# Course Description

A decision-making framework based on empirically based interventions that allow for the design of effective instructional systems will be emphasized in this course. Practices and procedures that address the core features of autism, allowing for application across diverse instructional settings, will be presented. The course will emphasize strategies to enhance collaboration with paraprofessionals and with the representatives of services received by agencies outside of the school realm.

# 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 theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Determine how to apply instructional procedures that address challenges in communication, behavior, and social competence for students on the autism spectrum.
* **CLO2:** Determine how the differences between typical and atypical patterns in language and social development present themselves in children on the spectrum.
* **CLO3:** Determine how to apply strategies for collaborating with school staff and outside agencies.
* **CLO4:** Synthesize knowledge of empirically based interventions to design instructional interventions.
* **CLO5:** Analyze the relationship between communication and behavior.
* **CLO6:** Evaluate augmentative and alternative communication options for learners with autism.

# 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

There are no required materials for this course.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Positive Reinforcement | 40 |  |
| Assignment: Challenging Behaviors and Crisis Intervention | 60 |  |
| Assignment: Repetitive Behaviors and Restricted Interests | 60 |  |
| **Week 2** |  |  |
| Discussion: The Incredible 5-Point Scale | 40 |  |
| Presentation: Identifying and Regulating Emotions in the Classroom | 60 |  |
| **Week 3** |  |  |
| Discussion: Social Challenges | 40 |  |
| Assignment: Social Skills and College for the Student With Autism | 60 |  |
| Assignment: Community Resources | 60 |  |
| **Week 4** |  |  |
| Discussion: Data-Collection System Design | 40 |  |
| Assignment: Social Story | 60 |  |
| Assignment: TRIAD Social Skills Assessment | 60 |  |
| **Week 5** |  |  |
| Discussion: Speech and Language Service Delivery | 40 |  |
| Assignment: Echolalia | 60 |  |
| Assignment: Integrated Support Services | 60 |  |
| Assignment: Functional Communication Training | 60 |  |
| **Week 6** |  |  |
| Discussion: Collaborating With Paraprofessional | 40 |  |
| Assignment: Communication Intervention Strategy | 60 |  |
| **Week 7** |  |  |
| Assignment: Visual Communication Intervention Strategies | 60 |  |
| Journal: Data-Collection System | 40 |  |
| **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

|  |  |  |
| --- | --- | --- |
| **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: Behaviors in Students With Autism Spectrum Disorder (ASD)** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the challenging behaviors that students with ASD can present. | | CLO1 | |
| * 1. Differentiate between functional behavior assessment and functional analysis of behavior and its use in the classroom for students with autism. | |  | |
| * 1. Determine how to apply positive intervention strategies. | | CLO1; CLO5 | |
| * 1. Compare the behavior of students with ASD to that of their neuro-typical peers. | | CLO2 | |
| ***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.  **Select** 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 introducing yourself to your classmates. You may use your smartphone or computer with a webcam to record your introduction.  **Consider** discussing what you currently teach, your interests and hobbies, what you love most about education, your professional goals, and what you hope to learn from this class.  **Upload** your video into a storage system that allows you to create a shared link such as OneDrive.  **Post** a link of your video to the Icebreaker Activity discussion forum by Thursday.  **Review** your classmates’ videos and welcome them to the course. | | N/A | Lecture activity = **1 hour** |
