</sup> language learners), etc.

*Performance in the special setting(s):* SAI, RSP, Learning Centers, speech therapy, physical therapy, occupational therapy, orientation and mobility, etc.

**Areas in Need of Assessment:**

Based on your observation, review of records, and interview with teacher, *in your opinion*, what do you see as areas in need of assessment: areas of development, social skills, living skills, sensory function, cognitive delays, etc.?

**No assessments need to be observed prior to completing this assignment.**

**Recommendations for Assessment Sessions:**

- Instrumentation: instrument, subtests, materials
- Set up of assessment environment, number and length of sessions
- Behavior management and/or intervention during assessment process to maintain student engagement
- Need of interpreter to provide support for English Language Learner

**NOTE: This observation report must be completed before conducting any assessments. Be sure to secure parental consent prior to this observation. You must submit the Parent Permission form with paper.**

**Note:** Always follow the format: Use 1.5 spacing and title your sections according to the format provided.

## II. CASE STUDY REPORT TEMPLATE (10 points)

Note: Write in complete sentences, this is a narrative report, no outlines please.

### 1. HEADING

Child's Name: (fictitious)

Evaluator's Name:

Age:

Child's Placement: (SDC, RSP, etc.)

Grade of Placement:

Date of Evaluation:

### 2. BACKGROUND INFORMATION

Provide one to two thorough paragraphs on the child's background including age, gender, ethnicity, educational background, family systems, previous special services, other notes of interest. Please be sure not to use the child's real name, or that of his/her school building, teachers, or parents.

### 3. INTERACTIONS WITH THE CHILD:

Provide one to two paragraphs on your interactions with the child, establishing rapport, responses to your questions, warmth, shyness, verbal expressiveness, accuracy of child's perceptions of your questions, other notes of interest.

### 4. INSTRUMENTATION AND RESULTS OF ASSESSMENT:

Provide a brief one-paragraph description of each instrument used (e.g. title, purpose, name of selected sections and/or subtests administered). Immediately following each descriptor, present the results from that instrument (see example below). You may use a separate table for each instrument similar to this example.

<b>WOODCOCK JOHNSON R/III</b>	<b>SS 1999</b>	<b>SS 2002</b>	<b>SS 2004</b>
<b>Letter Word Identification</b>	<b>50</b>	<b>55</b>	<b>67</b>
<b>Passage Comprehension</b>	<b>45</b>	<b>50</b>	<b>52</b>
<b>Calculation</b>	<b>50</b>	<b>55</b>	<b>60</b>
<b>Word Attack</b>	<b>50</b>	<b>52</b>	<b>54</b>
<b>Quantitative Concepts</b>	<b>33</b>	<b>37</b>	<b>42</b>

### 5. ADDITIONAL SECTIONS AND ALTERNATIVE ASSESSMENTS (not required if not necessary)

If the child you are assessing has very specific special needs which require specialized instruments, or is low functioning and requires life skills assessment, you may add additional notes or results of specialized assessment procedures. Examples might be proficiency in American Sign Language, Braille skills, or special safety and life skills. Some children may not be able to take formal assessments. One can then do alternative assessment through observation of approach to tasks, adaptation to the environment, safety skills, life skills, use of the senses in learning, and other notes of interest. NOTE: This section might include the California Alternative Performance Assessment (CAPA) for students with significant disabilities who are taking the SAT 9. One would need to observe the child's teacher administration and with parent permission.

## **6. INTERPRETATION OF RESULTS**

This is an essential section and the true heart of the process. Employing good clinical judgment, interpret the meaning of the results you have acquired. Be sure to state whether you consider the results accurate, inflated, or deflated and state your reasons. Be sure to indicate how the results should be used in educational planning. Remember, you do not make recommendations about placement (e.g. SED, SDC, RSP, LH, etc.) that is decided in the IEP meeting. However, when you are a district teacher and serving an IEP team in the future, it would be within your purvey to make recommendations about how your results might affect recommended time in general and special ed classrooms, provision of support services, involvement of family and parents and other notes of interest. Remember our goal is inclusion, and integrated services.

## **7. SUMMARY & RECOMMENDATIONS**

This summary may be one to two paragraphs and should include a summary of your results and recommendations. As in the interpretation section above, this is a key component of your report and goes far beyond mere reporting of technical data. In this section, provide a brief summary statement about current levels of function. Then provide more specific and detailed recommendations regarding materials, curricular adaptations, length and duration of specific support services, time in general and special education, behavior management, pre-vocational goals, and other notes of interest.

## **8. LONG TERM GOALS**

Based on the information in all the above sections, compose three long-term goals for the child. These will be re-stated in your IEP Plan with two short-term objectives (benchmarks).

## **9. RESPONSE TO THIS PROCESS:**

This is also an essential part of this assignment. In a formal report for the schools, you would not include this section. For this university assignment, your professor wants to read about your response to this process. Please provide at least two paragraphs. Do not skimp on this important section. If you “run out of steam” by this point, put the report aside and re-visit it the next day.

### **III. IEP MEETING PREPARATION PLAN TEMPLATE (10 points)**

This assignment helps you prepare your notes and recommendations for an IEP meeting. Always be prepared, and never enter an IEP meeting with forms completed, expecting parents to merely sign off!

#### **1. PRESENT LEVELS OF PERFORMANCE:**

Based on information gathered for your case study, discuss student's strengths, preferences and interests. Describe student's present academic levels in Reading, Writing and Mathematics. Address student's communication development, gross/fine motor skills, social/emotional/behavioral development, and adaptive/living skills.

#### **2. ASSESSMENT DATA/SPECIAL FACTORS**

In this section, discuss student need for assistive technology. If the student is an English Learner, consider the language needs of the child as those needs relate to the IEP. If the student's behavior impedes the learning of self or others, specify behavior interventions, strategies, and supports needed.

#### **3. ANNUAL GOALS AND OBJECTIVES**

Based on information gathered for your case study, write three long term goals and objectives (benchmarks) for the child. If you use percentages, be sure to provide a logical context for the calculation ( 8 out of 10 questions for 80%). If you have the child's previous IEP available, be sure to consider previous goals and objectives when formulating yours. These should be presented in list format.

#### **4. ACCOMODATIONS/MODIFICATIONS**

Disclose your recommendations for aids, services, program accommodations or modifications and/or supports you believe will enable your students to successfully access curriculum and meet his/her academic goals. Be sure to discuss adaptations for an English learner.

#### **5. SERVICES**

Provide recommendations about continuation or inception and duration of support services. Suggest periods for delivery and work towards integrated delivery of services (not during math, OK during home room, etc.). These services include occupational therapy, adapted physical education, speech/language services, etc.

#### **6. EDUCATIONAL SETTING**

You will make recommendations about placement/changes of placement. These could include continuation of current placement, adaptation of time in general and special education settings, etc.

#### **7. FAMILY SUPPORT SERVICES**

Provide one thorough paragraph on the inclusion and collaboration of parents and extended family in the process. This is essential to the entire process! Be sure to incorporate the requests

and interests of the parents in your selection of areas assessed, your recommendations for behavior and instructional management, and inclusion of parents in all steps of this process.

**8. CONSULTATIVE COLLABORATION FOR INCLUSIVE PRACTICE:**

Provide one thorough paragraph regarding supporting this child in the general classroom and curriculum. Provide information on the extent of support needed, tips for the gen. ed. teacher, establishing co-teaching, etc.

**9. IEP MEETING AGENDA**

Provide an agenda that would be followed for this child's IEP meeting. This should be in list format. (Template will be provided in class)