

OCT 11 2010

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT NAME:  
EXCEPTIONAL STUDENT EDUCATION

COLLEGE OF:  
College of Education

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EEX COURSE NUMBER 6210 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE

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

### EFFECTIVE DATE

(first term course will be offered)

Spring, 2011

CREDITS:

3

TEXTBOOK INFORMATION:

Pierangelo, R. & Giuliani, G. A. (2009). Assessment in special education: A practical approach. Boston, MA: PRO-ED.

Sundberg, M. L. (2008). Verbal behavior milestones assessment and placement program (VB-MAPP). Concord, CA: AVB Press.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  PASS/FAIL  SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

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.

PREREQUISITES:

Nature and Characteristics of ASD  
or Introduction to Special Education

COREQUISITES:

NONE

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

TERMINAL DEGREE IN SPECIAL EDUCATION OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Comments from each department attached

Dr. Cynthia L. Wilson clwilson@fau.edu 954-236-1006  
Faculty Contact, Email, Complete Phone Number

### SIGNATURES

### SUPPORTING MATERIALS

Approved by:

Department Chair: Michael B...

College Curriculum Chair: Linda Welch

College Dean: William Fisher

UGPC Chair: \_\_\_\_\_

Date:

10/18/10

10/20/10

10/21/10

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Dean of the Graduate College: \_\_\_\_\_

Email this form and syllabus to [diamond@fau.edu](mailto:diamond@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Mike,

Teaching and Learning do not have any conflicts.

However, I have a recommendation. Since EEX 5602 requires a prerequisite of some special education or autism course, you might want to reflect that in the title. Otherwise, you may get a larger group wanting to enroll. Not a bad thing, but may be not the target.

Barbara

\*\*\*\*\*

Dr. Brady:

The Exercise Science and Health Promotion Department does not have any conflict with the four proposed courses (2 new, EEX 2xxx; EBD 5246 and EEX-5602) listed below. Regards,

B. Sue Graves, Ed.D., FACSM, HFS, FISSN  
Chair, Department of Exercise Science  
and Health Promotion

.....

Mike:

The new courses and revised courses you are proposing do not conflict with the courses or curriculum in the Department of Curriculum, Culture, and Educational Inquiry. This seems to be a valuable addition to your curriculum. Take care.

Jim McLaughlin

Professor and Chair, Department of Curriculum, Culture, and Educational Inquiry

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Dear Dr. Brady,

Thank you for giving me the opportunity to review your two new course proposals, *Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders* and *Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders*, as well as the revisions to two of your existing courses, EBD 5246 and EEX 5602. The new courses, and the revisions to your existing course, do not conflict with the graduate curriculum in Communication Sciences and Disorders.

Good luck with your curriculum changes.

With best regards,  
Deena

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor and Chair  
Department of Communication Sciences and Disorders  
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College of Education  
777 Glades Road  
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FAX: 561-297-2268  
E-mail: [wener@fau.edu](mailto:wener@fau.edu)

.....  
Hello Mike:  
I have reviewed the revisions and proposed new courses as you requested. I see no conflict with courses offered in the Counselor Education Program. Good Luck!

Irene

.....  
Mike,

Our department members have reviewed your proposed courses and we see no conflict with our department. Bob

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Robert Shockley, Chair  
Department of Educational Leadership and Research Methodology  
Florida Atlantic University  
777 Glades Rd.  
Boca Raton, FL 33431  
561.297.3551  
[Shockley@fau.edu](mailto:Shockley@fau.edu)

.....  
**From:** Dr. Michael Brady [mailto:[mbrady@fau.edu](mailto:mbrady@fau.edu)]  
**Sent:** Wednesday, September 22, 2010 7:22 PM  
**To:** Jim McLaughlin; Barbara Ridener; Irene Johnson at FAU; Sue Graves; Robert Shockley; Deena Wener  
**Cc:** Cynthia Wilson; Mary Lou Duffy  
**Subject:** 4 ESE Courses

Folks – I'm attaching 4 ESE courses for your review. These courses support our effort to better prepare teachers to teach students with autism and to earn the FDOE teaching endorsement in autism. Here is a breakdown of the 4 courses:

**Two courses are new. They are:**

**EEX 6xxx          Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders**

**EEX 6xxx          Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders**

**Two other courses are revisions of our existing courses. In the attached syllabi, I highlighted the changes in yellow so you can see what we are proposing to change. Here are the revisions we are seeking:**

**1.EBD 5246          Students with Autism Spectrum Disorders**

**We are proposing change the prefix from *EBD* to *EEX*;**

**We are proposing a change from 5246 to a 6000 level number;**

**We are proposing a title change to *Nature and Characteristics of Autism Spectrum Disorders*.**

**2.EEX 5602          Behavior Change and Management Strategies**

**We are proposing a change from 5246 to a 6000 level number;**

**We are proposing to change the prerequisites *from* EEX 5612 and EEX 5051 *to*:**

- **EEX 5612 or an equivalent course in applied behavior analysis;**
- **EEX 5051 or an introductory course in special education or a course in nature and characteristics of autism spectrum disorders.**

