

Assessment Basics

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Pennsylvania's Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each student is to ensure IEP teams begin with the general education setting with the use of Supplemental Aids and Services before considering a more restrictive environment.

The PaTTAN Autism Initiative provides training and technical support to school districts, intermediate units and other educational agencies. Such Supports include PATTAN ABA Supports, The National Autism Conference, on-site focused technical support, and Safety Care training.

What is Assessment?

Educational assessment is a process of gathering and documenting information about the achievement, skills, abilities, and personality variables of an individual.

- Video:
- Then ask: how did the teacher go about helping this student learn important skills that will make their life more fulfilling?

- In order to figure out how to teach, we first have to know where the students are at in terms of the important skills to be taught
- Assess skill level
- Assess what has been taught
- Assess how instruction was delivered
- Assess student's history with instruction of the skill set

Assessments...

- Provide diagnosis (usually called evaluation)
- Determine intervention design (including types of services and specific instructional methods)
- Assist in progress monitoring.

Assessment of the environment

Assessment includes finding out how teachers respond in relation to the student's functioning:

- How is the student taught?
- How do teachers respond when the student is successful?
- How do teachers respond when errors occur?
- How do teachers respond if the student engages in problem behavior?

Guiding Principles for Assessment

- Assessments provide information on how well students are learning and on how well teachers are teaching.
 - Identifies students strengths and needs.
 - Assesses the outcomes of a particular instructional strategy.
 - Assesses progress within curriculum
 - Assesses overall success of teaching methods.
 - Provides data to assist in instructional decisions and progress monitoring.

Guiding Principles for Assessments

- In schools, assessments are completed by multi-disciplinary teams
- Team members develop familiarity with the individual's functioning through:
 - Tests
 - Observations
 - Reports
 - Record reviews
- The team considers the student's functioning across settings including people, places and activities.
- Parents are a critical part of the team; family input is crucial at all phases of assessment.

Assessment Guides Selection of Individual Programs

- Based on IEP goals and objectives and developed based on assessment outcomes.
- Instructional team determines day to day programming based on IEP
 - Not everything that is taught will be specified on IEP
- Monitored and revised based on the student's ongoing progress on IEP and daily instructional program.

Guiding Principles for What to Assess

- Will depend on purpose of assessment
- For instructional design and delivery, skill sets and sequences are assessed
- For assessing access to general education environment
 - Accommodations and modifications needed
 - Adequacy of Instruction (FAPE, least Restrictive environment)
- For social skill development:
 - Effective communication system
 - Communication skills
 - Communication needs within the student's school and community

Assessment and Students with ASD

- The assessment process is no different for students with Autism.
- However, due to specific characteristics and functioning of students with autism, they may require the administration of assessments which focus on the following areas;
 - Social Skills
 - Communication Skills
 - Behavioral challenges

Assessment Process

- Diagnose
- Screen
- Determine Eligibility
- Develop Individualized Education Plan (IEP)
- Progress Monitor – DATA drives educational decisions!

Selection of Assessments

- Determine if areas of concern are addressed by the tool to be selected
- Tools selected should identify skills (strengths) the student has as well as areas of need
- Tools need to be reliable and valid
 - Reliability: can the tool be administered with same results across administrators and settings?
 - Validity: does the instrument measure what it is supposed to measure
- Tools need to be efficient (easy and user friendly)

Initial Assessment for Eligibility for Special Education

- Completed at time of initial referral and as needed at time of re-evaluations.
- Assessment teams for special education can consist of School Psychologist, Behavior Analyst, Special Education Consultant, Speech and Language Therapists, Occupational Therapists, Lead Teacher/trainer, and others as needed.
- This type of assessment guided by legal and regulatory guidelines

Assessment and the Individualized Education Plan (IEP) Development

- IEP progress reviewed a minimum of one time per year.
- Present levels of performance are summarized.
- Goals and objectives are developed or modified, reflecting skill areas of need and levels of meaningful progress.

