

TERM / YEAR

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Office Hours: By appointment

Class Day/Time: Weds., 5:00 – 8:10 PM

Location: Fully Online

COURSE NUMBER: EEX 6210 (3 Credits)

CRN: XXXXX

COURSE TITLE: Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders

CATALOG DESCRIPTION: A course in the assessment of individuals with autism spectrum disorders (ASD) designed to examine assessment procedures. Emphasis is placed upon the utilization of assessment results for the purpose of instructional decision making.

PREREQUISITE: EEX 6095 (Nature and Characteristics of ASD) or EEX 5051 (Individuals with Disabilities) or EEX 2010 (Survey of Exceptionalities) or EEX 4070 (Introduction to Special Education)

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by administering an assessment to a student with ASD, interpreting, analyzing, and applying the assessment data for the purpose of designing an appropriate instructional plan for the student.

MATERIALS:

REQUIRED TEXTS

Pierangelo, R. & Giuliani, G. A. (2017). Assessment in Special Education: A Practical Approach. Fifth Edition. Boston, MA: PRO-ED.

Sundberg, M. L. (2008). Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). Concord, CA: AVB Press.

Important: Please note that both the guide and protocol are required for the VB-MAPP. Purchase the packet which includes both.

REQUIRED READING

Autism Fact Sheet. (2016). National Institute of Neurological Disorders and Stroke: National Institute of Health. Retrieved from: www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Fact-Sheets/Autism-Spectrum-Disorder-Fact-Sheet

TECHNOLOGY:

Your FAU email address and MyFAU will be used extensively. If you have not already signed up for an FAU email, please do so.

Students will be required to access Canvas in a variety of ways. These include, but are not limited to, quizzes, discussion responses, and accessing class materials. If you are not familiar with Canvas or have never experienced the learning process of a distance learning course, it is strongly encouraged you to review the materials in the Course Orientation folder prior to entering the first class.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

State of Florida Certification Standards for Exceptional Student Education (ESE)

CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)

State of Florida Accomplished Practices (EAP)

Florida Subject Area Competencies ESOL (ESOL)

COURSE OBJECTIVES:

Upon successful completion of this course students will be able to:

1. Identify the purposes of assessment for example, early identification, screening, interventions, eligibility, diagnosis, identification of relevant instructional content, and monitoring the effectiveness of instruction. (CEC cc8K1, 8K3) (ESE 2.1)
2. Identify the legal requirements and ethical principles regarding the assessment of students with ASD (e.g., confidentiality, adherence to test protocols, appropriateness of assessment for student needs). (CEC cc8K2, dd8K4) (ESE 2.2)
3. Understand the issues involved in testing children from culturally and linguistically diverse backgrounds. (CEC cc1K5, 1K6, 8K2, 9S4) (ESE 2.6) (ESOL 5.1a, 5.1d)
4. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-reference, and performance-based assessments for students with ASD. (CEC cc8k4, ESE 2.3)
5. Administer, interpret and analyze assessment information to identify a student's educational needs and instructional levels. (CEC cc8S2, 9S1, 9S4) (ESE 2.4, 3.1) (EAP a.4.a, a.4.d)
6. Identify alternative assessment strategies and procedures (e.g., observations, performance-based assessments, ecological assessments, interviews, and portfolios) and their appropriate use. (CEC dd8k3) (ESE 2.5)

7. Identify effective methods of communication, consultation, and collaboration with members of the multidisciplinary team including parents and families of students from culturally and linguistically diverse backgrounds as equal members of the education team. (CEC cc8s7, ESOL 1.1e)
8. Identify IEP goals appropriate for a student's age, instructional needs, and functional performance, across settings. (ESE 3.6)

CONTENT OUTLINE:

- Diagnostic classification and differential diagnoses of ASD
- Methods of assessment, considerations, and legal issues
- Assessment scoring and terminology
- Child study teams, multidisciplinary teams and parent participation
- Assessment of academics, intelligence and perceptual abilities
- Early childhood assessment
- Speech and language assessment
- Behavioral approach to language assessment
- Understanding and using the VB-MAPP
- Decision making process: Identifying goals, measurement systems and IEPs
- Developing a comprehensive language and communication program

COURSE REQUIREMENTS:

1. COMPETENCY ASSESSMENT: ASSESSMENT AND DEVELOPMENT OF INSTRUCTIONAL PROGRAM

Students will be provided a case study of a child with ASD from which they will complete a VB-MAPP assessment for and develop an educational program based on assessment outcomes. Details will be provided in class. The project will consist of the following three components:

A. Assessment. A completed VB-MAPP protocol based on the case study given. Students will use the information provided to evaluate and identify strengths and deficits in the child's receptive and expressive language repertoires as well as academic and other related domains. The report will include copies for each of the Milestones, Barriers, Transition, and EESA scoring forms found on pages 4, 5, 24, & 30 of the VB-MAPP Protocol.

B. Skill Identification and Measurement Systems. Following the completion of the VB-MAPP assessment, students will identify skill deficits and determine what skills should be targeted as part of the child's instructional program. Furthermore, students will identify appropriate goals, rationale, data collection methods for each target skill to facilitate instructional decision making by providing an objective method for evaluating progress.

C. Program Development. The instructional program will be completed to include all target skills, critical teaching information for each skill and data collection forms to be used to evaluate and measure progress. Specifically, at least 3 Milestone goals will be created, as well as 2-3 goals in each of the other areas (Barriers, Transition, and EESA).

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Autism specialization. **For this course, the Educator Accomplished Practices (EAP 1.2, 6.1, 6.2) will be measured by the Assessment and Development of Instructional Program assignment, which is the Competency Assessment.** Please read carefully the ESE departmental policy on Competency Assessment.

ESE Departmental Policy on COMPETENCY ASSESSMENT(S):

Critical Assignments, Live Text, and the COE Assessment System

Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For *this* course however, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

Assessment criteria:

A student must earn a **minimum grade of 83%** of the points allotted for the Competency Assessment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the Competency Assessment.

Remediation policy:

- **If a student is making at least a B in the course**, but has failed to pass the Competency Assessment with a minimum of 83% of the possible points for the assignment, the student will receive an “I” in the course until the assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the “I” will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Competency Assessment will be used to calculate the final grade in the course. **If the resubmitted Competency Assessment is not successfully passed**, the grade for the course will be B- or below regardless of the total points earned in the course.
- **If a student is not making at least a B in the course**, and has failed to pass the Competency Assessment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Competency Assessment. The student will need to repeat the course and the Competency Assessment.

2. REFLECTION PAPER

Students will select a journal article from the Bibliography section of this syllabus and write a reflection about the article from their perspective. Your paper should begin with why you selected the article you chose and its meaningfulness to you, including a summary of the main content of the article. It should end with a discussion of your role in the field of special education and the impact that this reading has had upon you in your role. You should also reflect upon whether you will use information from this reading and how you will use it. If you decide that you will not be able to use this information, you should explain why you don't find the information useful.

The paper should meet APA formatting including: double spaced with 1-inch margins (all around) and size 12 font, and range between 4-5 pages (including cover page). For this assignment, select a reference from the Bibliography that is in **bold** (pg. 8-9).

3. CASE STUDY DEVELOPMENT ACTIVITY

Students will be provided with a case study describing a child with ASD. Information will be provided regarding the child's academic, expressive, and receptive language strengths and deficits, as well as social skills and other important domains. Students will be required to identify and select appropriate goals and provide rationales for their decision-making process based on the information provided. A format for the completion of this activity will be provided in class.

4. QUIZZES

Students are responsible for all assigned readings prior to coming to class and should be ready to discuss the material in the readings. There will be five (5) short online quiz provided on Canvas. These quizzes will cover the information from the assigned readings and class discussions from the previous weeks. There will be a total of 10 multiple choice, true/false, fill-in-the-blank, matching, short answer and/or essay questions. Collaboration with others during the taking of the quiz is considered cheating and is prohibited.

