# Course Description

This course examines the characteristics of individuals diagnosed with Autism Spectrum Disorder (ASD). Students will explore the assessment and evaluation process for identifying ASD, current trends in teaching approaches and interventions, and strategies for supporting the families of students with ASD.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply knowledge of how exceptionalities affect student development, learning, and behavior to provide appropriate learning experiences. (ULO1, 3, 4,)
* **PLO2:** Identity, select, adapt and apply instructional strategies and curricula that are appropriate and effective in meeting the individual needs of persons with exceptionalities. (ULO1, 2, 3, 4)
* **PLO3:** Create safe, inclusive, culturally responsive learning environments to promote the academic, social and emotional development of students. (ULO1, 2, 3, 5)
* **PLO4:** Utilize multiple methods of assessment and data sources in making educational decisions. (ULO 2, 4)
* **PLO5:** Collaborate with families, educators, related service providers, individuals with exceptionalities and community agencies to address the needs of individuals with exceptionalities. (ULO1, 2, 3, 5)
* **PLO6:** Apply policies, statutes, and rules established by the Department of Education, state and local agencies relating to the education of individuals with exceptionalities. (ULO1, 2, 3, 5)

# Course Learning Outcomes (CLO)

* **CLO1**: Explain the history, possible causes, and characteristics of autism spectrum disorder (ASD). (PLO1, PLO4, PLO6)
* **CLO2:** Analyze evidence-based practices in the screening, assessment, diagnosis, and treatment of students with ASD. (PLO1, PLO2, PLO4)
* **CLO3:** Explain the roles and responsibilities of teachers, parents, and school personnel in supporting students with ASD at school and at home. (PLO2, PLO3, PLO5)
* **CLO4:** Explain how ASD manifests and is managed across a lifespan. (PLO1, PLO2)
* **CLO5:** Explain how technology is used to improve quality of life for students with ASD. (PLO2, PLO4, PLO5)

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Wheeler, J. J., Mayton, M. R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorders: Evidence-based practices.* New York, NY: Pearson.

ISBN: 9 780 13 707 1715

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Icebreaker Activity | 35 |  |
| Discussion: History of ASD | 35 |  |
| Discussion: Hypothesized Causes of ASD | 35 |  |
| Assignment: Understanding Autism | 70 |  |
| Assignment: Autism Causes and Characteristics | 70 |  |
| **Week 2** |  |  |
| Discussion: Evidence-Based Interventions | 35 |  |
| Discussion: Applied Vignette | 35 |  |
| Discussion: Intervention Visual Presentation | 60 |  |
| Assignment: Intervention Process Paper | 70 |  |
| **Week 3** |  |  |
| Discussion: Support Roles | 35 |  |
| Assignment: Evaluation Training | 80 |  |
| Assignment: Assessment and Intervention | 70 |  |
| **Week 4** |  |  |
| Discussion: Family Challenges | 35 |  |
| Discussion: Children and Autism Video | 35 |  |
| Discussion: Building Trust | 35 |  |
| Discussion: ASD and the Learning Environment | 35 |  |
| Assignment: Support Resources | 60 |  |
| **Week 5** |  |  |
| Discussion: Communication Case Study | 35 |  |
| Discussion: Improving Communication | 35 |  |
| Assignment: Observation Note | 40 |  |
| Assignment: Strategies for Learning, Communication, and Engagement | 60 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Introduction to Autism Spectrum Disorder (ASD)** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Summarize the history of ASD in the United States. | CLO1 | |
| * 1. Identify the hypothesized causes of ASD in children. | CLO1 | |
| * 1. Identify the characteristics of ASD that might be seen in children. | CLO1 | |
| * 1. Explain how ASD is distinguished from disorders. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | N/A | N/A |

