# Course Description

This course focuses on the design and implementation of assessment and program protocols for learners on the autism spectrum. The connection between ongoing assessment and its role in individualized program development will be emphasized. The student will be presented with data-based decision-making models, which will guide program development.

# 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 and state and local agencies relating to the education of individuals with exceptionalities. (ULO1, 2, 3, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Identify the common learning characteristics and deficiencies of students diagnosed with ASD.
* **CLO2**: Analyze assessment methods for a variety of services and academic subjects appropriate for students with ASD.
* **CLO3:** Determine how to select and implement appropriate interventions to support the whole student.
* **CLO4**: Determine how to use assistive technology to support the whole student.
* **CLO5**: Synthesize information collected from assessment results to develop instructional plans for students with ASD.

# 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

Boutot, E. A., & Myles, B. S. (2017). *Autism spectrum disorders: Foundations, characteristics, and effective strategies* (2nd ed.). Boston, MA: Pearson.

Text ISBN: 978 0 1 338 33690

E-Text ISBN: 978 0 1 334 36877

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: ASD Diagnosis | 20 |  |
| Discussion: Characteristics of ASD | 30 |  |
| Assignment: Characteristics of ASD | 30 |  |
| **Week 2** |  |  |
| Discussion: Assessment Modifications and Accommodations | 20 |  |
| Discussion: Functional Skills Assessment | 20 |  |
| Discussion: Formal and Informal Assessments | 30 |  |
| Assignment: Formal and Informal Assessments | 30 |  |
| Assignment: Assessment Results and Development Plans | 40 |  |
| **Week 3** |  |  |
| Discussion: Interventions Forum | 20 |  |
| Assignment: Speech and Language Interview | 40 |  |
| Journal: Interventions | 50 |  |
| Discussion: Assessment and Communication Profiles | 30 |  |
| Assignment: Assessment and Communication Profiles | 30 |  |
| **Week 4** |  |  |
| Discussion: Social Skills Case Study | 20 |  |
| Discussion: Social Skills Assessment | 20 |  |
| Assignment: Occupational Interview | 50 |  |
| Discussion: Sensory Processing Disorders and Occupational Therapy | 30 |  |
| Assignment: Sensory Processing Disorders and Occupational Therapy | 30 |  |
| **Week 5** |  |  |
| Discussion: Observable Behaviors | 20 |  |
| Discussion: Behaviors and the Instructional Process | 20 |  |
| Discussion: Social Skills Assessment | 20 |  |
| Journal: Behavior Observation | 40 |  |
| Discussion: Transition Planning | 30 |  |
| Assignment: Transition Planning | 30 |  |
| **Week 6** |  |  |
| Discussion: Functional Skills | 20 |  |
| Assignment: Executive Functioning and Theory of Mind | 40 |  |
| Journal: Observing a Class | 50 |  |
| Discussion: Instructional Programs and Progress Monitoring | 30 |  |
| Assignment: Instructional Programs and Progress Monitoring | 30 |  |
| **Week 7** |  |  |
| Discussion: Evidence-Based Practices | 20 |  |
| Discussion: Technology and Practices | 30 |  |
| Assignment: Technology and Practices | 30 |  |
| Assignment: Instructional Plan | 50 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **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

