

**UNIVERSITY OF CENTRAL FLORIDA**  
**EEX 6295: Assessment, Diagnosis and Curriculum Prescriptions**  
**For Students with Moderate & Severe Disabilities**

<b>Professor:</b>	<b>Eleazar Vasquez III, PhD, BCBA-D</b>
<b>Office Hours:</b>	By appointment or Online by request URL: <a href="http://ucf.na3.acrobat.com/offichr">http://ucf.na3.acrobat.com/offichr</a>
<b>Office Location:</b>	Education Building, Suite 315-F
<b>Phone:</b>	407-437-9968
<b>E-mail:</b>	<a href="mailto:evasquez@mail.ucf.edu">evasquez@mail.ucf.edu</a>

**Course Description:**

This course addresses contemporary assessments and models for assessing exceptional children. It also addresses curriculum and prescription. This course curriculum incorporates activities and assessments associated with one or more of Florida's 25 English for Speakers of Other Languages (ESOL) Performance Standards in partial fulfillment of requirements for the ESOL Endorsement. Three (3) semester hours.

**Required Texts:**

Sattler, J. M., (2009) *Assessment of Children: Behavioral, Social and Clinical Foundations* 5<sup>th</sup> ED

**Supplemental Text for student consideration but not required:**

Sattler, J. M., (2009) *Assessment of children: Cognitive foundations* Fifth Edition  
 Overton, T. (2008). *Assessing Learners with Special Needs: An Applied Approach* (6<sup>th</sup> ed.). Alexandria, VA: Prentice Hall  
 Handbook of Autism and Pervasive Developmental Disorders, Two Volume Set (2005).  
 New York, NY: Wiley.- Volume 2

Resources:

Additional resources to enhance instruction to meet course goals and standards are the following web-based, IRIS Modules from Vanderbilt University.

<b>IRIS Modules</b>
<u>Accountability: High Stakes Testing for Students with Disabilities</u> (Evertson/Poole)
<u>Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom</u> ( <i>Fuchs/ Fuchs</i> )
<u>Classroom Assessment (Part2): Evaluating Reading Progress</u> ( <i>Fuchs</i> )
<u>Functional Behavior Assessment</u> ( <i>Kathleen Lane</i> )
<u>RTI (Part 2): Assessment</u> ( <i>Fuchs/ Fuchs/ Vaughn/ Woodruff</i> )

Objectives	Standards and Competencies	Students' Outcomes
Describe the philosophies and legislation underlying multi-disciplinary, nondiscriminatory assessment from schools, families, public organizations, etc	ESE1.2; CEC-ICC8K2, IGC8K2, IGC8K3; FEAP1; PEC 1; CECA4	Concept Map
Describe the ethical concerns and issues related to assessment and due process, rights related to assessment, eligibility and placement with a continuum of services.	ESE 1.2; CEC-ICC8K3, ICC8K4, ICC1K6, IGC1K1, IGC1K4; ESOL 3 (1.1.d), 19(5.1.d), FEAP 1; PEC 1	Concept Map
Identify strategies for promoting non-biased assessment of students from culturally diverse backgrounds.	FEAP/PEC 5, 14; ESOL 3(1.1.d), 19( 5.1.d); ESE 3.2 CEC CC1K5, ICC8S2	Concept Map Written Informal Assessment
Obtain knowledge of students through tests, observations, and student records.	ESE 2.5; CEC-ICC7S15; ICC8S1, ICC8S3, PEC 14; CECA4	Case Study/Psycho-Educational Report
Develop, Differentiate or modify types of assessment to meet unique needs	ESE 2.3; CEC-IGC8S2, IGC8S3, ICC7S15, ICC8S4, ICC8S5; FEAP/PEC 1; CECA4	Case Study/Psycho-Educational Report
Demonstrate skill in the administration, scoring, and interpretation of selected standardized tests(e.g. exceptionality specific)	FEAP/PEC 1;CEC-ICC8S7, ICC8S4, ICC8S9, ICC8S2; ESOL 20(4.2.a); ESOL 21(5.1.b); ISTE 4A, 4B, PEC 14	Case Study/Psycho-Educational Report
Demonstrate skill in interpreting formal and informal assessment results to students, parents, teachers, administrators and other professionals using appropriate communication and interpersonal skills	FEAP/PEC 1,2; ESE 2.4; ESE 3.1; CEC- ICC7S15; ICC8S5, IGC8S1, ICC8S7. ICC10S2; CECA4	Case Study/Psycho-Educational Report Written Informal Assessment
Identify, select and apply appropriate data-based instructional measures in making instructional and behavioral decisions for eligibility and planning individual student programs (e.g., IEPs, etc.)	FEAP/PEC 1 ,10; ESOL 15(2.3.c), ESE 3.2; CEC-ICC7S15; ICC8S6; IGC7K1, K2, K3, K4, ICC8S6; ESE 1.3; CECA4	Case Study/Psycho-Educational Report
Use performance data and teacher/student/parent input to make or suggest instructional decisions and/or modifications, as appropriate in the learning environment, and placement	FEAP/PEC 1; ESOL 14(2.1.c); ESE 3.7; CEC-ICC7S15; ICC8S7, IGC4S12,ICC8S6, ICC5S6; FEAP 7;	Case Study/Psycho-Educational Report

