

Module 5: Assessment of Individuals with Disabilities in the Juvenile Justice System

Instructional Design Specifications

Program: EDJJ Professional Development Series

Competency: Upon completion of Module 5, participants should be able to utilize basic assessment and evaluation procedures when teaching the adolescent or young adult with a disability in correctional settings.

Rationale: In many correctional institutions, there is an overrepresentation of juvenile and adult offenders with disabilities. It is estimated that up to 42% of the inmate population has a disability. Although correctional education programs are offered in the vast majority of correctional facilities, these programs often do not meet the needs of offenders with disabilities. An important aspect of an appropriate education program for students with disabilities is the assessment of student strengths and weaknesses. Assessment is a critical aspect of curriculum planning and instruction.

Prerequisites: It is recommended that participants are familiar with principles of instruction and curriculum, which are covered in the Curriculum and Methods modules.

Introduction

This module has been designed to meet the needs of individuals with a broad range of skills and experiences. It is one in a series of training packages that have been designed for working with adolescents and young adults with disabilities in correctional settings. This particular module focuses on the assessment of individuals with disabilities.

Needs Assessment

To determine your training needs and make our training more efficient and effective, please complete the following survey. Since we need this information to prepare for the actual training sessions, please return the survey to your facilitator.

Instructions: Please rate each of the following items with one of the following indications:

1. High training priority (must be covered)
2. Medium training priority (I could use the information)
3. Low training priority (not needed or applicable)

Topic	Rating		
	High	Med	Low
1. Direct Interventionist Approach	1	2	3
2. Critical Components of the Instructional Setting	1	2	3
3. Stages of Learning	1	2	3
4. Systematic Instruction	1	2	3
5. Difference Between Assessment and Evaluation	1	2	3
6. Kinds of Assessment	1	2	3
7. Assessment Guidelines	1	2	3
8. Technical Aspects of Assessment	1	2	3
9. Basic Strategies for Assessing Academic Performance	1	2	3
10. What Academic Skills to Assess	1	2	3
11. How to Assess Academic Skills	1	2	3
12. What Social Behaviors to Assess	1	2	3
13. How to Assess Social Skills	1	2	3
14. Indirect Observation Strategies	1	2	3
15. Direct Observation Strategies	1	2	3

What other concerns, needs, or questions do you have regarding the topics covered in this module? (Please address this question and any other comments, concerns, or suggestions you may have on the back of this page)

Objectives

The following module is organized in a manner that provides a general outline of information related to instructional methods and strategies. While the module should provide sufficient information for the instructor, it is acknowledged that instances may exist where the instructor will need to complete some additional reading and/or supplement the materials provided herein. It is also recommended that the information be provided to participants in a lecture format guided by the details of the module. This lecture can and should be supplemented with real life anecdotes and elaboration by both the instructor and participants. Following each section, it is suggested that the mode of instruction be adjusted to maintain participant interest. For example, following a lecture on graphic organizers, participants may work together to develop a lesson that uses this effective learning strategy.

Additionally, no time frames are provided to the instructor. It is acknowledged that the module will serve a variety of purposes for instructors. While participants would develop a more comprehensive understanding of instructional methods and strategies through exposure to the entire module, it is understandable that time constraints may limit this possibility. Given the varied uses of the module and the variation in time needed to share personal experiences and complete activities/assessments, the separation of the module into specifically timed sessions is left to the judgment of the instructor. Upon completion of this module, participants should be able to:

1. Describe the characteristics of a direct interventionist approach to instruction.
2. Describe the critical components of the classroom setting that affect instruction and learning.
3. Define and describe the general instructional emphasis of each stage of learning.
4. Describe and illustrate the eight steps in a systematic model of instruction.

5. Describe the similarities and differences between assessment and evaluation.
6. Describe the purpose of collecting assessment data.
7. Describe the characteristics for summative and formative assessment and evaluation.
8. Describe the role of databased decision making in the systematic instruction model.
9. Describe the factors that characterize effective and efficient databased decision making.
10. Describe the four levels of assessment.
11. Explain reasons for conducting assessments.
12. Identify the questions teachers should ask when they are describing the assessment situation.
13. Describe what needs to be done in planning a test exercise.
14. Identify questions that should be asked when describing what student performance will be evaluated.
15. Identify questions to be asked when designing a plan for rating and recording student performance.
16. When evaluating the technical aspects of assessment procedures and instruments, describe what prerequisite information must be considered.
17. Define and describe the following aspects that affect our confidence in an assessment procedure: reliability, validity, standard deviation, norm.
18. Define the purpose of diagnosis.
19. Describe the components of a two-tiered approach to diagnosis.
20. Describe strategies for determining relative standing or peer comparisons.
21. Describe the characteristics and three components of domain-referenced testing.
22. Describe strategies and guidelines for defining item selection procedures.
23. Describe the characteristics and differences of selection and supply type items.
24. Describe the characteristics, guidelines, and considerations associated with the administration, scoring, and reporting of tests and test outcomes.