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Autism Spectrum Disorders (ASD) & Assessment** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the characteristics of individuals diagnosed with ASD. | | CLO1 | |
| * 1. Explain how children with ASD are initially identified. | | CLO1 | |
| * 1. Identify common deficits seen in individuals with ASD in the areas of communication, behavior, socialization, and cognition, and its impact on classroom functions. | | CLO1 | |
| * 1. Explain how to select appropriate screening or diagnostic tools for identifying students with ASD in an educational setting. | | CLO2 | |
| * 1. Identify the components of an effective educational program for students with ASD. | | CLO5 | |
| * 1. Explain how assessing the needs of students with ASD helps teachers to plan and implement evidenced-based practices. | | CLO5 | |
| ***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. | |  |  |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a short video to introduce yourself to the class.  **Consider** sharing your professional experience, including what and where you currently teach, where you are in your education project, your interests, etc.  **Post** your video as a file upload or share a link if you saved your video through Google Drive.  **Review** your classmates’ videos and presentations and post responses. | | N/A | Lecture activity = **1 hour** |
| **Readings**  **Read** Ch. 1 of *Autism Spectrum Disorders*.  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK1 |  |
| **What Teachers Need to Know About ASD and Learning**  **Watch** the “[Closing Keynote: Let’s Keep Our Eyes On The Prize](http://legacy.wpsu.org/live/2012_player/37448)” [1:13:18]. Focus on the content with the following times: [20:54–42:50] and [46:03–49:36].  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK1 | Lecture activity = **1 hour** |
| **Autism Spectrum Disorders**  **Read** the Autism Spectrum Disorders fact sheet taken from the Center for Parent Information and Resources website.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 1.1, 1.2, 1.3, 1.5 | Lecture activity = **1 hour** |
| **Screening and Diagnosis**  **Read** the [“Screening and Diagnosis”](http://www.cdc.gov/ncbddd/autism/screening.html) section of the Center for Disease Control and Prevention.  **Read** [“What are the DSM-5 diagnostic criteria for autism?”](https://www.autismspeaks.org/dsm-5-criteria)  **Post** any questions or comments in the General Questions and Discussion Forum. | | 1.4 | Reading: review and post response = **1 hour** |
| **Assignment Preparation: Interviews**  **Review** the following assignments:   * Speech and Language Interview due in Week 3 * Occupational Interview due in Week 4   **Prepare** to interview a speech and language pathologist and an occupational therapist.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 3.1, 3.2, 3.3, 4.4, 4.5 | Lecture activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [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. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: ASD Diagnosis**    **Review** the articles under Screening and Diagnosis of the required resources. In conjunction, perform additional research on your own and, if possible, have a discussion with a school psychologist.  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * How are children with ASD initially identified? * How might this look different via the clinical/medical setting versus the school setting? * In the school setting, what considerations must be taken into account in selecting, screening, and diagnostic tools?     **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, 1.2, 1.3, 1.4 | Discussion = **1 hour** |
| **Discussion: Characteristics of ASD**  **Imagine** you have been charged with training new special education teachers at your school. You want the teachers to have easy access to the training information, so you plan to create a website holding that information.  You are charged with creating a web resource using a tool of your choice, such as [Google Sites](https://sites.google.com/) or [Weebly](http://www.weebly.com/). You will add information to this website as you move through this course. The first part of this assignment is to include the following information:   * General characteristics of individuals diagnosed with ASD. * Characteristics of each of the five disorders categorized under autism spectrum according to the American Psychiatric Association's *DSM-5*. * Learning characteristics of students with ASD. * Deficits students with autism commonly have in the areas of communication, behavior, socialization, and cognition. * Components of an effective educational program for students with ASD. * How assessing the needs of students with ASD helps teachers to plan and implement evidenced-based intervention practices.   **Include** charts, diagrams, or another visual as needed to illustrate the concepts for inexperienced teachers.  **Submit** the links to both sections of your web resource to the discussion forum by **Thursday** 11:59 p.m. (EST).  **Provide** constructive feedback to three of your classmates’ posts by **Saturday**. | | 1.1–1.6 | Website creation = **1 hour** |
| **Assignment: Characteristics of ASD**  **Revise** your web resource as appropriate and submit the final version by **Sunday**. | | 1.1–1.6 | Website creation = **1 hour** |
| **Total** |  |  | **8 hours** |

# Faculty Notes

**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 would like addressed ahead of time. The instructor 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 1-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 should be posted to the course page so any student who misses the session can review it later in the week.

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

**Assignment Preparations:** Inform students to review the assignments below early in the course to provide time to organize interviews and a classroom observation:

* Assignment: Speech and Language Interview
* Assignment: Occupational Interview
* Journal: Observing a Class

