

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street & Grove Street Redlands,CA*

*92373*

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***COURSE SYLLABUS***

**Course:** EDSP 520

**Course Title:** Curriculum and Instruction for Students with Mild/Moderate Disabilities and Autism Spectrum Disorders

**Term:** TBD2014

**Days/Times:** Tuesdays & Thursdays, 5:30 - 9:30 PM

# Class Location: TBD

**Faculty:** Dr. Susan Porter

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**Catalog Course Description**

This course provides knowledge and skills for teaching students with mild-moderate disabilities. Students will study curriculum, instructional models, methods, and materials for students with mild/moderate disabilities that help them to access the general education core curriculum and the state-adopted content standards and frameworks. This course prepares candidates to use and interpret a range of assessment instruments—including standards-based assessment data, normed assessment instruments, and curriculum-based measures—in order to design and implement effective team-based programs and interventions for students with disabilities. Candidates will become familiar with evidence-based instructional practices and assessments that are most effective for students with mild to moderate disabilities in order to inform placement decisions as well as the implementation and implementation of IEP plans and goals. References to the University of Redlands are included in the course standards below.

**Course Goals**

At the conclusion of this course, candidates will be able to:

1. Demonstrate knowledge, skills, and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary to teaching and engaging students with disabilities from diverse populations. (PS[[1]](#footnote-1) 3)
2. Communicate, collaborate and consult effectively with 1) individuals with disabilities and their parents, and primary caregivers, 2) general/special education teachers, co-teachers, related service personnel, and administrators, 3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. (PS 4)
3. Understand and use multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services; use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements (PS 5; M/M[[2]](#footnote-2) 2).
4. Demonstrate the knowledge of statewide assessments and local, state and federal accountability systems (PS 5; TPE[[3]](#footnote-3) 3).
5. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting (PS 6; TPE 2 & 10).
6. Acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards (PS 10; TPE 2).
7. Demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs (PS 11; TPE 4).
8. Demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum (PS 13; M/M 3; TPE 4).
9. Acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments (PS 13; M/M 3 & 5; TPE 6).
10. Identify the characteristics of student with mild to moderate disabilities, including specific learning disabilities, mild/moderate mental retardation, other health impairments, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery, such as placement decisions, IEP development, and instruction (M/M 1; TPE 8).

**Required Texts**

***I strongly suggest that you purchase the Hall (2009), and the Twachtman-Cullen/Twachtman-Basset (2011) texts. These books are relatively inexpensive. You can rent the more expensive Boyle & Scanlon (2013) text, since we are only using sections of the book for this course.***

Boyle, J. and Scanlon, D. (2013). *Methods and strategies for teaching students with mild disabilities: A case-based approach*. Belmont, CA: Wadworth Cengage Learning.

Hall, L. J. (2009 or 2012). *Autism spectrum disorders: From theory to practice.* Upper Saddle River, NJ: Pearson Publishing.

Twachtman-Cullen, D. and Twachtman-Bassett, J. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. San Francisco, CA: Jossey-Bass.

**Other Required Readings**

Reeve, J., & Halusic, M. (2009). How K-12 teachers can put self-determination theory principles to practice. *Theory and Research in Education*, *7*(2), 145-154.

National Secondary Transition Technical Assistance Center (2013) Website: <http://www.nsttac.org/content/culturally-and-linguistically-diverse-youth-and-transition-planning>

**Technology Requirements**

Technology tools have been integrated in this course, like all other Professional Teacher Preparation courses. Moodle is a web-based tool that you can access from any Internet connection, twenty-four hours a day, and seven days a week. The logon is on the http://www.my.redlands.edu. The course site will have links to the course syllabus, assignments, resources, and other communication tools. There is no charge for the use of Moodle. Other technology tools like word-processing, spreadsheet; PowerPoint, and Inspiration will be used in your teaching experiences. All this software is available in the School of Education for use. Microsoft Office 2000 or later version will be helpful if you have it accessible. Internet access using the Internet Explorer web browser will be required for classes. All courses are designed to build on prior coursework, knowledge and technology skills. In addition, specific technology skills are incorporated throughout the program to ensure they are used as often as is appropriate to enhance learning and teaching competence.

