Gordon T. & Ellen West College of Education

Course Syllabus:
SPED 6633:470 Vocational, Motor Skills, and Assistive Technology Assessment
for TEA Certification Students
Dennis Cavitt Ed.D.
2022 Summer I D2L

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Instructor Response Policy
I will read and respond to your email within 24 hours unless it is the weekend or
holidays. If you send me an email during the weekend or a holiday, I will
respond to you no later than on the first business day after the weekend or
holiday.

Textbook & Instructional Materials
Sattler. J.M. (2022) *Foundations of behavioral, social, and clinical assessment of
children, (7th Ed)*. Sattler.   *ISBN* 9780986149986

Carpenter, L. B., Johnston, L. B., & Beard, L.A., (2014). *Assistive technology:
access for all students.* Pearson.

Course Description

Vocational, motor skills, and assistive technology assessments.

Course Objectives/Learning Outcomes/Course Competencies

Objectives Demonstration of competence in administration, scoring, and
interpreting vocational, motor skills, and assistive technology assessments, and
knowing when referrals are appropriate.

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Dispositions: The special education faculty expects candidates to be reflective, culturally sensitive practitioners and leaders in the profession of education who practice within the Code of Ethics adopted by the CEC.

- *Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.*
- *Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.*
- *Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, candidates, or research subjects.*
- *Special education professionals exercise objective professional judgment in the practice of their profession.*
- *Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.*
- *Special education professionals work within the standards and policies of their profession.*
- *Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.*
- *Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.*
- The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development
- Diverse Learners - GWCOE recognize the value and challenges of individual differences:
- Reflection - GWCOE engage in individual and group reflection to improve practice.
- Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.
- Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development - GWCOE actively engage in continuous learning and professional development.

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- Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
- Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
- Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.
- Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

Competencies/Standards:
TEA: http://ritter.tea.state.tx.us/sbecrules/tac/chapter239/ch239c.html

Domain I—Identification and Assessment

Competency 001 (Identification for Special Education Evaluation and Services): The Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

The beginning educational diagnostician:

    A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.

Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

The beginning educational diagnostician:

- Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.
- Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
- Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIE).

The beginning educational diagnostician:

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- Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data. Uses assessment and evaluation information to assist in identifying.

Domain II- Curriculum, Instruction, and Intervention

Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities. The

The beginning educational diagnostician:

- Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
- Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
- Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 005— (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills. The

The beginning educational diagnostician:

• Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments. Applies skills for evaluating and interpreting information derived from formal and informal instruments and procedures in the areas of cognitive ability, adaptive behavior, and academic skills.

Domain III—Professional Responsibilities

Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.

The beginning educational diagnostician:

- Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).

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- Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning.
- Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
- Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

The beginning educational diagnostician:

- .Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and *The Instructor reserves the right to modify the course content and sequence.*
- Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
- Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.

expectations for social behavior, social skills curricula, and cognitive behavioral strategies.

Domain IV—Analysis and Response

Competency 008—(Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.

The beginning educational diagnostician:

- Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria. Knows the organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of engaging in activities that foster professional competence

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and benefit individuals with exceptional learning needs, their families, and/or colleagues.
- Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Student Handbook

Refer to: Student Handbook-2020-21

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

Grading/Assessment

Assessment Candidate performance of knowledge and skills listed above will be formally assessed by grading rubrics, written products, multiple choice/short answer tests, and discussions

You will find the Modules on the homepage with detailed instructions inside the folder for each (You are encouraged to preview all of your assignments to manage your time most effectively. All activities can be completed independently with the exception of some of the components the Adaptive Behavior Module and Transition Module (you will need test subjects). Collaboration is encouraged; however make sure that each person's work is original.

Grading:

Activities contained in weekly modules will be calculated to yield a final grade. The following percentages will be used to calculate a summative grade for the course. (90- 100=A; 80-89=B, 70-79=C, 65-70=D, Below 65=F)

Table 1: Points allocated to each assignment – You can change table information but will need to use table tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

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Assignments	Points
Quizzes (10 at 35 pts each)	350
Understanding Graduation for SWD	40
Age of Majority	70
Low Incidence Case Study	28
Discussions	50
Midterm Exam	60
Low Incidence Fact Sheets	270
Final Exam-Low Incidence	80
Total Points	948

Table 2: Total points for final grade.