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| **Readings**  **Read** Ch. 1 of *Methods for Teaching Students With Autism Spectrum Disorders*. | |  |  |
| **Introduction Video**  **Watch** the [“SPE580 Course Introduction”](https://vimeo.com/95903575) lecture [3:46] on Blackboard.  **Post** any questions or comments to the General Questions and Discussion Forum. | | COURSE | Lecture Activity = **1 hour** |
| **Characteristics Videos**  **Watch** the following videos on Monkeysee:   * [“What causes autism?”](https://monkeysee.com/what-causes-autism/) [0:54] * [“What are some examples of language difficulties with autism?”](https://monkeysee.com/what-are-some-examples-of-language-difficulties-with-autism/) [0:53] * [“What are some of the behavioral characteristics of autism?”](https://monkeysee.com/what-are-some-of-the-behavioral-characteristics-of-autism/) [1:16] * [“What are some examples of social skill deficits seen in autism?”](https://monkeysee.com/what-are-some-examples-of-social-skill-deficits-seen-in-autism/) [0:52]   **Post** any questions or comments to the General Questions and Discussion Forum. | | 1.2, 1.3 | Lecture Activity = **1 hour** |
| **Autism History Video**  **Watch** the [“Temple Grandin: DSM5 & History of Autism Diagnosis”](https://www.youtube.com/watch?v=DHTlcABmyCw) video [2:22] on YouTube.  **Post** any questions or comments to the General Questions and Discussion Forum. | | 1.1 | Lecture Activity = **1 hour** |
| **Assignment Preparation: Observation Note**  In Week 5 you are expected to observe a classroom with at least one student with autism.  **Read** the Assignment: Observation Note in detail due in Week 5.  **Organize** a time to observe a classroom within a school familiar to you.  **Post** any questions or comments to the General Questions and Discussion Forum. | | N/A | N/A |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** the [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note:** A recorded lecture will be made available to those who are unable to attend the live session. | | VARIES | Live Discussion: lecture and discussion = **1 hour** |
| **Additional Autism Resources**   * [National Autism Association](http://nationalautismassociation.org/) * [AutismToday.com](http://www.autismtoday.com/) * [National Professional Development Center on Autism Spectrum Disorders](http://autismpdc.fpg.unc.edu/) * [Age of Autism](https://www.ageofautism.com/)   **Post** any questions or comments to the General Questions and Discussion Forum. | | VARIES | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a short video of 2 to 3 minutes using a webcam to introduce yourself to your classmates.  **Consider** discussing your experience as an educator, your professional goals, and where you are in the program.  **Post** your video to the Icebreaker Activity discussion forum by Thursday.  **Review** videos of other classmates and welcome them to the class. | | N/A | Discussion = **1 hour** |
| **Discussion: History of ASD**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * How has ASD historically been defined and distinguished from other disorders in the United States? Support your response with examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1 | Discussion = **1 hour** |
| **Discussion: Hypothesized Causes** **of ASD**  **Review** the following sites:   * [What causes autism?](https://www.nichd.nih.gov/health/topics/autism/conditioninfo/causes) * [What causes autism? What we know, don’t know and suspect](http://theconversation.com/what-causes-autism-what-we-know-dont-know-and-suspect-53977) * [Beyond Vaccines: 5 Things that Might Really Cause Autism](https://www.livescience.com/9232-vaccines-5-autism.html)   **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are some possible causes of ASD in children according to the sites you reviewed? * Do the sites provide any evidence to support those theories? If so, what is the evidence, and what was intriguing to you? Explain your response. Do you have any evidence from your experience to support or refute the theories presented?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.2 | Discussion = **1 hour** |
| **Assignment: Understanding Autism**  **Watch** the [“Understanding Autism: A Guide for Secondary School Teachers (Part 1)”](https://www.youtube.com/watch?v=4yAAOI6JUsM) video [18:33] on YouTube.  An autistic support class for high functioning students is opening next door to your 4th grade classroom. Some of the students in your class will be included in this class for part of the day.  **Write** a 150- to 200-word script that you would present to your class, preparing them for this event.  **Submit** your script by Sunday. | | 1.3 | Problem Solving = **1 hour** |
| **Assignment: Autism Causes and Characteristics**  **Imagine** you have been tasked with providing parents with information on the causes and characteristics of autism.  **Create** a brochure using Microsoft® Word® or an online tool of your choice, such as [Lucidpress](https://www.lucidpress.com/pages/examples/free-brochure-maker-online), that includes the following:   * General characteristics of autism in children * How ASD is distinguished from other common and related disorders * Resources to support your claims   **Submit** your brochure to Blackboard. | | 1.2, 1.3, 1.4 | Brochure = **1 hour** |
| **Total** |  |  | **10 hours** |

# Faculty Notes

**All Discussion Questions:** For each discussion question, remind students about the importance of using the RISE Model to provide meaningful feedback.