25. Explain why it is important to assess social skills.
26. Indicate how to examine social behaviors in an objective and positive fashion.
27. Explain the differences among behavioral excesses, deficits, and assets.
28. Identify what social skills can be assessed.
29. Identify what should be assessed when assessing social skills.
30. Describe the six dimensions of a behavior.
31. Describe indirect observation strategies for assessing social skills.
32. Describe direct observation strategies for assessing social skills.
33. Describe what functional relationships are and how they are identified.
34. Describe the difference between testable explanations and explanatory fictions.

Participant Activities

The following activities have been designed to accompany the presentation of module content. An attempt has been made to prepare at least one activity per participant competency. Trainers should not attempt to present all the activities, but instead should select those that best facilitate the acquisition and practice of desired participant outcomes. Each activity has been keyed to the outline numbering system used throughout the module content outline.

Since some of the activities may require the preparation of materials and/or may require different amounts of time for completion, trainers should be thoroughly familiar with trainer and participant requirements.

1.0 Introduction

- 1.3 You have been asked to present a training session that includes a description of the direct interventionist approach to assessment and instructional programming. Describe a practical example that illustrates each of the characteristics of this approach.

2.0 Critical Components of the Instructional Setting

- 2.2 The adolescent and young adult learner brings many factors to the learning environment that must be considered when assessing learner performance. Describe how each of these factors have affected your assessment practices.
- 2.3 Identify some of the characteristics you, as a teacher, bring to the classroom environment and how it affects your assessment practices.
- 2.4 Describe and illustrate the major social environmental influences of the adolescent and young adult that affect your assessment effectiveness and decision making.

3.0 Stages of Learning

- 3.2 Identify a student with whom you have worked and describe his/her performance during each of the five phases of learning. Include the assessment emphasis that should be taken at each of the phases.

4.0 Systematic Instruction

- 4.1 Identify a specific skill that needs to be taught to a student with whom you are familiar. Describe the assessment strategies you would include at each step in the systematic instructional model.

5.0 Assessment and Evaluation

- 5.2.3 Give an example of how you would use summative and formative assessment and evaluation procedures in your classroom.
- 5.2.4 Explain how a databased decision-making system might be applied in developing an assessment strategy to monitor a student's preparation of a weekly meal plan.

6.0 Kinds of Assessment

- 6.1 A student is being referred into your classroom. Describe the types of information you would like to know about the system from each of the four levels of assessment (refer to Salvia & Ysseldyke, 1995; Sattler, 1991; and Suzuki, Meller, & Ponteroto, 1996).

7.0 Assessment Guidelines

- 7.1 You are assessing a student's academic performance and a parent wants to understand why you are doing assessments. What kind of general explanations would you provide to the parent?
- 7.2 As you approach an assessment in Ms. Ratelle's classroom, what questions should you be prepared to ask her concerning the classroom situation?
- 7.3 After you've assessed Ms. Ratelle's classroom situation, what factors need to be considered when planning the test exercise?
- 7.4 From the test exercise planning, student performance must be evaluated. What questions would you ask yourself in describing the performance to be evaluated?
- 7.5 Ms. Ratelle has collected a large amount of data on learner performance, but now she needs to rate and record these data. What advice and guidelines would you provide her?

8.0 Technical Adequacy of Assessment

- 8.1 Mr. Howell has requested examination copies of a number of academic skill assessment instruments. What prerequisites should he consider before purchasing and administering one of these instruments?
- 8.2 Mr. Howell reports that he wants to determine the statistical properties of each instrument, but he is confused about the differences between reliability, validity, standard deviations, and norms. Explain these to Mr. Howell.

9.2 Diagnosis

- 9.2.1 The school psychologist says her basic responsibility is the "diagnosis of individual student strengths and weaknesses." What does she mean when she says diagnosis (refer the reader to Anastazi & Urbana, 1997, for further information)?

9.2.2 When conducting an academic diagnosis, she uses a two-tiered approach: survey and analysis. Describe how they are different.

9.3 Peer Comparison or Relative Standing

9.3.1 Mrs. Issac-Smith has developed a teacher-made test designed to assess student reading comprehension. What guidelines should she follow when administering the test to a group of students to determine their relative performance standings?

9.4 Domain Referenced Testing

9.4.1 Mrs. Issac-Smith wants to develop a domain-referenced test to evaluate her students' basic consumer math skills. What three components should she be sure to cover?

10.0 What to Assess

10.2 Ms. O'Cummings wants to vary the types of items she includes on her test. She wants to use multiple choice, true-false, matching, and classification type items. What guidelines can you give Ms. O'Cummings to help her decide which type of items to use?

