**Syllabus**

A 4-week self-paced online course

**Course Title: Assessment of Students Who Have**

**Visual Impairments and Multiple Disabilities**

## Online/On Demand

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"** Assessment of Students Who Have Visual Impairments and Multiple Disabilities**"** is made up of 4 modules, each containing video segments, readings, and assigned activities to enhance and apply your learning. This tutorial addresses the TVI’s role in performing specialized assessments to students with visual impairments and multiple disabilities. Plan to spend 1 week working through each module.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

**COMPLETION REQUIREMENTS:**

Perkins eLearning Self-paced tutorials include assignments, readings, quizzes, and video clips. Students are expected to be familiar with all material presented in the tutorial, and to submit all assignments where indicated.

A structure is suggested for you through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. There is no time limit to completing a Perkins Self-paced Tutorial. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

The tutorial uses the text, [***Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities,***](http://www.afb.org/store/Pages/ShoppingCart/ProductDetails.aspx?ProductId=978-0-89128-551-9&ruling=Yes) which is available from AFB Press. Other required readings are provided through the learning platform.

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will learn:

* the TVIs role in performing specialized assessments to students with visual impairments and multiple disabilities

**Skill**: As a result of the learning experiences in the course, you will be able to:

* identify the procedures used in the assessment process to gather individual student or program information
* administer formal assessments to students with visual impairments and multiple disabilities.
* identify the steps and process involved in performing a Functional Vision Assessment for students with visual impairments and multiple disabilities.

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* demonstrate an understanding of the use of assistive technology in performing FVAs and LMAs for students with visual impairments and multiple disabilities.
* identify the elements of a quality assessment report

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* identify strategies for effective collaboration in writing and presenting assessment reports
* develop strategies for interpreting assessment results to assist with quality instruction

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see the individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

**Session 1: Purpose of Assessment**

**Session Goals:**

* The participant will identify the TVIs role in performing specialized assessments to students with visual impairments and multiple disabilities
* The participant will identify the procedures used in the assessment process to gather individual student or program information.
* The participant will identify effective assessment procedures for assessing students with visual impairments and multiple disabilities

*Readings:* *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*, pp. 101-109.

Assessment of Biobehavioral States and Analysis of Related Influences

Assessment of Students with Visual Impairments and Multiple Disabilities, Including Deaf-Blindness (University of Georgia)

*Research:* Screening and eligibility procedures

*Assignment:* Create a checklist you could use in your practice to ensure appropriate assessment is conducted for students with visual impairments and multiple disabilities.

**Session 2**: **Formal and Informal Assessments and procedures**

**Session Goals:**

* The participant will identify procedures for administering formal assessments to students with visual impairments and multiple disabilities.
* The participant will identify a variety of informal and alternative assessments provided to students with visual impairments and multiple disabilities and articulate their function.
* The participant will demonstrate knowledge of and skill in performing an activity analysis, routine task analysis, preference analysis, and learning styles analysis.
* The participant will demonstrate understanding of a portfolio assessment and how it is used.

*Readings: Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*, pp. 109-119 and pp. 139-145

[The Next Step in Formal Intervention, with Marnee Loftin](http://www.pathstoliteracy.org/blog/next-step-intervention-formal-evaluation)

*Video:* [Utilizing Video resumes to Impact Student Outcomes](https://www.youtube.com/watch?v=3_4QXON-dtM), with Michael Leventhal (1:46)

[Child-Guided Assessment](http://www.perkinselearning.org/videos/webcast/child-guided-assessment), with Dr. Jan van Dijk (28:43)

*Assignment:*  Provide an outline of strategies you would use to assess an individual student. Also, conduct a Learning Styles Analysis, and present your findings to justify the strategies you will use for assessing this student.

**Session 3: Functional Vision and Learning Media Assessments**

**Session Goals:**

* The participant will identify the purpose of performing a Functional Vision assessment and learning media Assessment for students with visual impairments and multiple disabilities.
* The participant will identify the steps and process involved in performing a Functional Vision Assessment for students with visual impairments and multiple disabilities.
* The participant will identify the steps and process involved in performing a Learning Media Assessment for students with visual impairments and multiple disabilities.
* The participant will demonstrate an understanding of the use of assistive technology in performing FVAs and LMAs for students with visual impairments and multiple disabilities.

*Readings: Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*, pp. 119-132

[Add an iPad to your FVA/LMA](http://www.pathstoliteracy.org/strategies/add-ipad-your-fva-learning-media-assesment-kit)

*Audio:* APH Podcast: Functional Vision and LMA (72:00)

*Research:* Sample FVAs and LMAs

*Assignment:*  Describe the strengths and limitations of selected FVAs and LMAs, especially for students with visual impairments and multiple disabilities

**Session 4: Interpreting and Applying Assessment Results**

**Session goals:**

* The participant will develop strategies for interpreting assessment results to assist with quality instruction.
* The participant will identify the elements of a quality assessment report.
* The participant will identify strategies for effective collaboration in writing and presenting assessment reports.

*Readings: Keys to Educational Success: Teaching Students Who Have Visual Impairments and Multiple Disabilities*, pp. 132-137.

*Assignment:* Prioritize three areas in which an individual student needs instruction and support. Justify why the instructional needs were selected.