Specific Levels of Assessment

- Screening Assessment: does more assessment need done?
- Diagnostic/Eligibility Assessment: is the student eligible for particular services?
- Benchmark Assessment: what is the student able to do in relation to key instructional sequences?
- Summative Assessment: How did the student perform on a unit of instruction?
- Formative Assessment: ongoing progress monitoring to guide instruction

Screening Assessment Examples

Screening: generally brief assessment processes; best if also have reliability and validity

Screening should err on side of over referral

Screening Assessment Tools:

- CBCL – student Behavior Checklist
- M-CHAT - Modified Checklist for Autism in Toddlers (student 18-30 months)
- SCQ – Social Communication Questions (student over age 4 years, language age over 2 years)

Diagnostic Assessment Examples

Diagnostic/Eligibility Assessments:

- Autism Diagnostic Observation Schedule (ADOS)
- Vineland Adaptive Behavior Scale
- Childhood Autism Rating Scale (CARS)
- Gilliam Autism Rating Scale (GARS)

Some Tools for Assessing Progress within the General Education Setting

- Observation
- Interview
- Curriculum based assessment
- Functional Assessment
- Progress monitoring (data review)

Methods of Observation

- Frequency counts
 - Number of times something occurs.
- Anecdotal
 - Usefulness often limited
- Sampling
 - Time sample, specific time of year, specific time or portion of the day
- Running record
 - Tool used to monitor and analyze the exact behaviors one is engaging in.

Methods of Observation

- Duration
 - Period of time that something lasts
- Criterion measures
- Response to Probes
- Fluency
 - How quickly or readily a student responds

Criteria for Observation

- Reliable
- Systematic
- Measureable (behavioral)

Interview

- Use multiple sources
- Structure in advance
- Focus on what and when questions (rather than why)
- Used to guide further assessment (information from interviews should be verified through observation)

Example of Interview

- Functional Analysis Screening Tool (FAST)
- Motivation Assessment Scale (MAS)
- Assessing Strengths and Interests; Student Interview (Leach, 2010)
- Assessing Strengths and Interests; Parent/Teacher Interview (Leach, 2010)

FUNCTIONAL ANALYSIS SCREENING TOOL (FAST)

Client Name: _____ Date: _____ Site: _____

Site or Program: _____

Staff: _____

INFORMANT-CLIENT RELATIONSHIP

1. How do you describe the client? _____

2. How do you describe the staff? _____

3. How do you describe the relationship between the client and the staff? _____

4. How do you describe the client's behavior? _____

5. How do you describe the staff's feelings about the client? _____

6. How do you describe the staff's feelings about the client's behavior? _____

7. How do you describe the staff's feelings about the client's behavior? _____

8. How do you describe the staff's feelings about the client's behavior? _____

9. How do you describe the staff's feelings about the client's behavior? _____

10. How do you describe the staff's feelings about the client's behavior? _____

11. How do you describe the staff's feelings about the client's behavior? _____

12. How do you describe the staff's feelings about the client's behavior? _____

13. How do you describe the staff's feelings about the client's behavior? _____

Curriculum Based Assessments (CBA)

- CBA means measurement that uses "direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions" (Deno, 1987, p. 41)
- In each academic area, probes are developed and these probes are used to collect data on student performance.
- CBA's allow teachers to assess main skill areas within a curriculum to determine what is known and unknown.

CBA

- Student is given brief timed exercises to complete using materials drawn directly from the student's academic program.

CBA 2nd Grade Example

Main Idea, Please

Read each paragraph. Fill in the circle next to the statement that tells the main idea.

1. On Monday I take out the trash. On Tuesday I make my bed and give my room. Every day I take out the trash. I give help my room over the table. I have a lot of work to do every week!

Read the:

I have a lot of work.

I have a small family.

I have my family.

I have my family.

I have my family.

2. There are seven people in my family. Of course, there is my mom and dad. Also there are three brothers, a younger brother, and a younger sister. I like having my family because there is nobody's company in my city.

Read the:

I have a big family in my city.

I have a small family.

I have my family.

I have my family.

I have my family.

3. At the bakery, there are many sweets. There are cupcakes, cookies, cakes, and pies. There are also many different flavors of each item. Two of my friends are interested in cupcakes and bakeries. Every day I go to the bakery. I have a lot of work. I have to get up early.

Read the:

I like to go to the bakery.

I like to go to the bakery.

I like to go to the bakery.

I like to go to the bakery.