10.3 Ms. O'Cummings has forgotten about supply type items. What are the differences between selection and supply type items? Help her by giving some examples of the different supply type items. Use basic consumer math type examples.

11.0 How to Assess Academic Performance

11.2 Mr. Wehby is about to administer a spelling test that focuses on common words required on job applications. What administration consideration should he keep in mind to improve the accuracy and utility of the results (The reader may wish to do further reading with Kame'enui, Simmons, & Cornachione, 2000)?

11.3 Mr. Wehby is a great planner. He knows that the process of scoring a test begins before the test is administered. What kinds of things does he consider when planning for the scoring of a student's performance on a test?

11.4 Mr. Wehby cannot decide if he should report his test results using percentage or rate. What kind of information can you give him to help him make the decision between percent and rate scoring?

12.0 Assessing Social Behaviors

- 12.1 Mr. Rutherford views himself as an expert in academic programming and thinks that social skill training should be the responsibility of the family or community. Explain why Mr. Rutherford should be assessing social skills.

13.0 What Social Skills to Assess

- 13.2 Whenever Ms. Griller attempts to assess a student's social skills, she gets distracted by her emotions and feelings about the student. Suggest some ways that Ms. Griller could look at social behaviors in an objective and positive manner.
- 13.2.2 To help Ms. Griller out, how would you distinguish between behavioral excesses, deficits, and assets?
- 13.3 Ms. Griller is overwhelmed by the vast number of behaviors that could be assessed. Rather than trying to explain all the possible behaviors, describe the size components that she could assess.
- 13.3.3 Ms. Griller thinks that assessment of social behaviors is limited to the frequency with which the behaviors occur. What are the five other behavioral dimensions that could be measured when assessing behaviors?

14.0 Indirect Observation Strategies

- 14.1 Mrs. LaRoque frequently finds that indirect sources of information can be very informative. Describe the major sources from which information can be obtained about a student's social skills.

15.0 Direct Assessment Strategies of Social Skills

- 15.2 When Mrs. Barton-Arwood goes into a relatively new setting or is observing a new student, she will frequently conduct a functional analysis. Set up a functional analysis recording sheet. Be sure to include the necessary components.
- 15.2 Take Mrs. Barton-Arwood's functional analysis form to a classroom setting with three or more students. Pick one student and do a functional analysis on his/her behaviors.
- 15.2 Develop possible testable explanations. Explain how they might be tested.
- 15.2.3 Mrs. Barton-Arwood finds that Rob talks back to adults because he is a juvenile delinquent. Is this statement a testable explanation or an explanatory fiction? Explain your answer.

Participant Assessment

The following are samples of possible test items that may be used to measure learner participation in the assessment module. These items emphasize the participant competencies given in the trainer's guide. The trainer should add and delete items to meet their individual teaching sequences and methods.

1. The direct interventionist approach to instruction is characterized as active, responsible, functional, and
 - A. performancebased.
 - B. process oriented.
 - C. dynamic.
 - D. non-directed.
 - E. A & C

2. Which of the following is/are critical components that must be considered in planning assessment and instruction for the adolescent and young adult with disabilities in correctional settings?
 - A. Students characteristics
 - B. Teacher characteristics
 - C. Social environment
 - D. School or educational placement
 - E. All of the above

3. When teaching a student who is in the maintenance phase of learning, the instructional manipulations emphasize
 - A. antecedent variables.
 - B. response variables.
 - C. consequence variables.
 - D. A & B
 - E. B & C

4. List the eight steps in a systematic instructional model.
 - (1)
 - (2)
 - (3)
 - (4)
 - (5)
 - (6)
 - (7)
 - (8)

5. Summative assessment procedures
 - A. are the same as formative assessment procedures.
 - B. emphasize the measurement of the end outcome of learning and instruction.
 - C. emphasize the continuous measurement of student performance.

- D. examine the collection of background information about a student.
 - E. A & D
6. "If Ken scores at 65% or lower for three consecutive days on his vocational education assignments, change instruction." This statement is an example of a(n)
- A. formative assessment.
 - B. behavioral objective.
 - C. data-based decision rule.
 - D. error analysis.
 - E. phase of learning.
7. For each of the four levels of assessment, give an example of an assessment procedure.
- A. Level One:
 - B. Level Two:
 - C. Level Three:
 - D. Level Four:
8. Data-based decision making procedures are used to assess student performance.
- A. formatively.
 - B. summatively.
 - C. cumulatively.
 - D. episodically.
 - E. intermittently.
9. Check each statement that is true with respect to data-based decision making.
- Measurable behaviors are required.
 - Accuracy levels are measurable.
 - Indirect measurement systems are used.
 - Measurement procedures are implemented in a summative manner.
 - "If..then..." statements are used.
10. Describe what questions teacher would ask themselves in each step of a simple assessment process.
- Step One: Describe the assessment situation.
 - Step Two: Plan a test exercise.
 - Step Three: Describe the performance to be evaluated.
 - Step Four: Design a plan for rating and recording performance.
11. "Tests should be bias-free." Another way of saying this is:
- A. Assess student familial, facial, and sexual histories.
 - B. Assess the student's own attitudes and biases.
 - C. Assess the student's actual performance.
 - D. Assess the motivation or drive behind a student's performance.
 - E. All of the above.
12. True or False. "Whenever we measure something, some degree of error is always present."

