



Designing and Delivering **COMPREHENSIVE SUPPORT** for Students with HFASD

Georgia Department of Education
Autism Academy 2010
Athens, Georgia

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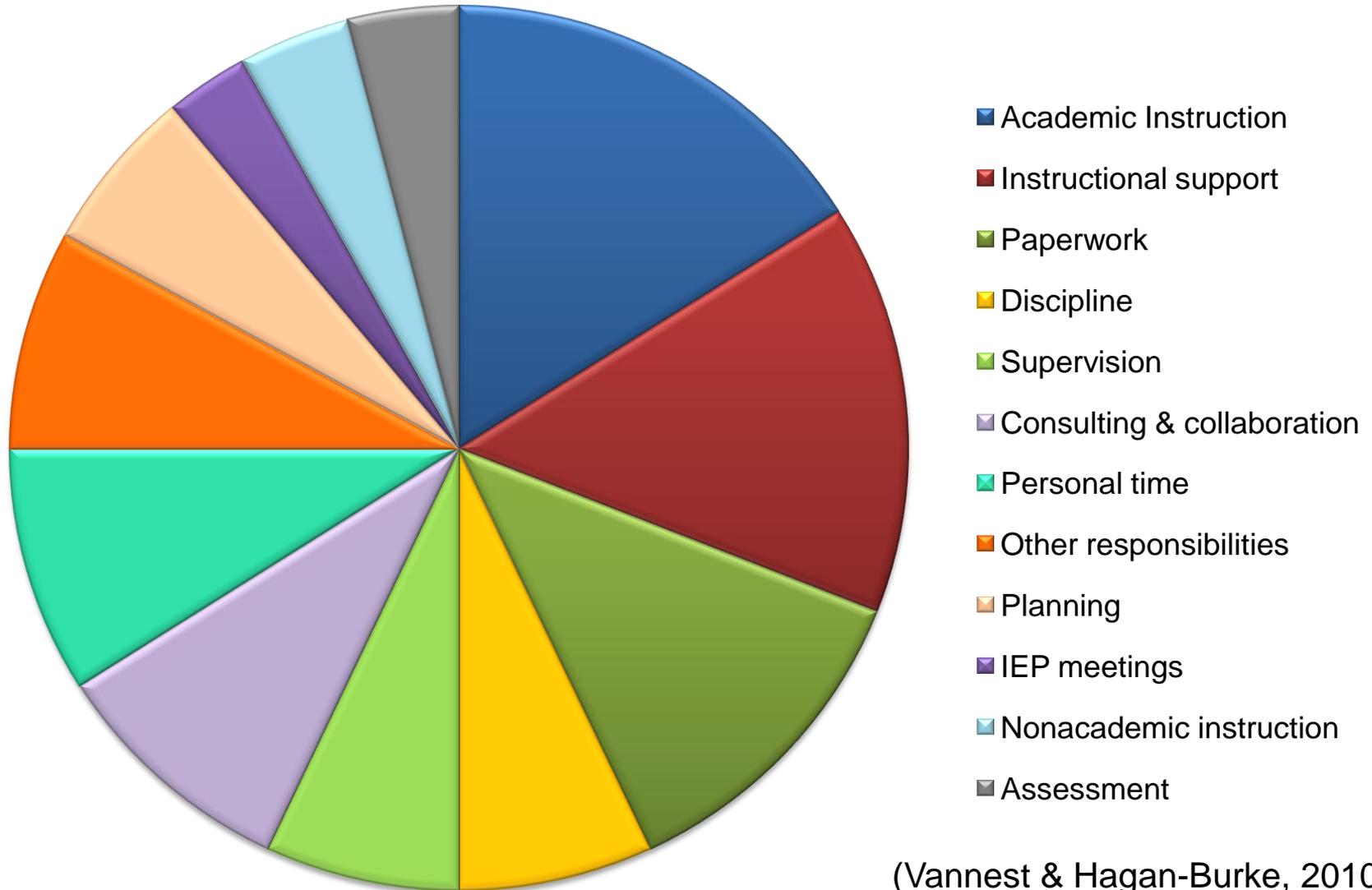


A Day in the Life of a Special Education Teacher

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A Day in the Life of a Special Education Teacher



(Vannest & Hagan-Burke, 2010)

How Do Special Education Teachers Spend Their Time Throughout the School Day?



