

## 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 1996 PREVIOUS OUTLINE DATED: SEPTEMBER 1995

APPROVED: K. DeRosario  
Dean, School of Human Sciences  
and Teacher EducationDate July '96

CREDIT HOURS: 3

LENGTH OF COURSE 16 WKS

PREREQUISITE: NONE

TOTAL CREDIT HOURS 48 HRS

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

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## 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.

## LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

Upon successful completion of this course, the student will have demonstrated the ability to:

1. Accurately define the various types of assessment tools and identify where they are best utilized.

### Elements of the Performance

On written tests, assignments, in class activities, and discussions, the student will:

- a. accurately define the various types of relevant assessment tools
- b. demonstrate correct identification of where and for whom the various types of assessment tools are best utilized

2. Select the appropriate resources in the community and beyond available for assessment purposes

### Elements of the Performance

In or on assignments, in class activities, and discussions, the student will:

- . demonstrate the ability to select appropriate resources in the community for the purposes of assessment.
- . demonstrate the ability to select appropriate resources outside of the community for the purposes of assessment

3. Demonstrate the ability to utilize assessment tools effectively.

### Elements of the Performance

In or on assignments and class activities, the student will:

- a. complete a number of assessment tools with at least 80% accuracy

4. Appropriately assess the needs of individuals with developmental delays as unique individuals.

### Elements of the Performance

In or on written tests, assignments, in class activities and discussions, the student will:

- a. assess the strengths and needs of individuals considering factors such as age, gender, type and degree of disability, preferences, goals, least intrusive method, etc.

5. Demonstrate effective methods of observation, interviews, mathematical calculations of baselines and decision-making regarding progress.

### Elements of the Performance

In or on written tests, assignments, and in class activities the student will:

- a. demonstrate effective methods of observation
- b. demonstrate accurate mathematical calculations of baselines and graphing
- c. effectively complete interviews and attain the information needed
- d. execute good decisions involved with performing an assessment

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6. Design an effective tailor-made assessment tool

**Elements of the Performance**

In assignments and in class activities the student will:

- a. create an assessment tool which meets an individual's specific requirements

7. Collect, analyze and organize relevant and necessary information for assessment purposes.

**Elements of the Performance**

In assignments and in class activities, the student will:

- a. demonstrate the accurate ability to collect, analyze and organize relevant information from a variety of sources

**TOPICS**

1. Identification and utilization of assessment tools used in education, the home, and the community for persons with developmental delays
2. Identification and utilization of assessment tools for related skills, social skills, and interfering behaviour
3. Identification and utilization of assessment tools for integration and generalization
4. Designing skills for tailor-made assessments
5. Observation and interview skills
6. Baselines and graphs
7. Decision-making skills related to progress

**REQUIRED RESOURCES/TEXTS/MATERIALS**

Diane M. Browder, PhD, Assessment of Individuals with Severe Disabilities, Paul H. Brooks, Bartimore

Assessment tools will be provided by the College

**EVALUATION**

Participation	15%
Checklist/Observation	10%
Designed Assessment	15%
Assessment Tools	20%
Final Test	20%
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Total	100%

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### GRADING POLICY

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

### SPECIAL NOTES

Application components are as important in this course as theoretical components. participation is essential to skill development. Students will be given some class time to work on assessment tools.

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

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.