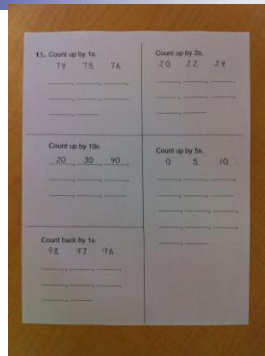
I like to go to the bakery.

Draw what comes next.

1. Draw the hands.

2. Draw the hands.

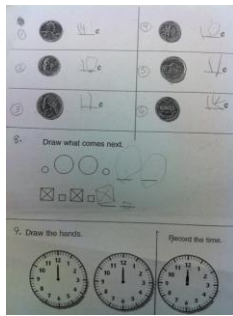
3. Draw the hands.

CBA 2nd Grade Example Cont'd

Curriculum Based Assessment (CBA)

CBA math assessment video and programming

CBA Student Example



CBA Results...

- Coin identification was not mastered across all coins.
- Coin value was not mastered across penny and nickel, but value was known for dime.
- Patterns or sequences of shapes, was done correctly on the squares and incorrectly on the shapes. To verify, could have assessed another set of patterns to verify whether or not the skill was known or needed to be addressed.
- Recording of time and drawing hands was unknown.

Goal and Objectives Developed based on CBA

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress
During intensive teaching sessions and the natural environment, Student will increase his math skills by demonstrating his acquisition for 146 target novel skills with 100% accuracy for 3 consecutive correct probes.	Observation and recording of Student's response to first presentation of task for 3 consecutive correct probes	Progress monitoring chart will be forwarded quarterly.	

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASAs).

Short term objectives / Benchmarks

Student will identify numbers 21-100. a. expressively b. receptively	Student will sequence sets of 5 numbers for 25 different sets a. 5 sets of numbers 0-20 b. 5 sets of numbers 21-40 c. 5 sets of numbers 41-60	Student will fill in the missing number when given a set of numbers for 25 different sets. a. 5 sets of numbers 0-20 b. 5 sets of numbers 21-40 c. 5 sets of numbers 41-60	Student will identify coins: penny, nickel, dime, and quarter. a. expressively b. receptively
Student will label the values of each coin: penny, nickel, dime, and quarter. a. expressively b. receptively			

Name: Seth		Weekly Probe Sheet						
Date (mm/dd/yyyy)	Objective	Target Skill	Mon	Tue	Wed	Thu	Fri	
11/29/09	Ident	What is 1¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 5¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 5¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 10¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 10¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 25¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 25¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 50¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 50¢ worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	
11/29/09	Ident	What is 1 dollar worth?	Y	N	Y	N	Y	

- Individual daily probe sheet based on skill areas that have been described and outlined within the students IEP.
- This information was determined through the use of the 2nd grade Math CBA
- This is one way of collecting daily probe response data to monitor cumulative progress of targeted skills based on a students IEP.

Assessment and State Standards

- Coin identification and value
 - **2.1.2.A:** Demonstrate the relationship between numbers and quantities, including place value; one-to-one correspondence; rote counting; counting by twos, fives and tens; and comparing values of whole numbers up to 500.
 - **2.1.2.B:** Represent equivalent forms of the same number through the use of pictures and concrete objects (including penny, nickel, dime, quarter, and dollar), up to 500.

Assessment and State Standards

- Patterns or sequences of shapes
 - **2.5** Mathematical Problem Solving and Communication
 - **2.6** Statistics and Data Analysis
- Recording time and drawing hand on the clock
 - **2.1** Numbers, Number Systems and Number relationships
 - **2.2** Computation and Estimation
 - **2.3.2.C:** Tell time on an analog and digital clock to the nearest minute.

Functional Assessment

- A functional assessment is a set of information-gathering strategies and tools.
- These instruments are based on what precedes behavior and what follows behavior.
- The information gathered from the assessment tools helps teams determine the possible purpose that the challenging behavior serves.
 - (Alberto and Troutman 2009)
 - What the student wants to gain
 - What student wants to avoid or get away from

Types of Functional Assessment

- Indirect Observation Strategies
 - Interviews
 - scales (Behavior Rating Scales)
 - questionnaires
- Direct Observation Strategies
 - Anecdotal reports (narrative)
 - Scatter plot Analysis (environmental condition and behavior)
 - ABC Descriptive analysis
 - Antecedent – Behavior – Consequence Chart

Progress Monitoring and Graphing of Individual Program Progress

- Assessment results for progress monitoring should be easy to use
- Graphing makes assessment results easy to interpret (you can quickly see patterns over time)
- Daily probes of targeted skills with cumulative skill graphs
- Rate data with frequency graphs

Measuring student progress assist in meeting the state standards.