decision, including those with CLD backgrounds.	CECA4; PEC 14	
Identify, formulate, and evaluate goals and services consistent with the Florida Sunshine Standards and Matrix of Services as appropriate based upon individual student needs	ESE 1.1; CEC-IGC8K3, ICC8K5; PEC 14; CECA4	Online module on Florida rules, disabilities, eligibility criteria, and services
Select and demonstrate skill in the design, administration, and interpretation of informal assessment techniques and procedures.	FEAP1 ; PEC 1; ESOL 25 (5.1.e); PEC 14; ESE 2.5; CEC-ICC8K5, ICC8S5; CECA4	Written Informal Assessment
Discuss and critique nondiscriminatory strategies for the formal and informal assessment of school performance and behavior including learning aptitude, social skills, emotional behavior, and academic achievement in reading, math, written language, and other selected areas	FEAP/PEC 5 & 6; PEC 14; ESOL 19( 5.1.d); ESE 2.3; CEC-IGC1K7, PEC 14	Assessment Centers; In class activity
Define measurement terminology and describe appropriate use and limitations of each type of assessment.	ESE 2.5; FEAP/PEC 1; CEC-ICC8K1, IGC8K1, ICC8K4	Course synthesis/tests
Differentiate, evaluate, and critique numerous informal and formal assessment tools, including technology and task analysis.	FEAP/PEC 1; ESE 2.5; CEC-IGC8S4, ICC7S5, ICC8K1; CECA4	Assessment Centers; In class activity
Identify, select, and construct methods for monitoring and self monitoring, evaluating results, and maintaining records of student progress as related to individual student programs	CEC- ICC7S15; ICC8S8; FEAP 1; PEC 1; CECA4	Assessment Centers; In class activity, Psycho-Educational Report, and Written Informal Assessment
Describe the purposes and steps in the educational assessment and placement process.	ESE 2.1; CEC- IGC8K2, IGC8S2; FEAP/PEC 1	Concept Map, Online module on Florida Rules disabilities, eligibility criteria, and services
Explain the definitions, classifications, eligibility criteria, and rights and responsibilities of programs for students with exceptional needs within the state of Florida	ESE 1.1; CEC IGC1K1; IGC9S2, ICC1K5, ICC8K1, ICC8K2, ICC8K5 FEAP1; PEC 1; FEAP 2; PEC 2	Online module on Florida Rules, disabilities, eligibility criteria, and services
Identify procedures for early identification of young children who may be at risk for disabilities and/or for individuals with atypical response abilities.	CEC-IGC1k1, ICC8K3, ICC8S6; CECA4	Online module on Early Childhood and Family Assessment.

Implement procedures for assessing, monitoring, and reporting both appropriate and problematic social behaviors of individuals with disabilities	CEC-IGC8S1; ICC7S14, ICC8S1, ICC8S7; CECA4	In class activity, quiz, and tests.
--	--	-------------------------------------

**Course Objectives:**

**Key :** ESE= Florida Subject Area Competencies  
CEC = Council of Exceptional Children Competencies  
CECA = Council of Exceptional Children Advance Content

**Competencies**

**FEAP = Florida Educators Accomplished Practices**  
**PEC = Professional Educators Competencies**  
**ESOL = English for Speakers of Other Languages**  
**ISTE = International Society for Technology in Education**

**ESOL Standards 2010**

**Artifacts for the portfolio**

10 (2.1.b) 14 (2.1.c) 15 (2.3.c) 20 (4.2.a) 21(5.1.b)	Case Study/ Psychoeducational Report. Students will be evaluated on 3 major tasks: 1. Analyze and summarize students' performance documentation including levels of English proficiency; 2. Complete the RtI chart with interventions and accommodations for the 3 tiers, 3. Test interpretation and recommendations for adequate instructional programming (variety of materials and resources including native language and technology). A reflection on this project is also required to document professional growth and learning.
14 (2.2.c) 21 (5.1.b), 25(5.1.e)	Develop a Written Assessment instrument demonstrating accommodations for linguistically and culturally diverse students.