**Grading System / Scale**

(See University Catalog)

This is a Credit/No Credit course. Credit will be given for consistent attendance and participation, and completion of all course requirements.

**Academic Honesty**

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

See the university catalog for full text of the academic honesty policy.

**Attendance Policy**

This is a 5-week course, meeting two evenings per week. Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments and activities in a manner approved by the instructor. Any student who misses more than two sessions of a course might be required to retake the course. Students are required to attend all classes. It is mandatory to notify the professor via email in case of a necessary absence.

**Assessment of Learning**

**1. Attendance/Participation**

Active participation is valued and expected, as is respect for colleagues, speakers and the instructor. Please arrive on time and be prepared for each class session by having completed the assigned reading and any activity assigned from the previous class. Class activity points will include answering when called upon, participating in small group and class discussions, in-class writings, chats, reading/voting responses, etc. and can only be earned during class time. Please note that this is for *ALL* students in all sections.

At every class meeting, we will have educational activities that are intended to help you grasp the course content and intended learning outcomes. In addition, it is hoped that the “educational activities” will not just engage you with the course content, but also provide the opportunity for you to reflect on the issues and concepts, and interact and response with your classmates. (See course objective # 5.) This time will also help prepare you for the exams and the Signature Assessment. **As educators and adults, a significant portion of learning will be experience through dialogue.** Therefore, it is important to make every effort not be to absent. You need to arrive on time and stay for the entire class. **Please note that class activity points cannot be made up.** Thus, if you have to be absent more than once, your final grade may be affected.

***Worth 60 Points***

**2. Signature Assignment: Case Study of Student with Mild/Moderate Disability**

The Signature Assignment will consist of two parts: a fieldwork component and a case study.

Fieldwork observations and instruction must take place in a P-12 setting that serves students with mild/moderate disabilities (e.g., Resource classroom, Special Day Class, Inclusion setting in general education). Fieldwork placement is subject to approval of the instructor and the Fieldwork Director. Fieldwork will consist of approximately five hours of whole class observation and ten hours of instruction with a student with mild/moderate disabilities or ASD. Fieldwork Log and 3-2-1 Fieldwork Reflection Report must be filled out as you complete these hours and must be signed by the supervisor or teacher where you volunteer.

For the case study, the candidate will review a special education student’s Individualized Education Program and conduct curriculum-based assessment in a content area listed on the student’s IEP. The candidate will track the student and make decisions to adjust instruction, as needed. Include the IEP objective, documented and dated copies of student work and assessments. Candidate will develop 3 lessons in the content area selected for the student(s) that includes three teaching sequences to meet the student’s learning need, and candidate will videotape one of the lessons. (See Signature Assignment Grade Sheet for further clarification of this assignment and the required documentation.)

***Worth 110 points***

**3. Summary & Review of a Published Assessment for Students with Mild/Moderate Disabilities**

The candidate will investigate a *published* assessment that is broadly used for purposes of referring, identifying, determining services, transitioning or designing instruction for students with mild/moderate disabilities. Candidates will use *unbiased* sources and *peer reviewed research articles* (where possible) to complete the template attached to this course syllabus.

***Worth 30 points***

**4. Learning Center/Resource Classroom Design Proposal**

Students are required to submit a proposal of a classroom design/floor plan that shows how the environment would be engineered for: small group instruction for three differentiated learning groups of 3 to 5 students each in a resource program environment; a Level 2 and 3 program in a learning center that supports a school-wide RTI model. The proposal will contain two parts: 1) a graphic or schematic, and 2) a one page description of the rationale for your design, along with and any research or citations that support your proposal.

