1. A(n) ____________ is the process of gathering information about a student’s present skill level.

2. To find students who might, after further evaluation, be verified as having a disability, schools conduct __________ __________.

3. True or False: Once a child is identified for special education, there is no more need for assessments.

4. Who are the people that may make a referral for a special education assessment?
   a. A teacher
   b. A parent
   c. A school counselor
   d. A member of the school problem solving team
   e. All of the Above

5. In Minnesota, a formal assessment must be started within ______ days of a request being made.

6. When determining a student’s present performance, all of these factors must be considered except:
   a. The student’s likes and dislikes
   b. The student’s goals
   c. The parent’s ideas
   d. Results of recent evaluations

7. The type of assessment that is always given in the same way and scored according to “norms” is called:
   a. Functional assessment
   b. Behavioral checklist
   c. Standardized test

8. Parents have the right to dispute any part of the IEP process, assessment, placement, or services through the ____ ________ system.
9. Schools can refuse to provide an education to a student with a disability because of the additional costs involved in educating them.
   a. True
   b. False
   c. I Don’t Know

10. The IEP provides a plan for how special education services will be provided by the school.
    a. True
    b. False
    c. I Don’t Know

11. What document is used to determine whether the services provided to a student with a disability are appropriate?
    a. The Individual Education Program
    b. Guidelines established by the state for each disability
    c. The requests made by the parents
    d. Each local school board adopts program standards
    e. I Don’t Know

12. Students with disabilities cannot automatically be excluded from extracurricular activities because of their disabilities.
    a. True
    b. False
    c. I Don’t Know

13. Parents may withdraw their consent for a student’s placement in special education at any time.
    a. True
    b. False
    c. I Don’t Know

14. The purpose of the problem solving team is to:
    a. Find a way to meet a student’s needs while in a regular educational program
    b. Verify students for special education programs
    c. Provide additional financial assistance to parents
    d. Find ways to overcome architectural barriers in school buildings
    e. I Don’t Know
15. Providing services in the least restrictive environment possible is important because:
   a. The staff in separate programs is less highly trained
   b. Separate programs are a special privilege
   c. It allows students the same opportunities to learn and interact as other students
   d. It is the most cost effective instructional approach
   e. I Don’t Know

16. Which of the following is required before a student can be verified as having a disability?
   a. Collection and analysis of data showing that the student meets the verification criteria
   b. An evaluation by someone outside the schools
   c. The general consensus from all the students’ teachers that additional support is required
   d. Parents must pay the costs of the evaluation
   e. I Don’t Know

17. When documenting a behavior, only record those behaviors that are both __________ and ____________.

18. According to the criteria in question #1, which of the following behaviors could you record?
   a. Sally had a good day
   b. Joe got angry
   c. Peng is a good reader
   d. Lee hit the teacher twice

For questions 19-22, answer with which type of recording technique is being described.
   A. Anecdotal Record   B. Interviewing   C. Narrative description   D. Checklist   E. Frequency count

19. Making a mark on an observation sheet every time a particular event occurs

20. Recording the presence or absence of a behavior

21. Continuously recording what the child does or says in as much detail as possible (also called a running behavior record or specimen record)

22. A sentence or two written about what the child is doing at a specific moment
For questions 23-25, match the description to the definition of:

A. Validity  B. Reliability  C. Frequency  D. Duration

23. How often a behavior occurs within a specified amount of time.

24. The extent to which a measurement actually measures what it reports to measure.

25. The extent to which a measurement gives consistent results over time and between more than one person.

Activity: Demonstrate the Skill of Observation and Documentation

1. Two anecdotes are printed below. Read each carefully and circle the words used that describe a behavior that you can see, hear, or count. Underline words that describe behaviors that are not observable or measurable.

This anecdotal record activity is more effective when completed in small groups, after which you can come together as a large group to discuss the “edited” versions. If you are taking this class as a part of a learning group, divide into small groups (either online or in the classroom) and read the two anecdotes. Now, circle words that describe observable, countable behaviors, and underline words that describe behaviors that are not observable or measurable. Regroup and discuss your choices. An alternative involves using this activity as a homework assignment and discussing the changes at the beginning of the next class session.

Anecdote 1
Sally was having a terrible day. She started off in the morning by spitting on Ms. Pickett, the paraprofessional who met her at the bus. Then she bopped Louie twice with a baseball bat and kicked Thelma in the shins. She wet her pants on the floor and was so embarrassed that she had a tantrum. She was so naughty that none of her friends liked her. Her aggressive behavior was annoying everyone. After her nap in the afternoon, however, she jumped off the cot, kissed Ms. Pickett three times and talked to Louie, Patricia, and Jeff. When it was time to go home, she waved good-bye to everybody.

Anecdote 2
I sure learned today why Jake is labeled “autistic.” About 10:00 this morning he began head-banging on the floor. He banged four times before he stopped. Then, he put his hands in front of his eyes and wiggled his fingers for 10 minutes. He did that again at 11:30. His dual diagnoses showed up again in the afternoon when he seemed to retreat into a dream world. He smiled and twirled around the floor, obviously enjoying the fantasies in his mind. His usual paranoia seemed less, and he talked to Mr. Leonard for two minutes. After that, he wouldn’t work and just lazed about for the rest of the day.

2. Like many anecdotal records, the two above are a combination of both good and poor observation. Choose one of the two and rewrite it so that it’s a good example of your observation skills. Print out this assignment and save in your portfolio.
Activity: Observation and Recording Skills

With your supervisor, schedule an opportunity to practice your observation and recording skills. In cooperation with the teacher you work with, select one student to observe and decide what the objective of the observation will be. You may use the simple observation form contained in this program, or another method that your supervisor may select. At three different times, observe the student for ten minutes. Make an honest effort to objectively record the behaviors of the student.

With your supervisor, review your observations and revise, if necessary, so that only what you can see, hear, or count is recorded. When completed, your supervisor can sign off on this review of the skills you have learned in this unit. Keep this documentation in your portfolio. Your supervisor should also sign off on your tracking worksheet for completion of this competency. Keep in mind that your facilitator or supervisor may incorporate other tasks and demonstration of skills required for completion of this competency.

(Sample form)

<table>
<thead>
<tr>
<th>First name of the person being observed</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting (school, playground, worksite, etc.)</td>
<td></td>
</tr>
<tr>
<td>Observer</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time: From ______ to _______</td>
</tr>
</tbody>
</table>

Use the following space to write a description of the student’s actions and activities:

Revision