**Requirements:** The course requirements are listed below. A full explanation of the assignments will be listed under assignments on the syllabus and/or course website. In addition, rubrics will be provided for each assignment. All assignments indicated in bold with an asterisk (\*) will be collected and/or uploaded into the UCF COFE Assessment System within Livetext to continuously monitor performance mastery for continuous program improvement for **ALL Masters of Arts (M.A )** students admitted in the Fall, 2009 semester and each subsequent semester . In addition, all assignments indicated in bold with two asterisks(\*\*) will need to be included in a 3- ring notebook meet the **TESOL** requirements for **all Masters of Arts students only**. This notebook must be collected from all M.A students after final internship. There may be some assignments to be included for **both Livetext and TESOL** notebook and are indicated with both symbols (\*/\*\*)

**Course Conduct Online:**

All students are expected to exhibit the Personal Attributes set forth by the College of Education Code of Professional Conduct and UCF's Golden Rule. Please be cordial

during email/discussion correspondence. It is sometimes difficult to interpret intentions with written communication and it is best to be overly friendly rather than short and terse when communicating with everyone online.

### **Academic Course Requirements**

#### **Assignments:**

#### **1. \*\*\*Psycho-Educational Report/Competency Check (100 pts) (LiveText & TESOL):**

Based on students' observations and test results, you will be required to make educational recommendations for future program planning. The final project will include the scored protocol, a report of the findings and recommendations, and a final reflection about the experience. This assignment must be uploaded to Livetext & TESOL.

##### **a. Advanced Requirement Assignment for M.Ed. students**

The critical need of guiding educational decisions with evidence based knowledge, requires teachers to analyze student data to modify their instructional practices. You have student performance data in your case study. Use that data to evaluate the effectiveness of your instructional practices. Determine how to modify your instruction and make accommodations so your student could have access to the general curriculum while reaching his/her fullest potential. Be sure to link these changes to the empirical literature found within special education.

#### **2. Choice of 1 of the 3 assignments below (40 pts.) (TESOL)**

##### **Option A: Develop a Written Informal Assessment:**

Use the IRIS Modules Classroom Assessment (Part I and II) as a research resource for this activity. Students will develop a Criterion Reference Test. (CRT). This involves developing curriculum based assessment probes for Math, Reading, and Writing. For students with disabilities (see rubric for required parts)

##### **Steps:**

1. You will work individually.
2. Determine a grade level to be used for the three probes. Select a grade level that you are either teaching or will likely teach.
3. Decide which skill you will assess for each area. For example in Math – Computation; in Reading - Comprehension, and in Writing- Spelling. Look below for the description of each area.
4. Get Reading, Math, and Writing textbooks or curriculum materials for the grade you selected. Study the objectives and exercises because you are most likely going to use these as examples for your probes.
5. Create the probes following the instructions below.
6. Deliver the assessment to a student and record the procedure.
7. Upload the video to teacher tube and submit the paperwork to professor for grade

##### **Option B: Standardized Academic Assessment**

- a. The purpose of this assignment is to deliver a standardized assessment with proper procedures.
- b. The student will be required to administer a standardized assessment to a child while video recording the procedure.
- c. Upload the video to teacher tube and send professor link for review
- d. Upload a report of the data with suggested goals and objectives for the student. (see rubric for required parts)

**Option C: Social/Emotional Assessment (40 pts.)**

- a. Students will deliver a social skills assessment, identify at least one skill a child needs to work on within your class.
- b. The data will be used to develop a 2-3 page report with recommendations.
- c. Make sure to upload a video to teacher tube and send professor link. (see rubric for required parts)

**Assessments**

**1. Quizzes (12 x 30pts.)**

Twelve quizzes will be given during the semester as a measure of student's readiness and retention of course material covered in this class. Quizzes will be based on required assigned readings and will be taken online within Webcourses assessment tab. You have limited (time) to take each quiz. Additionally, only two attempts for each quiz will be allowed. The highest score will count for the grade. Finally, quizzes will shut down and will no longer be available during Finals week (see schedule)

**2. Final Exam (100 pts.)**

Students will be required to take a cumulative final exam covering all the required readings/quizzes for the semester. The exam will be open for one week and students will have 2 hours to complete the exam. There will be no make up for the final exam.