***Worth 30 points***

**5. Transition Team Meeting Role Play**

Students will work in groups of 3 or 4 (assigned by the professor) to prepare a Transition Team meeting role-play to in which the team develops a transition plan for a child and his/her family. Team individuals will take the following roles: special education teacher, general education teacher(s), parent, and administrator. The role-play ***must address the transition needs of a child from a culturally and/or linguistically diverse background***. The rubric for this role-play will emphasize the team’s ability to model positive communication skills with colleagues and parents from different cultural, linguistic, and socio-economic backgrounds. ***Worth 60 points***

**6. Two Facilitated Discussions**

The candidate will work with 2 other classmates as a collaborative group to plan and facilitate *two separate discussions* on two of the following topics:

6a). Facilitated Discussion #1: Theory of Learning from Chapter 3 of Boyle & Scanlon (2013): The group will lead and facilitate a discussion or other activity on one of the following theories of learning and human development presented in Chapter 5: developmental psychology, behavioral psychology, cognitive psychology, cognitive learning theories, and learning strategies instruction. This facilitated discussion or activity should address the following:

* How the model or theory is defined and how it is distinguished from other theories of learning and human development,
* The impact this theory as had (or might have) on assessment, curriculum and instruction, and/or case management for students with disabilities, and
* Provide a specific example and demonstration of how of this theory or model might be used in special education teaching and case management.

Grading rubric to be handed out in class by the instructor.

6b). Facilitated Discussion #2: Models of Treatment for Students with Autism from Chapters 4-7 of Hall: The group will lead and facilitate a discussion or other activity on one of the following evidence-based practices for teaching students with autism spectrum disorder (ASD): Pivotal Response Treatment (PRT), Discreet Trial Teaching (DTT), TEACCH Strategies; developmental approaches (DIR/floortime & Denver models), and ABA Models that emphasize antecedent behaviors. This discussion/activity should address the following:

* How this model and how it is distinguished from other models of teaching students with ASD,
* The research findings on the effectiveness of this method for students with ASD, and
* Provide a specific example and demonstration of how of this model might be used in special education teaching and case management situation with a child with ASD

***Each Facilitated Discussion worth 30 points for a total of 60 points***

**Course Assignments and Due Dates**

| **Due Date** | **Assignment** | **Points Possible** |
| --- | --- | --- |
| Each class | *Participation* | 60 |
|  | *Signature Assignment: Case Study of Student with Mild/Moderate Disability* | 110 |
|  | Summary & Review of a Published Assessment assignment (*due Session 4*) | 30 |
|  | Introduce *Learning Center/Resource Classroom Design Proposal (due Session 5)* | 30 |
|  | *Transition Team Meeting Role Play* | 60 |
|  | *Facilitated Discussion #1: Theory of Learning from Chapter 3 of Boyle & Scanlon* | 30 |
|  | *Facilitated Discussion #2: Models of Treatment for Students with Autism from Chapters 4-7 of Hall* | 30 |
|  | TOTAL POINTS | 350 |

**Grading System/Scale: (Add/attach a rubric for the Signature Assessment)**

**Evaluation of your work will be based on the following criteria:**

**A/4.0 (333-350 points):** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7 (315-332 points):** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3 (304-314 points):** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0 (290-303 points):** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

