VIRGINIA CONSORTIUM
FOR TEACHER PREPARATION
IN VISION IMPAIRMENT

**Host University: George Mason University,
College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2013
Curriculum and Assessment of Students with Visual Impairments, 3 - Credits

- GMU – EDSE 518 6V1: Curriculum and Assessment of Students with Visual
  Impairments
    - CRN: 21164
- JMU – EXED 534 Curriculum & Assessment for Students w/ Visual Impairments
- RU – EDSP 657 Curriculum & Assessment for Students w/ Visual Impairments
- NSU – SPE 702 Curriculum & Assessment for Students w/ Visual Impairments
- ODU – SPED 536 Curriculum & Assessment for Students w/ Visual Impairments

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| **Instructor:** Dr. Holly Lawson | **Meeting Dates:** 01/28/13 - 05/06/13 |
| **Phone:** 703-993-5625 | **Meeting Day(s):** Mondays |
| **E-Mail:** hlawson2@gmu.edu | **Meeting Times:** 4:00PM-6:40PM |
| **Office Hours:** by appointment | **Meeting Location:** Off-campus Building, KA 101 |

*Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**
Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

**Prerequisite(s):** EDSE 511, Characteristics of Students with Visual Impairments (may be taken concurrently)

**Co-requisite(s):** EDSE 511, Characteristics of Students with Visual Impairments (may be taken concurrently)

**Advising Contact Information**
Please make sure that you are being advised on a regular basis as to your status and progress through your program. GMU M.Ed. and Certificate students should contact

the Special Education Advising Office at (703) 993-3145 for assistance.  All other students should refer to their faculty advisor at their participating university. http://kihd.gmu.edu/teacher_prep_program/contacts

**Nature of Course Delivery**
Learning activities include the following:
1. Class lecture, discussion, and participation via synchronous face to face, web-conferences or videoconferences
2. Video and other relevant interactive media presentations
3. Application activities, including regular assignments
4. In-depth study and work on course requirements require outside class time.
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

**Learner Outcomes**
Upon completion of this course, students will be able to:
- demonstrate knowledge of ethical considerations, legal provisions, and guidelines as related to the valid and relevant assessment of students with visual impairments.
- demonstrate an understanding of accommodations and modifications commonly used by students with visual impairment on standardized and non-standardized assessments.
- recognize the similarities between regular education curricula and the curricular needs of students with visual impairments, including those with multiple disabilities.
- gather background and family information relevant to the individual student's visual and educational needs.
- complete assessments, including the learning media assessment (LMA), specific to students with visual impairments, including those with multiple disabilities.
- use assessment information to recommend literacy interventions for students with visual impairments.
- use assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
- identify assessment strategies and tools for assessing areas of the expanded core curriculum.
- identify participation criteria for alternate and alternative assessment programs for students with visual impairments.

**Required Textbooks**
Goodman, S., & Wittenstein, S. (2003). Collaborative assessment: working with students who are blind or visually impaired, including those with additional disabilities. New York, NY: AFB Press.
Koenig, A., & Holbrook, C. (1995). Learning media assessment of students with visual impairments: a resource guide for teachers (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired

**Recommended Textbooks**

Gense, J., & Gense, M. (2005). *Autism spectrum disorders and visual impairment meeting students' learning needs*. New York, NY: AFB Press.

Loftin, Marnee. (2005). *Making Evaluation Meaningful: Determining Additional Eligibilities and Appropriate Instructional Strategies for Blind and Visually Impaired Students*. Austin: Texas School for the Blind and Visually Impaired.

Roman-Lantzy, C. (2007). *Cortical visual impairment: an approach to assessment and intervention*. New York: AFB Press.

Presley, I., & D'Andrea, F. M. (2008). *Assistive technology for students who are blind or visually impaired : a guide to assessment*. New York: AFB Press.

Sacks, S. Z.  Wolffe, K. E. (Eds). (2006).  *Teaching social skills to students with visual impairments: From theory to practice*. New York: AFB Press.

Sanford, L., & Burnett, R. (2008). Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12. Louisville, KY: American Printing House for the Blind, Inc.

Smith, M. & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide.* Austin, TX: Texas School for the Blind and Visually Impaired.

Wolffe, K. (1998). Skills for success: *A career education handbook for children and adolescents with visual impairment.* NY: AFB Press.

**Required Resources**

- Personal computer
- An Internet connection
- A headset with microphone (home streamers only)
- A webcam (home streamers only)

**Additional Readings**

DeFur, S. H. (2004). Education reform, high-stakes assessment, and students with disabilities: one state's approach. *Remedial and Special Education, 23*(4), 203-211.

Edgemon, E. A., Jablonski, B., Lloyd, J. (2006). Large-scale assessments: A teacher's guide to making decisions about accommodations. *Teaching Exceptional Children, 38*(3), 6-11.