13. Teachers can evaluate the amount of error present in the measurement of a student's performance by using the following statistics (check all that apply):
- A. Reliability coefficients
 - B. Validity
 - C. Standard deviations
 - D. Normative data
 - E. Mean score
14. Match the term with the proper description
- ___ Reliability
 - ___ Diagnosis
 - ___ Validity
- A. The degree of agreement in repeated measures or assessments of something
 - B. The extent to which a measurement procedure measures what it is intended to measure
 - C. The development of an assessment situation that is designed to analyze a student's current academic skills and interfering error patterns (To develop a better understanding of the academic-delinquency link, the reader is referred to the National College of Juvenile and Family Law [1988] text on Learning Disabilities and the Juvenile Justice System.)
15. When teachers engage in diagnosis at the survey level for constructing academic test materials, they should
- A. take random samples from a wide range of problems.
 - B. present problems in a random manner.
 - C. give students information about what will be included in a test.
 - D. all of the above.
16. True or False. A task analytic approach to diagnosis requires teachers to classify the types of student errors that occur and to develop materials from these identified errors.
17. When teachers use a peer comparison approach to assessment, they are comparing the student's performance to
- A. some curriculum-based performance criterion.
 - B. a normative base so that an idea of relative standing can be determined.
 - C. calculate the amount of growth the student has made over time.
 - D. evaluate the technical adequacy of a test item.
 - E. all of the above.
18. True or False. Standardized tests are characterized by a well-defined domain from which items are sampled and a criterion for determining mastery.
19. List different strategies teachers can use to maximize student performance on written tests.
20. Explain what information is present and missing in the following performance scoring formats:

Percentile scores:

Rate scores:

Cumulative performance:

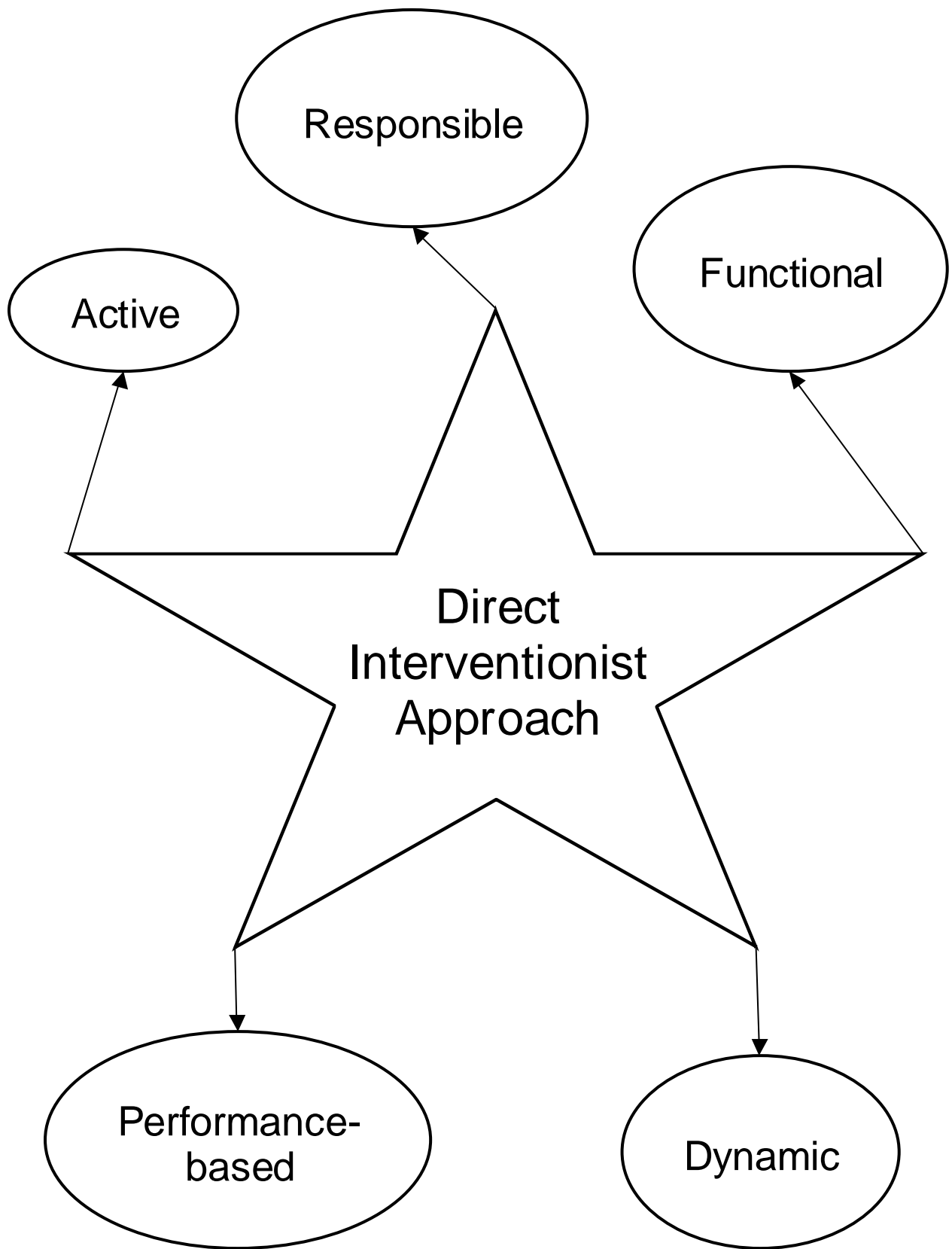
Number of problems correct:

21. True or False. Social skills require different assessment procedures than those used with academic performance.
22. True or False. Social skills do not have to be taught as academic behaviors do.
23. Give three examples of kinds of behavior for each of the following categories.
 - A. Behavioral excesses
 - B. Behavioral deficits
 - C. Behavioral assets
24. Define the following behaviors into operational and observable terms.
 - Aggression
 - Withdrawal
 - Honesty
 - Manipulator
 - Hyperactive
 - Lazy
25. One of the most important requirements when assessing problem social behaviors is to identify
 - A. the parents' influence on the behavior.
 - B. the underlying or internal factors that contribute to the problem.
 - C. a suitable replacement response for the problem.
26. Define each of the following assessment factors
 - Setting factors
 - Predisposing factors
 - Precipitating or triggering factors
 - Contributing factors
 - Time factors
 - Behavior dimension factors
27. In addition to frequency or rate, behavior can be assessed according to:
 - A. Intensity
 - B. Locus or place
 - C. Duration
 - D. Latency
 - E. Topography or shape
 - F. All of the above

28. There are a number of ways that social skills can be assessed without directly observing the behavior. Name at least four different methods.
- (1)
 - (2)
 - (3)
 - (4)
29. Describe conditions under which teachers might consider using indirect methods of assessing social behaviors.
30. True or False. A functional analysis is a simple procedure primarily designed to indirectly measure the frequency or rate when a behavior is observed.
31. Functional relations allow teachers to determine
- A. cause-effect relationships.
 - B. predictable behavioral chains.
 - C. hypothetical constructs.
 - D. meaningful adult-parent-child relationships.
 - E. all of the above.
32. Check which of the following statements are testable explanations
- ___ Whenever the teacher has a transition between lessons that exceeds five minutes, the number of talkouts increases threefold.
- ___ If Ken sits next to Rob during math class, Stanley does not finish his work and will talk with Ken.

Transparencies

This transparency presentation summarizes the content of this module. It does not include all the information contained within this module and should be used to supplement its implementation.