- **Instruction**

- Academic instruction
- Nonacademic instruction
- Instructional support

- **Special education**

- Planning
- Consult/collaboration
- Assessment
- IEP meetings

- **Other Educational**

- Paperwork
- Discipline
- Supervision
- Other duties

- **Personal time**

(Adapted from
Vannest & Hagan-Burke, 2010)

How Do Special Education Teachers Spend Their Time Throughout the School Day?



First

Calculate how you spend time throughout the day.

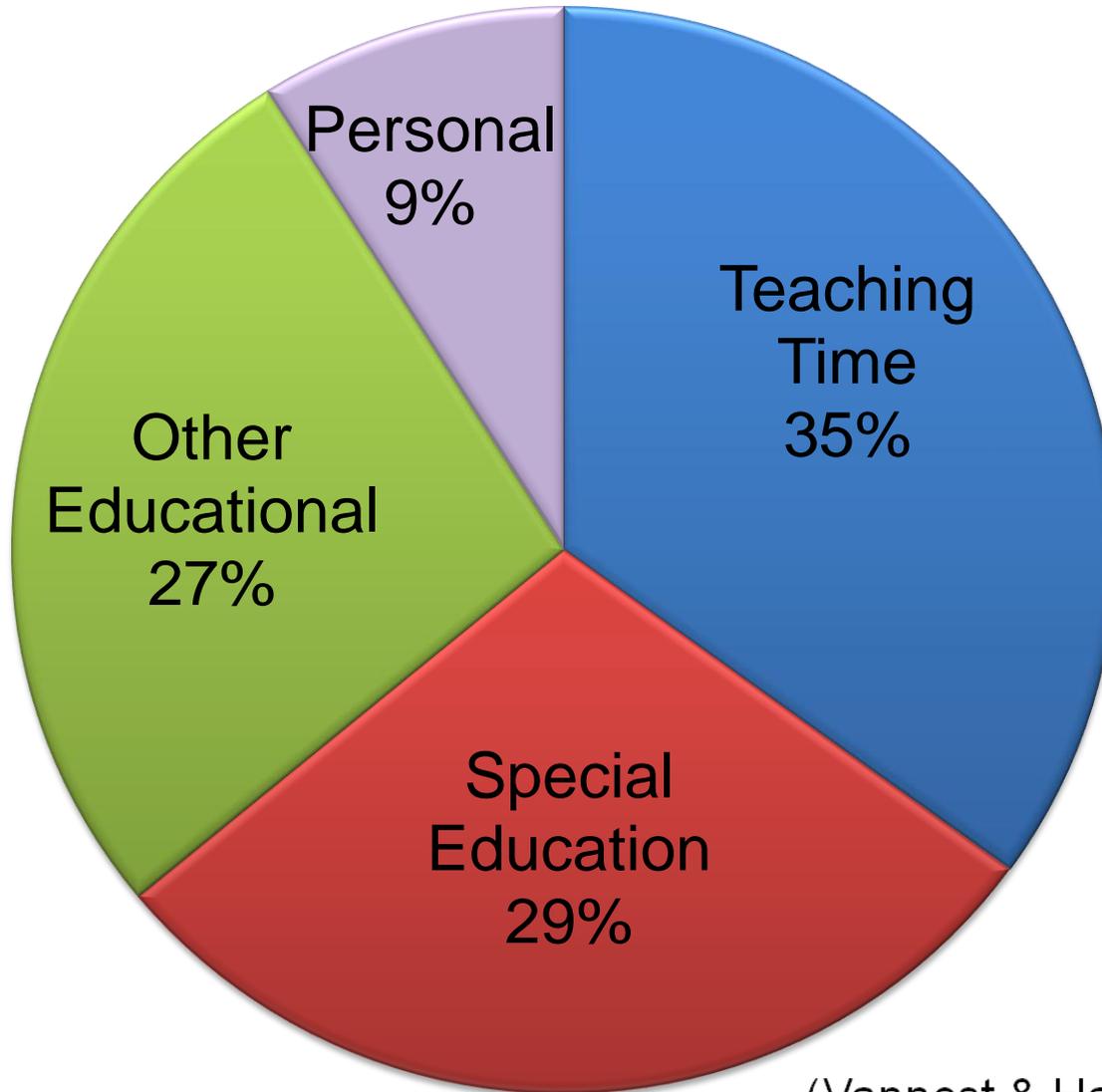
Then

Calculate how the group spends time throughout the day.

