# Course Description

This course will address the broad scope of issues related to effective communication and behavioral and social competence for students on the autism spectrum. The course will analyze the interrelationship between communication and behavior. Language development, pragmatics, augmentative, and alternative communication systems will be presented.

# 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**: Identify common communication and relational challenges students with autism spectrum disorder (ASD) face. (PLO1, 6)
* **CLO2:** Examine how to use the theories of language development to address the individual needs of students with ASD. (PLO1, 2, 6)
* **CLO3:** Examine how to use the theories of social and relational skill development to address the individual needs of students with ASD. (PLO2, 3, 4)
* **CLO4:** Determine how to use evidence-based approaches and assistive technology to improve communication and behavior among students with ASD. (PLO2, 3, 4)
* **CLO5:** Determine how to effectively use applied behavior analysis to cultivate positive behaviors and social competence among students with ASD. (PLO2, 3, 4, 5)

# 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

Hall, L. J. (2018). *Autism spectrum disorders: From theory to practice* (3rd ed.). Boston, MA: Pearson.

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# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Common Core and Special Education | 25 |  |
| Assignment: Standards and State Assessments | 50 |  |
| Assignment: Advances in Assistive Technology | 50 |  |
| **Week 2** |  |  |
| Discussion: Communication Development Support | 25 |  |
| Discussion: Speech–Language Therapy | 25 |  |
| Assignment: Communication and Language Development | 50 |  |
| **Week 3** |  |  |
| Discussion: Practicing Communication Skills | 25 |  |
| Discussion: Augmentative System Criteria | 25 |  |
| Discussion: Developing Communication Skills | 25 |  |
| Journal 1: Field Experience | 80 |  |
| **Week 4** |  |  |
| Discussion: Scaffolding | 25 |  |
| Presentation: Phases of Socioemotional Development | 65 |  |
| Assignment: Anxiety and Autism | 50 |  |
| Assignment: Current Issues | 50 |  |
| **Week 5** |  |  |
| Discussion: Developing Social Skills | 25 |  |
| Assignment: Social Skill Lesson Plan | 50 |  |
| Journal 2: Field Experience | 80 |  |
| **Week 6** |  |  |
| Discussion: Applied Behavioral Analysis | 25 |  |
| Discussion: Behaviors That Enhance Learning | 25 |  |
| Discussion: ABA Case Study | 25 |  |
| Assignment: ABA and Communication | 50 |  |
| **Week 7** |  |  |
| Discussion Culturally Responsive Teaching Methods | 25 |  |
| Presentation Discussion: Theories of Socioemotional Development | 75 |  |
| Assignment: TEACCH Case Study | 50 |  |
| **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: Overview of Contemporary Issues Faced by Students with ASD** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify current issues in transition to adult life planning for students with autism spectrum disorder (ASD) in the classroom. | CLO1 | |
| * 1. Explain how advances in technology both have improved the quality of life among students with ASD and also have introduced new challenges. | CLO1 | |
| * 1. Explain how the new Common Core standards have affected teaching and learning among students with ASD in the inclusive classroom. | 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 200–250 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 100–150 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. |  |  |
| **Readings**  **Read** Ch. 9 of *Autism Spectrum Disorders*. | WEEK 1 |  |
| **Discussion: Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a short video to introduce yourself to your classmates.  **Consider** discussing which program you are in at Gwynedd, what you currently teach, your interests, what you love most about education, and your professional goals.  **Post** a link to your video or presentation to the Icebreaker Activity discussion forum by Thursday.  **Review** your classmates’ videos and presentations and post responses. | N/A | Lecture activity = **1 hour** |
| **Week One Videos**  **Watch** the following videos on YouTube:   * [“The Autism Spectrum And You”](https://www.youtube.com/watch?v=Vqvfsc374og) [54:03] * [“Technology for people on the autism spectrum [part 1]”](https://www.youtube.com/watch?v=gzUIuydqSIE) [2:43] * [“Technology for people on the autism spectrum [part 2]”](https://www.youtube.com/watch?v=KtVYlValKlk) [3:42] * [“Vibration Tube Stops Mild Episode of Self Abuse in Autistic Person”](https://www.youtube.com/watch?v=xCnnUr_GP0I) [2:01]   **Post** your insights or questions in the General Questions and Discussion Forum. | 1.1, 1.2 | Lecture activity = **2 hours** |
| **Field Experience Requirements**  In this course, you are expected to observe a class, a speech therapy session, or social skills group that includes students with ASD.  Make necessary arrangements early in the course to give yourself ample time to complete assignments requiring observation. Below are the Field Experience assignments:   * Journal 1: Field Experience (**Due Week 3**) * Journal 2: Field Experience (**Due Week 5**) | VARIES | Project guide = **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. | VARIES | 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: Common Core and Special Education**  **Watch** the [“Common Core and Special Education, Part 1”](https://www.youtube.com/watch?v=0Uv1DfFaahU) [4:56] video on YouTube.  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * How have the Common Core standards changed the way students with ASD are taught in the inclusive classroom? What are the implications for special education students’ academic achievement? * What are some instructional strategies teachers can use to support students with ASD who must meet Common Core standards? How are these strategies helpful?   **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. | 1.3 | Discussion = **1 hour** |
| **Assignment: Standards and State Assessments**  Review the [Standards Aligned Instruction and Alternate Eligible Content](https://www.pattan.net/disabilities/intellectual-disabilities/standards-aligned-instruction-and-alternate-eligib) section of the Pennsylvania Training and Technical Assistance Network (PaTTAN) website.  Review the PASA Eligibility Criteria: Decision Making Companion Tool.  Conduct an individualized education plan (IEP) meeting for a hypothetical third-grade student with autism.  Summarize the student in terms of cognitive and achievement levels and the type of programming provided.  Create a dialogue between you and the parent at the meeting describing which type of state assessment the student will participate in and why.  Submit your summary and dialog by Sunday 11:59 p.m. EST. | 1.3 | Problem solving = **1 hour** |
| **Assignment: Advances in Assistive Technology**  **Watch** the following videos on YouTube:   * [“Common Core and Special Education, Part 2”](https://www.youtube.com/watch?v=jbGQ9fuLboY) [3:41] * [“Assistive Technology in Action – Meet Jean”](https://www.youtube.com/watch?v=JkN8DIgt2S0) [4:15]   **Read** the [“How Technology Can Improve Post-Secondary Outcomes for Students with Autism”](http://www.edutopia.org/post-secondary-outcomes-students-with-autism-dana-reinecke) article on the Edutopia website.  **Respond** to the following questions:   * How have advances in assistive technology improved the quality of life for the students in the videos? How do you think assistive technologies have introduced new challenges for students and teachers? * Do you see assistive technology continue to be used as the student transitions into adulthood? How might the use be different in post-secondary life?   **Submit** your answers by Sunday 11:59 p.m. EST. | 1.1, 1.2 | Problem solving = **1 hour** |