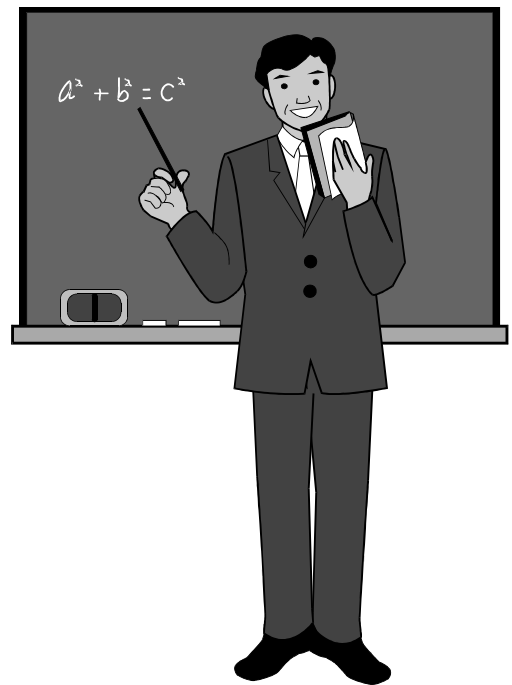


T-1.2

Critical Components of the Instructional Setting



Student



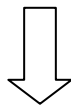
Teacher



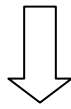
Social Environment of the

Stages of Learning

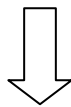
Acquisition



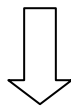
Fluency or Proficiency



Maintenance



Generalization



Adaptation

T-3.2

Eight Steps in the Systematic Instruction Model

