COURSE: Clinical Psychoeducational Assessment in Special Education (3 credits)

SCHEDULE: Kellar Institute for Human disAbilities
Thompson 221
Class Time: Fridays, 4:30 – 7:10 p.m.

INSTRUCTOR: Cindy George (EDSE649@aol.com)
Phone: 703-993-3670 (KIHd office)

COURSE DESCRIPTION

Practice administrating, scoring, and interpreting educational evaluation instruments with emphasis on the generated educational plan and written report. Field experiences are required.

COURSE OBJECTIVES

Students will:

1. determine if assistive technology has been adequately considered for special populations.
2. search and review the Internet on assessment issues surrounding individuals with severe and profound disabilities.
3. review and implement an existing AT protocol.
4. participate in an environmental assistive technology assessment. Develop a report with suggestions for devices to support the assessment.

Relationship of Course to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the commonwealth of Virginia in the
special education areas of emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.
CEC Standards for Special Education Technologists

Standard #1: Foundations
TE1K1: Concepts and issues related to the use of technology in education and other aspects of our society.

Standard #2: Development and Characteristics of Learners
TE1S2: Use technology-related terminology in written and oral communication.

Standard #3: Individual Learning Differences
TE4S3: Arrange for demonstrations and trial periods with potential assistive or instructional technologies prior to making purchase decisions.

Standard #6: Communication
TE6S1: Use communication technologies to access information and resources electronically.

Standard #7: Instructional Planning
TE7K1: Procedures for evaluation of computer software and other technology materials for their potential application in special education.
TE7S1: Assist the individual with exceptional learning needs in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results.
TE7S2: Identify elements of the curriculum for which technology applications are appropriate and ways they can be implemented.
TE7S8: Develop specifications and/or drawings necessary for technology acquisitions.

Standard #8: Assessment
TE8K1: Use of technology in the assessment, diagnosis, and evaluation of individuals with exceptional learning needs.
TE8S1: Match characteristics of individuals with exceptional learning needs with technology product or software features.
TE8S3: Identify functional needs, screen for functional limitations and identify if the need for a comprehensive assistive or instructional technology evaluation exists.
TE8S6: Work with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments.

Standard #9: Professional and Ethical Practice
TE8S9: Make technology decisions based on a continuum of options ranging from no technology to high technology.

Standard #10: Collaboration
TE10S2: Refer team members and families to assistive and instructional technology resources.

TEXTBOOKS

Closing the Gap full one-year membership

On-Line membership (not print) .................................................................$25.00

This is a site license – the usual price is $50
Make check payable to Closing the Gap
If you would like a print version of the Resource Guide, cost is
CLASS SCHEDULE

CLASS 1:  Course Overview  
Jan. 27  Introduction: Assessment & Assistive Technology  
IDEA: Has Technology Been Considered?  
AT Teams: A Transdisciplinary Approach  
WATI  
Protocol Distribution

CLASS 2:  Screening/Assessment Procedures  
Feb. 3  Assessing Computer Prerequisites  
Toy Evaluations  
Toy Distribution

CLASS 3:  Existing Assessment Protocols  
Feb. 10

CLASS 4:  Existing Assessment Protocols: Student Presentations  
Feb. 17  (Assignment #1 due)

CLASS 5:  Toy Presentations  
Feb. 24  Assistive Technology Solutions Searches  
Report Writing  
(Assignment #2 due)

CLASS 6:  Case Studies / MSIP  
Mar. 3  Social Services project  
Assessment Assignments  
(timelines to be distributed)  
(Assignment #3 due)

******** Spring Break & Individual Assessments: No class ********  
Mar. 10, 17, 24, 31

CLASS 7:  Student Presentations/Discussions  
Apr. 7  (Assignment #4 due)

******** Environmental AT Assessments: No class ********  
Apr. 14, 21, 28 – May 5

CLASS 8:  Assessment Presentations  
May 12  (Assignment #5 due)
ASSIGNMENTS  (Please type ALL assignments unless otherwise noted)

ASSIGNMENT 1:  Assessment Protocol Presentation.............................................15 pts.

Review for class demonstration an existing protocol on assistive technology. Prepare
the presentation using PowerPoint or the Web. Provide product literature as well as
handouts that will enhance your presentation. Prepare an assessment simulation activity
using the protocol and the members of the class if beneficial.

Product due during CLASS 4: Feb 17.

ASSIGNMENT 2:  Toy Evaluation................................................................. 15 pts.

Complete a toy evaluation for CompuPlay. A form will be provided. The evaluation
will include the following:
• sensory needs
• access & activation needs
• physical needs


ASSIGNMENT 3:  Computer Prerequisites...................................................... 10 pts.

Explore and create off-line activities for supporting prerequisite computer skills. A
form will be provided that will include the following general content areas:
• fine motor
• gross motor
• language development
• work readiness skills

Specific information will be given on Feb. 3 during the 2nd class.

Product due during CLASS 6: March 3

ASSIGNMENT 4:  Group Computer Assessment ............................................. 25 pts.

Students will conduct a computer assessment on an individual with a partner.
Assignments will be given and partner’s selected for each. A report will be required
and a class presentation/discussion will follow.

Report.........................20 pts.  Presentation..............5 pts.

Product due during CLASS 7: April 7.

ASSIGNMENT 5:  Individual Environmental Assessment, Report, & Presentation ...
.................................................................35 pts.
Visit, plan, discuss, and research for an individual in a home. Student will be working directly with a Social Services counselor. The student will be responsible for the screening and be required to complete the written report and present the final presentation.


Product due during CLASS 8: May 12.

GRADING CRITERIA

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Assignment 1: Assessment Protocol Presentation 15
Assignment 2: Toy Evaluation 15
Assignment 3: Computer Prerequisites 10
Assignment 4: Group Computer Assessment 25
Assignment 5: Individual Environmental Assessment 35

TOTAL POINTS POSSIBLE 100

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The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases a response cost of 10 percent may be assessed.

Grades for late assignments will reflect a 20% response cost.

All assignments must be completed to receive a final grade.