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. You can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

**Note:** It is your choice as to which day you will schedule the Adobe Connect Live Session, but it is recommended that you schedule this session for Wednesday of the week so students have plenty of time to review homework prior to the deadline on Sunday.

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| Week Two: Determining Evidence-Based Interventions | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Distinguish between evidence-based and non-evidenced interventions. | | CLO2 | |
| * 1. Identify evidence-based intervention approaches for students with ASD. | | CLO2 | |
| * 1. Explain how to appropriately apply evidence-based interventions. | | CLO2 | |
| * 1. Analyze the process of determining appropriate evidence-based interventions. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 2 of *Methods for Teaching Students With Autism Spectrum Disorders*. | | 2.1, 2.4 |  |
| **Autism in the Classroom Modules**  **Review** the Autism in the Classroom modules on the [Autism Internet Modules (AIM) website](http://www.autisminternetmodules.org/).  Be prepared to support four of the modules in your Assignment: Intervention Visual Presentation.  **Complete** the following instructions to register and view the modules:   * Click **Create an Account** at the top left of the page if you do not have an account, and create a new account. * Click **Login** at the top left of the page to log in to the site. * Select the **Module Navigator** button under the Dashboard header. * Click the **Autism in the Classroom** button.   **Review** the listed modules.  **Post** any questions or comments to the General Questions and Discussion Forum. | | 2.2, 2.3 | Lecture Activity = **2 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Evidence-Based Interventions**  **Review** “Applied Vignette 2.2: The Hearsay Dilemma” in Ch. 2 of *Methods for Teaching Students With Autism Spectrum Disorder*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Is the intervention Ms. McGill selected for students with ASD an evidence-based or non-evidence-based intervention? Provide the rationale for your response. * What feedback would you provide to Ms. McGill?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1 | Discussion = **1.5 hour** |
| **Discussion: Applied Vignette**  **Review** “Applied Vignette 2.3: Subjectivity, Superstition, and Mr. Gullible” in Ch. 2 of *Methods for Teaching Students With Autism Spectrum Disorders*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Could anything other than the intervention be responsible for the reduced aggression of both students? How could we know this with more certainty? * Is it possible that the aggression of both students was not actually reduced at all, or at least not by enough to make a positive difference? How could we know this with more certainty?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.4 | Discussion = **1.5 hour** |
| **Discussion: Intervention Visual Presentation**  **Create** a visual presentation (e.g. pamphlet, brochure, chart, etc.) you plan to present to teachers identifying four evidence-based interventions to be used in a classroom setting for students with ASD.  **Include** a summary of each identified intervention, and explain how the intervention can be effective for students with ASD.  **Provide** at least one example of how to appropriately apply each intervention in a classroom setting.  **Post** your visual presentation to the discussion forum by **Friday** 11:59 p.m. (EST).  **Respond** with constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 2.2, 2.3 | Presentation Discussion = **2 hours** |
| **Assignment: Intervention Process Paper**  **Write** a 700- to 1,050-word paper that analyzes the process of evaluating the appropriateness of evidence-based interventions for use with a specific child or in a specific classroom.  **Address** the following in your paper:   * Why selecting evidence-based interventions is important * How the levels of evidence mentioned in Ch. 2 of *Methods for Teaching Students With Autism Spectrum Disorders* support intervention decisions * How to determine whether sufficient evidence exists to adopt an intervention * How to evaluate the effectiveness of an intervention   **Format** your paper according to APA requirements. | | 2.3, 2.4 | Paper = **1 hour** |
| **Total** |  |  | **8 hours** |

