

## SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: ASSESSMENT OF DEVELOPMENTALLY HANDICAPPED

CODE NO.: DSW 101 SEMESTER: THREE

PROGRAM: DEVELOPMENTAL SERVICES WORKER

AUTHOR: BETTY BRADY

DATE: SEPTEMBER 1995 PREVIOUS OUTLINE DATED: SEPTEMBER 1994

APPROVED:

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 K. DeRosario, Dean  
 School of Human Sciences  
 and Teacher Education

Date

Aug 14/95NEW \_\_\_\_\_ REVISED X\_\_\_\_\_

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

## PHILOSOPHY/GOALS

This course is designed to provide Developmental Services Worker students with the knowledge and skills required to utilize common assessment tools for developmentally delayed individuals. Students will perform observations, checklists, curriculum assessments and a variety of other types of assessments. Students will learn to design a tailor-made assessment tool.

## STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)

After completing the course each student will:

1. accurately define the various types of assessment tools and identify what they are used for;
2. be able to employ the appropriate resources in the community and beyond available for assessment purposes;
3. demonstrate the ability to utilize assessment tools effectively;
4. appropriately assess the needs of individuals as unique individuals considering factors such as age, type and degree of disability, preferences, least intrusive method, etc.
5. demonstrate effective methods of observation, interviews, mathematical calculations of baselines and progress, graphing, decision-making involved with performing an assessment;
6. design an effective tailor-made assessment tool;
7. collect, analyze and organize relevant and necessary information from a variety of sources in an accurate manner.

## REQUIRED TEXTBOOK

Diane M. Browder, PhD, Assessment of Individuals with Severe Handicaps,  
Paul H. Brooks, Baltimore

## ASSESSMENT TOOLS

Dale Developmental Assessment Life Experience, Barber Center Press

AAMD Adaptive Behaviour Scale, American Association on Mental Deficiency

Adaptive Functioning Index #1 - #3, The Vocational and Rehabilitation Research Institute

## NOTES

The instructor will have guest speakers in from four professional areas such as speech therapy, physiotherapy, occupational therapy, and prothetist. There is a practical portion required as well as theoretical approach. Students will be given class time to work on assessment tools.

Notification of serious illness or emergency needs to be made the date of the test or before. Failure to notify will result in a zero grade for that test.

**EVALUATION**

PARTICIPATION	15%
RESEARCH PROJECT	15%
ASSESSMENT DESIGN	10%
ASSESSMENT TOOLS (4)	20%
TESTS (2)	20%
FINAL EXAM	20%
	<hr/>
	100%

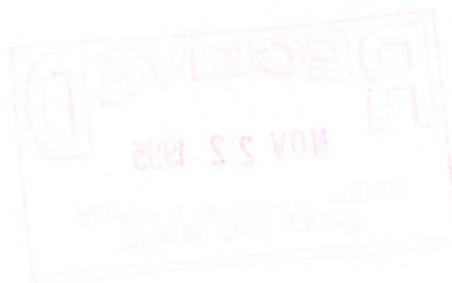
**GRADING POLICY**

90 - 100%	= A+
80 - 89%	= A
70 - 79%	= B
60 - 69%	= C
BELOW 60%	= R

**SPECIAL NOTE**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.



## SCHEDULE OF ACTIVITIES

WEEK 1	CHAPTER 1: OVERVIEW OF EDUCATIONAL ASSESSMENT
WEEK 2	CHAPTER 2: INITIAL ASSESSMENT: COMPREHENSIVE AND ANNUAL
WEEK 3	CHAPTER 3: ONGOING ASSESSMENT
WEEK 4	TEST + CHAPTER 4
WEEK 5	REVIEW OF TEST RESULTS + CHAPTER 4
WEEK 6	CHAPTER 5: ASSESSMENT IN AND FOR THE HOME
WEEK 7	CHAPTER 6: ASSESSMENT IN AND FOR THE COMMUNITY
WEEK 8	TEST + CHAPTER 7
WEEK 9	REVIEW OF TEST RESULTS + CHAPTER 7
WEEK 10	CHAPTER 8: ASSESSMENT OF SOCIAL SKILLS
WEEK 11	CHAPTER 9: ASSESSMENT OF INTEGRATION ;AND GENERALIZATION
WEEK 12	TEST + APPLICATION OF ASSESSMENT TOOLS
WEEK 13	REVIEW OF TEST RESULTS + APPLICATION OF TOOLS
WEEK 14	NEW ASSESSMENT TOOLS
WEEK 15	NEW ASSESSMENT TOOLS