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| Week Two: Considerations for Assessing Students with ASD | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. **Compare the components and goals of formal and informal assessments.** | | CLO2 | |
| * 1. **Identify best practices for assessing students with ASD.** | | CLO2 | |
| * 1. **Identify the components** of a core assessment battery for students with ASD. | | CLO2 | |
| * 1. Explain the importance of providing accommodations and modifications when assessing students **with ASD.** | | CLO2 | |
| * 1. **Analyze the relationship between assessment results and instructional planning.** | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 2 and Ch. 4 of *Autism Spectrum Disorders*.  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK2 | Lecture activity = **1 hour** |
| **Assessment for the Purpose of Instructional Planning**  **Read** the “Assessment for the Purpose of Instructional Planning for Students with Autism Spectrum Disorders (ASD)” article taken from the [OCALI](http://www.ocali.org/) website.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 2.1, 2.2, 2.3, 2.4 | Lecture activity = **1 hour** |
| **Observing Behavior Using A-B-C Data**  **Read** the “[Observing Behavior Using A-B-C Data](https://www.iidc.indiana.edu/pages/Observing-Behavior-Using-A-B-C-Data)” section of the Indiana Resource Center for Autism website.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 2.2, 2.5 | Lecture activity = **1 hour** |
| **Assignment Preparation: Interviews**  **Review** the following assignments:   * Speech and Language Interview due in Week 3 * Occupational Interview due in Week 4   At this point in the course, you should have already identified a pathologist and an occupational therapist to interview for the assignments. Inform the instructor if you have any concerns about this assignment. | | 3.1, 3.2, 3.3, 4.4, 4.5 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Assessment Modifications and Accommodations**  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Why is it important to provide accommodations and modifications when administering assessments to students with autism? * How might you accommodate the common needs of students with ASD?   **Address** different levels of functioning in individuals in your response.  **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. | | 2.4 | Discussion = **1 hour** |
| **Discussion: Functional Skills Assessment**  **Research** tools or methods to assess functional skills that could be used with children with autism.  **Respond** to the following prompts by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Name and describe the tool or method. Be sure to include parameters as to whom the tool or method can be used by, what is assessed, and how data is reported. * Provide examples of how the resulting data could be used in instructional planning. * Provide at least one citation from your research.   **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, 2.2 | Discussion = **1 hour** |
| **Discussion: Formal and Informal Assessments**  **Create** a new section in the web resource you made in Week 1.  **Complete** the following in your web resource:   * Comparison of the components in formal and informal assessments. * Comparison of the goals regarding formal and informal assessments. * Best practices for assessing students with ASD and how why they are helpful. * **Components** of a core assessment battery for students with ASD.   **Submit** the links to both sections of your web resource to the discussion forum by **Thursday** 11:59 p.m. (EST).  **Provide** constructive feedback to three of your classmates’ posts by **Saturday**. | | 2.1, 2.2, 2.3 | Website creation = **1 hour** |
| **Assignment: Formal and Informal Assessments**  **Revise** your web resource as appropriate and submit the final version by **Sunday**. | | 2.1, 2.2, 2.3 | Website creation = 1 **hour** |
| **Assignment: Assessment Results and Development Plans**  **Write a 700- to 1,050-word paper that analyzes how** assessment results influence the development of instructional plans.  **Format** your paper according to APA guidelines.  **Submit** your paper by Sunday. | | 2.5 | Research paper = **1 hour** |
| **Total** |  |  | **8 hours** |

