

Course Description**EEX4232 | Assessment and Diagnosis of Autism Spectrum Disorders | 3.00 credits**

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. Prerequisite: EEX4094.

Course Competencies

Competency 1: 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. Defining measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance assessment for use with students with autism spectrum disorders
3. Discussing the appropriateness of using and implementing assessment instruments for students with autism spectrum disorders
4. Identifying appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance and learning
5. Selecting, adapting, and modifying assessments to accommodate the unique abilities and individual needs of students
6. Differentiating and adapting tests, test items, and test tasks according to the student's unique abilities and individual needs
7. Summarizing the use and limitations of assessment instruments in the administration process, data collection, and interpretation of results

Competency 2: 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. Employing verbal and non-verbal assessment instruments for evaluating a student's communication, receptive and expressive language skills
3. Identifying pre-test and post-test measures used for evaluating entry-level skills, deficiencies, personal strengths, and academic progress
4. Recognizing behavioral screening measures used for determining the need for diagnostic assessment.
5. Applying direct and indirect assessment instruments to evaluate specific skills associated with behavioral, social and communication interactions
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.
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
8. Summarizing the use of social, adaptive, and functional behavioral assessment measures (e.g., applied behavior analysis, anecdotal records, functional behavioral analysis) for use across educational settings

Competency 3: The student will interpret results of formal and informal assessment instruments for 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. Analyzing results of formal and informal assessments to design curriculum and instruction that directly meets the academic achievement level and learning needs of the student
 3. Examining results of norm-reference and criterion-reference assessments to design appropriate intervention, remediation and learning strategies
 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
 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
 6. Examining results of informal assessment instruments (e.g., interviews, questionnaires) to make adaptations to the learning environment that are suitable for the development of language and communication and social interaction
 7. Interpreting traditional assessment and alternative assessment data for other professionals and parents/families with only rudimentary knowledge of assessment terms and concepts

Competency 4: The student will demonstrate practices that incorporate assessment in the teaching and learning process of students with autism spectrum disorders by:

1. Demonstrating use of research-based strategies (e.g., picture exchange communication system) associated with verbal and non-verbal assessment tasks
2. Selecting and implementing instructional methods (e.g., modeling and expansion) that incorporate the assessment of language and communication skills
3. Utilizing intervention and remediation approaches (e.g., structured teaching strategies) that are conducive toward assessing academic performance
4. Discussing classroom behavioral techniques (e.g., functional routines) that may be incorporated into instructional activities to assess functional and adaptive behaviors
5. Applying social and behavioral intervention strategies (e.g., comic strip conversations, social script) that include the assessment of problem-solving and social skills

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of ethical thinking and its application to issues in society