| **Behavioral Assessment and Analysis**  **Watch** the [“ABC’s & Function of Behavior”](https://vimeo.com/112094130) video [5:35] on Blackboard.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 1.1, 1.2 | Lecture activity = **.5 hour** |
| **Functional Behavior Assessment**  **Read** the following articles:   * “[Functional Behavior Assessment (FBA)](http://www.educateautism.com/functional-behaviour-assessment.html)” * “[Functional Analysis Example](http://www.educateautism.com/functional-behaviour-assessment/example-of-a-functional-analysis.html)” * “[Functional Behavior Assessment VS Functional Analysis](https://theshafercenter.com/2017/07/28/functional-behavior-assessment-vs-functional-analysis/)”   **Post** any questions or comments in the General Questions and Discussion Forum. | |  | Lecture activity = **1 hour** |
| **Positive Behavior Support for Students**  **Review** the resources within the [School section of the Positive Behavioral Interventions & Supports website](https://www.pbis.org/school).  **Review** the following resources on the Athabasca University website and complete the associated exercise:   * [Home: Positive Reinforcement Tutorial](https://psych.athabascau.ca/open/prtut/index.php) * [Concept Definition: Positive Reinforcement](https://psych.athabascau.ca/open/prtut/definition.php) * [Illustrative Pairs](https://psych.athabascau.ca/open/prtut/pairs.php)   **Complete** the [Practice Exercise](https://psych.athabascau.ca/open/prtut/practice.php).  **Post** any questions or comments in the General Questions and Discussion Forum. | | 1.2 | Lecture activity = **1 hour** |
| **Assignment Preparation: Data-Collection System**  **Review** the instructions for the Data-Collection System assignment due in Week 7.  **Review** the Assignment Preparations in Weeks 2–6 leading up to the assignment submission in Week 7.  **Begin** arrangements to observe a nonverbal or emerging-verbal student in a classroom.  *Note.* DO NOT use the student’s real name in your project.  **Post** any questions or comments in the General Questions and Discussion Forum. | | N/A | Guided project = **.5 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. | | 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: Positive Reinforcement**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Following the format of the [Practice Exercise](https://psych.athabascau.ca/open/prtut/practice.php) from the Athabasca University website, give one example of positive reinforcement and one non-example of positive reinforcement.     **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. | |  | Discussion = **1 hour** |
| **Assignment: Challenging Behaviors and Crisis Intervention**  **Read** the article “Challenging Behaviors Tool Kit” taken from the [Autism Speaks website](https://www.autismspeaks.org/).  **Write** a 700- to 1,050-word protocol that you would provide as a guide to classroom teachers for developing a crisis plan.  **Address** considerations for how implementation might differ in the classroom, the school at large, and the community.  **Format** your paper according to APA guidelines.  **Submit** your completed protocol by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2 | Paper = **1 hour** |
| **Assignment: Repetitive Behaviors and Restricted Interests**  Teachers encounter many challenges in the educational setting such as staying current with behavioral strategies related to autism.  **Read** the following articles:   * [“Why is OCD so Common in Children with Autism?”](https://www.appliedbehavioranalysisedu.org/why-is-ocd-so-common-in-children-with-autism/) * “[Why do some people with autism have restricted interests and repetitive movements?”](https://theconversation.com/why-do-some-people-with-autism-have-restricted-interests-and-repetitive-movements-94401)   **Create** an informative guide of 1 to 2 pages to be used for a staff development session for new general education teachers.  **Include** visually appealing elements such as illustrations, tables, charts, etc.  **Submit** your informative guide by 11:59 p.m. (EST) on Sunday. | | 1.3 | Critical thinking = **1 hours** |
| **Total** |  |  | **8** |

