

COURSE INFORMATION			
Course Prefix/Number:	EEX4232	Course Title:	<b>Assessment and Diagnosis of Autism Spectrum Disorders</b>
Number of Credits:	3	Clock Hours:	
Course Action	<input checked="" type="checkbox"/> Add New Course <input type="checkbox"/> Modify Existing Course <input type="checkbox"/> Delete Course		
Degree Type	<input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> C.P.P. <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.C.C. <input type="checkbox"/> C.T.C.		
Credit Type	<input checked="" type="checkbox"/> 01 (A&P) <input type="checkbox"/> 02 (PSV/OCCUP) <input type="checkbox"/> 03 (College Prep) <input type="checkbox"/> 05 (PSAV) <input type="checkbox"/> 15 (EPI)		
Course Type	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Lecture/Lab Combo <input type="checkbox"/> Internship <input type="checkbox"/> Clinical <input type="checkbox"/> College Prep		
Curriculum Report:	88 / March 2012		
COURSE DESCRIPTION			
<p>The student will learn assessment instruments and strategies used for the referral, diagnosis, and remediation of academic and behavioral difficulties of students with autism spectrum disorders. The student will learn to utilize assessment instruments for instructional planning and evaluating learning outcomes. Six hours of clinical experience are required. Special fee. ( 3 hr. lecture )</p> <p>Recommended Preparation: BS in ESE plus experience working with populations with varying exceptionalities.</p>			
Prerequisite(s):		Co-requisite(s):	
COURSE COMPETENCIES			
<b>Legend:</b>			
1. Communication		6. Social Responsibility	
2. Numbers / Data		7. Ethical Issues	
3. Critical thinking		8. Computer / Technology Usage	
4. Information Literacy		9. Aesthetic / Creative Activities	
5. Cultural / Global Perspective		10. Environmental Responsibility	
Course Competency		Learning Outcome	
<b>Competency 1:</b>			
The student will recognize the role of educational testing and assessment of students with autism spectrum disorders by:			
1. Identifying the purposes of assessment (e.g., screening, eligibility, diagnosis, educational placement, identification of relevant instructional content, and effectiveness of instruction) across disciplines.		2. Numbers / Data  4. Information Literacy	
2. Defining measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance assessment for use with students with autism spectrum disorders.		1. Communication	
3. Discussing the appropriateness of using and implementing assessment instruments for students with autism spectrum disorders.		1. Communication	
4. Identifying appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning.		4. Information Literacy	
5. Selecting, adapting, and modifying assessments to accommodate the unique abilities and individual needs of students.		3. Critical thinking 4. Information Literacy	
6. Differentiating and adapting tests, test items, and test tasks according to the student's unique abilities and individual needs.		3. Critical thinking	
7. Summarizing the use and limitations of assessment instruments in the administration process, data collection, and interpretation of results.		1. Communication 2. Numbers / Data 4. Information Literacy	
<b>Competency 2:</b> The student will use formal and informal			

assessment instruments to identify and describe the needs of students in P-12 settings with autism spectrum disorders by:	
1. Utilizing exceptionality-specific assessment instruments to evaluate a student's cognitive ability and academic performance.	2. Numbers / Data 3. Critical thinking
2. Employing verbal and non-verbal assessment instruments for evaluating a student's communication, receptive, and expressive language skills.	1. Communication 2. Numbers / Data
3. Identifying pre-test and post-test measures used for evaluating entry-level skills, deficiencies, personal strengths, and academic progress.	2. Numbers / Data 4. Information Literacy
4. Recognizing behavioral screening measures used for determining the need for diagnostic assessment.	2. Numbers / Data 4. Information Literacy
5. Applying direct and indirect assessment instruments to evaluate specific skills associated with behavioral, social, and communication interactions.	2. Numbers / Data 3. Critical thinking 4. Information Literacy
6. Utilizing traditional and alternative assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) to evaluate the student's performance across disciplines.	2. Numbers / Data 3. Critical thinking
7. Utilizing rating scales, checklists, interviews, and questionnaires to gather information for teachers, other professionals, and parents/families relevant to the student's language, communication, social, and behavioral skills.	2. Numbers / Data 3. Critical thinking
8. Summarizing the use of social, adaptive, and functional behavioral assessment measures (e.g., applied behavior analyses, anecdotal records, functional behavioral analysis) for use across educational settings.	1. Communication 2. Numbers / Data
<b>Competency 3:</b> The student will interpret results of formal and informal assessment instruments for their implications to the planning and instruction of students with autism spectrum disorders by:	
1. Reviewing results of standardized assessments to plan differentiated instruction, learning activities, accommodations, and modifications associated with the student's cognitive ability.	2. Numbers / Data
2. Analyzing results of formal and informal assessments to design curriculum and instruction that directly meet the academic achievement level and learning needs of the student.	2. Numbers / Data 3. Critical thinking
3. Examining results of norm-referenced and criterion-referenced assessments to design appropriate intervention, remediation, and learning strategies.	2. Numbers / Data 3. Critical thinking
4. Analyzing traditional assessment (e.g., state-wide criterion and national norm-referenced assessment data) and alternative assessment data to develop appropriate Individual Education Plan annual objectives and Individual Transition Plan goals.	2. Numbers / Data 3. Critical thinking
5. Evaluating results of informal behavioral assessments (e.g., applied behavioral analysis, functional behavioral analysis) to modify the physical learning environment in ways that can accommodate the student's unique functional and adaptive behavioral needs.	2. Numbers / Data 3. Critical thinking
6. Examining results of informal assessment instruments (e.g.,	2. Numbers / Data

interviews, questionnaires) to make adaptations to the learning environment that are suitable for the development of language and communication and social interaction.	3. Critical thinking
7. Interpreting traditional and alternative assessment data for other professionals and parents/families who only have rudimentary knowledge of assessment terms and concepts.	1. Communication 2. Numbers / Data 3. Critical thinking
<b>Competency 4:</b> The student will demonstrate practices that incorporate assessment in the teaching and learning process of students with autism spectrum disorders by:	
1. Demonstrating the use of research-based strategies (e.g., picture exchange communication system) associated with verbal and non-verbal assessment tasks.	3. Critical thinking 4. Information Literacy
2. Selecting and implementing instructional methods (e.g., modeling and expansion) that incorporate the assessment of language and communication skills.	3. Critical thinking 4. Information Literacy
3. Utilizing intervention and remediation approaches (e.g., structured teaching strategies) that are conducive toward assessing academic performance.	3. Critical thinking
4. Discussing classroom behavioral techniques (e.g., functional routines) that may be incorporated into instructional activities to assess functional and adaptive behaviors.	1. Communication 3. Critical thinking
5. Applying social and behavioral intervention strategies (e.g., comic strip conversations, social script) that include the assessment of problem-solving and social skills.	1. Communication 3. Critical thinking