Finally

Create a pie graph depicting the percentage of the day spent on each category of tasks.

Teacher Time Use in Special Education



(Vannest & Hagan-Burke, 2010)

A Synonym for “Special Education Teacher”



First

Think about your ethical responsibilities as a special education teacher and the tasks you perform in your job.

Then

Brainstorm with your colleagues to generate a list of words or phrases that describe your position.

Finally

As a group, choose the word or phrase that best describes your role in the education of students with disabilities.

Special Education Teacher as...

[Descriptors generated by group activity will be added]



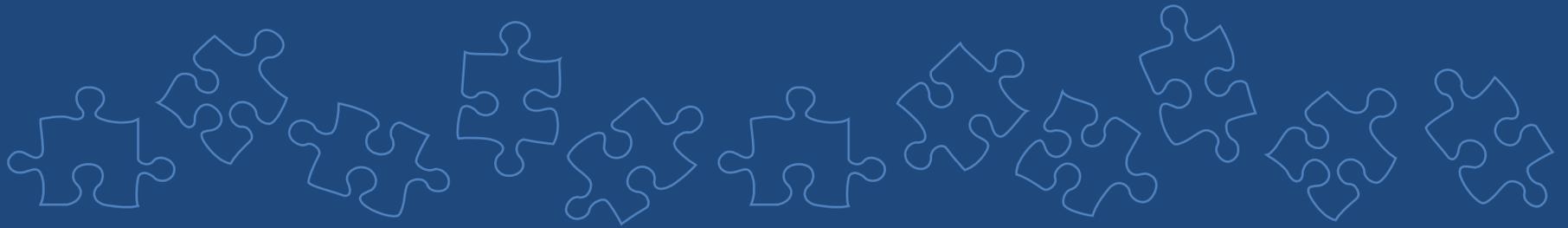
You can use this information to...

- ✓ Gain perspective about your role in the education of students with disabilities
- ✓ Analyze your use of time
- ✓ Evaluate the quality of time use
- ✓ Share data with administrators
- ✓ Make decisions and create change