Assessment and Specific Issues Related to Autism

Examples of Some Assessment Tools Related to Autism



Assessment of Communication

- Language samples
- Language scales (PLS; VB-MAPP, ABLLS, Teach Me Language, SCERTS)
- Functional use of any augmentative communication system (through observation)
 - Access
 - Portability

ABLLS and ABLLS-Revised

- ABLLS is an assessment, curriculum guide, and skills tracking system for use with student who have autism or other developmental disabilities.
- The ABLLS *Protocol* provides precise, criterion-referenced information about a student's existing skills and the conditions under which the student uses these skills.
- It assists in identifying deficiencies in language, academic, self-help, and motor skills.
- As well as guides educational teams in the development of individualized programming and how to monitor the program.

VB-MAPP

- Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) is a criterion referenced assessment tool, curriculum guide and skills tracking system.
- It is designed for student with autism and other language delays.
- It is based on B.F. Skinner's (1957) analysis of verbal behavior, established developmental milestones and research from the field of behavior analysis.

Individual Goal Scale (IGS)

- IGS is a curriculum which provides detailed instructions for creating an ABA program that fits an individual student's needs.
- It is a comprehensive, focused curriculum strategy in which skill deficits are identified through assessment.
- The deficit areas are prioritized and intervention plans can be developed and implemented.
- Targeted skills areas are broken down so that intervention programs can be molded to each student's specific needs.

VB-MAPP

VB-MAPP and Programming Video

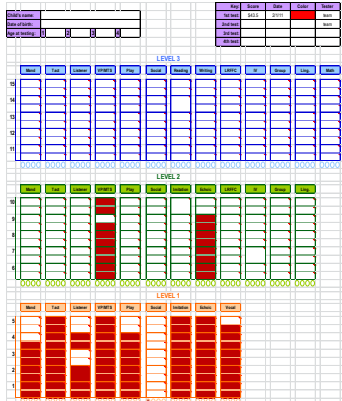
A few things to keep in mind...

- Be sure targets are relevant to student's day-to-day life
- Be sure programming is consistent with student's response form
- Be sure instructional materials are available for specific items selected within programs

Interpreting the Overall VB-MAPP Milestone Assessment Results By:

- **Identifying** the general level of the student; look at where they are primarily scoring
- **Analyzing** the scores in each of the relevant skill areas.
- **Selecting Instructional Programs** that are balanced across skill areas.

- Initial VB-MAPP Assessment – *February 2011*.
- Level 1 with some Level 2 skills.
- Instructional control and cooperation during assessment was limited, student engaged in problem behavior.
- Recommended Programs;
 - Mand/Request
 - Tact/Label
 - Receptive Language
 - Play and Social Behavior
 - Echoic
 - Imitation
 - Visual Performance



Interpretation of Assessment

- Level 1- Mand (Request items wanted or needed)**
- Student demonstrates the ability to generalize 6 requests across at least 2 people, 2 settings, and 2 different examples and emits up to 3 requests without the item present (spontaneously).
 - Recommended Program – Increase manding/requesting repertoire by demonstrating the ability to mand/request at least (number) new items or activities across people, places and environments.

Interpretation of Assessment

Level 1- Tact/Labeling Skills

- Student demonstrates the ability to label or tact vocally at least 10 common items.
- This specific student is able to tact/label over 21 common items by picture when asked, “What is this called?,” “What is the name of this one?,” “this is called a?” and so on.
- Recommended Program – Tact/Label (number) new items, common actions (number) and common people (number) across people, places and environments.

Interpretation of Assessment

Level 1- Receptive Language Skills

- Student is able to attend to a speaker's voice, respond to hearing his name and perform at least 4 motor actions; clap hands, stomp feet, touch nose and find your head.
- Recommended Program – Increase the number of items the student is able to identify as a listener, increase number of motor actions on command and increasing number of items in the a visual array of items across people, places and environments.