<b>Grade Categories</b>	<b>Description of the requirements</b>	<b>Points</b>
Psycho-Education Report	See Details in course requirements. Grading Rubric included in syllabus	100 or 25% of final grade
Choice of Assessment Delivery	See Details in course requirements. Grading Rubric included in syllabus	40 or 10% of final grade
Quizzes x 12 @ 10 pts each	See Details in course requirements. Grading Rubric follows	120 or 40% of final grade
Final Exam	See Details in course requirements. Grading Rubric follows	100 or 25% of final grade

**Total Points: 360**

**Grade Distribution**

<b>Grade</b>	<b>Percentage of Total Points (360)</b>
A	90-100
B	80-89
C	70-79
D	65-69
F	<65

***Technology Policies:***

<b>Technology</b>	<b>Expectations for Use</b>
<b>E-mail:</b>	Please use course email for class related issues. If you are experiencing technical difficulties with webcourses please contact the technicians at the help desk before you email me. Expect a 24 hour response time frame for emails unless otherwise stated. Plan ahead.
<b>Webcourses:</b>	There will be some online modules to complete on the assigned days. Course email should be used only for that purpose.
<b>Laptop Usage:</b>	You may use a laptop in class for note taking (if meeting face-to-face).
<b>Other communication devices:</b>	You will be required to have access to a headset or microphone for Adobe Connect sessions and to participate during the assessment checkout

***Additional Policies***

<b>Grading and evaluation</b>	Grading will be completed following the rubrics included in this syllabus and other academic content assigned by the professor All assignments (unless otherwise noted by the instructor) must be typed or word-processed. <b>Submit assignments in either .doc, .docx, or .pdf format only.</b> Any other format will not be graded and I will send back the file to the student to make the necessary changes. Assignments should be neat, clearly written, contain no misspellings or grammatical errors. <b>Refer to the APA 6th edition reference guide for professional writing.</b> Students are encouraged to make copies for their own records. Points will be awarded as per specific project rubric, including quality of assignment, on time completion, excellent writing format in APA style, and adherence to specific project criteria. Points will be deducted if assignments do not adhere to the above criteria. <b>When you turn in Assignments make sure the file is labeled with your last name followed by A1 for assignment 1, A2 for assignment 2, etc. For example, if your name is Jane Smith you would label your assignment (SmithA1).</b> I will receive over 30 files at a time and if I cannot distinguish your file from someone else you may not get the proper feedback.
<b>Assignment File Format</b>	Given that all assignment will be turned in digital format, Label all assignments as Last name then assignment number A1. For example, Assignment 1 is the Academic assessment. Your file should be named <b>SmithA1</b> If I receive a file without your last name first and then the assignment number I will send the file back once to correct the file name. the rest of the time you will receive zero points for incorrect files.

<b>Deadlines</b>	Projects are due on the dates assigned If there are problems with Webcourses, please email me and report it right away. Save evidence to document your efforts in meeting the deadline.
<b>Late, make-up and extra credit work</b>	<b>I do not accept late work of any kind and late assignments will be given zero points.</b> If you need an extension I may grant only one if the request is made <b>24 hours prior</b> to the assignment due date. I will not provide extension if something occurs last minute as the assignments are all open the first day of class and you have several weeks prior to complete them. Please do not procrastinate!
<b>Academic integrity</b>	You will be expected to follow the COE Code of Professional Conduct and the UCF's Golden Rule <a href="http://www.oir.ucf.edu/pubrel/goldenrule/rule02.htm">http://www.oir.ucf.edu/pubrel/goldenrule/rule02.htm</a> All assignments students turn in must be in APA 6 format. This includes referencing citations and quotations from other resources.
<b>Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)</b>	The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must also be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.



**Course Schedule & Course Requirements:**

<b>Module</b>	<b>Title</b>	<b>Quiz or →</b>	<b>Assignment</b>
Module 1	Course Introduction and Syllabus	Quiz 1 Syllabus Quiz (required by all)	<b>Email Professor (required by all)</b>
Module 2	Overview of Assessment	Quiz 2	
Module 3	Statistics and Psychometrical Concepts	Quiz 3	
Module 4	Cultural and Linguistically Diverse Students	Quiz 4	
Module 5	Behavior	Quiz 5	
Module 6	Academic Assessment	Quiz 6	
Module 7	Response to Intervention (RTI)	Quiz 7	
Module 8	Alternate Assessment	Quiz 8	<b>Submit required Choice Assessment. ** Required Assignment **</b>
Module 9	Intellectual Disabilities (formally MR)	Quiz 9	
Module 10	Autism Spectrum Disorders	Quiz 10	
Module 11	Vision/Hearing Impairments	Quiz 11	
Module 12	Report Writing	Quiz 12	<b>Psycho-educational report** required assignment**</b>
		<b>Final Exam** (Required by all)</b>	