# Faculty Notes

**Field Experience Requirements:** Inform students this course requires an observation of a classroom, a speech therapy session, or social skills group that includes students with ASD. To provide ample time to complete assignments, students must arrange an observation early in the course.

**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 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 their homework prior to the Sunday deadline.

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| Week Two: Theories of Language Development |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain how students develop language capabilities according to key theories of language development. | CLO2, CLO4 | |
| * 1. Determine how to support students with atypical language development characteristics. | CLO2, CLO4 | |
| * 1. Explain the importance of supporting students at each stage of communication development. | CLO2, CLO4 | |
| ***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*. | 2.1, 2.2, 2.3 |  |
| **Language and Communication Module**  **Review** the [Language and Communication](http://www.autisminternetmodules.org) modulethe Autism Internet Modules website.   1. Log in or create an account on the website. 2. Click the **Dashboard** button on the left side of the page. 3. Click the **Module Navigator** button on the center navigation bar. 4. Click the **Autism in the Classroom** button. 5. Click the **Language and Communication** button.   **Post** your insights or questions in the General Questions and Discussion Forum. | 2.1, 2.2, 2.3 | Lecture activity = **1 hour** |
| **Early Signs of Autism**  **Watch** the [“Early Signs of Autism Video Tutorial – Kennedy Krieger Institute”](https://www.youtube.com/watch?v=YtvP5A5OHpU) [9:02] on YouTube.  **Post** your insights or questions in the General Questions and Discussion Forum. | 2.2 | Lecture activity = **1 hour** |
| **Early Intervention**  **Watch** the [“Autism Early Intervention”](https://www.youtube.com/watch?v=O0aWGsO8Vnw) video [1:44] on YouTube.  **Post** your insights or questions in the General Questions and Discussion Forum. | 2.2, 2.3 | Lecture activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Speech and Language Development Resources**  **Review** the following:   * [“4 Major Theories of Speech and Language Development”](http://autismumbrella.blogspot.com/2011/10/4-major-theories-of-speech-and-language.html) on the Teaching Autism: Mrs. Melchor's ASD Classroom website. | 2.1, 2.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Communication Development Support**  **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 the typical development of communication and language when designing programs for learners with ASD? * Why is it important to support students at each stage of communication development? * How might you support students differently at each stage? Provide examples. * What are some opportunities teachers can use or create to practice communication skills?   **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, 2.3 | Discussion = **1 hour** |
| **Discussion: Speech–Language Therapy**  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * Why do you think it is important for speech–language therapists to work with students with ASD in the educational environment? * How can speech–language therapists help students generalize target skills to other people and across settings?   **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. | 2.2, 2.3 | Discussion = **1 hour** |
| **Assignment: Communication and Language Development**  **Complete** the Communication and Language Development document.  **Submit** your assignment by Sunday 11:59 p.m. EST. | 2.1, 2.2 | Critical thinking = **1 hour** |