Interpretation of Assessment

Level 2- Visual Performance Skills

- Student is able to match any identical objects and pictures in a field of at least 6, sort colors and shapes of at least 10 different colors and shapes, match non identical objects and pictures and match object to picture and picture to object.
- Recommended Program – increase field size from 6 to 8 and then 8 messy field, 8 to 10 and then to 10 messy field. (This is a stronger skill area, therefore not as important of a skill area in regards to programming at this time)

Interpretation of Assessment

Level 1 – Play Skills

- Student manipulates and explores objects within the environment (looks at toy, turns toy over, presses buttons, etc.), shows variation in play of at least 5 different items, will play with those items in different and new environments, and engages in movement play; swing, dance, rock, jump, run, climb etc.), and tolerates and engages in parallel play with other student.
- Recommended Program - Increase students ability to follow peers, imitate the movement of peers and initiate interactions with peers.

Interpretation of Assessment

Level 1 – Social Behavior and Social Play

- Student demonstrates limited amount of skills in ability to socially interact or show interest in others.
- Possible recommendation directly from VB-MAPP Guide Book, “If a student fails to score any points on the social skills scale, a trained behavior analyst should conduct a functional analysis of the potential causes of the student’s behavior.”
- However, an increase in manding/requesting repertoire, and other discussed skill areas may inadvertently increase social behavior and student cooperation.

Interpretation of Assessment

Level 1 – Motor Imitation

- Student is demonstrating the ability to generalize motor movements across people, places and environments.
- Recommended Program – Increase the implementation of motor imitation during naturally occurring play situations, self help situations and social play, 2-component motor movements (such as clap hands then pat the table) and 2 steps behaviorally chained movements (getting a tissue and then wiping nose).

Interpretation of Assessment

Level 2 – Echoic

- According to the Early Echoic Skills Assessment (EESA) directly within the VB-MAPP, this student scored a total of 83 points on the EESA.
- Echoic repertoire is quite functional, however, this section of the assessment should be completed in a team effort including the Speech and Language Pathologist (SLP).
- Recommended Program – should be guided by SLP and for this specific student, the sounds /t/, /f/, /g/ and /b/ demonstrated articulation difficulty but by specific word.

Early Echoic Skills Assessment (EESA)

The image shows a screenshot of the Early Echoic Skills Assessment (EESA) form. The form is titled 'Early Echoic Skills Assessment (EESA)' and includes the name 'Barbara J. Cook, Ph.D., CCC-SLP' and the acronym 'EESA'. It contains a detailed grid of skills and their corresponding scores. The grid is organized into sections: 'Section 1: Single and imitated syllables', 'Section 2: Single and imitated words', and 'Section 3: Single and imitated phrases'. Each section has a list of skills and a corresponding score column. The total score is 83 points.

Section	Skill	Score
Section 1: Single and imitated syllables	1. Single syllable	10
	2. Imitated syllable	10
	3. Single syllable with a vowel	10
	4. Imitated syllable with a vowel	10
	5. Single syllable with a consonant	10
	6. Imitated syllable with a consonant	10
	7. Single syllable with a vowel and consonant	10
	8. Imitated syllable with a vowel and consonant	10
	9. Single syllable with a vowel and consonant	10
	10. Imitated syllable with a vowel and consonant	10
	11. Single syllable with a vowel and consonant	10
	12. Imitated syllable with a vowel and consonant	10
Section 2: Single and imitated words	13. Single word	10
	14. Imitated word	10
	15. Single word with a vowel	10
	16. Imitated word with a vowel	10
	17. Single word with a consonant	10
	18. Imitated word with a consonant	10
	19. Single word with a vowel and consonant	10
	20. Imitated word with a vowel and consonant	10
	21. Single word with a vowel and consonant	10
	22. Imitated word with a vowel and consonant	10
	23. Single word with a vowel and consonant	10
	24. Imitated word with a vowel and consonant	10
Section 3: Single and imitated phrases	25. Single phrase	10
	26. Imitated phrase	10
	27. Single phrase with a vowel	10
	28. Imitated phrase with a vowel	10
	29. Single phrase with a consonant	10
	30. Imitated phrase with a consonant	10
	31. Single phrase with a vowel and consonant	10
	32. Imitated phrase with a vowel and consonant	10
	33. Single phrase with a vowel and consonant	10
	34. Imitated phrase with a vowel and consonant	10
	35. Single phrase with a vowel and consonant	10
	36. Imitated phrase with a vowel and consonant	10
Total Score		83