Assess student's strengths and needs

Set long-term objectives

Set short-term objectives

Write an instructional plan

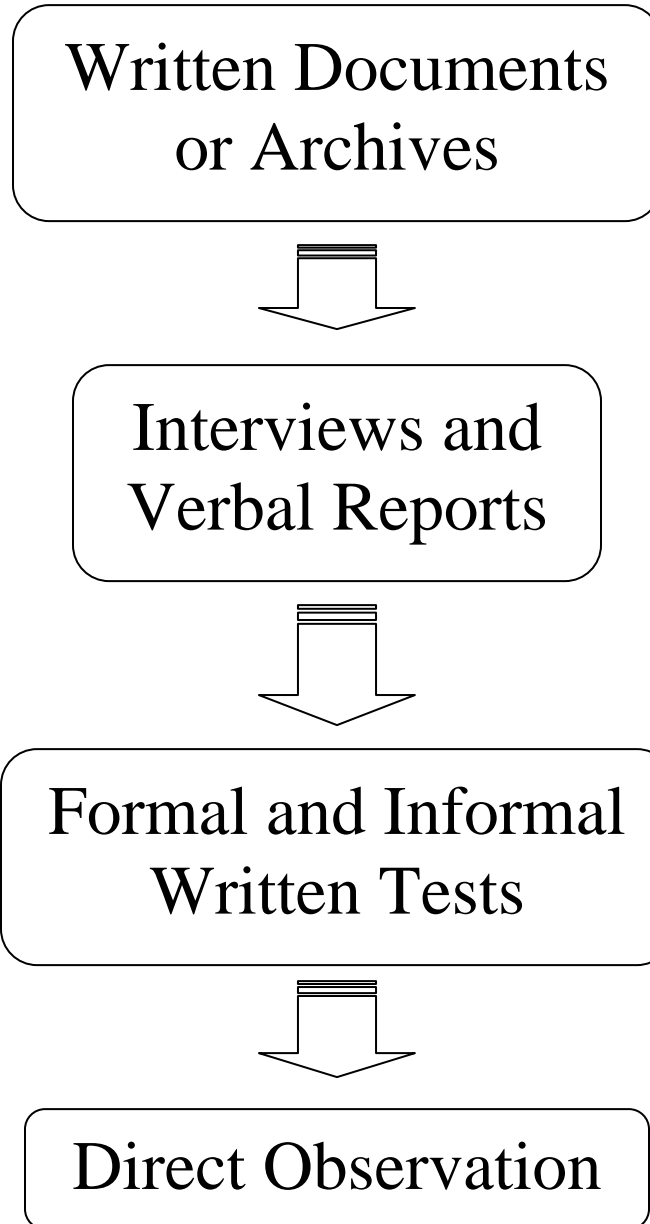
Write a measurement plan

Implement both plans

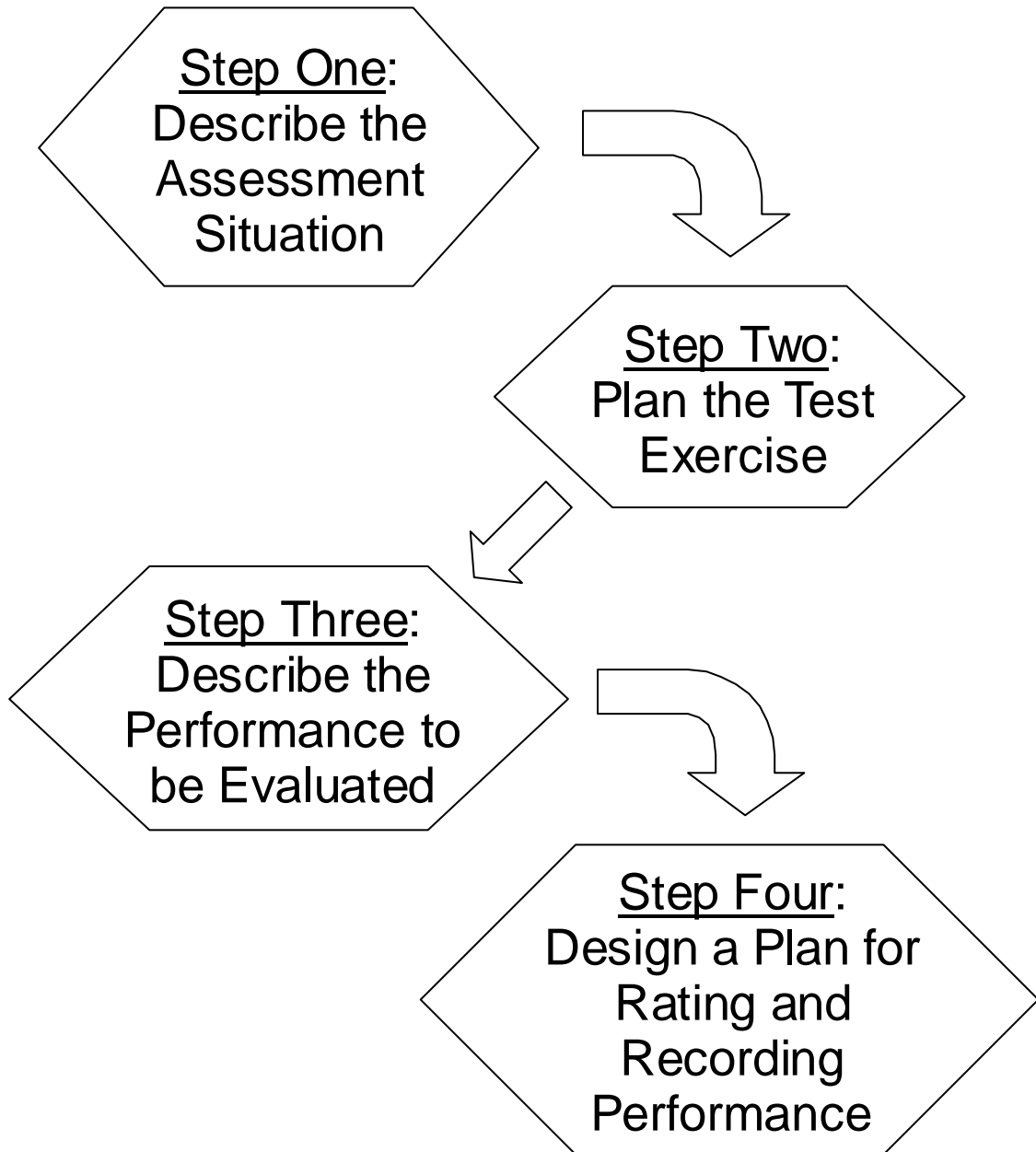
Modify instruction based on data

Evaluate effectiveness of plan

Levels of Assessment



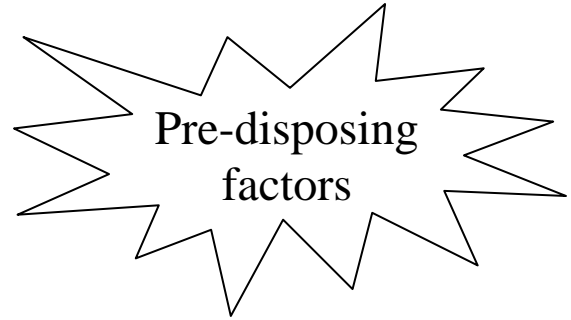
Assessment Guidelines



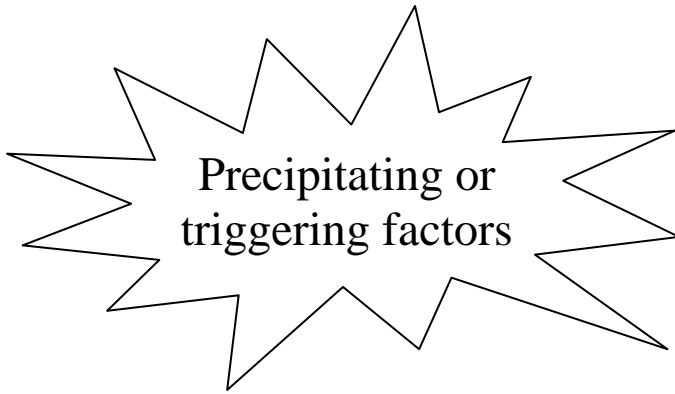
What to Assess?



