

Trends and Issues in Autism and Developmental Disabilities SED F396C

Summer/2020

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Course Description

In this class we will take a critical look at some of the topical issues within the general field of autism and developmental disabilities. Of course, there are many controversial issues that are current with this group. For example, there are a variety of treatments that are being touted in the popular media for individuals with autism. However, there are no data to support the effectiveness of many such treatments. We need not delve in to the popular media to find controversy. There is quite a degree of divisiveness within the professional fields with regard to best practices in education, treatment, and lifestyle supports for these people. In this class I will facilitate discussion of a select number of these trends and issues.

Course Structure

The class will be a combined synchronous/asynchronous format as some activities will occur fully on canvas via the message board-(discussions) and others via live zoom class meetings.

Readings: You are required to purchase a core text. The text is available at the University Co-Op website and other popular online sources (e.g., amazon.com). Other readings are available electronically via Canvas. I will also make readings available in class as needed.

Foxx, R. & Mulick, J. (2016). Controversial therapies for autism and developmental disabilities: Fad, fashion, and science in professional practice, second edition. Mahwah, New Jersey: Lawrence Erlbaum Publishers

Assignments

Discussion Questions & Responses:

You will submit a set of three discussion questions/topics for each topic. Questions will be posted by 9 AM each morning (Monday-Thursday) for that day's topic. These questions will be geared to stimulate discussion for the class. Your questions/topics should stem from the readings for that session. Questions need to be uploaded to Canvas-based discussion board. Under each question you will write a brief paragraph (2-5 sentences) outlining your rationale for each question (e.g., why you think this question is important to discuss). We will interact with discussion questions in two different ways and will depend on the topic/session:

Online discussion-based sessions. You will be required to respond to at least two other questions

posed by classmates. Responses must be posted by the subsequent Sunday (of the week in which the initial questions were due). Thus, Canvas discussion board-based discussions will be on-going.

Zoom-based sessions. You will NOT be required to respond to classmate questions via the Canvas discussion board (but will not be restricted). Questions and rationales will be discussed as a group during zoom-based sessions. Questions and rationales will be discussed during the zoom-based sessions.

Topic Presentations/Class Leadership:

As we advance through the term the class as a group will discuss and additional trends and issues other than those covered in the curriculum. Students will select 1 of these topics for their presentation and will present and lead the class in a discussion of this topic for approximately 30 minutes.

Grading Structure:

Grades will be calculated in the following manner:

Submitted discussion questions (1.1 per; 3.3 per module):	30%
Oral and online discussion questions/comments (1.65 per; 3.3 per module):	30%
Topic presentation class leadership (40 per):	40%

Total Points

100 points

Grades

Grades will be assigned in the following manner

A = 95-100 points	C = 74-76 points
A- = 90-94 points	C- = 70-73 points
B+ = 87-89 points	D+ = 67-69 points
B = 84-86 points	D = 64-66 points
B- = 80-83 points	D- = 60-63 points
C+ = 77-79 points	F = < 60 points

Class attendance and participation:

Attendance at class is mandatory. If you wish to be absent for the observance of a religious holy day, please give notification to me at least 5 days prior to your absence or please inform me the first class day for religious holy days that fall within the first two weeks of the semester.

Important Dates for Summer Semester 2020:

Please see the following website for a complete list of important dates in The University of Texas at Austin Calendar:

<http://registrar.utexas.edu/calendars/19summer/>

Evaluation of the Course and Instructor:

It is the policy of the College of Education that all organized courses will be evaluated using an appropriate Course Instructor Survey arranged through the Measurement and Evaluation Center.

Consequently, you will be given the opportunity to complete a Student course evaluation in the last week of the course. Student evaluations remain anonymous. Neither the instructor nor the teaching assistant is to be present during the evaluation and neither is to see the answer sheets until grades have been officially reported. Students have requested that they be given the opportunity to complete the Course Instructor Survey at the beginning of the class period to increase the likelihood that all students will participate in the evaluation process.

Students with Special Needs:

At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. To ensure that the most Appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641.

Policy on Scholastic Dishonesty:

Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity

Course Schedule

(The times of delivery & emphasis of course content are tentative. In other words, the following is my current plan for scheduled topics and readings. As we go through the semester, those topics and readings may change as deemed necessary.)

Module 1/June 4: Introduction to the class.
Review syllabus; introductions

Module 2/June 8: Warm up I.
Foxx, & Mulick (2016) Preface II, Chap 1

Favell, J.E. (2005). Sifting sound practice from snake oil.