# Faculty Notes

**Field Experience Requirements:** Remind students that this course requires an observation of a classroom, a speech therapy session, or social skills group that includes students with ASD. To provide ample time to complete assignments, students must arrange an observation early in the course.

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

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| Week Three: Communication Skill Development |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the benefits of using evidence-based approaches in communication skill development in students with ASD. | CLO4 | |
| * 1. Determine how to select and apply effective methods for teaching communication skills to students with ASD. | CLO4 | |
| * 1. Determine how to use technology to support evidence-based practices for teaching communication skills. | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Read** Ch. 3 of *Autism Spectrum Disorders.* | 3.1, 3.2, 3.3 |  |
| **Helping Students to Communicate**  **Watch** the following videos:   * [“Ajit Narayanan: A word game to communicate in any language”](https://www.ted.com/talks/ajit_narayanan_a_word_game_to_communicate_in_any_language) [15:40] on TED.com * [“Helping children on the autism spectrum better communicate”](https://www.youtube.com/watch?v=EnBzw4sUCuM) [3:54] on YouTube   **Post** your insights or questions in the General Questions and Discussion Forum. | 3.2, 3.3 | Lecture activity = **1 hour** |
| **Assistive Technology**  **Read** the following:   * [“7 of the Best Apps for Children with Autism”](https://www.bridgingapps.org/2018/04/7-best-apps-children-autism/) from BridgesApps website * [Technology and Autism](http://www.autismspeaks.org/family-services/resource-library/assistive-technology) section of the Autism Speaks website   **Post** your insights or questions in the General Questions and Discussion Forum. | 3.3 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Practicing Communication Skills**  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * What are some situations educators can create or manipulate to help students with ASD practice communication skills? * Why do you think these would be effective?   **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. | 3.2 | Discussion = **1 hour** |
| **Discussion: Augmentative System Criteria**  **Read** the “The SETT Framework”.  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * How would you use the student, environments, tasks, and tools (SETT) process to assess the need for an augmentative communication system? Give specific examples in each of the four areas. * What is the role of the special education teacher in this process? * How would you accomplish training staff and the student’s family on the use of the device?   **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, 3.2, 3.3 | Discussion = **1 hour** |
| **Discussion: Developing Communication Skills**  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * What evidence-based approaches can teachers use to design programs that help students with ASD develop communication skills? * Why do you think it is important for educators to use evidence-based approaches to help students develop communication skills?   **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, 3.2 | Discussion = **1 hour** |
| **Journal 1: Field Experience**  **Observe** a class or a speech therapy session in which a student is using an augmentative communication device.  **Describe** the class and provide a script of at least 30 minutes of the class session. Review the following document to assist you: How to Script a Lesson.  **Include** a description of how the augmentative device is used by the students. Explain how it helps the students participate. Are there any things that you would suggest doing differently?  **Submit** your classroom experience by Sunday 11:59 p.m. EST. | 3.2, 3.3, VARIES | Guided project = **1.5 hours** |