Grade	Points
A	853 or more
B	758 to 852
C	663 to 757
D	568 to 662
F	567 or less

Homework
This is an online course and is in modules, therefore all work is expected to be completed and turned by each module due date

Tests
There are 2 tests in this course, a midterm and final.

Exams
There is a Midterm Exam and a Final Exam in this course. They are a mixture of multiple choice, T/F, Short Answer items. The Exams are not timed. The Midterm is worth 60 points and the Final is worth 80.

Projects Required
The projects for this course are:
1. Low incidence Disabilities Case Study.
2. Low incidence Disabilities Info Sheet Assignment
3. Differential Diagnosis Research paper
4. Transition Assessment Case Study
5. Adaptive Behavior Assessment

Each of these projects are critical in ensuring the student learns the information in this course.

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Mid-Term Exam

The Midterm Exam is due on June 18, 2022 by 11:59 PM. The Midterm is a mixture of multiple choice, T/F, Short Answer items. The Exam is not timed. The exam is worth 60 points and is 8% of the grade for this course.

Final Exam

The Final Exam is due on June 30, 2022 by 11:59 PM. The is a mixture of multiple choice, T/F, Short Answer items. The Exam is not timed. The exam is worth 80 points and is 6% of the grade for this course.

Extra Credit

There is no extra credit offered in this course. Students are expected to complete the work as assigned by the due date given.

Late Work

The official policy for this class is that NO late work is accepted. However, I do understand that life events can throw you a curve ball. Therefore, if you see that you will be having difficulty turning your work in by the deadline, you MUST contact me and I will determine what extension will be provided. Often it is an additional 5 days and there will be a late grade consequence. The consequence is that the best grade you can receive would be 70% of the maximum points (i.e. if an assignment is worth 10 points, the maximum grade you could receive is 7 points). If you do not submit the assignment by the extended time you will receive a 0 for the assignment.

Make Up Work/Tests

Make up work is determined by a case-by-case basis.

Important Dates

There is no late registration or change in schedule during the summer.
Deadline to file for August graduation: June 27th
Last Day to drop with a grade of "W:" June 16th at 4 PM.
Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

This course is an Online course and is scheduled for a 4-week timeline. Students must log into the D2L site for this class at least 2 times during each module.

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Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact me immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Universal Design for Learning (UD) Principles*

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UDL is a set of instructional practices that provide all students the ability to access information, interact with the information, and demonstrate learning that best meets their unique needs. According to CAST, "UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (2021, para. 1). The UDL guidelines are based on the why, what, and how of learning. The guidelines are various evidenced based strategies that help scaffold student's learning.

The course was developed using the UDL principles in mind. Therefore, you are provided multiple means of Representation through books, journals, videos, recorded webinars, etc. I also believe that I offer you multiple means of engagement as best as we can in an online course. I do believe that we can do better and I am in the process of identifying some options.

Regarding multiple means of expression, you will be able to select which ever process best meets your unique needs in submitting your work. All the assignment dropboxes are set up to accept a wide variety of files. Everything from Word documents, PDF files, audio files and video files. Therefore, for every assignment that has a dropbox, you may choose how you will be able to share with me what you learned from the assignment. It can be a drawing, an audio describing what you learned, A video describing what you learned. I am allowing you to turn in whatever is best for you to describe what you learned and your reflection of how you will use the information in your current and/or future practice.

Tests are another issue. If you need me to set up a time to make the test oral, I will need you to schedule a time to do that. With Written response questions I have added the opportunity for you to either add a file or to record an audio or a video to answer those questions.

College Policies

Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

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Grade Appeal Process
Update as needed. Students who wish to appeal a grade should consult the
Midwestern State University [MSU Catalog](#)

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be
made at the discretion of the instructor.