Erin, J. N., Hong, S., Schoch, C., & Kuo, Y. (2006). Relationships among testing medium, test performance, and testing time of high school students who are visually impaired. *Journal of Visual Impairment & Blindness*, *100*(9), 523-532.

Freeland, A. L., Emerson, R. W., Curtis, A. B., & Fogarty, K. (2010). Exploring the relationship between access technology and standardized test scores for youths with visual impairments: Secondary analysis of the National Longitudinal Transition Study 2. *Journal of Visual Impairment & Blindness*, *104*(3), 170-182.

Holbrook, M. C., & Spungin, S. J. (2009). Supporting Students' Literacy Through Data-Driven Decision-Making and Ongoing Assessment of Achievement. *Journal of Visual Impairment & Blindness, 103*(3), 133-136.

Kamei-Hannan, C. (2007). Exploring assessment processes in specialized schools for students who are visually impaired. *Journal of Visual Impairment & Blindness*, *101*(2), 69-79.

Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment & Blindness*, *102*(5), 261-271.

Kamei-Hannan, C., Holbrook, M., & Ricci, L. A. (2012). Applying a Response-to-Intervention Model to Literacy Instruction for Students Who Are Blind or Have Low Vision. *Journal Of Visual Impairment & Blindness*, *106*(2), 69-80.

Knowlton, M., Seeling, S., Martin, J., & Archer, M. (2003). Assessment review process for addressing visual impairment bias in the state of Minnesota's standardized tests. *Re:View*, *35*(1), 7.

Lohmeier, K. L. (2009). Aligning state standards and the expanded core curriculum: Balancing the impact of the No Child Left Behind Act. *Journal of Visual Impairment & Blindness*, *103*(1), 44-47.

Lusk, K. E., & Corn, A. L. (2006a). Learning and using print and braille: A study of dual-media learners, Part 1. *Journal of Visual Impairment & Blindness*, *100*(10), 606-619.

Lusk, K. E., & Corn, A. L. (2006b). Learning and using print and braille: A study of dual-media learners, Part 2. *Journal of Visual Impairment & Blindness*, *100*(11), 653-665.

McKenzie, A. R. (2007). The use of learning media assessments with students who are deaf-blind. *Journal of Visual Impairment & Blindness*, *101*(10), 587-600.

Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children*, *75*(2), 233-52.

Ysseldyke, J., Nelson, R., & Christenson, S. (2004). What we know and need to know about the consequences of high-stakes testing for students with disabilities. *Exceptional Children*, *71*(75-95).

Zebehazy, K., Hartmann, E., & Durando, J. (2006). High-stakes testing and Implications for students with visual impairments and other disabilities. *Journal of Visual Impairment & Blindness*, *100*(10), 598-601.

**Course Relationship to Program Goals and Professional Organizations**

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/Profession alStandards/. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language, Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration.

## GMU POLICIES AND RESOURES FOR STUDENTS:
*a*. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

*b*. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html}.

*c*. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

*d*. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

*e*. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

*f*. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

*g*. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

## PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

## CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/].

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].*

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## CONSORTIUM COURSE POLICIES

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## HONOR CODE
Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A

pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course.  The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically). A complete copy of each university's Honor System document is available through

- GMU: http://academicintegrity.gmu.edu/honorcode/
- Radford: http://www.radford.edu/dos-web/honorcode.html
- NSU: http://www.nsu.edu/studentjudicial/
- ODU: http://orgs.odu.edu/hc/pages/Honor_Code.shtml
- JMU: http://www.jmu.edu/honor/code.shtml#TheHonorCode

## ACCOMMODATIONS FOR DISABILITY
Students with disabilities who seek accommodations in a course must be registered with the disability service center at their participating university and inform their instructor, in writing, at the beginning of the semester. University specific information regarding eligibility, services and accommodations can be found at:

- GMU: http://ods.gmu.edu/
- Radford: http://www.radford.edu/~dro/
- NSU: http://www.nsu.edu/disabilityservices/index.html
- ODU: http://studentaffairs.odu.edu/educationalaccessibility/
- JMU: http://www.jmu.edu/ods/

## INCLEMENT WEATHER
If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email.  Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. Please note that the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.Since students are participating in the course across regions, you are responsible for contacting the instructor as soon as possible In case of major power outages.

## CELL PHONES AND WEAPONS
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive.

## COURSE MATERIALS
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles.  For the articles (available on Blackboard), copyright laws must be followed: print only one copy per student.  The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; Outlines of PowerPoints will be available on Blackboard by noon of the class day or sooner.