References

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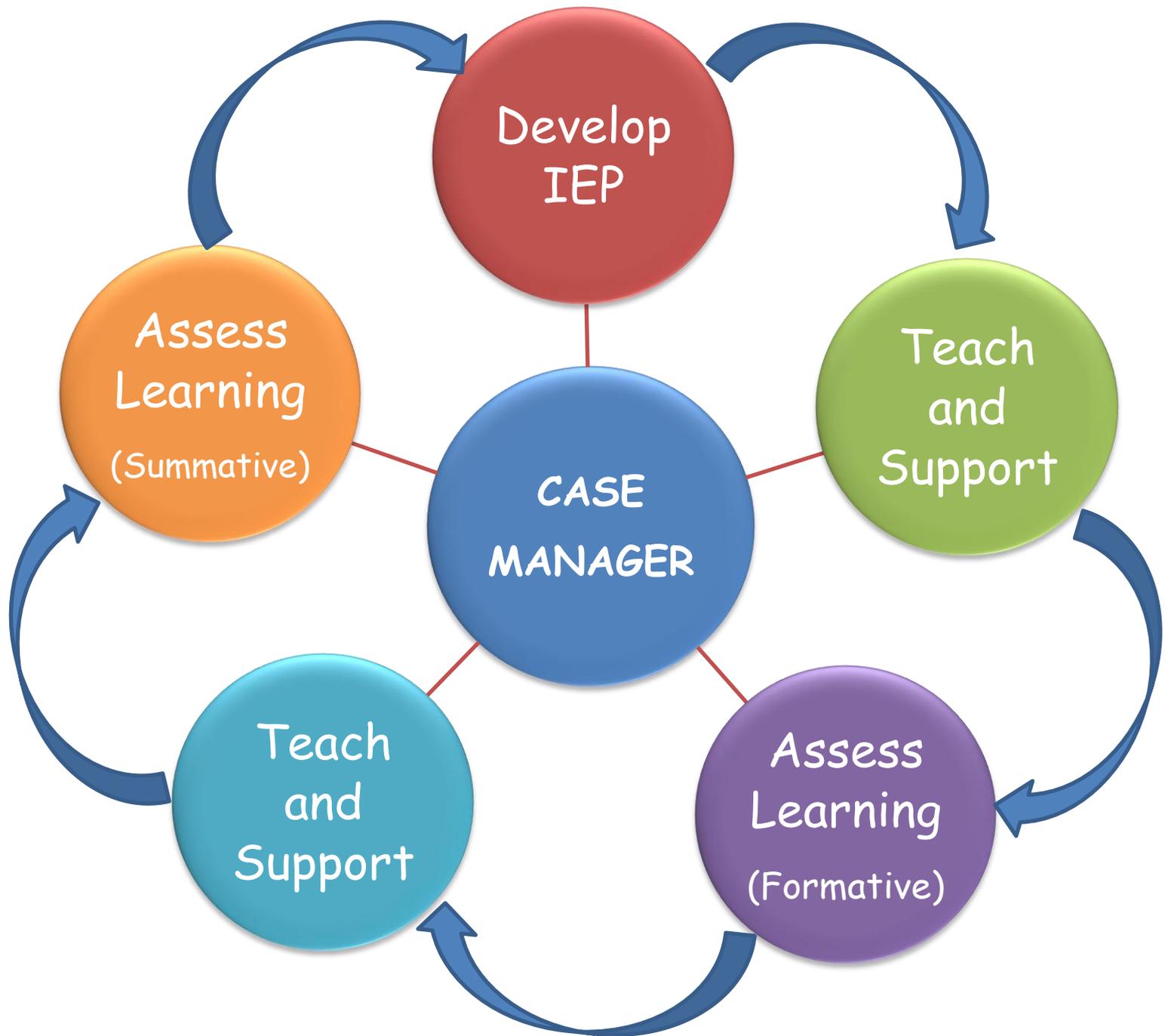
Assessment Across Domains

Assessing Present Level of Performance

Identifying Strengths and Needs

Developing Academic and Non-Academic IEP Goals

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Assessment Relevant to HFASD

- 
- Diagnostic Criteria for HFASD
 - $IQ \geq 70$
 - Social skills impairments
 - Restricted interests/repetitive behaviors
 - Communication (in HFA)
 - Challenging Behaviors
 - Externalizing
 - Internalizing
 - Cognitive Differences
 - Executive function deficits
 - Learning difficulties

Areas of Assessment for Present Level of Performance



Intellectual Abilities

Academic Achievement

Social Skills

Behavior

Executive Function

The Use of Formative Assessment

- 
- When to administer
 - Continuous basis
 - Critical points in instruction
 - Planning review, remediation, enrichment, etc.
 - Information for IEP
 - Growth (or change) over time
 - Skill acquisition
 - Skill performance

Informal Assessment

- 
- **Formative assessment** - part of the instruction process, ongoing
 - Provides information to adjust teaching and learning while it is happening
 - Student work
 - Teacher-made tests
 - Questioning strategies
 - Curriculum based measurement
 - Running records
 - District benchmarks

The Use of Formal Assessment

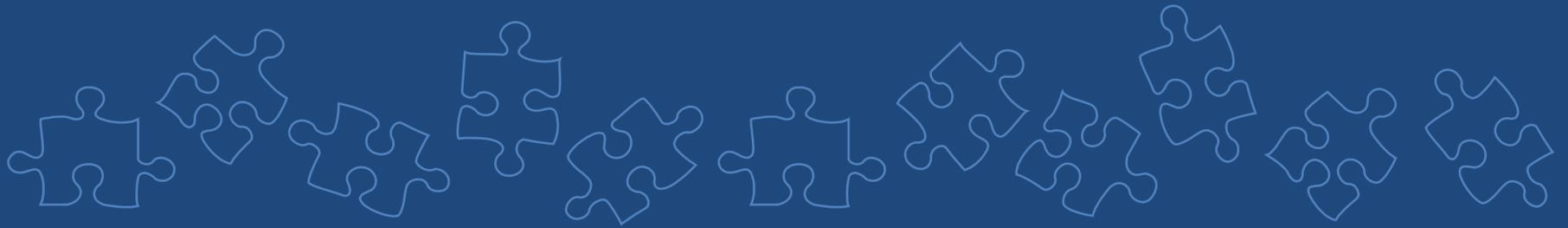
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- When to use norm-referenced assessment
 - Recommended every 3 years (re-evaluation)
 - Change of eligibility (SDD)
 - Anytime there are questions that can't be answered by formative data
 - Information for IEP
 - Level of cognitive ability and effects on learning
 - Performance in comparison to peers