# 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.

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| Week Two: Behavior Interventions | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop an instructional plan for teaching students with ASD to use a 5-point scale to assess their emotions. | | CLO1; CLO4 | |
| * 1. Develop an instructional plan for teaching students with ASD to use a 5-point scale to adjust their behaviors to match their emotions. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Lindner, J. L., & Rosen, L. A. (2006). [Decoding of emotion through facial expression, prosody, and verbal content in children and adolescents with Asperger’s syndrome](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=106294520&site=eds-live). *Journal of Autism & Developmental Disorders, 36*(6), 769–777. * ["Teaching Kids with Autism About Emotions & Self-Regulation"](https://www.lifeskills4kids.com.au/teaching-kids-about-emotions-self-regulation/) * “Promoting Social Regulation”   **Post** any questions or comments in the General Questions and Discussion Forum. | | 2.1, 2.2 | Lecture activity = **1 hour** |
| **The Incredible 5-Point Scale Module**  **Complete** “The Incredible 5-Point Scale” module on the Autism Internet Modules website: <http://www.autisminternetmodules.org>.   * Log in or create an account according to the instructions on the website. * Select **Module Navigator** on the Dashboard. * Select the **Autism in the Classroom** button from the left menu. * Select **The Incredible 5-Point Scale** button to launch the module.   **Post** any questions or comments in the General Questions and Discussion Forum. | | 2.1, 2.2 | Lecture activity = **1 hour** |
| **Assignment Preparation: Data-Collection System**  At this point in the project, you should have **identified** the student you plan to observe.  **Identify** three targeted skills you plan to observe from at least two of the following areas:   * Academic * Behavioral * Social * Language   **Post** any questions or comments in the General Questions and Discussion Forum. | | VARIES | Guided project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Incredible 5-Point Scale**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Think of a student you are familiar with or have read about. Without using real names, briefly describe the student. How would you design a 5-point scale for this individual. Why do you think it would be effective for his or her needs?   *Note.* Do not provide any information that would personally identify a real student.  **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** |
| **Presentation: Identifying and Regulating Emotions in the Classroom**  You notice a lack of understanding from your fellow faculty members when dealing with students with autism. As a dedicated instructor, you decide to do further research on this topic to assist your peers and students. After your research, you intend to present your findings at a school-wide faculty meeting.  **Prepare** a PowerPoint presentation of 5 to 10 slides with an overview of strategies that can be used to help students with autism identify emotions and regulate them in the classroom.  **Include** voice over in your presentation as well as illustrations to enhance the presentation. *Note*. You may use technologically appropriate lingo for the voice over.  **Submit** your presentation by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2 | Presentation = **1 hour** |
| **Total** |  |  | **5** |

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| Week Three: Social Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare the social skills of students with ASD to that of their neuro-typical peers. | | CLO2 | |
| * 1. Identify appropriate community resources that support the social skills development with ASD. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week 3 Lecture**  **Watch** the ["Socialization and Students with ASD"](https://vimeo.com/112094229) video [3:20] on Blackboard.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 3.1, 3.2 | Lecture activity = **.5 hour** |
| **Social Communication Strategies**  **Read** the following:   * Winner, M., & Crooke, P. J. (2011). [Social communication strategies for adolescents with autism](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=104986242&site=eds-live). *ASHA Leader*, *16*(1), 8–11. * “Steps for Implementation: Social Narratives”     **Post** any questions or comments in the General Questions and Discussion Forum. | | 3.1, 3.2 | Lecture activity = **1 hour** |
| **Social Skills Groups Module**  **Complete** the “Social Skills Groups” module on the [Autism Internet Modules](http://www.autisminternetmodules.org) website.   * Log in or create an account using the instructions on the website. * Select **Module Navigator** on the Dashboard. * Select the **Autism in the Classroom** button from the left menu. * Select the **Social Skills Groups** button to launch the module.   **Post** any questions or comments in the General Questions and Discussion Forum. | | 3.1, 3.2 | Lecture activity = **1 hour** |