## TECHNOLOGY PROFICIENCIES

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:
- Students MUST access Blackboard through http://mymason.gmu.edu.
- Login
  - GMU Students: Enter your Mason NetID (the first portion of your e-mail address, before the @) then enter your Password (PatriotPass credentials).
  - NON-GMU Students:
  - Username:  x_firstname.lastname
  - Password:  bbcommunity
- Select the "Organizations" tab to access classes.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.
Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded
at: http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows


**COURSE POLICIES & EXPECTATIONS**
   **Attendance.**

Attendance **(60 points)** at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, and guest speakers will be presented in class that are not a part of the text and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. Students will complete an in-class activity each week. Students who successfully complete 9-10 in-class activities will earn 30 points, students who successfully complete 8 in-class activities will earn 15 points, while students who complete between 0-7 in-class activities will receive 0 points. Students who miss a class will not have the opportunity to make up missed in-class assignments. Successful completion of

Blackboard class activities will be tracked in the blackboard grade book. As a courtesy, please email me to let me know if you will not be in class.

**Late Work**

**Acceptance of late assignments is at the discretion of the instructor and 5 points will be deducted for each day late.**

**TaskStream Submission**
For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com).
Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). *The NCATE assignment will not be graded until it is submitted to Taskstream, even if it is submitted to Blackboard by the due date.* TaskStream information is available at http://gse.gmu.edu/programs/sped/. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

**GRADING SCALE**

Grades will be assigned, using a point system, of a total of 390 available points:

| | 410 Total Points Possible |
|---|---|
| 1. In-Class Participation And Attendance | 60 |
| 2. Assessment History Report | 50 |
| 3. Curriculum Review & Class Presentation | 50 |
| 4. Learning Media and Informal Reading Assessments | 150 |
| 5. Menu Item | 100 |

A = 95-100%
A- = 90-94%
B = 80-89%
C = 70-79%
F = 70% and below

As indicated above, each requirement has a point value allocated toward the final grade. All requirements must be completed and received by the instructor by the due date (see class schedule). At the end of the semester, you will be given a grade based on the total number of points you have accumulated.

- Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.

## ASSIGNMENTS
**Scoring Rubrics for all assignments are posted on the blackboard site.**

### NCATE/TaskStream Assignment
The NCATE assignment(s) for this class is: **Learning Media and Informal Reading Assessments**

⇒ **Learning Media and Informal Reading Assessments:** All students will be required to complete a LMA report on a student in their classroom. You will be provided the child's records and age appropriate materials from the *Johns Reading Inventory*. You will review the student's records and include information from the assessment history report, conduct observations of the student's use of sensory channels, administer part of the *Johns Reading Inventory* and interview at least one individual (student, teacher, parent) about the child's literacy skills and needs. Based on the information you gather you will write a LMA report. Please Review the Rubric on Blackboard for specifics. (**150 points**)

**Note: Please submit these items together as ONE pdf file into Taskstream.**

### Other Assignments
⇒ **Assessment History Report**: All students will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:
1. Research and synthesis of major reports and records
2. Creation of assessment history document
3. Interview of family member or legal guardian, in addition to information from the history document
4. Critical analysis of child's assessment history and write-up **(50 points)**

⇒ **Curriculum Review & Class Presentation:** All students will select and review a curriculum that has not been used previously. The curriculum should address the academic or ECC needs of the student and be age/grade level appropriate. The materials may be designed for a student with *or* without a visual impairment. Please Review the Rubric on Blackboard for specifics. **(75 points)**

⇒ **Menu Item:** See the list of menu items below. **(100 points)**

**MENU ITEMS**
**Graduate students must select <u>one</u> menu item.**
*a.* **Technology Assessment:** Conduct an assistive technology assessment for a student with a visual impairment following the assessment protocol outlined in the book, *Assistive Technology For Students Who Are Blind or Visually Impaired: A Guide to Assessment,* published by AFB Press. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals. This assessment is recommended only for those students who have taken the course, Assistive Technology for Students with Sensory Impairments.
b. **Social Skills Assessment:** Conduct a social skills assessment for a student with a visual impairment following the assessment protocol in the book, *Teaching Social Skills to Students with Visual Impairments,* published by AFB Press. You may also use the checklists from the Assessment Kit published by TSBVI. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.
c. **Expanded Core Curriculum Screening:** Conduct an ECC screening using the tool, *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12.* Based on the results of the screening, write a 3-4 page summary of the strengths and needs of the student, areas that need more in-depth assessment, and recommendations for instructional goals.
d. **Performance-based Assessment:** Create an assessment portfolio for a student with a visual impairment using performance-based measures. You should 1) identify the assessment area (e.g. money management skills) 2) describe the activities involved in the assessment process (e.g. shopping to grocery store) 3) write how the student was actively engaged in the learning and assessment routines and 4) submit at least 5 items with the portfolio (e.g. receipts from grocery store with accompanying worksheets, etc.). You are encouraged to have students monitor their own progress. For example, students may use a large print or tactile chart to collect data.
e. **Collaborative Observation:** Conduct a collaborative observation of a student with visual impairment. Schedule and complete at least two 15-minute observations with another colleague(s) on the student's IEP team (e.g. occupational therapist, speech therapist, classroom teacher, etc.). You will need to include the following: 1) a description of the purpose of the observation, 2) summary of observation notes, 3) how the team observation enhanced your understanding of the student's abilities, 4) the next steps you will take for on-going assessment.
f. **Student Selected Menu Item:** Develop an individual project to increase your knowledge or understanding of assessment and/or curriculum for students with visual impairment or deafblindness. Submit a one-paragraph description of your proposed project to the instructor via e-mail by **Feb. 3rd** for approval. Examples of projects might include an observation of a school psychologist conducting the Woodcock Johnson III, development of a videotape on common accommodations for students with visual impairments, or creation of a brochure for parents and teachers highlighting the importance of specialized assessments for students with visual