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| Week Three: Communication Development and Assessment | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate communication and language. | | CLO2; CLO3 | |
| * 1. Differentiate the characteristics of typical social communication development from the characteristics of social communication development in students with ASD. | | CLO1 | |
| * 1. Explain the role of social communication assessment in developing communication profiles and social communication plans. | | CLO2; CLO5 | |
| * 1. Determine how to implement the recommended interventions by the National Research Council (NRC). | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 6 of *Autism Spectrum Disorders*.  **Read** the article [“Can Social Pragmatic Skills Be Tested?”](https://www.iidc.indiana.edu/pages/Can-Social-Pragmatic-Skills-Be-Tested) contributed by Beverly Vicker of Indiana University Bloomington, Indiana Resource Center for Autism.  **Review** [“Communication Programming across the day”](https://www.scribd.com/document/47060051/Communication-Programming-Across-the-Day) written by Stacey Kochanowski, Pyramid Autism Center, Huntington Beach, CA.  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK3 | Lecture activity = **1 hour** |
| **Assessing Communication Needs**  **Watch** the [“Assessing an Autistic Child's Communication Needs”](https://www.youtube.com/watch?v=Imd0QBtDy_w) video [3:17] on YouTube.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 3.1, 3.2, 3.3 | Lecture activity = **.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Interventions Forum**  **Review** the “Case of Graham” taken from the “Case Studies Examples” section in Ch. 6 of the text. Also refer to the Interventions section of that chapter (pp. 108–112).  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are the differences between communication and language? * As a teacher, what skill is most important to reinforce, communication or language? Why?   **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. | | 3.1 | Discussion = **1 hour** |
| **Assignment: Speech and Language Interview**  **Interview** a speech and language pathologist. Have them respond to the following:   * How do you differentiate between communication and language? * How do you see social communication development differ between students with autism and their neuro-typically developing peers? * How do you assess social communication skills? How do you use this information to guide instruction?   **Submit** your insights and a summary of the pathologist’s responses of the interview by Sunday. | | 3.1, 3.2, 3.3 | Discussion = **1 hour** |
| **Journal: Interventions**  **Review** the “Case of Graham” taken from the “Case Study Examples” section in Ch. 6 of *Autism Spectrum Disorders*.  **Answer** the following in a journal entry of 200 to 250 words:   * Which of the NRC interventions do you think are most appropriate for Graham? Why? * How would you implement them in the classroom?   **Submit** the journal entry by Sunday. | | 3.4 | Journal = **.5 hour** |
| **Discussion: Assessment and Communication Profiles**  **Create** a new section in your web resource from the previous weeks.  **Add** the following in your web resource:   * Explain what social language is and why it is important. * Differentiate the characteristics of typical social communication development and the characteristics of social communication development in students with ASD. * Explain the role of assessment in developing a communication profile. * Explain how the three general considerations related to social-communication assessment can help teachers develop a communication profile. * Summarize the process for assessing social-communication skills in children with ASD. * Explain the role of assessment results in developing communication profiles and social-communication plans. * Describe three intervention approaches by doing the following:      * + Provide a brief summary of the intervention.   + Explain how to implement them.   + Identify the communication deficit area best suited for them. * Identify two augmented communication devices that support communication and explain which areas of communication they are best suited. * Identify four iPad® apps and explain which areas of communication they are best used to support.   **Submit** the links to both sections of your web resource to the discussion forum by **Thursday** 11:59 p.m. (EST).  **Provide** constructive feedback to three of your classmates’ posts by **Saturday**. | | 3.2, 3.3, 3.4 | Website creation = **1 hour** |
| **Assignment: Assessment and Communication Profiles**  **Revise** your web resource as appropriate and submit the final version by **Sunday**. | | 3.2, 3.3, 3.4 | Website creation = **1 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Assignment Preparations:** Remind students to review the assignment below to provide time to organize interviews and a classroom observation:

* Journal: Observing a Class

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| Week Four: Social Skill Deficits and Sensory Processing Disorders | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the common social skills deficits of students with ASD. | | CLO1 | |
| * 1. Identify the purpose and methods of social skills assessment. | | CLO2 | |
| * 1. Determine appropriate social skills training for performance deficits and skill acquisition deficits. | | CLO3 | |
| * 1. Explain how sensory processing disorders can affect students’ behavior and ability to function in a learning environment. | | CLO1 | |
| * 1. Explain the role and goal of occupational therapy in supporting students with sensory deficits. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 7 of *Autism Spectrum Disorders*.  **Read** [“Social Communication and Language Characteristics Associated with High Functioning, Verbal Children and Adults with ASD”](https://www.iidc.indiana.edu/pages/Social-Communication-and-Language-Characteristics-Associated-with-High-Functioning-Verbal-Children-and-Adults-with-ASD) contributed by [Beverly Vicker](https://www.iidc.indiana.edu/pages/), Indiana University Bloomington, [Indiana Resource Center for Autism](https://www.iidc.indiana.edu/pages/irca).  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK4 |  |
| **Social Skills Videos**  **Watch** the following videos on YouTube:   * [“Social Skills - Three Types of Social Deficits”](https://www.youtube.com/watch?v=zXMynHnUVak) [2:23] * [“Classroom Sensory Strategies”](https://www.youtube.com/watch?v=M0QfS_HMb20) [1:21]   **Post** any questions or comments in the General Questions and Discussion Forum. | | 4.1, 4.2, 4.3 |  |
| **Occupational Therapy Video**  **Watch** the[“How Occupational Therapy Helps with Sensory Integration Issues”](http://www.youtube.com/watch?v=4-jqtlwfw5M) [6:07] video on YouTube. | | 4.4. 4.5 |  |
| **Assignment Preparation: Observing a Class**  In Week 6, you are expected to observe an autism support class. Locate a school you are familiar with and make arrangements for an observation.  **Review** the assignment Journal: Observing a Class in Week 6 for details on the assignment. | | 6.2, 6.3, 6.4, 6.5, 6.6 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Social Skills Case Study**  **Read** the “Case Study Examples” section in Ch. 7 of *Autism Spectrum Disorders*.  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Identify the common social skills deficits of students with ASD. * How do performance deficits differ from skill acquisition deficits? Support your response with examples. * Which sensory systems are posing problems for these students? * Does each child have a performance deficit, skill acquisition deficit, or both? Provide your rationale. * What type of social skills training would you recommend for each child? Why?   **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, 4.3 | Discussion = **1 hour** |
| **Discussion: Social Skills Assessment**  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What is the purpose of assessing students for social skills? * Consider a hypothetical student, what are some methods you could use to assess social skills? How might you implement these in a classroom? Be sure to identify the age and functioning level of the students you are discussing in your response.   **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 | Discussion = **1 hour** |
| **Assignment: Occupational Interview**  **Interview** an occupational therapist about a student for whom he/she has incorporated sensory techniques into the IEP. Ask information related to the following:   * How did you assess that there were issues with sensory processing? * How did you determine the appropriate strategies to use? * What are the goals in implementing these strategies? * How do you provide support for school personnel in implementation?   **Submit** a summary of your responses based on the interview. | | 4.4, 4.5 | Interview = **1 hour** |
| **Discussion: Sensory Processing Disorders and Occupational Therapy**  **Create** a new section in your web resource created from the previous weeks.  **Complete** the following in your web resource:   * Explain the goal of occupational therapy. * Identify the sensory systems and explain how impairments in each of these sensory systems can affect students’ behavior and ability to function in a learning environment. * Identify assessments that can be used to determine if students require support and provide an example of how to use the assessment. * Explain the role of occupational therapists in supporting students with sensory deficits. * Give at least one example of a strategy to use in the classroom to address behaviors resulting from dysregulation in each of the sensory systems you identified.   **Submit** the links to both sections of your web resource to the discussion forum by **Thursday** 11:59 p.m. (EST).  **Provide** constructive feedback to three of your classmates’ posts by **Saturday**. | | 4.4, 4.5 | Website creation = **1 hour** |
| **Assignment: Sensory Processing Disorders and Occupational Therapy**  **Revise** your web resource as appropriate and submit the final version by **Sunday**. | | 4.4, 4.5 | Website creation = **1 hour** |
| **Total** |  |  | **5 hours** |

