Midwestern State University

Gordon T. & Ellen West College of Education
SPED 6263 Vocational, Motor Skills, and Assistive Technology Assessment
Instructor: Dennis Cavitt Ed.D., Assistant Professor
2020 Summer I D2L
Office (Virtual) By appointment

dennis.cavitt@msutexas.edu.

General Information

Required Texts

- Sattler. J.M. (2014) *Foundations of behavioral, social, and clinical assessment of children, (6th Ed)*. Sattler.
- Carpenter, L. B., Johnston, L. B., & Beard, L.A., (2014). *Assistive technology: access for all students.* Pearson.

Course/Catalog Description Conducting vocational, motor skills, and assistive technology assessments.

Objectives The candidate will meet the following standards, competencies, and dispositions relating to special education assessment identified by the Texas Education Agency (TEA) required for certification as an educational diagnostician with an emphasis on competencies that address the vocational, motor, and assistive technology needs of candidates with disabilities.

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.
- 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—Students with Disabilities

Competency 001

The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

The beginning educational diagnostician:

• Recognizes and applies knowledge of the cognitive, academic, communicative, physical, social, and emotional characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities.

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).

Competency 005

The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

The beginning educational diagnostician:

• Analyzes the uses and limitations of various types of formal and informal

assessment and evaluation data.

- 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.
- Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals, in specific areas (e.g., language, physical skills, social/emotional behavior, assistive technology needs).
- Uses assessment and evaluation results to determine a student's needs in various curricular areas and to make recommendations for intervention, instruction, and transition planning.
- Recognizes the need to monitor the progress of individuals with disabilities.

Domain III—Curriculum and Instruction

Competency 006

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

The beginning educational diagnostician:

- 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 individualized assessment strategies for

  instruction (e.g., authentic assessment, contextual assessment,

  curriculum-based assessment).

- Demonstrates knowledge of a variety of instructional strategies,

  technology tools, and curriculum materials to address the individual needs and varied learning styles of students with disabilities within the continuum of services.

- Applies knowledge of functional skills instruction for transitioning across environments (e.g., preschools to elementary school, school to work) and the supports needed for transition and integration into various program placements.

Competency 007

The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' behavioral and social skills.

The beginning educational diagnostician:

- 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

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

Domain IV—Foundations and professional Roles and Responsibilities

Competency 008

The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal, and ethical foundations of evaluation related to special education.
The beginning educational diagnostician:

- Applies 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 exceptional needs.
- 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.

Grading/Course 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 documentation of class activities.

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)

Module: Points
Module 1: 120
Module 2: 80
Module 3: 140

Module 4: 210
Total = 550

Assignments: All written work should follow APA guidelines as specified in the *7th edition of the Publication Manual of the American Psychological Association* (2019). Assignments/Activities for the week will be posted at least week in advance and will be due by Saturday by 11:59 of the Module week. This will meet the needs of those who need structure and for those who like to work ahead.

Textbook: You will be using this text for the modules and for exams.

Attendance Policy This is an online class and candidates are expected to log into the class at a minimum of 1 time per week. Failure to log into class weekly, the candidate will be required to complete an alternate assignment. This will consist of a 5-page paper topic to be assigned.

Other Class Policies Candidates are expected to be prepared for class by reading assigned material and being able to engage in meaningful discussion of content. It is the expectation that candidates arrive to class on time and meet the necessary timelines for all assignments. You are expected to have basic computer skills in order to complete this class. It is your responsibility to utilize tutorials and D2L tech support found on the MWSU website. All work must be completed using Microsoft Office (2003 or 2007 version). Files done on Word Perfect will not be accepted. (You may have to download a converter).

Questions/Support: I will have a discussion thread titled. "Questions about Course." Please post general questions on that board as some others may have the same question. If you feel more comfortable asking your question in "private," please use the D2L email feature, not my MWSU email for class questions. I just want to make sure to get a timely response to your question. For technical help http://distance.mwsu.edu/webct.asp

Methods of Instruction

This course will be presented in a manner that will allow you to learn independently, from each other, and interaction with instructor via live chat, discussion board, video lecture, email, and optional but encouraged online class meetings (Minimum 3 meetings, TBA). While you may work somewhat at your own pace, I have found that most students appreciate due dates. Please **adhere to the due dates** and adjust your study schedule accordingly.

Internet courses are a convenient and effective method of learning, however they require as much work and attention as traditional instruction. Please adhere to the following guidelines/suggestions to ensure success this semester.

1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule at least 12-15 hours a week to dedicate to this course.