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| Week Three: Assessment and Early Intervention | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the information that should be collected as part of the evaluation process. | | CLO2 | |
| * 1. Identify the screening and assessment instruments used in the evaluation process. | | CLO2 | |
| * 1. Explain the roles and responsibilities of school personnel in setting up and implementing the screening and evaluation processes. | | CLO2, CLO3 | |
| * 1. Analyze how assessment is linked to intervention. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 3 of *Methods for Teaching Students With Autism Spectrum Disorders*.  **Post** any questions or comments to the General Questions and Discussion Forum. | | 3.1, 3.2, 3.3, 3.4 | Lecture Activity = **1 hour** |
| **Evaluation Next Steps Video**  **Watch** the video [“Chapter 4 — Providing Recommendations and Next Steps”](https://www.youtube.com/watch?v=mKxk7wMgFzg&list=PLEHWL7i0kECUk2wV4gkyMexQ2WrGXfBmo) [30:09] on YouTube.  **Post** any questions or comments to the General Questions and Discussion Forum. | | 3.3 | Lecture Activity = **2 hours** |
| **Assignment Preparation: Observation Note**  In Week 5 you are expected to observe a classroom with at least one student with autism and summarize your experience  **Read** the Assignment: Observation Note due in Week 5.  If you have not already, organizea time to observe a classroom within a school familiar to you.  **Take** notes in preparation for the assignment due in Week 5.  **Post** any questions or comments to the General Questions and Discussion Forum. | | N/A | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Support Roles**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What role does a classroom teacher play in supporting families during the screening process? * What responsibilities does a school principal have during the screening process? Support your responses with examples.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.3 | Discussion = **1 hour** |
| **Assignment: Evaluation Training**  **Imagine** that you have been tasked with creating training videos for your fellow teachers on the ASD screening and evaluation process. Be sure to differentiate between screening and evaluation.  **Create** a 2- to 5-minute narrated presentation using Microsoft® PowerPoint®, [PowToon](http://www.powtoon.com), or Google slide on each of the following topics:   * The information that should be collected as part of the screening versus the evaluation process (Consider *all* areas of functioning.) * The screening instruments used in the evaluation process and the information they collect * The roles and responsibilities of school personnel, including teachers, principals, school psychologist, related service providers, and support staff, in setting up and implementing the screening and evaluation processes for students   **Submit** your videos by Sunday. | | 3.1, 3.2, 3.3 | Presentation = **2 hours** |
| **Assignment: Assessment and Intervention**  **Write** a 700- to 1,500-word paper that analyzes how assessment is linked to intervention.  **Address** the following in your paper:   * Specific components of the functional behavioral assessment (FBA) process * Setting events and how they relate to problem behaviors * How you can use the information collected from a FBA to develop a positive behavior support plan for your students.   **Format** your paper according to APA requirements. | | 3.4 | Paper = **2 hours** |
| **Total** |  |  | **8 hours** |

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| Week Four: School and Family Supports | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how the characteristics of ASD impact the learning environment. | | CLO3 | |
| * 1. Explain the roles and responsibilities of families and school staff in supporting students with ASD. | | CLO3 | |
| * 1. Explain how collaboration and consultation among school staff and families support students with ASD from a multicultural perspective. | | CLO3 | |
| * 1. Explain how school resources and delivery systems support students with ASD. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 4 & 8 of *Methods for Teaching Students With Autism Spectrum Disorders*. | | 4.1, 4.2, 4.3, 4.4 |  |
| **Severe Autism**  **Watch** the video [“Inside the meltdown of a severely autistic child”](https://www.youtube.com/watch?v=jwlexeNTles) [4:15].  **Post** any questions or comments to the General Questions and Discussion Forum. | | 4.1, 4.2 | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Autism Speaks**  **Watch** the video [“Autism Speaks Autism Treatment Network: An Overview”](https://www.youtube.com/watch?v=gvoILlMBZr0) [6:36].  **Post** any questions or comments to the General Questions and Discussion Forum. | | 4.2, 4.3, 4.4 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Family Challenges**    **Read** “Applied Vignette 4.1: Natasha Describes the Challenges Faced by Her Family" in Ch. 4 of *Methods for Teaching Students With Autism Spectrum Disorders*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What sacrifices might family members have to make for one another’s well-being, and how might these sacrifices impact the family’s interactions with the outside world? * What factors allow some so-called “services and supports” to become burdens and challenges for families?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.2, 4.4 | Discussion = **1 hour** |
| **Discussion: Children and Autism Video**  **Watch** the video [“Children and Autism”](https://www.youtube.com/watch?v=bG0vko7GHDQ) video [27:12].  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are some of the methods these families used to support the challenges faced by their children? * What could you do as a teacher to support these families?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.1, 4.2 | Video Discussion = **2 hours** |
| **Discussion: Building Trust**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Why is it important to understand families’ perspectives? * How can educators build a sense of commitment and trust among caregivers of children with ASD?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 4.2, 4.3 | Discussion = **1 hour** |
| **Discussion: ASD and the Learning Environment**  **Locate** an article from the university librarythat discusses how the characteristics of students with ASD can impact the learning environment.  **Complete** to the following by Thursday 11:59 p.m. (EST):   * Provide a citation or link for the article and a brief summary of the article. * Include an explanation of how, according to your selected article, the characteristics of ASD impact the learning environment. * Provide suggestions from the article on how to improve the learning environment for these students   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 4.1 | Research and Discussion = **2 hours** |
| **Assignment: Support Resources**  **Review** Figures 8.1–8.3 in Ch. 8 of *Methods for Teaching Students With Autism Spectrum Disorders*.  **Create** a visual presentation (e.g. pamphlet, brochure, chart, etc.) in which you complete the following:   * **Identify** the members who will participate in the following educational services:   + Individualized Family Service Plan   + Individualized Education Plan (IEP)   + Individualized Service Plan (ISP) * **Explain** the roles and responsibilities of these participants in supporting students with ASD for each of these services. * **Identify** the school resources and delivery systems used to support students with ASD in these services. * **Explain** how these school resources and delivery systems support students with ASD.   **Submit** your presentation by Sunday. | | 4.2, 4.4 | Presentation = **1 hour** |
| **Total** |  |  | **9 hours** |