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| Week Five: Behavior Assessment and Transition Planning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how the behaviors of students with ASD affect the instructional process. | | CLO3 | |
| * 1. Explain the importance of direct observation and how assessment information (from observations) can drive development of behavior intervention plans. | | CLO2; CLO3 | |
| * 1. Determine how educators can use social skills assessment information to develop profiles for instruction. | | CLO5 | |
| * 1. Analyze the transition planning process. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 and Ch. 14 of *Autism Spectrum Disorders*.  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK5 |  |
| **Transition to Adulthood**  **Read** the *Transition to Adulthood* publication from the [OCALI](https://www.ocali.org/) website.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 5.4 |  |
| **Assessing Students with Significant Disabilities**  **Read** QuickBook of Transition Assessments from the [OCALI](https://www.ocali.org/) website.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 5.2, 5.4 |  |
| **Assignment Preparation: Observing a Class**  In Week 6, you are expected to observe an autism support class. Locate a school you are familiar with and make arrangements for an observation.  **Review** the assignment Journal: Observing a Class in Week 6 for details on the assignment. | | 6.2, 6.3, 6.4, 6.5, 6.6 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Observable Behaviors**  **Watch** the [“Observable Behaviors”](https://www.youtube.com/watch?v=BnkYwB2IOAk) video [6:08] video on YouTube.  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Were you able to identify any behaviors exhibited by Joseph that would be a concern? If so, list them. * How does direct observation of student behavior help identify behavioral concerns and possible intervention plans? 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. | | 5.2 | Discussion = **1 hour** |
| **Discussion: Behaviors and the Instructional Process**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Identify five behaviors exhibited by students with ASD. * Explain how these behaviors may impact students’ ability to maintain full engagement during instruction. * Explain how these same behaviors might affect participation in the community and employment.   **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 | Discussion = **1 hour** |
| **Discussion: Social Skills Assessment**  **Read** the Autism Social Skills Profile form from the [OCALI](https://www.ocali.org/) website.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * How could you use the data collected from this social skills assessment to help develop an instructional profile for a student with ASD? Support your response with your rationale.   **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. | | 5.3 | Discussion = **1 hour** |
| **Journal: Behavior Observation**  **Read** the [“Observing Behavior Using A-B-C Data”](http://www.iidc.indiana.edu/?pageId=444) from the Indiana Resource Center for Autism.  **Respond** to the following questions in a journal entry of 200 to 250 words:   * Why is direct observation and appropriate data collection important for developing effective intervention plans for students with ASD? * What other information would you need about Joe’s behavior in addition to the antecedent information listed on the site to develop a behavior intervention plan for Joe, and how would you collect it?   **Submit** the journal by Sunday. | | 5.2 | Journal = **.5 hours** |
| **Discussion: Transition Planning**  **Watch** the [“1) Transition Training Module: Age Appropriate Transition Assessment”](https://www.youtube.com/watch?v=ExK76PQoLok) video [9:25] on YouTube.  **Create** a new section in your web resource created throughout this course.  **Complete** the following in your web resource:   * What is transition? * Why is transition planning important? * Why do students need to attend the transition planning process meetings? * What areas should be assessed for transition and how should these areas be assessed? * What steps do teachers and teams need to take to synthesize transition planning? * How does transition planning relate to the academic and social success of students with ASD?   **Submit** the links to both sections of your web resource to the discussion forum by **Thursday** 11:59 p.m. (EST).  **Provide** constructive feedback to three of your classmates’ posts by **Saturday**. | | 5.4 | Website creation = **1 hour** |
| **Assignment: Transition Planning**  **Revise** your web resource as appropriate and submit the final version by **Sunday** 11:59 p.m. (EST). | | 5.4 | Website creation = **1 hour** |
| **Total** |  |  | **5.5** |