Course Schedule:

Module 1
Low incidence Disabilities
May 31-June 4. 2022 @ 11:59 PM
This module will cover the following Competencies
Domain II—Assessment and Evaluation
Competency 003
The educational diagnostician understands and applies knowledge of student
assessment and evaluation, program planning and instructional decision making.
The beginning educational diagnostician:
- Demonstrates knowledge of the characteristics and needs of individual
  students in relation to assessment and evaluation for their least restrictive
  placement within a continuum of services.
- Uses assessment and evaluation information to assist in identifying
  realistic expectations for educationally relevant behavior (e.g., vocational,
  functional, academic, social) in various settings.
- Interprets and uses assessment and evaluation information to plan
  individualized programs, make instructional decisions, and support ongoing
  review.
  Competency 004
  The educational diagnostician selects and administers appropriate formal
  and informal assessments and evaluations.
  The beginning educational diagnostician:
- Applies knowledge of basic terminology and statistical concepts (e.g.,
  standard error of measurement, mean, standard deviation) used in
  assessment and evaluation.
- Demonstrates knowledge of standards for test norming, reliability, and
  validity; procedures used in standardizing instruments; and sources of
  measurement error.
- Demonstrates knowledge of how to select and use assessment and
  evaluation materials based on technical quality and individual student
  needs (e.g., communication, physical and other disabilities).
- Applies knowledge of methods used for academic and nonacademic
  assessments (e.g., vocational, developmental, assistive technology, motor
  skills).

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Activities/Assignments:

1. Watch the module videos.
2. The following :
   a. Read the following Fact sheets from *"Center for Parent Information & Resources"* titled Intellectual Disability, Autism, Hearing Impairment, Deaf-Blindness, Multiple Disabilities, Traumatic Brain Injury, Developmental Delay, Visual Impairments, and first 6 pages of the Texas Regulations. If the Links above do not work, you can copy and paste the following: https://www.parentcenterhub.org/categories/#ed . I recommend for you to explore this site and bookmark it for your professional use.
   b. For TX regulations
      1. http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html
      2. Region 18 ESC The Legal Framework for Child Centered Special Education Process: http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx
   c. Read the following Chapters from the American Academy of Special Education Professionals (AASEP) online book: *Special Education Eligibility.* This information will help with the Legal framework assignment. http://aasep.org/professional-development/board-certification-in-special-education-program/certificate-of-advanced-professional-development/special-education-eligibility/index.html
      The following are available in D2L:

      Chapter 1: Overview of Special Education Eligibility

      Chapter 2: Autism

      Chapter 3: Deaf-Blind

      Chapter 4: Developmental Delay (Texas: Noncategorical Early childhood)

      Chapter6: Hearing Impairment/Auditory Impairment (AI)

      Chapter 9: Multiple Disability

      Chapter 10 Orthopedic Impairments

      Chapter 13: Traumatic Brain Injury

      Chapter 14: Visual Impairments

3. Using the information above to Complete the following Assignments:

a. Legal Framework Assignment: Low Incidence Disabilities Fact sheets

Intellectual Disability (ID), Autism (AU), Visual Impairment (VI), Auditory Impairment (AI) Orthopedic Impairment (OI), Multiple Disabilities (MD), Deaf-Blind (DB), NonCategorical Early Childhood (AKA Developmental Disability)

You will need to go to the Legal Framework for the Child Centered Process If the link did not work you may copy and paste the following into your browser:
http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx
Once you are on the Home Page, you will see the following:

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THE LEGAL FRAMEWORK
for the Child-Centered Special Education Process

Legal Framework Helpdesk:

432-561-IDEA   frameworkhelp@esc18.net

Versión Español

Getting Started   **Frameworks**   **Updates**   **Resources**   **Glossary**   **Documents**   **Search**   Home

Click on the word "Frameworks" and it will take you to the next page. Once there you will need to scroll down to the Evaluation section and to the disability condition framework you are looking for:

EVALUATION

> REVIEW OF EXISTING EVALUATION DATA
>
> EVALUATION PROCEDURES
>
> SUMMARY OF PERFORMANCE
>
> AUTISM
>
> DEAF-BLINDNESS
>
> DEAF OR HARD OF HEARING
>
> EMOTIONAL DISTURBANCE
>
> INTELLECTUAL DISABILITY
>
> MULTIPLE DISABILITIES
>
> NONCATEGORICAL EARLY CHILDHOOD
>
> ORTHOPEDIC IMPAIRMENT
>
> OTHER HEALTH IMPAIRMENT
>
> SPECIFIC LEARNING DISABILITY
>
> SPEECH OR LANGUAGE IMPAIRMENT
>
> TRAUMATIC BRAIN INJURY
>
> VISUAL IMPAIRMENT
>
> INDEPENDENT EDUCATIONAL EVALUATION