| **Assignment Preparation: Data-Collection System**  **Continue** working on your assignment.  **Consider** how you would collect data on the identified behaviors.  **Discuss** this with staff members currently working with the child and/or family members.  **Post** any questions or comments in the General Questions and Discussion Forum. | | VARIES | Guided project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Social Challenges**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are some of the social challenges that people with ASD experience? * How would you go about integrating a reluctant student with autism into a social skills group?   **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** |
| **Assignment: Social Skills and College for the Student With Autism**  You have a student with autism in your class who will transition to a college or university. The materials the school provides for students in this position is heavy with research information and you worry it may be overwhelming.  **Explore** the following websites:   * [Autism Speaks: Social Skills and Autism](https://www.autismspeaks.org/social-skills-and-autism) * [Autism Speaks: Postsecondary Education (College or University)](https://www.autismspeaks.org/postsecondary-education-college-or-university)   **Develop** a handout to be used during transition planning for a student with autism. The handout should address the following:   * Common questions for students in this position * Points of consideration when deciding to attend a college or university * The purpose of postsecondary education * Areas of deficit requiring support and what those supports may be   **Submit** your handout by 11:59 p.m. (EST) on Sunday. | | 3.1 | Problem solving = **1.5 hours** |
| **Assignment: Community Resources**  **Imagine** that you have a student with autism in your class who needs help building his or her social skills. You are worried about this student’s social development and need for support.  **Develop** a profile of your student that includes the following:   * The age and grade level of the student * A description of the social skill this student needs help with   *Note*. You may create a student that is entirely fictitious or that is based on a real student. Do not include any information that would personally identify a real student.  **Identify** at least three organizations in your community that offer programs that could support this student in developing the identified social skill.  **Create** a table, chart, or some form of visual aid that summarizes the programs offered by each organization and how they would benefit your student.  **Submit** your assignment by 11:59 p.m. (EST) on Sunday. | | 3.2 | Service-learning = **1 hours** |
| **Total** |  |  | **7** |

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| Week Four: Social Skills Assessment and Social Stories | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Design appropriate social stories for teaching social skills to students with ASD. | | CLO4 | |
| * 1. Determine how to appropriately perform a triad social skills assessment for students with ASD. | | CLO4 | |
| * 1. Interpret the results of a triad social skills assessment. | | CLO4 | |
| * 1. Develop a data-collection system for tracking requesting skills. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Social Stories Readings**  **Read** the following:   * Ganz, J. B., Kaylor, M., Bourgeois, B., & Hadden, K. (2008). [The impact of social scripts and visual cues on verbal communication in three children with autism spectrum disorders](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=32040025&site=ehost-live). *Focus on Autism & Other Developmental Disabilities, 23*(2), 79–94. * Rao, P. A., Beidel, D. C., & Murray, M. J. (2008). [Social skills interventions for children with Asperger’s syndrome or high-functioning autism: A review and recommendations](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=28606350&site=ehost-live). *Journal of Autism & Developmental Disorders, 38*(2), 353–361. * Reynhout, G., & Carter, M. (2006). [Social Stories™ for children with disabilities](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=21064216&site=ehost-live). *Journal of Autism & Developmental Disorders*, *36*(4), 445–469. * White, S. W., Keonig, K., & Scahill, L. (2007). [Social skills development in children with autism spectrum disorders: A review of the intervention research](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=asn&AN=27081553&site=ehost-live). *Journal of Autism & Developmental Disorders, 37*(10), 1858–1868.   **Post** any questions or comments in the General Questions and Discussion Forum. | | 4.1 | Lecture activity = **1 hour** |
| **Social Stories Resources**  **Review** the [Templates for Personalized Teaching Stories](https://www.autismspeaks.org/family-services/personalized-stories).  **Post** any questions or comments in the General Questions and Discussion Forum. | | 4.1 | Lecture activity = **.5 hour** |
| **Social Story Videos**  **Watch** the following videos on YouTube:   * [“Carol Gray: What are Social Stories (TM)?”](http://www.youtube.com/watch?v=vjlIYYbVIrI) [4:11] * [“Special Education - Personal Space”](http://www.youtube.com/watch?v=MGQzDfbwWko&list=PL25C728441D58BE06) [1:46] * [“I need a break”](https://www.youtube.com/watch?v=xDYFhrz74ks) [2:31]   **Post** any questions or comments in the General Questions and Discussion Forum. | | 4.1 | Lecture activity = **1 hour** |