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| Week Six: Instructional Planning, Program Development, and Progress Monitoring | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify instructional strategies for addressing common literacy and math deficits in students with ASD. | | CLO1; CLO3 | |
| * 1. Explain how to develop instructional plans to address functional skills. | | CLO3; CLO5 | |
| * 1. Identify the core elements of effective instructional programs. | | CLO5 | |
| * 1. Differentiate accommodations from modifications. | | CLO3 | |
| * 1. Determine instructional strategies that that support executive function and theory of the mind. | | CLO3 | |
| * 1. Analyze the progress monitoring process. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 9 of *Autism Spectrum Disorders*.  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK6 |  |
| **Instructional Strategies**  **Read** the following resources:   * [“Tell Me About the Story: Comprehension Strategies for Students with Autism”](http://www.readingrockets.org/article/tell-me-about-story-comprehension-strategies-students-autism) on the Reading Rockets website * “How to Modify Curriculum for Students with ASD”     **Post** any questions or comments in the General Questions and Discussion Forum. | | 6.1 |  |
| **The Danielson Group**  **Review** the [Framework for Teaching](https://www.danielsongroup.org/framework/) within the Danielson Group website.  If you do not have a copy of the Framework (2013), you can register for free and download a copy.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 6.1, 6.3, 6.5 |  |
| **Accommodations and Modifications**  **Read** the material and watch the video from “[The Difference Between Accommodations and Modifications](https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/the-difference-between-accommodations-and-modifications)” by [Erich Strom](https://www.understood.org/en/about/authors/Erich-Strom) from Understood: for learning & attention issues.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 6.4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Assessment and Progress Monitoring Readings**  **Read** the following:   * “[Formative Assessment: Monitoring the Progress of Students Who Have IEPs](https://www.pattan.net/getmedia/964c7b5c-6f66-4782-af37-2d05d435fed2/FormAssess_Monitor0117)” from the [Pennsylvania Training and Technical Assistance Network](https://www.pattan.net/) website * [“What is the ABBLS-R”](http://www.behavior-consultant.com/whatablls.htm) from Reinforcement Unlimited, Clinical and Behavioral Consultants * [“Linking Progress Monitoring Results to Interventions”](http://rtinetwork.org/essential/assessment/progress/linking-monitoring-to-intervention) on the RTI Action Network website * [“Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom”](https://iris.peabody.vanderbilt.edu/module/gpm/cresource/#content) section of the IRIS Center website | | WEEK6 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Functional Skills**  **Read** the [“Functional Skills For People On The Autism Spectrum: Why They Are Important And How To Teach Them”](http://autismbeacon.com/topics/article/functional_skills_for_people_on_the_autism_spectrum#.U8l0kvldWBI) section of the Autismbeacon.com website.  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Why is it necessary to assess and teach functional skills? * When should educators and caregivers begin teaching these skills? Why? * How can the ABLLS®-R: Assessment of Basic Language & Learning Skills Assessment Tool help teachers plan instruction for students with ASD? * How can the AFLS: Assessment of Functional Living Skills help teachers plan instruction for students with ASD? * Which assessment (ABLLS®-R or AFLS) do you think provides the best information for the school setting?   **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. | | 6.1, 6.2 | Discussion = **1 hour** |
| **Discussion: Executive Functioning and Theory of Mind**  **Read** the following resources contributed by Anna Merrill, M.S.Ed, Graduate Assistant of Indiana University Bloomington, [Indiana Resource Center for Autism](https://www.iidc.indiana.edu/pages/irca):   * [“Linking Theories to Practice: Exploring Theory of Mind, Weak Central Cohesion, and Executive Functioning in ASD”](https://www.iidc.indiana.edu/pages/linking-theories-to-practice) * “Theories of Cognition in Autism: Understanding the Challenges and Strategies for Success”   **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are at least two instructional strategies that would support executive functioning and theory of mind? Provide rationale to support your response. * How would you implement these strategies in a classroom setting? Give specific examples in a hypothetical classroom with a hypothetical student. Briefly describe the hypothetical student and 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. | | 6.5 | Discussion = **1 hour** |
| **Journal: Observing a Class**  **Make** arrangements to observe an autism support class.  **Take** detailed notes that concern the following questions:   * Briefly describe the class in terms of the students and the content. * What accommodations and/or modifications are observed in the content being delivered (curriculum)? * What accommodations and/or modifications are observed in the delivery of the content (instruction)? * What accommodations and/or modifications are observed in the formative and/or summative assessment of the delivered content (assessment)?   **Write** a journal entry of 350 to 600 words that answers the questions and provides analytical insight.  **Submit** your observation feedback by Sunday. | | 6.2, 6.3, 6.4, 6.5, 6.6 | Journal = **.5 hours** |
| **Discussion: Instructional Programs and Progress Monitoring**  **Create** three new sections in the web resource you have been working on throughout this course: one for accommodations and modifications, one for instructional programs, and one for progress monitoring.  **Complete** the following in your web resource:   * Accommodations and Modifications   + Explain how accommodations and modifications are different.   + Give an example of each in the areas of curriculum, instruction, and assessment.   + Explain how each supports student learning and success in the classroom.   + Explain why it is important for teachers to understand the differences between the two. * Instructional Programs   + Identify the following:     - Two strengths and two deficits in the area of literacy that can be seen in students with ASD     - Two strengths and two deficits in the area of math that can be seen in students with ASD     - One strength and one deficit in the area of writing that can be seen in students with ASD   + Identify the three core elements educators should consider when designing instructional programs for students with ASD, and explain why these core elements are important.   + Identify at least two core instructional strategies or interventions for each of the following, and provide an authentic example of each intervention.     - Reading     - Written language     - Math     - Functional skills * Danielson’s Framework for Teaching   + Explain how the observation of accommodations and modifications and differentiated instruction can be documented in a classroom utilizing Danielson’s Framework for Teaching. * Progress Monitoring   + Identify the two types of progress monitoring and what they are used for. Which type of monitoring is best for the common deficits areas of students with ASD?   + Compare formative and summative assessment. Give an example of each and the benefits of the use of each in the classroom.   + Discuss the use of different types of probes in the classroom and differentiate how they might be used in different content areas.   + Discuss how both formative and summative assessments can be used for monitoring overall progress in the common deficit areas of students with ASD.   + Review the [“Helping Teachers Use Progress Monitoring”](https://www.youtube.com/watch?v=3EPVJDne8Vo) [3:46] video on YouTube and answer the following questions:     - What groups would students with ASD most likely fall into?     - How often would you progress monitor the students identified in this video?   + How might student self-monitoring be used? Discuss how this could be implemented to ensure success in the process   **Submit** the links to both sections of your web resource to the discussion forum by **Thursday** 11:59 p.m. (EST).  **Provide** constructive feedback to three of your classmates’ posts by **Saturday**. | | WEEK6 | Web creation = **1 hour** |
| **Assignment: Instructional Programs and Progress Monitoring**  **Revise** your web resource as appropriate and submit the final version by **Sunday** 11:59 p.m. (EST). | | WEEK6 | Web creation = **1 hour** |
| **Total** |  |  | **4.5 hours** |