Interpretation of Assessment

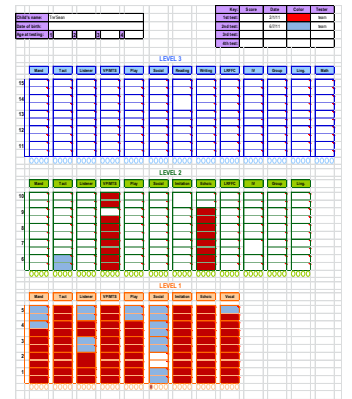
Level 1 – Spontaneous Vocal Behavior

- Student is able to vocalize at least 15 whole words or phrases with appropriate intonation () and rhyme.
- Recommended Program – At this time, a solid manding/requesting program, echoic program and other specific skill areas will continue to increase spontaneous vocal behavior without directly programming for this specific learner.

- End of the year assessment – June 2011

- Level 2 Learner
- Recommended Program;

- Mand/Request
- Tact/Label
- Listener Response
- Imitation
- Echoic
- Social/Specifically Peers



Assessing Social Skills

- Interview
- Observation
- Social skills assessments (SSRS; Skillstreaming Sequence; Social Skills Solutions, Building Social Relations by Bellini)
- Ongoing social skill data:
 - Peer to peer manding
 - Peer mapping

Skillstreaming Elementary Level

Some of the skills assessed by Teachers, Staff members and Parents through a checklist;

- Listening
- Asking for Help
- Saying Thank You
- Bringing Materials to Class
- Following Instructions
- Completing Assignments
- Contributing to Discussion
- Offering help
- Asking a question
- Ignoring Distractions
- Making Corrections
- Introducing Self
- Beginning Conversation

Skillstreaming Adolescent Level

Some of the skills assessed by Teachers, Staff members and Parents through a checklist;

- Listening
- Starting a Conversation
- Having a Conversation
- Asking a question
- Saying Thank You
- Introducing Yourself
- Introducing Others
- Asking for Help
- Joining In
- Giving Instructions
- Following Instructions
- Apologizing
- Convincing Others
- Knowing Your Feelings
- Expressing Your Feelings

Assessing Challenging Behavior

- Students with Autism at times demonstrate challenging behavior.
- All challenging behavior serves a purpose.
- To determine the purpose or why a challenging behavior is occurring is done through assessment.
- The importance of assessing challenging behavior is to guide the team to specific interventions and teaching replacement behaviors.

Assessment of Challenging Behavior

- Functional behavior assessment is a set of information-gathering instruments to determine the purpose of the challenging behavior.

Assessing Environmental Variables

Environmental Variables. Are the following in place:

- Materials organized and labeled so that readily accessible for staff
- Teaching stations adequate for instruction and space
- Seating arrangements age appropriate (desk, chair, locker's, cubbies)

Assessing Environment Tool

CLASSROOM ASSESSMENT INFORMATION

School _____ Date _____
Teacher _____ Student/teacher ratio _____

CLASSROOM PHYSICAL ENVIRONMENT

- Describe Appearance:
- Describe arrangement of teaching stations:
- Adequacy of Equipment and space:
- Organization of classroom

RATING 1 2 3 4 5

Assessment Considerations for Academic Performance and Students with Autism

- Skill sequence
- Component skills
- Flexibility in responding
- Controlled responding (right response to right question)
- Fluency
- Maintenance
- Generalization
- Adequate range of exemplars

Assessment Considerations for Academic Performance and Students with Autism

Related Communication Skills:

- Students with communication difficulties and limited social interactions require assessors to be systematic when gathering information about what students can do academically (Leach, 2010)
- Communication and social interaction difficulties may impact academic performance.

Key issue related to assessment

How will skills assessed lead to improved performance on Pennsylvania State Standards?

PA Academic Standards

- Pa Academic Standards describe what students need to know and do as they progress through their educational careers.
- Schools across the state must use these standards to guide curriculum and instruction.
- Standard Aligned IEP's connects a students individual programming to grade level standards and evaluates the students progress guided by general education curriculum, standards, assessment and curricula.