Once you click on the specific disability condition it will take you to the appropriate framework:
In this assignment we will be reviewing the disability conditions below (These are hotlinks):

<div align="center">

Intellectual Disability

Autism Spectrum Disorder

Visual Impairment (VI),

Auditory Impairment (AI)

Orthopedic Impairment (OI),

Multiple Disabilities (MD),

Deaf-Blind (DB),

NonCategorical Early Childhood (AKA Developmental Disability)

Traumatic Brain Injury (TBI)

</div>

Once you reviewed the various frameworks, you will need to create an infosheet for each of the disability conditions with the following information:
Numbers 1, 2 & 3 will be information you gleaned from the Legal Framework

1. The name of the disability,
2. The Eligibility Characteristics/Definition of the disability condition,

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3. Who must be included in the "group of qualified professionals" that make up the FIE team for the particular disability category.

Numbers 4, 5, & 6 You will need to do additional research using online, textbook or other resources. You must cite your resources on a reference page for each disability category.

4. Various assessments used to identify the disability
5. What is the percentage of students in special education that are identified with the condition.
6. References

Please turn in the completed assignment to D2L by the due date for the module. This assignment is worth 30 points per disability condition for a total of 270 points.

b. Understanding Graduation for students with disabilities:
   a. Go to the legal Framework region 18 and find the Graduation framework: https://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=131&DT=G&LID=en
   b. Once there, read through all the information and prepare a document that answers the following:
      i. **Foundation High School Program:**
         1. Explain how A child entering grade 9 in the 2014-15 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma?
         2. How can a child receiving special education services may earn an endorsement?
         3. How a child receiving special education services to use a course to satisfy both a requirement under the Foundation High School Program and a requirement for an endorsement?
      ii. **Distinguished Achievement, Recommended, and Minimum High School Programs.**
         1. Explain how a child receiving special education services under this section.
      iii. **Children Eligible to return to School After Graduating:**
         1. Explain how a child may return to school after graduating.
      iv. **Certificates of Attendance and participation in Graduation Ceremonies.**
         1. Explain how a child with a disability may receive a certificate of attendance and participate in graduation ceremonies.

c. Age of Majority Assignment (70 Points): You will need to go to the Framework: Adult Student and Transfer of Rights: https://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=146&DT=G&LID=en. Once there, you will read through all the information and create a document that includes the following:
   a. Notification of the Transfer of Rights by Age 17.
   b. Transfer of Parental Rights at Age of Majority.
   c. Notification of the Transfer of Rights at Age 18.
   d. Right to Information Regarding Guardianship and Alternatives
   e. Right to Notice Following a Transfer of Rights.
   f. Parent Attendance at the Admission, Review, and Dismissal (ARD) Meeting Following A Transfer of Rights.
   g. Once your document is completed, you will need to upload the document into D2L for Grading.

d. Low Incidence Case Study Due at the end of the course

e. Low Incidence Exam Due at the end of the course.

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Module 2
Assessment Foundations/Assistive Technology
June 5-11. 2022 @ 11:59 PM

This module will cover the following Competencies

Domain II—Assessment and Evaluation

Competency 003

The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making. The beginning educational diagnostician:

- Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services.
- Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.
- Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions, and support ongoing review.

Competency 004

The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

The beginning educational diagnostician:

- Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.
- Demonstrates knowledge of standards for test norming, reliability, and validity; procedures used in standardizing instruments; and sources of measurement error.
- Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities).
- Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).