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| Week Five: Facilitating Cognitive and Academic Skills Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify strategies that help students with ASD develop skills for general academic learning. | | CLO3 | |
| * 1. Identify pedagogical strategies that support students’ cognitive learning in specific academic subjects within an inclusive classroom. | | CLO3 | |
| * 1. Identify pedagogical strategies that support student engagement and compliant behavior in an inclusive classroom | | CLO3 | |
| * 1. Explain methods of improving communication among students with ASD. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 & 9 of *Methods for Teaching Students With Autism Spectrum Disorders*.  **Read** the article [Autism and Thoughtful Inclusion](http://hwww.autismsupportnetwork.com/news/autism-and-thoughtful-inclusion-446723) from Autism Support Network.  **Post** any questions or comments to the General Questions and Discussion Forum. | | 5.1, 5.2, 5.3, 5.4 | Lecture Activity = **2 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Communication Case Study**    **Review** the "Applied Vignette 5.1: Andrea" in Ch. 5 of *Methods for Teaching Students With Autism Spectrum Disorders*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Considering that communication is a two-way endeavor, what does the new evening manager need to learn to effectively communicate with Andrea (assuming that he is willing to do so)?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.4 | Discussion = **1 hour** |
| **Discussion: Improving Communication**    **Review** "Figure 5.3: Sample of methods for creating opportunities to communicate" in Ch. 5 of *Methods for Teaching Students With Autism Spectrum Disorders*.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What are the strengths and weaknesses of the four methods described in the figure? How might you use each method in the classroom?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.1, 5.3, 5.4 | Case Study Discussion = **2 hours** |
| **Assignment: Observation Note**  **Prepare** to observe a classroom with at least one student with autism.  **Take** detailed notes on the classroom.  **Write** a summary of 200- to 350-words detailing your class experience and your recommendations based on your learning.  **Include** the following in your summary:   * Make-up of the class and content of the lesson * Supports, accommodations, and/or modifications in place for the student * Suggested recommendations to further support the student   **Submit** your observation summary by Sunday. | | 5.1, 5.2, 5.3, 5.4 | Field Work = **1 hour** |
| **Assignment: Strategies for Learning, Communication, and Engagement**  **Review** “Figure 9.7: Stages of learning, areas of student need, and a sample of ABA teaching tools” in Ch. 9 of *Methods for Teaching Students With Autism Spectrum Disorders*.  **Create** a visual presentation (e.g. pamphlet, brochure, chart, etc.) that includes the following:   * An example of one strategy for each stage of learning (Figure 9.7) that helps students with ASD develop skills for academic learning * Three strategies that help students with ASD engage in learning in an academic setting * At least two strategies that support complaint behavior in an academic setting * A visual aid for a student to follow in order to generalize a social skill taught in the classroom to a community setting   **Submit** your visual presentation by Sunday. | | 5.1, 5.2, 5.3 | Presentation = **2 hours** |
| **Total** |  |  | **7 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 8 |
| Supplemental | 2 |
| **Week 2** |  |
| Required | 8 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8 |
| Supplemental |  |
| **Week 4** |  |
| Required | 8 |
| Supplemental | 1 |
| **Week5** |  |
| Required | 7 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 39 |
| **Total Supplemental Hours** | 3 |
| **Total Hours** | 42 |