2. Please adhere to all deadlines and due dates-this will help you plan-you may complete assignments early but do not turn them in late. **There will be no incompletes given. Please pay attention to drop date.**

3. Please read and re-read assignments. Get clarification as soon as can (do not wait until the night before). Post questions on the public discussion board.

Plagiarism Statement

"By enrolling in this course, the candidate expressly grants MSU a 'limited right' in all intellectual property created by the candidate for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the candidate's work product in order to verify originality, authenticity, and educational purposes." from Candidate Handbook

References and Additional Readings

Beigel, A.R. (2000). Assistive technology assessment: More than the device. *Intervention in School and Clinic, 35*, 237-243.

Council for Exceptional Children (2004). No Child Left Behind Act of 2001: Reauthorization of the Elementary and Secondary Education Act: A technical assistance resource. Arlington, VA: Author. Available http://www.cec.sped.org/pp/OverviewNCLB.pdf.

Deno, S.L. (2003) Developments in curriculum-based measurements. *The Journal of Special Education, 37*, 184-192.

Fletcher, J.M., Coulter, W.A., Reschly, D.J., & Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia, 54,* 304-331.

Kavale, K.A. (2005). Identifying specific learning disability: Is responsiveness to intervention the answer? *Journal of Learning Disabilities, 38,* 553-562.

Kavale, K.A., Holdnack, J.A., & Mosert, M.P. (2005). Responsiveness to intervention and the identification of specific learning disability: A critique and alternative proposal. *Learning Disability Quarterly, 28*, 2-16.

Mastropieri, M.A., & Scruggs, T.E. (2005). Feasibility and consequences of response to intervention: Examination of the issues and scientific evidence as a model for the identification of individuals with learning disabilities. *Journal of Learning Disabilities*, 38, 525-531.

Parette, P., & McMahon, G.A. (2002). What should we expect of assistive technology? Being sensitive to family goals. *Teaching Exceptional Children, 35*, 56-61.

Ysseldyke, J. (2001). Reflections on a research career: Generalizations from 25 years of research on assessment and instructional decision making. *Exceptional Children, 67*, 295-309.

Appendix A:
Modules Schedule and Assignments
Module 1: Introduction/Foundations
(Week 1: Begins June 1st -Ends June 6th)(120 Points)

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).

  Activities/Assignments:

1. Watch the introductory video.
2. Take the "Self-Assessment for Professional Development-How do I rate on the Top 10?".
3. Read the documents titled "psychological assessment terms" and "McLaughlin Chapters 1-4" posted in Module 1 files. Make sure you understand each of the terms.
4. Read the following Fact sheets from *"Center for Parent Information & Resources"* titled Intellectual Disability, Autism, Emotional Disturbance, 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.

    c. 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

5. In the **Satter text**, read Chapters: 2 (Primer on Statistics and Psychometrics),18 (IDD) Chapter 22 (Autism,), and Chapters 10 & 14 (emotional/behavioral disorders).
6. Read the following from the assistive Technology Text: Chapter 1: Assistive Technology: An Introduction and Overview. Chapter 2: Assistive Technology, Universal Design for Learning, Response to Intervention and common core for State Standards. Chapter 3: Assistive Technology Evaluation
7. Complete the following Assignments:

   1. Create a table in a document (Word or PDF), showing how Intellectual and Developmental Disabilities (IDD), Autism Spectrum Disorder (ASD), and Emotional Disturbance are similar and how they are different. Upload to D2L. worth **10 Points**
   2. Prepare information sheets for each of the following Disability Conditions, (**50 Points**):
      1. Autism (AU),
      2. Intellectual Disability (ID),
      3. Orthopedic Impairments (OI),
      4. Visual Impairments (VI),
      5. Auditory Impairments (AI),
      6. Deaf-Blindness (DB),
      7. Traumatic Brain Injury (TBI), &
      8. Multiple Disabilities (MD).
         1. The sheets need to include:
            1. IDEA definition of the disability Condition,
            2. What are the eligibility criteria for the disability conditions,
            3. What evaluation personnel that MUST be included in the evaluation of the Disability Condition.
            4. What are the percentage of students in special education that are identified with this condition and have an IEP.
            5. Provide online sources.
   3. Prepare a Word Document which discusses the implications of assessment an educational diagnostician must understand regarding the various disabilities. This is where an evaluator must think differential diagnosis, skills set for evaluation, (TX Diagnostician standards, differential diagnosis skills etc.). The narrative 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.**)

4. Discussion topic: 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)**

5. Submit both written products via the Drop Box located in D2L by the due date. Complete the module discussion by the due date.