impairments.  **If you don't get your project approved ahead of time, it may not be accepted, resulting in a grade of zero points.**

**ATTENDANCE POLICY**

Attendance **(60 points)** at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, and guest speakers will be presented in class that are not a part of the text and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities. Students will complete an in-class activity each week. Students who successfully complete 9-10 in-class activities will earn 30 points, students who successfully complete 8 in-class activities will earn 15 points, while students who complete between 0-7 in-class activities will receive 0 points. Students who miss a class will not have the opportunity to make up missed in-class assignments. Successful completion of Blackboard class activities will be tracked in the blackboard grade book. As a courtesy, please email me to let me know if you will not be in class.

**Schedule (subject to change)**

| Date | Topic | Presenter | Readings & Assignments |
|------|-------|-----------|------------------------|
| Jan 28 | • Blackboard & Adobe Connect<br>• Review of Syllabus & Course Requirements<br>• Historical Foundations<br>• Legal & Ethical Considerations<br>• Terminology | | Chapter 1 & 2 (Goodman)<br>Appendix A (Goodman)<br><br>Kamei-Hannan (2007) |
| Feb 4 | • Policies & Procedures<br>• Collaboration & the Assessment Team<br>• Gathering Background Information<br><br>In-Class Activity: Teaming | | Chapters 3, 10 & 11 (Goodman)<br>Comprehensive Assessment |
| Feb 11 | • Types of Assessments for Students with Visual Impairments<br>• State Standardized Testing Requirements<br><br>In Class Activity: Assessment Analysis | | Chapter 4 & 5 (Goodman)<br>Defur (2004)<br>Ysseldyke et. al. (2004) |
| Feb 18 | • Accommodations & Modifications in Assessment | | Erin et. Al. (2006)<br>Kamei-Hannan (2008) |

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| | • Accessibility & Testing Bias<br>• Specific Tools for Assessing Braille Skills | | Knowlton et. Al. (2003) |
| Feb 25 | • Learning Media Assessment<br><br>In Class Activity: Project SLATE | | Chapters 1, 2, & 3 (Koenig & Holbrook)<br>Holbrook & Spungin (2009) |
| Mar 4 | • Standards-based IEPs<br>• Learning Media Assessment<br><br>In Class Activity: Project SLATE | | **Assessment History Report Due** |
| Mar 11 | Spring Break | | |
| Mar 18 | • Learning Media Assessment<br>• Dual Media Learners<br><br>In Class Activity: Project SLATE | Dr. Kelly Lusk | Chapters 4 & 5 (Koenig & Holbrook)<br>Lusk & Corn (2006a &b) |
| Mar 25 | • Psychological Assessment for Students with Visual Impairments<br>• Woodcock Johnson | Dr. Lynn Jaffe | Chapter 6 (Koenig & Holbrook)<br>Chapter 6 (Goodman)<br>McKenzie (2007) |
| Apr 1 | • Learning Media Assessment<br>• Students with Additional Disabilities<br>• Alternative Assessments<br><br>In Class Activity: Project SLATE | Carla Brown | Chapter 8 (Goodman)<br>Zebehazy et. al. (2006) |
| Apr 8 | • Learning Media Assessment<br>• Interpreting & Applying Recommendations<br><br>In Class Activity: Project SLATE | | Chapter 7 (Goodman)<br>Towles-Reeves et. al. (2009) |
| April 15 | • Infant and Early Childhood Assessment | | **Class Presentation—Curriculum Review Due** |
| April 22 | • Assessing Assistive Technology Needs of Students with Visual Impairments | | Freeland et. al. (2010)<br>**LMA Report Due** |

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| April 29 | • Assessing Social, Recreational & Self Determination Skills <br><br> <u>Class Presentations: Curriculum Review</u> <br> • | Lohmeier (2009) |
| May 6 | • Assessing Daily Living, Career, and Transition Skills | **Menu Item** |