Formal Assessment

- 
- **Summative assessment** – standardized measurement of achievement
 - Criterion-referenced – competencies relative to content standards
 - CRCT
 - End-of-course test
 - High school graduation test
 - Administered at the conclusion of instructional unit

Formal Assessment

- 
- **Summative** – standardized (cont'd)
 - Norm-referenced – measurement compared to national sample of peers
 - Academic achievement
 - Iowa Test of Basic Skills (ITBS)
 - Wechsler Individual Achievement Test, Second Edition (WIAT-II), Brigance, etc.
 - Cognitive abilities
 - Cognitive Abilities Test (CogAT)
 - Wechsler Intelligence Scale for Children-4th ed. (WISC-IV)



Examples of Instruments for Formal Assessment Across Domains

WISC-IV ♦ WIAT-II ♦ SSIS ♦ BASC-2 ♦ BRIEF

WISC-IV

- Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)
 - Administered by school psychologist
 - Measurement of intellectual abilities
 - IQ Scales in Full Scale IQ
 - Verbal Comprehension Index
 - Perceptual Reasoning Index
 - Working Memory Index
 - Processing Speed Index
 - Refer to WISC-IV Handout



WIAT-II

- Wechsler Individual Achievement Testing – Second Edition (WIAT-II)
 - Administered by special education teacher
 - Entire battery or selected subtests
 - Provides detailed skill analysis to guide intervention
 - Helps teacher understand **how** the student solves problems/applies strategies
 - Hand or computer scored
 - Refer to handout for subtests



SSIS

- Social Skills Improvement System (SSIS)
 - Administered and scored by teacher
 - Rating scales for social skills, problem behaviors, and academic competence
 - Provides standard scores & percentile ranking
 - Multi-rater approach
 - Teacher, Parent, and Child or Adolescent Form
 - Computer software available for scoring and designing interventions
 - Refer to handouts for description



BASC-2

- Behavior Assessment System for Children - 2nd Edition (BASC-2)
 - Administered and scored by school psychologist or intervention specialist
 - Multi-rater approach
 - Teacher, Parent , and Student
 - Comprehensive view of adaptive and maladaptive behaviors
 - Scoring software available
 - Refer to handout for behavior scales

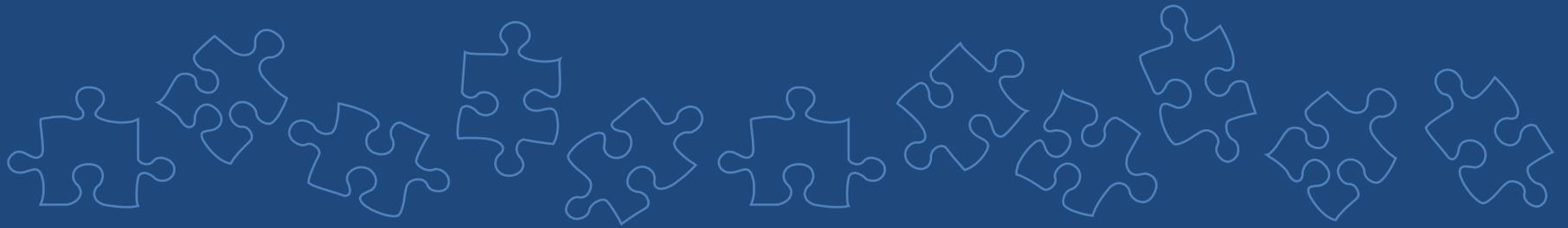


BRIEF

- 
- Behavior Rating Inventory of Executive Function (BRIEF)
 - Assesses subdomains of executive function responsible for guiding, directing, and managing cognitive, emotional, and behavioral functions, particularly during problem solving
 - Teachers can administer and score, but school psychologist should interpret results
 - Multi-rater approach
 - Teacher Form and Parent Form
 - Refer to handout for description