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| Week Four: Social Emotional Development |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain how students develop socially and emotionally according to key theories of socioemotional development. | CLO3, CLO5 | |
| * 1. Compare typical and atypical progression of socioemotional development. | CLO3, CLO5 | |
| * 1. Determine how teachers can support students with ASD at each phase of socioemotional development. | CLO3, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 8 of *Autism Spectrum Disorders*.  **Read the following resources:**   * **A**rticle and video on [social skills for kids with ASD](http://raisingchildren.net.au/articles/autism_spectrum_disorder_social_skills.html) * [Behavior & Socio-Emotional Development](http://www.autism-help.org/behavior-socio-emotional-development.htm) from synapse: Reconnecting lives website * [Supporting Students with Autism: 10 Ideas for Inclusive Classrooms](http://www.readingrockets.org/article/supporting-students-autism-10-ideas-inclusive-classrooms) * [Anxiety and autism in the classroom](https://network.autism.org.uk/knowledge/insight-opinion/anxiety-and-autism-classroom)   **Post** your insights or questions in the General Questions and Discussion Forum. | WEEK4 | Lecture activity = **2 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Scaffolding**  **Review** the “In Their Words” section on p. 199 in Ch. 8 of *Autism Spectrum Disorders.*  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * How can scaffolding help teachers support the socioemotional development of students with ASD? * How could you use scaffolding in your 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. | 4.3 | Discussion = **1 hour** |
| **Presentation: Phases of Socioemotional Development**    **Create** a Microsoft® Powerpoint® presentation of 10–15 slides on socioemotional development that includes the following:   * Each phase of typical socioemotional development * A comparison of typical socioemotional development with that of students with ASD * How teachers can support students with ASD at each phase of socioemotional development * Support for each of your responses   **Include** a citation slide formatted according to APA guidelines.  **Post** your presentation by Saturday 11:59 p.m. EST and prepare to discuss.  **Respond** with 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, 4.3 | Presentation = **1 hour** |
| **Assignment: Anxiety and Autism**  Symptoms and interventions can be school-based, home-based, and/or mental health treatment–based.  **Research** a scholarly article regarding symptoms of and interventions for anxiety in children with autism.  **Write** a 350- to 400-word article for a school newsletter describing the symptoms and interventions detailed in your research. Include illustrations to enhance your article.  **Include** citations throughout your article formatted according to APA guidelines. In a separate page, add a reference document citing your scholarly article.  **Submit** your news article by Sunday 11:59 p.m. EST. | 4.3 | Article = **1 hour** |
| **Assignment: Current Issues**  Imagine that the hypothetical third-grade student from the Week 1 Assignment: Standards and State Assessments is now in post-secondary education and training.  **Write** a brief description of the student’s adaptive behavioral functioning (social skills, daily living skills, pragmatic language skills, etc.).  **Identify** potential outcomes for post-secondary education and training, employment, and independent living.  **Explain** how an autistic support program might provide services and activities to help the student reach goals.  **Submit** your assignment by Sunday 11:59 p.m. EST. | 1.1, 1.3 | Case study = **1.5 hours** |

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| Week Five: Social Skill Development |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain why it is necessary to use evidence-based approaches in teaching and reinforcing functional social skills in students with ASD. | CLO4 | |
| * 1. Determine how to select and apply effective methods for teaching social skills to students with ASD. | CLO4 | |
| * 1. Determine how to use technology to support evidence-based practices for teaching social skills. | CLO4 | |
| ***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*.  **Read** the “Evidence-Based Social Skills Interventions for Children with Autism: A Meta-analysis” article on Blackboard.  **Post** your insights or questions in the General Questions and Discussion Forum. | 5.1, 5.2, 5.3 | Lecture activity = **1 hour** |
| **Using Technology to Improve Social Skills**  **Watch** the [“2014 Penn State TLT Symposium Session – Using Technology to Improve Social Skills”](https://www.youtube.com/watch?v=ivcCwCiHQLc) [51:05].  **Post** your insights or questions in the General Questions and Discussion Forum. | 5.2, 5.3 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Developing Social Skills**  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * What evidence-based approaches can teachers use to design programs that help students with ASD develop social skills? Provide specific examples of how these approaches can be used in the classroom. * How will these evidence-based approaches benefit students with ASD? * How would you implement these approaches in a 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, 5.2 | Discussion = **1 hour** |
| **Assignment: Social Skill Lesson Plan**  **Select** a grade level you are interested in teaching.  **Identify** an assistive technology that supports evidence-based practices for teaching social skills.  **Create** a 20- to 30-minute lesson plan for a mathematics or science class that uses evidence-based practices for teaching social skills and that incorporates your selected technology.  **Use** the Lesson Plan Template to assist you.  **Include** a 200- to 300-word explanation of why you chose your evidence-based practices and technology and how they support students with ASD at your selected grade level.  **Submit** your lesson plan by Sunday 11:59 p.m. EST. | 5.2, 5.3 | Lesson plan = **2 hours** |
| **Journal 2: Field Experience**  **Observe** a social skills lesson in a classroom, during a speech therapy session, or in a social skills group.  **Describe** the class and provide a script of at least 30 minutes of the class session. Review the following document to assist you: How to Script a Lessons.  **Explain** how formative assessment is utilized or could have been utilized. How might generalization across people and settings be accomplished for the skills being taught or practiced?  **Submit** the details of your observation through a journal by Sunday 11:59 p.m. EST. | VARIES | Guided project = **1.5 hours** |