| **Data-Collection Information**  **Read** the [“Data {Academic Data and the IEP}”](http://theautismhelper.com/data-academic-data-iep/) post on the Autism Helper website.  **Watch** the [“Create / Share/ Collect IEP Data using Google Drive & Forms”](https://www.youtube.com/watch?v=YAiAPKwJODI) video [12:26] on YouTube.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 4.4 | Lecture activity = **1 hour** |
| **Assignment Preparation: Data-Collection System**  For the Data-Collection System due in Week 7, based on the three targeted skills you selected from at least two different areas (academic, behavior, social, or language), **complete** the following toward the completion of the project:   * Design a data-collection system to track the targeted skills selected. *Note*. This item is also related to an assignment due this week. * Finalize arrangements to observe a nonverbal or emerging-verbal student in a classroom **and** home (if possible).   **Post** any questions or comments in the General Questions and Discussion Forum. | | N/A | Guided project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Data-Collection System Design**  **Continue** working on the Data-Collection System assignment due in Week 7.  **Develop** the data-collection system to track the targeted skills you selected for the Data-Collection System assignment.  **Post** your data-collection system by Thursday 11:59 p.m. (EST).  **Include** a 100- to 200-word explanation of how to use your system in your post.  **Provide** constructive feedback to three of your classmates’ posts by Saturday.  **Revise** your data-collection system and explanation as appropriate and submit it by 11:59 p.m. (EST) on Sunday. | | 4.4 | Guided project and Discussion = **1.5 hours** |
| **Assignment: Social Story**  **Review** the Assignment: Community Resources in Week 3.  You are tasked with improving a social skill for the student you envisioned for the Community Resources assignment.  **Create** a social story to help that student improve the social skill identified within the Community Resources assignment. The social story should have a series of pictures (5 to 10 pictures) with 1 to 2 sentences related to each picture. To create your social story, you may use Microsoft Word or PowerPoint or an online tool familiar to you.  **Write** a 100- to 200-word explanation of how your social story will help your student strengthen the identified social skill.  **Submit** the social story and explanation by 11:59 p.m. (EST) on Sunday. | | 4.1 | Case study = **1 hours** |
| **Assignment: TRIAD Social Skills Assessment**  **Review** the “TRIAD Social Skills Assessment” PDF document from the [Vanderbilt Kennedy Center](https://vkc.mc.vanderbilt.edu/vkc/) website.  **Complete** two of the Direct Child Interaction activities (either Social Skills Protocol, Things I Like, or Role Plays AND Task Engagement) found in Appendix 3 p. 48 of the “TRIAD Social Skills Assessment” PDF document.  **Interpret** the results of the assessment and prepare a report according to the instructions in the “TRIAD Social Skills Assessment” document.  **Submit** the report by 11:59 p.m. (EST) on Sunday. | | 4.2, 4.3 | Problem solving = **1 hour** |
| **Total** |  |  | **8** |

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| Week Five: Communication and Language | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare the communication of students with ASD to that of their neuro-typical peers. | | CLO2 | |
| * 1. Determine outcomes for collaboration between school personnel regarding language usage for students with autism and different methods for fostering that collaboration. | | CLO3, 5 | |
| * 1. Analyze the importance of differentiating between language and communication skills when working with students with ASD. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Communication and Language Acquisition**  **Read** the following:   * Stokes, S. (2015). Developing expressive communication skills for non-verbal children with autism. Retrieved from <http://www.specialed.us/autism/nonverbal/non11.htm> * Swensen, L. D., Kelley, E., Fein, D., & Naigles, L. R. (2007). [Processes of language acquisition in children with autism: Evidence from preferential looking](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.4139244&site=eds-live). *Child Development*, *78*(2), 542–557. * Improving Conversational Skills in Children with Autism Spectrum Disorders      * “Communication Problems in Children with Autism Spectrum Disorder” from the [National Institute on Deafness and Other Communication Disorders](https://www.nidcd.nih.gov/) website   **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK5 | Lecture activity = **1 hour** |
| **Functional Communication Training Module**  **Complete** the “Functional Communication Training” module on the [Autism Internet Modules](https://autisminternetmodules.org/) website.   * Log in or create an account using the instructions on the website. * Select **Module Navigator** on the Dashboard. * Select the **Autism in the Classroom** button from the left menu. * Select the **Functional Communication Training** button to launch the module.   **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK5 | Lecture activity = **1 hour** |