1. Read:
    A. The documents titled "psychological assessment terms" and
    B. "McLaughlin Chapters 1-4" posted in Module 2 files. Make sure you understand each of the terms. You will engage in 2 discussions during this module.
    C. In the **Sattler text**, read Chapter: 2 (Primer on Statistics and Psychometrics
    D. Read the following from the assistive Technology Text:
        1. Chapter 1: Assistive Technology: An Introduction and Overview.
        2. Chapter 2: Assistive Technology, Universal Design for Learning, Response to Intervention and common core for State Standards.
        3. Chapter 3: Assistive Technology Evaluation
2. Complete the following Assignments:
    A. Prepare a short research paper (About 2 pages) over the subject of differential diagnosis. This paper needs to discusses the implications

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of assessment an educational diagnostician must understand regarding the various disabilities. This is an important skill for all special education personnel, skills set for evaluation, (TX Diagnostician standards, differential diagnosis skills etc.). The paper should be at least 2.5 pages double spaced including at least 3 references and follows APA 7th Ed.. Talk about the different types of assessment which may be required. and the various evaluators that must conduct them. **(50 Points.)**
    B. Take the Assistive technology test.
    C. Take the Psychological assessment terms test.
    D. Discussion 1: After reading Chapter 2 in Sattler, go back and re-read the section on Age-Equivalent Scores and Grade-Equivalent scores. Then engage in a class discussion of How important (or are they important) are age-equivalent or grade equivalent scores in educational assessment? Are They worth including? You will need to create an initial posting that states your position (no less than a paragraph of 5 sentences) and respond to 3 of your classmates by the end of the module. **(10 Points)**
    E. Discussion 2:

Module 3: Vocational/Transition Assessment Module

June 12-18, 2022

Activities/Assignments:

1. Read chapter 10 in the Assistive Technology Textbook.
2. Go to the Transition Coalition Website and create a free account (https://transitioncoalition.org/) Under the training tab you will see online modules titled **Transition Assessment: *Best Practices in Planning for Transition*** and ***Transition Assessment: The Big Picture***. Complete these two modules (it should take about 2-3 hour's total). Save your certificate of completion and submit it into D2L Drop Box. **10 points**
3. Read the articles, materials, and e-books located at the following website http://transitioncoalition.org/transition/section.php?pageId=72 These are from the Transition Coalition Website in the Publications. Develop a 250-500-word document describing how the information you gleaned from the materials, and how you will use it in your future practice. **10 Points**
4. In Module 3 of your course you will find several items that you will need to read and become familiar with.

    a. These include:

    A.   self_det_parent
    B.   self_det_educator
    C.   air-self-determination-scale-student-form
    D.   The Arcs Self Determination Scale Adolescent Version

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E. The ARC Self Determination Scale Adult Version
F. Self-determinedTransAssess2007
G. Future_planning_inventory forms
H. IATP.2CD.Reproducibles

Become familiar with the instruments and the **construct of self-determination**. You are not required to administer these instruments however in your report (see **Transition Assessment Case Study, TASCS)**, please include information regarding the construct of **self-determination** in transition. (read article: Self-determinationtransAssess2007).

4. **Module 3 Discussion:** Transition plans and meetings are held differently from district to district. This discussion will focus on how you have seen transition meetings and the development of a transition plans. How have districts made this an authentic and helpful activity. What barriers have you seen and ways to overcome those barriers. Remember that you will need to create an initial post and respond to 3 of your classmates by the end of the module. **(10 Points).**
5. Midterm Assessment-due by the end of the Module. **(60 Points)**
6. Complete the following

   Access the following Website: https://tagg.ou.edu/tagg/main/login
   A. **User Name:** dennis.cavitt@msutexas.edu
   B. **Password:** Victory!
      1. **Transition Assessment Case Study (TASCS) (TAGG) (50 Points)** You will administer the **TAGG** preferably to a teenager (12 years or above) or young adult. Additionally, you will need to administer a **Future Planning Inventory (FPI)**. **(posted on D2L).** You will need to create a Transition Assessment written report which incorporates data from the TAGG and the FPI. The report needs to include: a) the results of the TAGG, b) Develop at least 5 IEP/Transition goals (These most likely will be in your recommendations section of your report), and c) other information you may have gleaned from the process via interviewing (interests and preferences, etc.). Expected length 2 pages. Upload the report to the D2l Drop Box for this assignment.

This process is an indirect assessment and can be done in an interview format where you can practice social distancing.