## **Reference Readings:**

- Campbell, J.M. (2005). Diagnostic assessment of Asperger's disorder: A Review of five third-party rating scales. *Journal of Autism and Developmental Disorders*, 35(1), 25-35.
- Carothers, D.E. & Taylor, R.L. (2003). The use of portfolios for students with autism. *Focus on Autism and Other Developmental Disabilities*, 18(2), 125-128.
- Center on Education Policy. (2007). *No child left behind at five: A review of changes to state accountability plans*. Retrieved from [www.cep-dc.org](http://www.cep-dc.org)
- Center on Education Policy. (2006). Achievement gains of children of color are masked by overall numbers. Retrieved from <http://nces.ed.gov/nationsreportcard>
- Constantino, J.N., Davis, S.A., Todd, R.D., Schindler, M.K., Gross, M.G., Brophy, S.L., Metzger, L.M., Shoushtari, C.S., Splinter, R., & Reich, W. (2003). Validation of a brief quantitative measure of autistic traits: Comparison of the social responsiveness scale with the autism diagnostic interview-revised. *Journal of Autism and Developmental Disorders*, 33(4), 427-433.
- Delmolino, L.M. (2006). Brief report: Use of DQ for estimating cognitive ability in young children with autism. *Journal of Autism and Other Developmental Disorders*, 36, 959-963.
- DiLalla, D.L. & Rogers, S. (1994). Domains of the childhood autism rating scale: Relevance for diagnosis and treatment. *Journal of Autism and Developmental Disorders*, 24(2), 115-128.
- Fish, W.W. Perceptions of parents of students with autism towards the IEP meeting: A case study of one family support group chapter. *Education*, 27(1), 56-68.
- Forum on Educational Accountability. (2007). *Assessment and Accountability for Improving Schools and Learning: Principles and Recommendations for Federal Law and State and Local Systems*. Retrieved from [www.edaccountability.org](http://www.edaccountability.org)
- Forum on Educational Accountability. (2007). *Assessment and accountability for improving schools and learning: Principles and recommendations for federal law and state and local systems expert panel on assessment*. Retrieved from [www.edaccountability.org](http://www.edaccountability.org)
- Goldstein, G. (2002). Review of the Asperger syndrome diagnostic scale. *Journal of Autism and Developmental Disorders*, 32(6), 611-614.
- Gresham, F.M., Beebe-Frankenberger, M.E., & MacMillan, D.L. (1999). A selective review of treatments for children with autism: Descriptions and methodological considerations. *School Psychology Review*, 28(4), 559-575.
- Kraijer, D. & de Bildt, A. (2005). The PDD-MRS: An instrument for identification of autism spectrum disorders in persons with mental retardation. *Journal of Autism and Developmental Disorders*, 35(4), 499-513.
- Lecavalier, L. (2005). An evaluation of the Gilliam autism rating scale. *Journal of Autism*

*and Developmental Disorders, 35(6), 795-805.*

Overton, T. (2003). *Assessing learners with special needs: An applied approach* (5th Edition). New Jersey: Prentice Hall.

Perry, A., Condillac, R.A., Freeman, N.L., Dunn-Geier, J., Belair, J. (2005). Multi-site study of the childhood autism rating scale (CARS) in five clinical groups of young children. *Journal of Autism and Developmental Disorders, 35(5), 625-634.*

Rellini, E., Tortolani, D., Trillo, S., Carbone, S., Montecchi, F. (2004). Childhood autism rating scale (CARS) and autism behavior checklist (ABC) correspondence and conflicts with DSM-IV criteria in diagnosis of autism. *Journal of Autism and Developmental Disorders, 34(6), 703-708.*

South, M., Williams, B.J., McMahon, W.M., Owley, T., Filipek, P.A., Shernoff, E., Corsello, C., Lainhart, J.E., Landa, R., & Ozonoff, S. (2002). Utility of the Gilliam autism rating scale in research and clinical populations. *Journal of Autism and Developmental Disorders, 32(6), 593-599.*

Volkmar, Rhea, Ami, & Donald. (2005). *Handbook of autism and pervasive developmental disorders, (Vol. 2)*. New Jersey: John Wiley & Sons, Inc.