Social/Emotional/Behavioral Formal Assessments

- 
- When to use
 - Pre-intervention and post-intervention
 - Annually to measure change in behavior (growth) across settings
 - Identify target behaviors for intervention
 - Screen for depression and anxiety
 - Information for IEP
 - Identify needs relevant to disability
 - Data for decision-making
 - Measure effect of special education services



Interpreting Assessment Data

Nick: A Case Study

Nick: A Case Study

Guided Small Group Activity

Acting as Nick's case manager, analyze data provided in the case study to prepare for annual IEP review:

- 1) Describe present level of performance.
- 2) Identify strengths and weaknesses.
- 3) Develop appropriate IEP goals.



Step 1:

Determine impact of cognitive abilities.

Review cognitive evaluation.

- Examine Full Scale IQ.
- Examine subtests to determine cognitive strengths and weaknesses.
- Identify cognitive strengths and weaknesses.
- Determine the impact of cognitive profile on academic achievement.



Step 2:

Determine level of academic achievement.

Review most recent CRCT scores.

- If Reading, English, or Math score is *Meets Standards* or *Exceeds Standards*, no additional assessment may be needed in that specific content area. However, examine subtests for possible problem areas that will need to be addressed
- Goals must not restate the standard. They should address those skills needed for student to meet the grade-level GPS standards, and not be limited to content area only.

Step 2:

Level of academic achievement (con't)

Review most recent CRCT scores.

- 
- If Reading, English, or Math score is *Does Not Meet Standards*, further analysis is needed.
 - Use detailed CRCT Individual Student Report to identify areas of weakness.
 - Or use formal educational assessment to determine achievement level and identify areas of weakness.
 - Write academic goals for areas of weakness (those skills necessary to meet standard)
 - Align goals with grade level GPS

Step 2:

Level of academic achievement (con't)

Review Writing Test scores.

- 
- Did student pass (grades 3, 5, 8) writing test?
 - If yes, further assessment may not be needed, However, student may need specially designed instruction to develop skills to support continuing to meet standard.
 - If no, use scoring rubric or a formal assessment to evaluate written expression.
 - If writing is an area of weakness, write goals aligned with grade level GPS.

Step 3:

Determine level of social skills functioning.

Social Skills Improvement System (SSIS).

- Identify areas of deficit.
 - Identify skill deficits.
 - Identify performance deficits.
- Determine if goals are needed to address skill deficits.
- Determine if goals are needed to address performance deficits.
 - Refer to SSIS Summary Report



Step 4:

Determine level of behavioral functioning.

Behavior Assessment System for Children- 2nd Edition (BASC-2)

- Identify areas of concern.
- Determine if goals are needed to target skill deficits.
- Determine if goals are needed to target performance deficits.



Step 5:

Determine level of executive functioning.

Behavior Rating Inventory of Executive Function (BRIEF)

- Identify areas of weakness.
 - How do these deficits relate to the cognitive assessment?
 - How do these deficits affect academic achievement?
- Determine if goals are needed to address areas of deficit.



Present Level of Performance

Write a paragraph that summarizes Nick's present level of performance. It should include a synthesis of data related to:

- 1) Cognitive abilities
- 2) Academic achievement
- 3) Social skills
- 4) Emotional/behavioral functioning
- 5) Executive function



Strengths and Weaknesses

List Nick's strengths and weaknesses.
Write IEP goals in identified areas of weakness.

Remember:
Meaningful goals target skill acquisition and skill performance that promote independent functioning.



Academic Goals and Non-Academic Goals

- 
- What academic goals did you write for Nick?
 - How did you align the academic goals with grade level GPS?
 - What non-academic goals did you write for Nick?
 - How did you choose the non-academic goals?

Conclusion

- 
- ✓ Present Level of Performance provides a “snapshot” of the student’s functioning, documented by assessment data.
 - ✓ Strengths and weaknesses are identified across domains related to HFASD.
 - ✓ IEP goals are written in academic and non-academic areas of weakness.
 - ✓ Meaningful goals promote independent academic and social functioning.

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