| **Assignment Preparation**  **Review** the instructions for the Data-Collection System assignment due in Week 7.  **Begin** your student observations and use the data-collection system you designed in Week 4 to collect your observation data.  **Post** any questions or comments in the General Questions and Discussion Forum. | | N/A | Guided project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Speech and Language Service Delivery**  **Read** [“The 21st Century Speech Language Pathologist and Integrated Services in Classrooms”](https://www.iidc.indiana.edu/pages/The-21st-Century-Speech-Language-Pathologist-and-Integrated-Services-in-Classrooms) from Indiana University Bloomington.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What do you see as challenges in providing services through an integrative model? What are the benefits?   **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** |
| **Assignment: Echolalia**  **Read** the following articles:   * “Fact Sheet 11: Echolalia” * “Functional Categories of Immediate Echolalia”   **Develop** a chart that provides a brief description and an example of the following:   * One type of interactive immediate echolalia * One type of noninteractive immediate echolalia * Delayed echolalia * Mitigated echolalia   **Submit** your chart by 11:59 p.m. (EST) on Sunday. | | 5.3 | Critical thinking = **1 hour** |
| **Assignment: Integrated Support Services**  As an instructor, part of your role is to inform the parents’ or caregivers of their child’s progress and any support needs.  **Review** [“The 21st Century Speech Language Pathologist and Integrated Services in Classrooms”](https://www.iidc.indiana.edu/pages/The-21st-Century-Speech-Language-Pathologist-and-Integrated-Services-in-Classrooms) from Indiana University Bloomington.  **Develop** a brochure or visual aid (i.e., chart, table, or bulleted descriptor) that could be used in an IEP meeting to explain to a parent or caregiver how speech services and language services are provided via an integrative in-class model for a student with autism.  **Include** how supports from school personnel are provided for this student through a consultative model.  **Submit** your brochure or visual aid by 11:59 p.m. (EST) on Sunday. | | 5.3 | Problem solving = **1 hour** |
| **Assignment: Functional Communication Training**  **Refer** to Slides 10 to 23 of the “Functional Communication Training” module of the Autism Internet Modules. The focus of these slides are the 13 steps to implement functional communication training.  **Select** a student behavior, preferably a behavior you are gathering data on for the Data-Collection System assignment due Week 7.  **Provide** an example of how you would navigate **each** of the 13 steps provided in the module regarding the identified behavior. You may choose either the school or the home for the setting.  *Note*. Create your example in numerical sequence with the numbers clearly displayed.  **Submit** your examples by 11:59 p.m. (EST) on Sunday. | | 5.1 | Problem solving = **1 hour** |
| **Total** |  |  | **7** |

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| Week Six: Visual Communication | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine how to appropriately apply communication and language intervention strategies for students with ASD. | | CLO1; CLO4 | |
| * 1. Determine how to effectively collaborate with paraprofessionals when implementing communication and language intervention strategies. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Language and Communication Development Readings**  **Read** the following from Blackboard:   * “Helping Your Child Develop Communication Skills” * “Tangible Symbol Systems Primer” * “The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to Be Supported”   **Review** the[Learn More About Specific Treatments](https://asatonline.org/for-parents/learn-more-about-specific-treatments/) section of the Association for Science in Autism Research website.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 6.1, 6.2 | Lecture activity = **1 hour** |
| **Assignment Preparation: Data-Collection System**  **Continue** completing your student observations for the Data-Collection System assignment due in Week 7.  **Post** any questions or comments in the General Questions and Discussion Forum. | | N/A | Guided project = **.5 hour** |
| **Assignment Preparation: Visual Communication Intervention Strategies**  **Review** the instructions for the Visual Communication Intervention Strategies assignment due in Week 7 and begin working on the assignment.  **Post** any questions or comments in the General Questions and Discussion Forum. | | N/A | Guided project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Collaborating With Paraprofessional**  Paraprofessionals in an educational setting are specialized positions concentrated on providing assistance to students.  **Read** [“Supporting Paraprofessionals to Support Students with Individualized Education Programs (IEP)s.”](https://awsa.memberclicks.net/update-article--supporting-paraprofessionals-to-support-students-with-individualized-education-programs--iep-s)  **Develop** a PowerPoint presentation with audio in which you provide 8 examples of strategies you can use to support students with autism to improve their performance in the classroom.  **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. | | 6.1, 6.2 | Presentation = **1.5 hours** |