**Will you please review the two new courses and the two revised courses? If you agree that they do not conflict with the curriculum and courses in your departments, will you please indicate that in a reply to this message? I appreciate the time you spend for the review.**

**Regards**

**MB**

**Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
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(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)**



**Department of Exceptional Student Education  
College of Education  
Florida Atlantic University**

**Instructor:**  
**Phone:**  
**Office Hours:**

**Office:**  
**E-mail:**  
**Class Day/Time:**

**COURSE NUMBER: EEX 6210 (3 Credits)**

**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: Nature and Characteristics of ASD or 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. (2009). Assessment in Special Education: A Practical Approach. 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. (2010). National Institute of Neurological Disorders and Stroke: National Institute of Health. Retrieved from [http://www.ninds.nih.gov/disorders/autism/detail\\_autism.htm](http://www.ninds.nih.gov/disorders/autism/detail_autism.htm)

**TECHNOLOGY:**

E-mail: Your FAU email address will be used.

Computer: Blackboard. This course may be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

**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 1.2, 6.1, 6.2)

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 complete an assessment of a child with ASD 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. Sundberg's (2008) Verbal Behavior Milestones Assessment and Placement Program will be completed with a child with ASD and at least one parent or teacher familiar with the child. The VB-MAPP will evaluate and identify strengths and deficits in the child's receptive and expressive language repertoires as well as academic and other related domains.

B. Skill Identification and Measurement Systems. Following the completion of the VB-MAPP 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 measurement systems for each target skill to facilitate instructional decision making by providing an objective method for evaluating progress.

C. Program Development. Lastly, an instructional program will be completed which includes a three ring binder with all target skills, critical teaching information for



each skill and data forms to be used to evaluate and measure progress.

### ***Competency Assessments and Florida Educator Accomplished Practices***

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):**

#### **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 be double spaced with 1 inch margins (all around), 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**.

### **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. EXAMS**

There will be two exams. The exams 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 class activities. There will be an emphasis placed on practical application of concepts.

### **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:**

<b>Assignment</b>	<b>Points</b>	<b>% of Course Grade</b>
Reflection Paper	25	25%
Case Study Development Activity	25	25%
Assessment and Instructional Program (Competency Assessment)	50	25%
Exams (2 @ 50 points each)	100	50%
<b>TOTAL</b>	<b>200</b>	<b>100%</b>

### **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.

***Students With Disabilities:*** In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

***Honor Code:*** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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 [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

## 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, Inc.
- 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 standardize 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. (6<sup>th</sup> ed.)*  
Reston, VA: CEC Publications.

#### **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, prereferral, 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 STATE ESOL PERFORMANCE STANDARDS**

- 1.1.e Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC).
- 5.1.a Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
- 5.1.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)***

- 1.2. Interprets data from various informal and standardized assessment procedures.
- 6.1 Identifies and meets expectations of professional behavior and demeanor.
- 6.2 Adheres to relevant and professional Codes of Ethics.

**COURSE SCHEDULE**

<b>SESSION</b>	<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>
1		Overview of Autism and Introduction to Assessment	Autism Fact Sheet; P & G ch.1
2		Legal Issues in Assessment	P & G ch. 2
3		Diagnostic Classification and differential diagnoses of ASD	DSM-IV
4		Methods of assessment and testing considerations	P. & G. chs. 3 & 4
5		Assessment scoring and terminology	P. & G .Ch. 6 <b>REFLECTION PAPER DUE</b>
6		Child study, multi-disciplinary teams, and parent participation in assessment process.	P & G. chs. 7 & 8
7		Early Childhood assessment	P. & G. ch. 14
8		Assessment of Speech and Language & Behavioral approach to Language assessment	P & G. ch. 13; Sundberg Ch. 1 <b>EXAM #1</b>
9		Conducting the VB-MAPP	Sundberg Chs. 2 & 3
10		Identification of goals, measurement systems, and IEP process	Sundberg Ch. 8; P. & G. Ch. 19
11		Developing a comprehensive language and communication program	Lecture/Demonstration <b>CASE STUDY DUE</b>
12		Assessment of academic achievement	P. & G. ch. 9
13		Assessment of Intelligence	P. & G. ch. 10
14		Assessment of Perceptual Abilities	P. & G. ch. 12 <b>INSTRUCTIONAL PROGRAM DUE</b>
15		Other Areas Assessments (Hearing, PT/OT, and multicultural)	P. & G. ch. 15
16		<b>FINAL EXAM</b>	<b>EXAM #2</b>

**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:**

<b>Components of Assignment</b>	<b>Exceeds Expectations 92-100%</b>	<b>Meets Expectations 91- 84%</b>	<b>Does Not Meet Expectations &lt;83%</b>
<b>Content</b>  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
<b>Scoring</b>  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.
<b>Mechanics</b>  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.