Quizzes will be made available Wednesday at midnight and will close Thursday at 11:59 PM during the week the quiz is assigned. This will be the only time the quiz is open so plan accordingly. Please make sure you are aware of the due dates as deadlines are firm and no make-up quizzes will be allowed except in extreme mitigating circumstances. You will only be provided access to the quiz once.

5. EXAM

There will be one final exam provided on Canvas. The exam may include multiple choice, true/false, fill-in-the-blank, matching, short answer and/or essay questions taken from the readings, lectures, videos viewed in class and/or class activities. There will be an emphasis placed on practical application of concepts.

6. PARTICIPATION

Students will be expected to participate in class discussions and demonstrate knowledge gained from assigned readings. Students will be expected to answer short questions at the beginning of class reflecting their understanding of the week's lesson. All questions must be answered to receive credit for participation. Students must be physically present in class to earn participation points.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with autism spectrum disorder

ASSESSMENT PROCEDURES:

Assignment	Points	% of Course Grade
Reflection Paper	10	7%
Case Study Development Activity	10	7%
Participation (10 @ 3 pts. each)	30	20%
Quizzes (5 @ 10 pts. each)	50	33%
Assessment and Instructional Program (Competency Assessment)	25	17%
Exam	25	17%
TOTAL	150	100%

Points are subject to change due to academic calendar and syllabus adjustments

GRADING (FAU GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

University Attendance Policy: Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. **If you have any kind of emergency that will affect your class performance**

and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.

3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced. Assignments submitted late will be deducted **10% of points for every day late. Assignments will not be accepted after three classes.**
5. Religious accommodation will be made for students who request them. **You must request accommodations before you are absent from class.**
6. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
7. Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.
8. ***Computers/laptops are allowed for note taking purpose only.***

Etiquette Policy

University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.” ***Please be respectful of your instructor and classmates by adhering to this policy.***

University Attendance Policy: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University- approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Disability Policy Statement: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas.

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value

on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to www.fau.edu/counseling

BIBLIOGRAPHY

- Barbera, M.L. (2007). *The Verbal Behavior Approach: How to teach children with autism and related disorders*. Philadelphia, PA: Jessica Kingsley Publishers.
- Goldberg Edelson, M. (2005). A car goes in the garage like a can of peas goes in the refrigerator: Do deficits in real-world knowledge affect the assessment of intelligence in individuals with autism? *Focus on Autism and Other Developmental Disabilities*, 20(1), 2-9.**
- Goldberg Edelson, M., Timmons, D., Edelson, S. (1998). Factors predicting intelligence scores on the TONI in individuals with autism. *Focus on Autism and Other Developmental Disabilities*, 13(1), 17-26.**
- Hartley, S., & Sikora, D. (2010). Detecting autism spectrum disorder in children with intellectual disability: Which DSM-IV-TR criteria are most useful? *Focus on Autism and Other Developmental Disabilities*, vol. 25(2), 85-97.**
- Holmes, D.L. (1998). *Autism through the life span: The Eden Model*. Bethesda, MD: Woodbine House.
- Iovannone, R., Dunlap, G., Huber, H. & Kincaid, D. (2003). Effective educational practices for children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 18(3), 150-165.**
- Lord, C., Rutter, M., DiLavore, P.C. & Risi, S. (2000). *Autism Diagnostic Observation Schedule (ADOS)*. Los Angeles: Western Psychological Services.
- Maurice, C. (1996). *Behavioral intervention for young children with autism: A manual for parents and professionals*. Austin, TX: Pro-ed.
- Partington, J.W. (2006). *The assessment of basic language and learning skills (Revised)*. Pleasant Hill, CA: Behavior Analysts, Inc.
- Partington, J.W. (2008). *Capturing the motivation of children with autism or other developmental delays*. Pleasant Hill, CA: Behavior Analysts, Inc.
- Sundberg, M.L. & Partington, J.W. (1998). *Teaching language to children with autism and other developmental disabilities*. Danville, CA: Behavior Analysts, Inc.
- Vacca, J. (2007). Incorporating interest and structure to improve participation of a child with autism in a standardized assessment: A case study analysis. *A Focus on Autism and Other Developmental Disabilities*, 22(1), 51-59.**