Module 2: Assistive Technology Module

(Week 2: Begins June 7th-Ends June 13th)(80 Points)

Competencies addressed in this module:

- Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
- Recognizes when a student needs further assessment and/or evaluation, including that conducted by other professionals, in specific areas (e.g., language, physical skills, social/emotional behavior, assistive technology needs).
- 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.
- Applies 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 exceptional needs.
- 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.

Materials:

All of the needed materials for this module are located in the Assistive Technology Folder on the homepage with the exception of the 2 textbooks.

Activities/Assignments:

1. Watch these Videos:
   a. http://www.youtube.com/watch?v=DB9pKkZoJDc
   b. https://www.youtube.com/watch?v=rXxdxck8Gic
   c. http://www.youtube.com/watch?v=jYmfrrY4Hfk
   d. http://www.youtube.com/watch?v=6U3uKNKMv7s&feature=youtu.be
2. Read Chapters 20 & 21 in the Sattler Text.
3. Read Chapters 4, 5,6, 7, 8, & 9 in the Assistive Technology Text.
4. The Texas Assistive Technology Network (TATN) has recently updated their site. Review and study each of the training modules. I have found the "Resource Guides" to be the best synopsis of the information in each module.
5. Review and study the following three methods/processes of AT evaluation found in the modules: (a) The Texas 4-Step Model, (b) The SETT, and (C) The DATE (You will find the information you need in the Assistive Technology Folder on the homepage).
   a. Prepare a document that describes10 resources that you explored on the TATN site under the "AT Resources" and how you will use the information in your future practice. **(10 points).**
6. IRIS Vanderbilt Assistive Technology module: https://iris.peabody.vanderbilt.edu/module/at/ (Complete this module and on a word document briefly answer the 7 assessment questions at the end of the module) **10 Points**
7. Discussion: go to the Assistive Technology Industry Association (ATiA) webpage https://www.atia.org/ and click on the Resources tab. Once there, read through the information and engage in a class discussion about AT. You are to discuss the following: How important is AT for students with disabilities. What are 3 low tech, 3 medium tech, and 3 high tech devices you have used and their effectiveness. Remember you are to create an initial post and respond to 3 of your classmates by the end of the module week. **(10 Points)**
8. Take AT Competency Quiz **(50 Points)**

Module 3: Vocational/Transition Assessment Module

(Week 3: Begins June 14th-Ends June 20th) (140 Points)

Competencies addressed in this module:

- Uses assessment and evaluation results to determine a student's needs in various curricular areas and to make recommendations for intervention, instruction, and transition planning.
- Applies knowledge of functional skills instruction for transitioning across environments (e.g., preschools to elementary school, school to work) and the supports needed for transition and integration into various program placements.

- 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
- Applies knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, assistive technology, motor skills).
- AND:
- ED4K12: Vocational and career assessment measures
- ED2K1: Assessment procedures that address all disabilities
- ED5S5: Provide assessment results in a clear, cohesive and timely manner
- ACC4S4: Report the assessment of individuals with exceptional learning needs' performance and evaluation of instructional programs
- ED4S1: Select and use formal and informal observation measures

Materials:

Carter, E. W., Clark, N.M., Cushing, L.S., & Kennedy, C.H. (2005). Moving from elementary to middle school: Supporting a smooth transition for students with severe disabilities. *Teaching Exceptional Children, 37*, 8-14.

Forest, E.J., Horner, R.H., Lewis-Palmer, T., Todd, A.W. (2004). Transitions for young children with autism from preschool to kindergarten. *Journal of Positive Behavioral Intervention*, 6, 103-112.

Letrello, T.M., & Miles, D.D. (2003). The transition from middle school to high school: Students with and without learning disabilities share their perceptions. *The Clearing House, 76*, 212-214.

Miller, R.J., Lombard, R.C., & Corbey, S.A. (2007) *Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities.* Boston: Pearson.

National Center on Secondary Education and Transition (2004). *Current challenges facing the future of secondary education and transition services for youth with disabilities in the United States*. Washington, DC: Author.

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**

3. Access the following Website: https://tagg.ou.edu/tagg/main/login
   A. **User Name:** dennis.cavitt@msutexas.edu
   B. **Password:** Victory!

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
   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).

5. **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).**

6. Midterm Assessment-due by the end of the Module. **(60 Points)**

7. Complete the following
   A. **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

(Week 4 +: Begins June 21st -Ends June 30th) (210 Points)

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).**

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**

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If you will be using "Graduating Peter"

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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, 2003. 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: 01/19/2020) 64

All other information may be obtained in the video.

6. 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 29th by 11:59PM. **(50 Points)**
7. Final due by June 29th by 11:59 PM. **(100 Points).**

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