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| Week Seven: Evidence-Based Practices, Collaboration, and Assistive Technology | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how to select evidence-based practices to educate students with ASD. | | CLO5 | |
| * 1. Analyze the process for determining appropriate use of assistive technology for students with ASD. | | CLO4 | |
| * 1. Develop collaborative instructional plans for students with ASD. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 11 of *Autism Spectrum Disorders*.  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK7 |  |
| **Assistive Technology**  **Review** the [Assistive Technology (AT)](https://www.pattan.net/assistive-technology) section of the Pennsylvania Training and Technical Assistance Network (PaTTAN) website. Pay particular attention to the section on AT for Communication.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 7.2 |  |
| **Evidence-Based Practices**  **Watch** the video on [“Evidence Based Practices For Autism”](https://www.youtube.com/watch?v=I0vwjD2rILg) on YouTube.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 7.1 |  |
| **Autism and Families**  **Watch** the following videos on YouTube:   * [“An Autism Story with The Jorgl Family - Our Special Life - Episode 1”](https://www.youtube.com/watch?v=T5TaELEcpbk) [5:15] * [“Effective Strategies for Parent-Teacher Communication”](https://www.youtube.com/watch?v=MWNUM-XGpnU) [1:23]   **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK7 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide wrap-up of the class.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | COURSE | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Evidence-Based Practices**  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Why do you think it is important to select evidence-based practices when educating students with ASD? * What are the risks and potential consequences of using nonevidence-based practices?   **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. | | 7.1 | Discussion = **1 hour** |
| **Discussion: Technology and Practices**  **Create** two new sections in the web resource created throughout this course, one for assistive technology and one for evidence-based practices.  **Complete** the following in the web resource:   * Assistive Technology   + Explain the steps educators should follow when determining a student’s assisted technology needs.   + Explain how student variables affect the selection of assisted technology.   + Explain what low-tech is and provide two examples of low-tech assistive devices.   + Give two examples of how high-tech can be used to support students with ASD.   + Explain how augmentative and alternative communication (AAC) technologies can be used to assist students with ASD.   + Provide an example of an ACC and how it can be used to support students. * Evidenced-Based Practices   + Explain what evidence-based practices are and how they differ from nonevidence-based practices.   + Explain the process teachers should follow for selecting appropriate evidence-based practices instructional approaches.   + Identify four evidence-based practices (one of which must be applied behavior analysis) and explain how they would be applied in the classroom with specific examples   + Identify two nonevidence-based practices and the potential consequences of using them in the classroom.   **Submit** the links to both sections of your web resource to the discussion forum by **Thursday** 11:59 p.m. (EST).  **Provide** constructive feedback to three of your classmates’ posts by **Saturday**. | | 7.1, 7.2 | Website creation = **1 hour** |
| **Assignment: Technology and Practices**  **Revise** your web resource as appropriate and submit the final version by **Sunday**. | | 7.1, 7.2 | Website creation = **1 hour** |
| **Assignment: Instructional Plan**  **Read** the “Case of Carly” in Ch. 4 of *Autism Spectrum Disorders*.  **Imagine** you are Carly’s teacher and that Carly’s mother, Rachel, has relayed this story and has asked for your help in working with Carly. As the teacher of Carly’s inclusive classroom, you have noticed the same issues with Carly’s behavior.  **Develop** an instructional plan for Carly that addresses the following:   * Behavior * Functional skills * Communication * Assistive technology * Strategies for collaborating with Carly’s special education teacher or case manager * Strategies for soliciting school related support staff and related service providers   **Provide** rationale for the choices you have made in your plan.  **Submit** your instructional plan by Sunday. | | 7.3 | Analysis = **1 hour** |
| **Total** |  |  | **5 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 8 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5 |
| Supplemental |  |
| **Week5** |  |
| Required | 5.5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 40 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 42 |