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS FOR TEACHERS OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS WITH DEVELOPMENTAL DISABILITIES AND/OR AUTISM

What every special educator must know: Ethics, standards and guidelines. (6th ed.)
Reston, VA: CEC Publications. 2009

1. Foundations

- cc1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds
- cc1K6 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services

8. Assessment

- cc8K1 Basic terminology used in assessment
- cc8K2 Legal provisions and ethical principles regarding assessment of individuals
- cc8K3 Screening, pre-referral, referral, and classification procedures
- cc8K4 Use and limitations of assessment instruments
- dd8K3 Adaptive behavior assessment
- cc8S2 Administer nonbiased formal and informal assessments
- cc8S5 Interpret information from formal and informal assessments
- cc8S7 Report assessment results to all stakeholders using effective communication skills.

9. Professional and Ethical Practice

- cc9S1 Practice within the CEC Code of Ethics and other standards of the profession
- cc9S4 Conduct professional activities in compliance with applicable laws and policies

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION

- 2.1 Identify purposes of assessment across disciplines.
- 2.2 Identify legal requirements & ethical principles regarding the assessment of student with disabilities.

- 2.3 Identify appropriate formal & informal assessments for students across disabilities.
- 2.4 Interpret, analyze, & apply the results of formal & informal assessments for student across disabilities.
- 2.5 Identify alternative assessment strategies and procedures (e.g., observations, performance- based assessments, ecological assessments, interviews, portfolios) and their appropriate use.
- 2.6 Identify the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

D1:S1.1.e Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

D5:S5.1.a Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

D5:S5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010

a.4.a Quality of Instruction: Assessment: Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process

a.4.d. Quality of Instruction: Assessment: Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge

TENTATIVE COURSE SCHEDULE
Dates, assignments, and topics are subject to change

EEX 6210 Rubric

Name: _____ Date: _____ Overall Rating / Points Earned: ____/____

Results of this Competency Assessment: ____ Exceeds Expectations ____ Meets Expectation ____ Does not Meet Expectations

Course Name: *Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorder*

Competency Assessment Title: *Assessment and Development of Instructional Program*

Florida Educator Accomplished Practice: Standard 1 & 6

Indicator: 1.2, 6. 1 & 6.2

Description of Competency Assessment:

Components of Assignment	Exceeds Expectations 92-100%	Meets Expectations 91- 84%	Does Not Meet Expectations <83%
Content Value= 50%	-Instructional program provides evidence that the student understands the use, administration, and scoring of the VB-MAPP. -Program identifies skill deficits, determines skills to be taught, identifies appropriate measurement systems (including data forms) and includes critical teaching information for skills targeted for instruction.	-Instructional program provides evidence that the student mostly understands the use, administration and scoring of the VB-MAPP. -Program identifies skill deficits, determines skills to be taught, identifies appropriate measurement systems (including data forms) and includes critical teaching information for skills targeted for instruction with minor errors.	-Profile is missing elements. -Recommendations are not meaningful -Objectives for instruction are not appropriate
Scoring Value = 35%	No scoring errors are evident in the individual test analysis.	Minor scoring errors resulting in minor interpretation problems.	Major scoring errors resulting in significant interpretation problems.
Mechanics Value = 15%	Instructional program is written (i.e., typed) with no errors in grammar, capitalization, punctuation, and spelling and presented in a professional manner.	Instructional program is clearly written (i.e., typed) with little or no editing required for grammar, capitalization, punctuation, and spelling.	Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required.