Assessment in Context

I. Evolution of Assessment for Students with Moderate to Severe Disabilities
   A. Diagnostic-Perspective
   B. Developmental Models (Bottom Up Curriculum Model)
   C. Criterion-Referenced (ABA, Skill Mastery)
   D. Functional Models (Top Down Curriculum)
      1. Ecological
      2. Individualized
      3. ABA
      4. Person-Centered Assessment
      5. Portfolio Assessment

II. Ecological Assessment Process includes both assessment and planning (allows student and family’s preferences to be used for selecting skills) to develop a personalized curriculum and IEP for a student.

III. Ecological Assessment
   A. What is Ecological Assessment?
      1. “…is a person-centered planning method to identify instructional priorities based on a student’s current and future environments and the student’s family’s preferences.” (Browder 2001, p. 24)
      2. Focuses on a student’s environment for conducting planning
      3. Refers to a child’s social relationship as well as environment
      4. Involves analyzing “a student’s total learning environment” (Overton, 1996 p. 276)
      5. Considers the following influence a student’s performance
         a. Student’s PLOP
         b. Environment affects student’s performance
         c. Physical and social environment
         d. Materials the teacher uses
         e. How time is used?
         f. Interactions among the student, peers and teacher
   B. Research on Ecological Assessment – provide higher/more educationally useful information to create higher expectations for student outcomes
   C. Ecological Inventory/Discrepancy Analysis
      1. Ecological Inventory-set of life skills needed by a student in his/her current or future environments
      2. Discrepancy Analysis - the difference between what is required of a nondisabled peer in order to succeed independently in a particular setting and the current level of performance demonstrated by the student with moderate to severe disabilities
      3. Developing an Ecological Inventory
         a. Determine present and future environments
         b. Sub-environments
         c. Activities would take place in that sub-environment
         d. Skills needed to accomplish the activity
      4. Types of Skills-community, domestic, academic, leisure/recreational, vocational
5 What are the strengths and limitations to ecological inventory/discrepancy analysis

IV. Introduction to Person-Centered Assessment
   A. How is person-centered assessment different from traditional models?
   B. How is person-centered planning used?
   C. Steps to PCP Process
      1. Organizing participants
      2. Develop a personal profile
      3. Constructing a vision for the future
      4. Action Planning
      5. Support Ongoing Implementation/Problem – Solving

V. Person-Centered Planning Processes
   B. TEAMS (Campbell, Campbell, & Brady, 1998)
   C. MAPS (Vandercook, York & Forest, 1989)