Discussion questions submitted.
Responses to questions submitted.

Module 3/June 9: Warm up II.
Foxx, & Mulick (2016) Chaps 3, 4, & 6.

Discussion questions submitted.

Module 4/June 10: Autism
Foxx, & Mulick (2016) Chaps 11 & 12.

Green, V., Pituch, K., Itchon, J., Choi, A., O'Reilly, M., &
Sigafos, J. (2006). Internet survey of treatments used by parents
of children with autism. *Research in Developmental Disabilities*,

27, 70-84.

Discussion questions submitted.
Responses to questions submitted.

Module 5/June 11: Facilitated Communication
Journal of the Association for Persons with Severe Handicaps
(Position Statement on facilitated communication) 2pp.

Biklen, et al. (1991). I am not autistic on the typewriter. *Disability, Handicap, & Society*, 6, 161-180.

Foxx & Mulick (2005) Chap 27.

Boynton (2012). EBCAI.

Discussion questions submitted.

Module 6/June 15: Rapid Prompting Method
http://www.halo-soma.org/learning_faqs.php#UNDERSTANDING_RAPID_PROMPTING_METHOD

Foxx & Mulick (2016) Chap 23.

Chen, G. M., Yoder, K. J., Ganzel, B. L., Goodwin, M. S., & Belmonte, M. K. (2012). Harnessing repetitive behaviours to engage attention and learning in a novel therapy for autism: an exploratory analysis. *Frontiers in psychology*, 3, 12.

Tostanoski, A., Lang, R., Raulston, T., Carnett, A., & Davis, T. (2014). Voices from the past: Comparing the rapid prompting method and facilitated communication. *Developmental Neurorehabilitation*, 17, 219-223.

Discussion questions submitted.

Module 8/June 16: Sensory Therapies
Foxx, & Mulick (2005) Chaps 15 & 16.

Lang et al., (2012). Sensory integration therapy for autism spectrum disorders: A systematic review. *RAISD*, 6, 1004-1018.

Discussion questions submitted

Module 7/June 17: Inclusion
Downing, J. & Eichinger, J. (2002). Educating students with diverse

strengths and needs together (pp. 1-16). In J. Downing, *Including students with severe and multiple disabilities in typical classrooms*. Baltimore: Paul H. Brookes.

Is there a place in class for Thomas? *The New York Times Magazine*. September 2004.

Foxx, & Mulick (2016) Chap 5.

Discussion questions submitted.
Responses to questions submitted.

Module 6/June 18: The Gluten-Free, Casein-Free Diet
Foxx & Mulick (2016) Chap 24

Mulloy et al. (2010). Gluten-free and casein-free diets in the treatment of autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 4, 328-339.

Discussion questions submitted.

Module 10/ June 22: Fads in Special Education
Foxx & Mulick (2016) Chap 8 & 9

Discussion questions submitted.
Responses to questions submitted.

Module 11/June 23: Presentations

Module 12/June 24: Presentations

Module 13/June 25: Presentations

Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
<u>May 31</u>	<u>June 1</u>	<u>June 2</u>	<u>June 3</u>	<u>June 4</u>	<u>June 5</u>	<u>June 6</u>
				Module 1. Topic: Intro/Syllabus Zoom Session		

<u>June 7</u>	<u>June 8</u> Module 2. Topic: Warm-up 1 Online Discussion	<u>June 9</u> Module 3. Topic: Warm-up 2 Zoom Session	<u>June 10</u> Module 4. Topic: Autism Online Discussion	<u>June 11</u> Module 5. Topic: Fac. Comm. Possible guest speaker Zoom Session	<u>June 12</u>	<u>June 13</u>
<u>June 14</u>	<u>June 15</u> Module 6. Topic: RPM Possible guest speaker Zoom Session	<u>June 16</u> Module 7. Topic: Sensory Therapies Zoom Session	<u>June 17</u> Module 8. Topic: Inclusion Online Discussion	<u>June 18</u> Module 9. Topic: Gluten/Casein Free Diet Zoom Session	<u>June 19</u>	<u>June 20</u>
<u>June 21</u>	<u>June 22</u> Module 10. Topic: Fads/SPED Online Discussion	<u>June 23</u> Module 11. Topic: Presentations Zoom Session	<u>June 24</u> Module 12. Topic: Presentations Zoom Session	<u>June 25</u> Module 13. Topic: Presentations Zoom Session	<u>June 26</u>	<u>June 27</u>