Texas School for the Blind & Visually Impaired

Outreach Programs

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Directions for Completing the Infused Skills Assessment

# Introduction

The Basic Skills Infused Skills Assessment is a very effective tool for analyzing the strengths and weaknesses of students with visual impairments who may also have cognitive and behavioral challenges. This assessment begins at a developmentally young, non-verbal skill level, and progresses up to higher cognitive functions, while remaining appropriate for students in life skills programming. This assessment is divided into different areas; Social Communicative Interactions, Emotional Development, Senses/Motor Skills, Basic Concepts, and Representation and Cognition. Each of these categories has a list of skills arranged in a hierarchy of development, from lowest to highest. As you score each skill, you will have four possible choices; three levels of competency in the skill, or that the skill has been generalized. Typically, as you move through a category, you will find higher scores at the beginning, and then a clear point at which the student ceases to have any degree of competency in the remaining skills. This can be very useful to assist you in your programming and IEP development. Skills from each category that show a low degree or absence of competency make an ideal starting point to develop an IEP. Also, there is some degree of overlap between the categories, so that is very possible to have multiple IEP’s addressed within a lesson. Scoring the Assessment will give you a numeric value of progress from the time of your pre-test to your post-test.

## Pretest:

Have both Assessment and Score Sheet ready. Use black ink.

### Begin assessment:

Each skill is scored once. There are examples listed for some skill areas, but these are for your clarification only. Feel free the make notes.

Score each skill according to these criteria:

* Student does not demonstrate this skill- **leave blank**
* Student does this skill consistently in one routine/environment with a familiar person 50-59% of the time- **make one hash mark in ‘Pre-test C’s’ box.**
* Student does this consistently in more than one routine/environment with two or more people 60-69% of the time- **make two hash marks in ‘Pre-test C’s’ box**
* Student does this consistently in more than two routines/environments with three or more people 70-79% of the time- **make three hash marks in ‘Pre-test C’s box**
* Student does this consistently in more than four routines with four or more people 80-100% of the time**- make three hash marks in ‘Pre-test C’s box, and one hash mark in Pre-test G’s’ box**

As you score each skill, transfer the score to the Score sheet chart. Locate the corresponding box containing the letter and number for the skill. For one hash mark, you color in one small square within that box. Two hash marks, two squares. Three hash marks, three squares. Three hash marks and a generalization color in three squares and mark an X through the entire box.

### Complete the assessment

When you are done, you will have a visual representation of your student. The Score sheet Chart is divides into three horizontal levels representing an increase in complexity and sophistication of communication, from one to three. You should be able to see quickly at which level your student is operating. The Score sheet is also divided down the middle. The left of the line represents more ‘people’ students, while the right represents more ‘ thing’ students. It may be helpful to your programming to see if one of these areas has fewer scores.

### Quantifying Competencies and Generalizations:

Beginning at the top left corner, box C-1; travel in a vertical line down that column. Add up all the little boxes you have colored in, and write the total in the top ‘Com’ box at the bottom of the column. Then repeat, adding up all the X’s, and record that number in the top’ Gen.’ box at the bottom of the column. Repeat for each column. When you are finished, add up all the numbers in each ‘Com’ box, and total in the C’s pre test box at the top of the page. Repeat with the ‘Gen’ boxes, and total in the ‘G’s pre-test box.

## Post-Test:

Repeat all steps of the Pre-test, but this time using red pen and marking in ‘Post-test’ C’s and G’s. Mark on the score sheet in red ink. In case of regression in a skill area, white out previously colored boxes as needed. When adding up the columns, add all squares, both red and black. Record in bottom ‘Com.’ and ‘Gen.’ boxes at base of column.

## Scoring:

The difference between the pre- and post-test scores represent the increase in degrees of competency and generalizations for that student. Dividing the post-test scores into the pre-test scores will provide a percentage of increase in skills.