**B-/2.7 (280-289 points):** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

**C+/2.3 (269-279 points):** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

**C/2.0 (255-268 points):** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

**Academic Integrity and Responsibilities**

1. All students must have access to the Moodle site for this course, accessible through the University of Redlands website. Assignments, notices, and resources will be posted on this course website throughout the semester. It is each student's responsibility to regularly check the Moodle course website, and his/her email on a regular basis to receive updates and changes to the course.
2. All outside of class assignments must be typewritten and prepared in APA format. Errors in spelling, punctuation, and grammar will lower one's grade on any assignment. All assignments should be professionally completed and represent one's best effort. If the written product is unacceptable due to poor writing quality, the student will be asked to redo the assignment and turn the assignment in as late, which will mean a 3 to 5 point deduction for the total points earned on that assignment. **Please see the writing rubric for more detail on writing expectations for written assignments for this course. In addition, an electronic copy of major assignments (either via email attachment or disk) must be turned in to the instructor before credit will be given for the assignment.**
3. Assignments must be turned in on or before the due date to receive full credit. Any assignment may be turned in earlier than assigned. Assignments turned in late will be reduced by 3 to 5 points. If a student is unable to meet the due date for an assignment, he/she must contact the instructor ahead of that date in order to discuss possible options.
4. Assignments submitted as a requirement for another class may not be used to complete a requirement for this class.
5. Students are responsible for staying informed of changes to the tentative schedule.
6. All assignments must be the original work of the student. Plagiarism is a willful act that will not be permitted. Each student is expected to understand the meaning of plagiarism and demonstrate a high level of academic integrity. All assignments will be electronically examined for evidence of plagiarism! Instances of plagiarism or academic dishonesty will be subject to the policies and procedures contained in the CSU, Redlands Student Handbook.
7. All students are expected to be familiar with University of Redlands policies regarding academic standards and academic standards, which can be found on pages 9-33 of the University Catalogue: http://www.redlands.edu/docs/Academics/Redlands\_2009-11\_Catalog.pdf

NOTE: All Assignments must be completed in order to pass this course.

**Class Schedule**

**Session 1:**

Materials Needed:

1. Course syllabus
2. Boyle & Scanlon (2013) text
3. *CEC Educators’ Code of Ethics*, downloaded from <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/CEC_Code_of_Ethics_for_Educators_of_Persons_with_Exceptionalities.htm>

Assignments Due:

1. Read Chapter 1 in the Boyle & Scanlon text

Activities & Topics to be covered:

1. Review syllabus and discuss class organization and assignments
2. *CEC Educators’ Code of Ethics*—Think, Pair Share activity
3. Organization of the course and how course readings will be used
4. Chapter 1 Boyle & Scanlon, 2013): *Providing Special Education to Students with Mild Disabilities*
   * What are 'learning disabilities'?
   * Developmental, psychological, and environmental causes of LD
   * Milestones for normally developing children vs. children with LD
   * Characteristics of students with LD, ADHD, and other mild-moderate learning disabilities
   * Federal legislation and teaching students with disabilities (IDEA, NCLB, Section 504, e.g.)
   * Determining special education eligibility & disability categories
   * New models and directions (inclusion, RtI, UDL, state standards)
   * Special education "glossary of terms" in text

* F.A.T. City video and discussion:
  + What does it feel like to have a learning disability?
  + What do we need to know and do as special educators in order to advocate for our students with LD?

**Session 2:**

Materials Needed:

1. Course syllabus
2. Boyle & Scanlon (2013) text

Assignments Due by this Session:

1. Read Chapters 2 in the Boyle & Scanlon text

Activities & Topics to be Covered:

* Chapter 2 of Boyle & Scanlon: *Planning, Teaching, & Monitoring Instruction*
* IEP requirements and components (Present levels of performance; writing short-term objectives
* Linking content standards to IEP goals and performance indicators
* Types of assessments
* RTI vs. traditional special education referral models
* Choosing and developing curriculum-based assessments
* Monitoring and graphing student progress for RTI and pre-referral monitoring and assessments--(instructor modeling and in-class practice)
* Performance-based measures
  + 1. Portfolios
    2. Other artifacts
    3. How to use rubrics
* Norm-based measures (e.g., WISC and other IQ tests, WJ-III)
* Criterion-referenced and standards-based measures
  + 1. Examples & uses
    2. Differences between norm-based and criterion-referenced assessments
* Cultural and linguistic effects upon assessments
* State and federal mandates/statewide assessments & students with disabilities (Boyle & Scanlon, pages 64-67
* Testing strategies
* Introduce the Signature Assessment/Case Study and fieldwork components of course (*due Session 10*)
* Introduce the Summary & Review of a Published Assessment assignment (*due Session 4*)
* Introduce *Learning Center/Resource Classroom Design Proposal (due Session 5)*