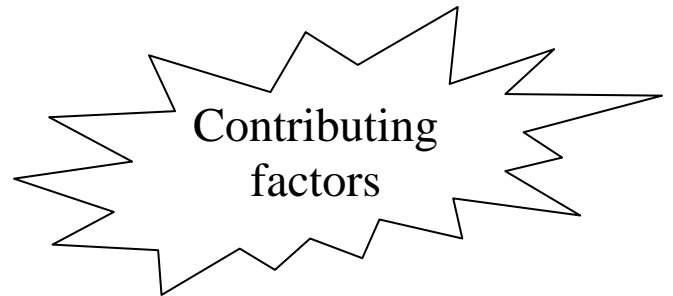
Setting



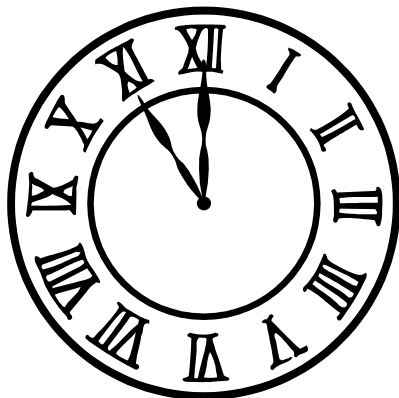
Pre-disposing
factors



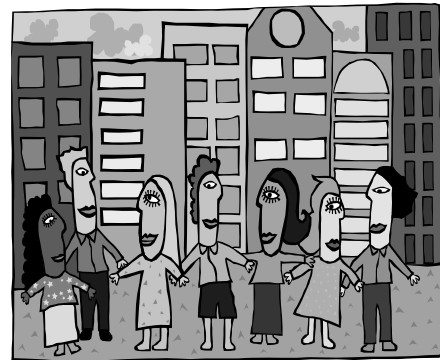
Precipitating or
triggering factors



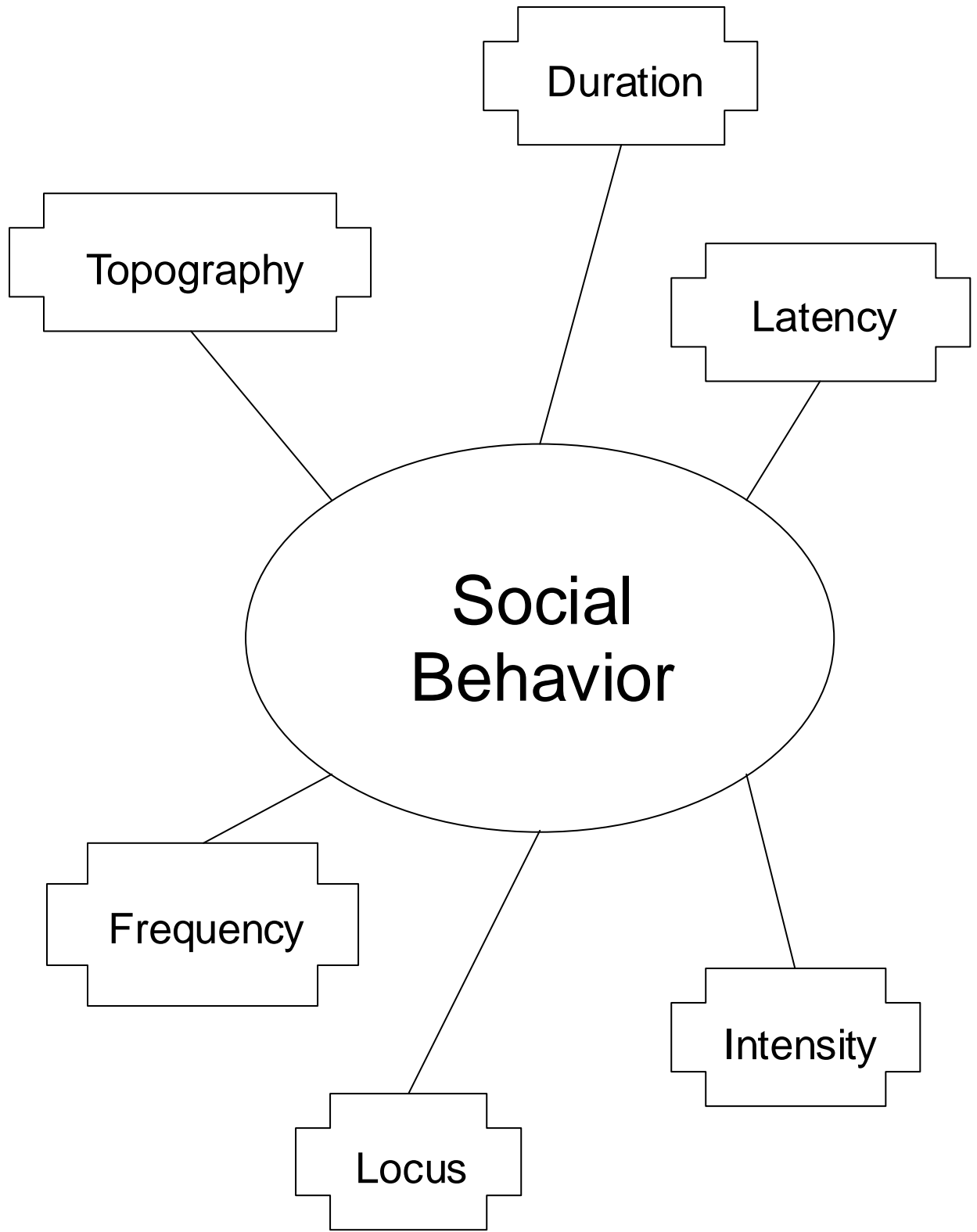
Contributing
factors



Time



Social behavior



T-12.3.3