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| Week Six: Applied Behavior Analysis |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain how applied behavior analysis (ABA) is used to support development and learning in ASD. | CLO5 | |
| * 1. Identify positive, appropriate, and socially important behaviors that enhance learning. | CLO5 | |
| * 1. Determine how to use ABA strategies to correct, influence, and replace behaviors. | CLO5 | |
| * 1. Explain how to use functional behavior assessments to support learning and behavioral goals 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. 4 & 5 of *Autism Spectrum Disorders*.  **Post** your insights or questions in the General Questions and Discussion Forum. | 6.1, 6.2, 6.3, 6.4 | Lecture activity = **1 hour** |
| **Applied Behavior Analysis Introduction**  **Watch** the following videos on YouTube:   * [“Introduction to Applied Behavior Analysis”](https://www.youtube.com/watch?v=WUKHO8zZ934) [33:03] * [“Applied Behavior Analysis (ABA) In Schools: Positive Behavior Supports”](https://www.youtube.com/watch?v=t-QIrwTwerU) [1:46] * [“Behavior Intervention Plan: BIP Overview”](https://www.youtube.com/watch?v=AUU4jP18gY4) [2:55]   **Post** your insights or questions in the General Questions and Discussion Forum. | 6.1, 6.3 | Lecture activity = **1 hour** |
| **Three Pillars of Applied Behavior Analysis**  **Watch** the [“The 3 Pillars of Applied Behavior Analysis (ABA)”](https://www.youtube.com/watch?v=sDzb9nj7bq4) video [4:38] on YouTube.  **Post** your insights or questions in the General Questions and Discussion Forum. | 6.1, 6.3 | Lecture activity = **1 hour** |
| **Preparation for a Presentation Discussion**  **Review** the **Presentation Discussion: Theories of Socioemotional Development** requirements due in Week 7. It is recommended you begin working on this presentation to provide ample time for discussion. | 4.1, VARIES |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **ABA Videos**  **Watch** the following videos on YouTube:   * [“Applied behavior analysis (ABA) short version”](https://www.youtube.com/watch?v=O_7f6QRnATw&list=PLY4yjqu8XdncBba2Pxu4r2ZRR7f_AdqO2) [18:22] * [“Autism Spectrum Therapies Explains the Differences Between ABA and DTT”](https://www.youtube.com/watch?v=glbheqzMoYQ) [4:02]   **Post** your insights or questions in the General Questions and Discussion Forum. | 6.1, 6.3 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Applied Behavioral Analysis**  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * Discrete Trial is one intervention that uses the methodology of ABA. Why is it effective for working with students with ASD? * How did the trained ABA instructors in the video use ABA to help the students develop both verbal and nonverbal communication skills? Support your response with at least one example.   **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, 6.3 | Discussion = **1 hour** |
| **Discussion: Behaviors That Enhance Learning**  **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * What are some positive, appropriate, and socially important behaviors that enhance learning? Support your response with examples. * Why is it important to consider motivation when working to support these behaviors in students with autism? Refer to Ch. 4, pp. 78–83 in the textbook to respond from a behavioral perspective.   **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. | 6.2, 6.3 | Discussion = **1 hour** |
| **Discussion: ABA Case Study**  **Read** the [“Case Study: Edward”](http://www.autisminternetmodules.org) section on the Autism Internet Modules website.   1. Log in or create an account on the website. 2. Click the **Dashboard** button on the left side of the page. 3. Click the **Module Navigator** button on the center navigation bar. 4. Click the **Autism in the Classroom** button. 5. Click the **Language and Communication** button. 6. Navigate to p. 26 of the module.   **Respond** to the following question by Thursday 11:59 p.m. EST. Provide specific examples to support your answers:   * How would you use ABA strategies to correct, influence, and replace Edward’s behaviors? Why do you think these would be effective? * How could you use a functional behavioral assessment to help you develop strategies to work with Edward?   **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. | 6.3, 6.4 | Case study discussion = **2 hours** |
| **Assignment: ABA and Communication**  **Write** a 500- to 700-word paper that explains how ABA is used to support skill development in students with ASD.  **Format** your paper according to APA guidelines.  **Submit** your paper by Sunday 11:59 p.m. EST. | 6.1, 6.2, 6.3, 6.4 | Paper = **1 hour** |