**Session 3: March 26**

Materials Needed:

1. Twachtman-Cullen/Twachtman-Bassett text

Assignments Due by this Session:

Read Chapters 1 – 3 of Twachtman-Cullen & Twachtman-Basset

Activities & Topics:

1. Writing an IEP goal based upon Present Levels of Performance and state-adopted K-12 content standards
2. Unit and lesson planning based upon IEP goals and state content standards
3. Check on progress in selecting a student for the Signature Assignment
4. Check on field placements and progress

Read and discuss transition article on transitioning needs of culturally and linguistically diverse youth: National Secondary Transition Technical Assistance Center (2013) Website: <http://www.nsttac.org/content/culturally-and-linguistically-diverse-youth-and-transition-planning>

1. Introduce *Mock RTI/SST Meeting* (due Session 7). Assign teams of 4-5 to work on the project together (last 15 minutes of class to meet in teams)
2. Read Chapter 3 of the Boyle & Scanlon text

**Session 4: March 28 – Meet in library; check with instructor for computer lab location & time**

* Guest speaker Shana Higgins, U. of Redlands/School of Education Librarian to discuss how to conduct on-line research for the Literature Review
* Boyle & Scanlon text, Chapter 4: *Educational Settings*
* Concepts about LRE
* Continuum of alternative placements
* Collaboration and inclusion
* Working with families and parents
* Importance of classroom setting and structures for promoting positive behaviors
* Check on field placements and progress
* *Facilitated Discussions on Developmental Psychology*

Assignments Due by this Session:

1. *Summary & Review of a Published Assessment* due

**Session 5: April 2**

Materials Needed:

1. Boyle & Scanlon (2013) text

Assignments Due by this Session:

1. Read section on Developmental Psychology in Chapter 5 in Boyle & Scanlon text
2. *Learning Center/Resource Classroom Design Proposal* due
3. Bring in description of student for case study and the school setting where the case study takes place

Activities & Topics to be Covered:

* *Facilitated Discussions on Developmental Psychology*

1. Chapter 12 of Boyle & Scanlon (2013): *Reading Difficulties*
   * Causes and consequences of reading difficulties
   * Dyslexia: Definition and interventions
   * Assessing for reading difficulties (using RtI and traditional models)
   * Reading assessments, screenings and processes
   * Checking for understanding: think-alouds and retelling
   * Phonemic awareness/phonics and word recognition skills + strategies
   * Comprehension and vocabulary + strategies
   * Research-based literacy programs (Literature-based vs. skills-based programs)
   * English language learners and literacy
   * Use of technology for reading instruction and accommodations
2. Chapter 13 of Boyle & Scanlon: *Written Language*
   * Assessing for writing and spelling difficulties (holistic vs. analytic scoring)
   * Standardized assessments of writing and spelling
   * Strategies for teaching writing
   * Use of technology
3. Check on mini-lit review for Signature Assignment
4. Check on field placements and progress
5. Last 15 minutes of class to meet in teams to work on RTI/SST team assignment

**Session 6: April 4**

Materials Needed:

1. Boyle & Scanlon (2012 text)

Assignments Due by this Session:

1. Read Chapter 8 and 9 of Boyle & Scanlon text

Activities & Topics to be Covered:

* *Facilitated Discussions on Developmental Psychology*

1. Chapter 8 of Boyle & Scanlon: *Young Children with Disabilities*
   * Benefits of early interventions
   * Risk factors for young children
   * Behavioral, psychological, perceptual, and neurodevelopmental factors in identifying and intervening with young children
   * Assessments for infants and preschool children with disabilities
   * Programs and practices
   * IFSPs and transition planning for young children
2. Chapter 9 of Boyle & Scanlon: *Adolescents with Learning Disabilities and Related Disorders*
   1. Special issues and challenges at the secondary level
   2. Instructional strategies and approaches for teaching adolescents with learning disabilities
   3. Transition planning (legal issues and procedures relative to the IEP process)
   4. Person-centered planning
   5. Academic assessments for
   6. Career curricula and assessments/aptitude tests and inventories for school to career assessments