| **Assignment: Communication Intervention Strategy**  **Resource:** Lesson Plan Template on Blackboard  Developing communication skills is an ongoing process for students with autism. This process needs to occur across settings and individuals. Collaboration with other team members is important to ensure all instructions, supports, and reinforcements of skills are in the same manner.  **Imagine** that you are working with a nonverbal student with ASD and you are trying to teach this student strategies for communicating with others.  **Select** an intervention strategy you could use to teach communication strategies to your student.  **Create** a lesson plan using the provided template for a 20- to 30-minute lesson based on your selected intervention strategy.  **Include** plans for how you would collaborate with paraprofessionals to implement the lesson.  **Include** a 150- to 200-word explanation of how your selected intervention strategy would benefit a nonverbal student with ASD.  **Submit** your lesson plan by 11:59 p.m. (EST) on Sunday. | | 6.1, 6.2 | Lesson plan = **2 hours** |
| **Total** |  |  | **6** |

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| Week Seven: Language and Communication Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Recommend appropriate visual communication intervention strategies for students with ASD. | | CLO6 | |
| * 1. Determine how to effectively collaborate with paraprofessionals when implementing visual communication intervention strategies. | | CLO3 | |
| * 1. Determine how to implement a data-collection system when working with a student with ASD. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week 7 Lecture**  **Watch** the ["Visual Supports for the Home, Community, and Classroom"](https://vimeo.com/112094300) lecture [3:00] on Blackboard.  **Post** any questions or comments in the General Questions and Discussion Forum. | | 7.1 | Lecture activity = **.5 hour** |
| **Visual Communication Intervention Strategies**  **Read** the following:   * Hodgdon, L. (2010). *Six Tips for Teaching Conversation Skills with Visual Strategies* Retrieved from <http://autismfamily.com/downloads/6tips.pdf>. * “Visual Supports and Autism Spectrum Disorder Tool Kit”   **View** the video ["My memory book autism"](https://www.youtube.com/watch?v=vQLHytLEmLI) [3:21].  **Post** any questions or comments in the General Questions and Discussion Forum. | | WEEK7 | Lecture activity = **1 hour** |
| **Teacher’s Desk Reference**  **Read** the “Teacher’s Desk Reference: Practical Information for Pennsylvania’s Teachers.”  **Post** any questions or comments in the General Questions and Discussion Forum. | |  | Lecture activity = **1 hour** |
| **Additional Special Education Solutions**  **Explore** the [Discover Boardmaker](https://goboardmaker.com/pages/discover) website.  **Post** any questions or comments in the General Questions and Discussion Forum. | |  | Lecture activity = **.5 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. | | 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*** |
| **Assignment: Visual Communication Intervention Strategies**  This year, your inclusive classroom includes a student named Sally. During the course of the year, you have noticed that Sally, who is an autistic support student, has become particularly fixated on a book in the school library. You allow students to choose a book from the library once a week to take home. Sally has become increasingly hostile when other students try to select “her book.”  **Develop** a list of at least five visual communication intervention strategies that you could use to help Sally learn to share the book with other students. Include the following:   * Brief description of Sally and your class. * A short explanation of why you think each strategy would help Sally * Collaborate with other team members including paraprofessionals when implementing each strategy   **Select** one of your strategies and develop the visual supports you would use with Sally to implement the strategy.  **Submit** your list with the descriptions and the developed visual supports by 11:59 p.m. (EST) on Sunday. | | 7.1, 7.2 | Project = **2 hours** |
| **Journal: Data-Collection System**  **Arrange** to observe a nonverbal or emerging-verbal student in a classroom.  *Note.* You must observe the students for at least six different periods. Perform your observations both at school and at the child’s home, if possible. Check with the school to ensure that you are following established protocols.  **Use** the data-collection system you developed in Week 4 to record the data from your observations.  *Note.* Do not include any information that could personally identify your student.  **Write** a 250- to 350-word reflection on your data-collection system in the Data-Collection System journal on Blackboard. Do you think your system was effective in practice? What do you think could be improved?  **Submit** your completed data-collection system records to the journal by 11:59 p.m. (EST) on Sunday. | | 7.3 | Journal = 1 **hour** |
| **Total** |  |  | **7** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 7 |
| Supplemental |  |
| **Week 4** |  |
| Required | 8 |
| Supplemental |  |
| **Week5** |  |
| Required | 7 |
| Supplemental |  |
| **Week 6** |  |
| Required | 6 |
| Supplemental |  |
| **Week 7** |  |
| Required | 6 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 46 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 48 |