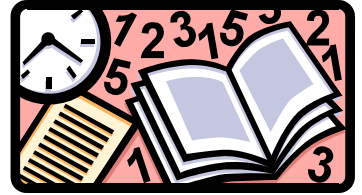


Assessment of Students with Special Needs

- I. Assessment must have a purpose (Why?)
 - A. Purpose will determine the specialists involved
 1. General academic
 2. Cognitive abilities
 3. Behavior analysis
 4. Adaptive behaviors



- II. Purpose will determine the assessment used (What?)
 - A. Academic
 1. Mandated State Tests - CST, CMA, CAPA,
 2. District Tests –Benchmark, ROLA, Writing
 3. Selected –Test of Academic Achievement Skills, Key Math, Woodcock Johnson, PIAT
 - B. Developmental/Adaptive Behavior (questionnaires)
 1. Vineland, ABAS, Brigance, Task Analysis
 - C. Behavior
 1. Social Skills Questionnaire, Inferred Self-Concept, Student Behavior Survey, ABAS
 2. Functional Analysis
 - D. Perception (non-motor)
 1. Test of Visual Perception, Test of Auditory Perception, Test of Auditory Processing

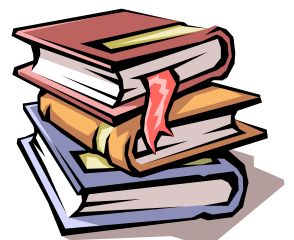
- III. Assessment is a Team Approach (Who?)
 - A. Teacher
 1. Academic
 2. Social
 3. Behavior
 - B. Psychologist
 1. Cognitive ability
 2. Adapted behaviors
 - C. Nurse
 1. Medical (vision, hearing, physical care)
 2. Self-Help
 - D. Speech Therapist
 1. Language skills (receptive/expressive)
 2. Communication needs
 - E. Physical Education Specialist
 1. Gross Motor
 2. Game and sport skills

- F. Physical Therapist
 - 1. Physical abilities
 - 2. Equipment
- G. Occupational Therapist
 - 1. Fine Motor
 - 2. Activities of Daily Living
- H. Vision Specialist
 - 1. Visual acuity
 - 2. Use of vision
- I. Audiologist
 - 1. Auditory acuity
 - 2. Use of hearing
- J. Assistive Technology Specialist
 - 1. Use of different technologies
 - 2. Access to technology
- K. Inclusion Specialist
 - 1. Integration possibilities
 - 2. Adaptation of curriculum
- L. Orientation and Mobility Specialist
 - 1. Mobility skills
 - 2. Use of vision in environments
- M. Behavior Specialist
 - 1. Functional Analysis
 - 2. Behavior interventions
- N. Parent
 - 1. Review of skills in home environment
 - 2. Evaluation of expectations at home
- O. Student
 - 1. Self-examination and evaluation
 - 2. Expression of abilities, needs and desires
- P. Peers
 - 1. Social Emotional
 - 2. Communication
- Q. Physician
 - 1. Physical Health
 - 2. Health Care Procedures
- R. Paraprofessionals
 - 1. Classroom Performance
 - 2. Behavior

IV. Assessment can take many different forms (Where? and When?)

- A. Formal
 - 1. Standardized
 - 2. One-to-one or small group

- B. Informal
 - 1. Student work
 - 2. In class assessments
 - C. Observation
 - 1. Formal – looking at specific behaviors
 - 2. Informal – overview of abilities
 - D. Checklist
 - 1. Abilities displayed on specific task
 - 2. Progress over time in similar skills
 - E. Portfolio
 - 1. Examples of student work
 - 2. Accumulation of work
 - F. Authentic Assessment
 - 1. Evaluation on specific tasks in real situation
 - 2. Problem solving skills in various environments
- V. Adaptations (How?)
- A. Non-verbal student
 - 1. Choices/letters written out
 - 2. Live Scan
 - 3. Eye-gaze
 - 4. Communication device
 - 5. Computer response
 - a. Test on computer
 - b. Computer answers
 - 6. Yes/No system
 - B. Limited fine motor
 - 1. Test marker
 - a. Another person
 - b. Various writing utensils
 - 2. Non – motor tests
 - 3. Computer response
 - a. Scan system
 - b. Customized overlay
 - C. Perceptual Difficulties
 - 1. Motor Free tests
 - 2. Test answers of test page (no transfer)
 - 3. Test materials presented differently
 - a. Larger
 - b. Less on a page
 - c. Choices spread out
 - d. Vertical or horizontal presentation
 - 4. Test environment modified
 - 5. Test time modified



Assistive Technology Quick Check

Student Name: _____ Birthdate: _____
School: _____ Grade Level: _____
Teacher: _____ Date: _____

Student's Primary Disability: _____
Secondary Disabilities: _____

Medical Issues Impacting Education Program: _____

Sensory Issues Impacting Education Program: _____

Positioning: ___ Manual Wheelchair ___ 90° ___ >90° ___ <90°
 ___ Power Wheelchair ___ 90° ___ >90° ___ <90°
 ___ Classroom Chair ___ 90° ___ >90° ___ <90°

Hand Use: ___ Right Hand ___ Use of all fingers ___ Isolated use
 ___ Left Hand ___ Use of all fingers ___ Isolated use

Arm Use: ___ Right Arm ___ Full extension ___ Limited Extension
 ___ Left Arm ___ Full extension ___ Limited Extensior

Head Control: ___ Excellent ___ Good ___ Limited ___ None

Communication: ___ Verbal ___ AAC device ___ Picture Board
 ___ Sign ___ Eye Gaze ___ Facial Expression
 Other: _____

Learning Style: ___ Visual ___ Auditory ___ Kinesthetic

Current methods for accessing curriculum: _____

Current needs for accessing curriculum: _____

Possible Assistive Technology Devices for Accessing Curriculum

Positioning: Modified classroom chair Standing Table
 Slant board Mounting Device
 Other: _____

Hand Use: Modified Writing Utensil Modified Scissors
 Alternative Keyboard Customized Overlays
 Switch Access Touchscreen
 Voice Recognition System Environmental Controls
 Other: _____

Arm Use: Arm Supports Wheelchair Tray
 Mounted Adjustable Tray Adjustable Mounts
 Reacher Page Turner
 Wireless Mouse/Trackball
 Other: _____

Head Control: Neck Supports Head Rest
 HeadTracker/Mouse Eye Gaze
 Adjustable Monitor Mounts
 Other: _____

Communication: Real Pictures Icons
 Communication Board Communication Book
 Signing Visual Phonics
 Alternative/Augmentative Communication Device
 Other: _____

Learning Style: Tactile Letters/Numbers Raised Line Paper
 Manipulatives Sensory Diet Items
 Text-to-Speech Programs Graphic Organizers
 Portable word Processor Computer
 Other: _____

Additional Assistive Technology Possibilities: _____

Submitted by:

Leslie Anido, M. A., NBCT
OI Teacher
Blackford Elementary School
SCCOE
leslie_anido@sccoe.org