**Session 7: April 9**

Activities & Topics to be Covered:

1. Autism: Overview and Diagnosis
2. Chapter 1 of Hall: Classification and the Physiological Approach”
   1. Classification and diagnosis of ASD
   2. Possible causes of ASD
   3. Prevalence of autism: Is it an epidemic?
   4. Interventions (medical and educational)
   5. Importance of collaboration among professionals

Materials Needed:

1. Hall text: “Autism Spectrum Disorders: From theory to practice”

Assignments Due by this Session:

1. Read Chapters 1 and 2 in Hall text
2. *Mock RTI/SST assignment: Role play and handout*

**Session 8: April 11 NO CLASS MEETING ON CAMPUS**

Materials Needed:

Assignments Due by this Session:

1. Read Chapter 3, 4, and 6 of Hall text

Activities & Topics Covered:

1. Chapter 3 of Hall text: “Identifying Evidence-based Educational Practices”
   * What are 'evidence-based practices' for students with ASD?
   * Federal legislation regarding instruction and interventions for students with ASD (IDEA, NCLB, Section 504, e.g.)
   * IEP/ISFP: Who participate? Other transition issues for students with ASD and their families

* Chapter 2 of Hall text: Applied Behavioral Analysis
* Chapter 6 of Hall text:
  + Students will meet outside of class in small groups to plan Facilitated Discussion of an evidence-based intervention from Chapter 6 in Hall text
* Work on Signature Assignment

**Session 9: April 16**

Materials Needed:

1. Hall text

Assignments Due by this Session:

1. Read Chapter 6 of the Hall text

Activities & Topics to be Covered:

1. Chapter 6 of Hall text: Social and relational approaches ( Bandura’s social learning theory; Vygotsky’s ZPD; transactional models; DIR/Floortime approach, Pivotal Response, e.g.)
   * SCERTS model
2. Check on Signature Assessment
3. *Facilitated discussions on Evidence-Based Models for Students with ASD*

**Session 10: April 18**

Assignments Due by this Session:

1. Signature Assignment

Activities & Topics to be Covered:

1. Presentations of student Signature Assignment overview and findings

Assignment 6: Summary & Review of a Published Assessment for Students with Mild/Moderate Disabilities

|  |
| --- |
| Your name: |
| Name of Assessment: |
| Publisher and most recent publication date: |
| Type of assessment (criterion-referenced, norm-referenced, state accountability, performance-based, e.g.) |
| Primary purpose(s) of assessment (to assess math, reading, cognitive skills, vocational/transitional, e.g.): |
| Test development history and summary (original uses of assessment, norming population (if normed test), updates and changes to most current version, and current uses of assessment in schools with regard to students with mild/moderate disabilities: |
| Detailed description of assessment, including materials required for test administration, administrator qualifications, group vs. individual administration, test-taking time, scoring and analysis methods: |
| What considerations have been given—either in the test’s development or administration—to the validity and reliability of this assessment for English learners and students from culturally diverse backgrounds? |
| Based upon your investigation of this assessment from non-biased sources, what are the major *advantages* of this assessment for use with students with mild/moderate disabilities or students who are being assessed for mild/moderate disabilities? |
| Based upon your investigation of this assessment from non-biased sources, what are the major *disadvantages or concerns* regarding this assessment for use with students with mild/moderate disabilities or students who are being assessed for mild/moderate disabilities? |

1. PS – Education Specialist Program Standard [↑](#footnote-ref-1)
2. M/M – Mild/Moderate Specialty-Specific Standard [↑](#footnote-ref-2)
3. TPE – Teaching Performance Expectations for Education Specialist [↑](#footnote-ref-3)