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| Week Seven: Cultural Approaches |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain how culturally responsive teaching methods support the communication and behavioral development of students. | CLO3 | |
| * 1. Evaluate how the TEACCH approach and other approaches to intervention can support communication and the development of socially appropriate and functional behavior. | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Read** Ch. 6 & 10 of *Autism Spectrum Disorders*. | 7.1, 7.2 |  |
| **TEACCH Autism Program**  **Watch** the [“The TEACCH Approach”](https://www.youtube.com/watch?v=vkymZzmg4jw) video [4:41] on YouTube.  **Post** your insights or questions in the General Questions and Discussion Forum. | 7.2 | Lecture activity = **1 hour** |
| **Race, Culture, and ASD**  **Read** the following article:   * “Race, culture, and autism spectrum disorder: Understanding the role of diversity in successful educational interventions,” located on Blackboard.   **Post** your insights or questions in the General Questions and Discussion Forum. | 7.1 | Lecture activity = **1 hour** |
| **TEACCH in the Era of Evidence-Based Practice**  **Read** the following article:   * “The TEACCH program in the era of evidence-based practice,” located on Blackboard.   **Post** your insights or questions in the General Questions and Discussion Forum. | 7.2 | Lecture activity = **1 hour** |
| ***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 wrap up 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 | Lecture activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Culturally Responsive Teaching Methods**  **Review** the sections on culturally responsive teaching and methods of instruction in Ch. 10 (pp. 250–252) of *Autism Spectrum Disorders.*  **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 your own cultural perspectives when working with families from backgrounds different from your own? How can you ensure you collaborate effectively with all families from backgrounds?   **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** |
| **Presentation Discussion: Theories of Socioemotional Development**  **Review** the theoretical approaches to explaining typical social and emotional development in Ch. 6 of *Autism Spectrum Disorders*.  **Create** an 8- to 10-slide presentation explaining how students develop socially and emotionally according to Albert Bandura, Jean Piaget, and Lev Vygotsky.  **Include** illustrations to enhance your presentation.  **Post** your presentation by Thursday 11:59 p.m. EST.  **Respond** withconstructive 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, VARIES | Presentation = **1 hour** |
| **Assignment: TEACCH Case Study**  **Imagine** that a student with ASD has been placed in your classroom and you have been tasked with using the TEACCH model to support this student’s communication and behavior development.  **Develop** a profile of your student. Include the following information about your student:   * Age and grade level * Demographic and family information * Socioemotional and communication challenges and needs * Behavioral challenges and needs   **Note.** This student can be fictional or based on a student you have worked with.  **Write** a 500- to 700-word plan for using the TEACCH model to address your student’s communication and behavior concerns and cultural needs.  **Submit** the student profile and plan by Sunday 11:59 p.m. EST. | 7.2 | Case study = **1 hour** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 6 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 6.5 |
| Supplemental |  |
| **Week5** |  |
| Required | 6.5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 8 |
| Supplemental | 1 |
| **Week 7** |  |
| Required | 7 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 47.5 |
| **Total Supplemental Hours** | 3 |
| **Total Hours** | 50.5 |