Module 4: Adaptive Behavior Module

June 19-June 30, 2022

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Competencies addressed in this module:

- Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
- Demonstrates knowledge of curricula for the development of motor, cognitive, academic, social, language affective, career, and functional skills for students with disabilities.
- Demonstrates knowledge of social skills needed for school, home, community, and work environments.
- Applies knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, reasonable expectations for social behavior, social skills curricula, and cognitive behavioral strategies.

Materials:

Everything posted in D2L

Activities/Assignments:

1. Listen to lecture (s)
2. Read Chapters.7 and 8 McLaughlin (PDF in files) and all other posted materials/readings.
3. Read Chapters 13-24 in the Sattler Book. The readings will be assessed in the
   final.
4. Discussion for Module 4: Students with and without disabilities are in process of becoming adults. The age of majority in most states is 18 years old. There are many things that happen for these individuals at this time, registering to vote, registering for the draft, becoming the legal decision maker for contracts, etc. Students with disabilities have even more. For your discussion for module 4 you will need to read the PACER's document "Prepare your child for age of majority and transfer of rights" and answer the following:
   i. At what age is it appropriate for a student to "run" their IEP meetings?
   ii. Why would a parent pursue retaining the rights for their child rather than letting them transfer?
   iii. What is your job as an Educational Diagnostician in helping families make this very important transition?

   Remember that you will need to create an initial post and respond to 3 of your classmates by the end of the module. **(10 Points).**

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5. Formal and informal Adaptive Behavior Assessment: You will have to complete
an informal assessment and formal rating scales for either a child or young adult of your choosing (aged 17-21) - since are not using a direct assessment (this is an indirect method for the most part)-you will not have to recruit a student for a face-to-face assessment. A second option is that I will make available the documentary "Graduating Peter". It is the secondary piece of the documentary "Educating Peter". You would watch the video and use the information from the video to complete the Adaptive Behavior Assessment. I have provided basic information regarding Peter below.
   a. **Vineland Adaptive Behavior Scales**:
      i. Administer the Vineland (use your own child or one you know, or Graduating Peter video)-DO NOT do the maladaptive domain.
      ii. Obtain raw scores for each section.
      iii. Convert scores to page 27. Do not worry about page 28.
      iv. By due date you will need to upload an electronic copy of the completed protocol into D2L Dropbox.
   b. **Informal Adaptive Behavior:** Select one of the informal assessments from D2L files (Informal Checklist or Patton informal AB)
   c. **Complete an analysis and a synopsis of your findings as an Adaptive Behavior Section of a report and upload to D2L. 50 Points**
         If you will be using "Graduating Peter"
Peter Gwazdauskas was the main character in two documentaries, Educating Peter & Graduating Peter. In the first documentary, Peter was a 3rd grade student with Downs Syndrome. He was fully included in the 3rd grade classroom. In the second documentary, it follows Peter into his secondary school years and transition. Today, Peter is in his late 30's. His birthdate is May 4, 1981.

For the purposes of this class we will be using the following birthdate for him: May 4, 2004. That will make him 17 years old. In order to use Peter as your subject for the assignments in the class. You will need to watch the video posted in your D2L site for this class.

Basic information

Name: Peter Gwazdauskas
DOB: 5/4/2003

Disability Condition Intellectual Disability. Current obtained Full-Scale IQ: (WISC-V Date of testing: 01/19/2021) 64

All other information may be obtained in the video.

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6. **Short research paper on Adaptive Behavior:** From your readings, prepare a 2-3-page paper in which you: a) describe and discuss the construct of adaptive behavior and how it specifically applies to IDD and ASD and, b) identify best practices in assessing this construct. Submit via D2l Drop Box no later than June 30th by 11:59PM. **(50 Points)**
7. **Final** due by June 30th   by 11:59 PM. **(100 Points).**

The Instructor reserves the right to modify the course content and sequence.