Standard Aligned Systems

The Pennsylvania State Board of Education has adopted academic standards in 12 subject areas. The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Pennsylvania Department of Education - State Board of Education

Standards Aligned Systems

1. Clear Standards – defines clear and high standards of what each learner needs to know and be able to accomplish.
2. Fair Assessments - fair assessments aligned to the standards.
3. Curriculum Framework - A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.

Standards Aligned Systems

4. Instruction - Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.
5. Materials and Resources - Materials that address the standards.
6. Interventions - safety net/intervention system that insures all students meet standards.

From Assessment to Intervention:

Determine a Skills Sequence;

- For each skill area that is identified as an area of need, identify an appropriate skill sequence: know what you need to teach and in what order
- Whenever possible use a curriculum that is evidence-based (has been proven to show if students learn or not)
- Some specific tasks will need to be broken down further.

From Assessment to Intervention

Use assessments to determine:

- What to teach
- If specific instruction is useful for the student.
- Determine how to use the strengths, talents, and interests of the student
- Teach across many people, places, and examples
- Consider not only what to teach but how to teach it

How do teachers select targets for instruction? Kubina, 2001

- Teacher evaluates student for entry level behavior
- Teacher provides instruction to help student acquire the behavior (also plans and teaches for maintenance and generalization)
- Teacher arranges time for student to practice the behavior and become proficient or fluent
- Teacher checks for maintenance, generalization, and ability to use what is learned for learning new skills.

Program Components Fit Together



Data Systems

The most valuable data is that which affects the behavior of teachers and families.

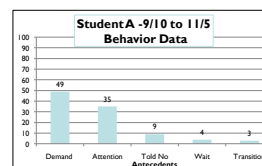
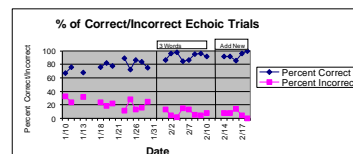
Data and Special Education: IDEA 2004

- IEP's must be measurable
- Eligible students must receive a Free and Appropriate Public Education (FAPE): Appropriate meaning the concept relevant to data collection.
- Due process protections for students make special educators directly accountable.

Data Collection...Why

- Data = individual facts or pieces of information.
- Collect data to evaluate student performance.
- When recorded/graphed it provides observable patterns of behavior...
 - **A picture of the facts.**
- **Data drives instructional decisions!**

Data drives instructional decisions!



What do you see?

Data Collection - Planning

- a) Why are you taking the data?
- b) What will you do with it?
- c) How often will you collect it?
- d) When will you collect it?
- e) Who will collect it?
- f) How will you record it?
- g) How will you compile it?
- h) Does it link to and support IEP goals and objectives

Data Collection

- Numbers are better than words however numbers also need to be understood...
- Without Data it is only an opinion...

For example;

- Johnny attended for 20 minutes rather than, "Johnny did good."
- Lily raised her hand to answer a question 16 times in a 35 minute math lesson, rather than, "Lily raised her hand today."

Data Based Decision Making (DBDM)

- Monitor – check and see what progress is being made.
- Study the individual learner not a group.
- Visually inspect student progress (graphs and charts).
- Use data to make decisions as to whether student success is achieved based on the instructional practices being implemented.

Summary of Data Based Decisions Wolery, et al. 1988

Data Pattern	Interpretation	Suggested decision
Correct answers increasing and incorrect/errors are decreasing	Program/Intervention is working and effective	Continue present instructional program
Correct answers have been gained but stalled at 20-50% correct.	Student can perform some but not all parts of the task	Slice back or manipulate teaching intervention to teach the more difficult steps
Limited to zero correct answers gained;high error rate	Task is too difficult	Step back to teach prerequisite skills
Correct answers are very inconsistent (highly variable); correct rate drops sharply	Possibly a Compliance problem or instructional issue	Teach a replacement behavior and increase cooperation and instructional control.
Corrects stalled at 80%, no increase in rate	Student is ready for fluency building	Manipulate consequences to increase fluency and add practice time
At aim for accuracy and rate	Successful instructional program	Implement maintenance and generalization programs: move on to new task

Summary

- All students with autism are individuals first:
 - Know the learner
 - Know their world
 - Both have to be assessed
- Good assessment allows for excellent instruction
- The next session in this series will address instruction:
 - Amiris Dipuglia tomorrow morning

Thank you for your attention!

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