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency
Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.	**Domain I—Identification and Assessment** **Competency 001** (Identification for Special Education Evaluation and Services): The Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services. The beginning educational diagnostician: B. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
Demonstration of competence in administration, scoring, and interpreting	**Domain II—Assessment and Evaluation** **Competency 003** The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making. The beginning educational diagnostician:

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Course Objectives or Student Learning Outcomes	Standard or Competency
vocational, motor skills, and assistive technology assessments, and knowing when referrals are appropriate.	• Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services. • Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings. • Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions, and support ongoing review. **Competency 004** The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations. The beginning educational diagnostician: • Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation. • Demonstrates knowledge of standards for test norming, reliability, and validity; procedures used in standardizing instruments; and sources of measurement error. • Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities). • Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).

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Course Objectives or Student Learning Outcomes	Standard or Competency
Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.	**Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.** The beginning educational diagnostician: • Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and *The Instructor reserves the right to modify the course content and sequence.* • Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues. • Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs. expectations for social behavior, social skills curricula, and cognitive behavioral strategies.
In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.	**Domain IV—Analysis and Response** **Competency 008—(Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.** The beginning educational diagnostician: • Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according

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Course Objectives or Student Learning Outcomes	Standard or Competency
	to state and federal eligibility criteria. Knows the organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

Appendix B:

Assignment/Module/ Course Activities	Standard or Competency
Module 1: • Low Incidence Disabilities Fact Sheets • Understanding Graduation for SWD • Age of Majority Assignment • Low incidence Case Study • Final-Low Incidence Exam	**Domain I—Identification and Assessment** **Competency 001** (Identification for Special Education Evaluation and Services): The Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services. The beginning educational diagnostician: C. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
Module 2: • Differential Diagnosis Research Paper • Assistive Technology Test • Psych Assessment Terms • Discussion 1	**Domain II—Assessment and Evaluation** **Competency 003** The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making. The beginning educational diagnostician:

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Assignment/Module/ Course Activities	Standard or Competency
• Discussion 2	• Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services. • Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings. • Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions, and support ongoing review. **Competency 004** The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations. The beginning educational diagnostician: • Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation. • Demonstrates knowledge of standards for test norming, reliability, and validity; procedures used in standardizing instruments; and sources of measurement error. • Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities). • Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
Module 3: • Transition case study • Midterm Exam	**Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical**

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Assignment/Module/ Course Activities	Standard or Competency
• Module discussion	**foundations of evaluation related to special education.** The beginning educational diagnostician: • Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and *The Instructor reserves the right to modify the course content and sequence.* • Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues. • Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs. expectations for social behavior, social skills curricula, and cognitive behavioral strategies.
Module 4: • Module discussion • Adaptive Behavior Case Study • Adaptive Behavior Research Paper • Final (Low Incidence Exam)	**Domain IV—Analysis and Response** **Competency 008—(Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.** The beginning educational diagnostician: • Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria. Knows the organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of

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Assignment/Module/ Course Activities	Standard or Competency
	engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

Appendix C
Standards-TExES Educational Diagnostician (253)

The Standards

Standard I:

The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II:

The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III:

 The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV

The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V

The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI

The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

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Standard VII:

The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII:

The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX:

The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X:

The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

- **Domain I—Identification and Assessment**

    Competency 001—(Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

    For example:

    0. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
    1. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.
    2. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
    3. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.
    4. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
    5. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

    Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

    For example:

    6. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).

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7. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.
8. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm- referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.
9. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.

1. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).
2. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).
3. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.
4. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
5. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE).

For example:

1. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
2. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
3. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
4. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.
5. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
6. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).
7. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines.

Domain II—Curriculum, Instruction, and Intervention

Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

For example:

1. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.

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2. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).

C. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.

1. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
2. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.
3. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 005—(Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

For example:

1. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.
2. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.
3. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.
4. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.
5. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.
6. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.
7. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

Domain III—Professional Responsibilities

Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.

For example:

1. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
2. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.

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3. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
4. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.
5. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).
6. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

For example:

1. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.
2. Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and compliance with local, state, and federal monitoring and evaluation requirements.
3. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
4. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.
5. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
6. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
7. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.
8. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

Domain IV—Analysis and Response

Competency 008—(Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence-and research-based recommendations for meeting the student's educational needs.

For example:

1. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.
2. Synthesize data and information on the individual student to generate one recommendation for evidence- based instruction and/or intervention.
3. Describe how a teacher would implement and monitor the progress of the recommendation.

References/Scientifically-Based Research/Additional Readings:

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