# 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.

# Course Outcomes

* **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.

**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)

**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** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Positive Reinforcement Strategies | 5 | <insert due date> |
|  | Behaviors of Students with ASD | 5 | <insert due date> |
| **Week 2** | |  |  |
|  | Participation | 0.5 | <insert due date> |
|  | The Incredible 5-Point Scale | 3 | <insert due date> |
|  | Scales for Differing Ability Levels | 3 | <insert due date> |
|  | Five-Point Scale Plan | 8 | <insert due date> |
| **Week 3** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Social Challenges | 3 | <insert due date> |
|  | Social Skills Comparison | 5 | <insert due date> |
|  | Community Resources | 6 | <insert due date> |
| **Week 4** | |  |  |
|  | Social Story | 6 | <insert due date> |
|  | TRIAD Social Skills Assessment | 6 | <insert due date> |
|  | Data-Collection System Design | 7 | <insert due date> |
| **Week 5** | |  |  |
|  | Participation | 0.5 | <insert due date> |
|  | Language and Communication Differences | 3 | <insert due date> |
|  | Communication Comparison | 5 | <insert due date> |
|  | Mobile Electronic Device Debate | 6 | <insert due date> |
| **Week 6** | |  |  |
|  | Communication Intervention Strategy | 8 | <insert due date> |
| **Week 7** | |  |  |
|  | Visual Communication Intervention Strategies | 8 | <insert due date> |
|  | Data-Collection System | 10 | <insert due date> |
| **Total Points** | | **100** |  |

# 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: Behaviors in Students with Autism Spectrum Disorder (ASD) |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify the challenging behaviors that students with ASD can present. | CLO1 | |
| * 1. Determine how to apply positive reinforcement strategies. | CLO1; CLO5 | |
| * 1. Compare the behavior of students with ASD to that of their neuro-typical peers. | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Icebreaker Activity**  Welcome to the first week of the course!  **Create** a short video or presentation using an online tool of your choice—such as PowToon (<http://www.powtoon.com>), Animoto (<http://animoto.com/>), Padlet (<http://www.padlet.com>), Haiku Deck (<https://www.haikudeck.com/>), or the webcam feature in Blackboard—to introduce yourself to your classmates.  **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.  **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 | Video: review and post response = **1 hour** |
| **Week One Lecture**  **Watch** the “ABC’s & Function of Behavior” video [5:35] on Blackboard: <https://vimeo.com/112094130>. | 1.1, 1.2 |  |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments. Below are tutorials available to you on how to use the technologies utilized in this course.  **Review** the tutorials available on Blackboard as needed.  **Click** the Technology Tutorials button from the menu on the left side of the page. | N/A |  |
| **Support Services**  **Review** the resources in the Educators section of the Association for Behavior Analysis International website: <http://www.abainternational.org/>.  **Respond** to the following questions in the Support Services discussion forum by Thursday:   * What are the features of individualized positive behavior support? * How might these features vary across individuals and situations?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | WEEK1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Positive Behavior Support for Students**  **Watch** the "Positive Behavior Support for Students” video [10:09] on YouTube: <http://www.youtube.com/watch?v=EMapJVuYrNI>.  **Respond** to the following question in the Positive Behavior Support for Students discussion forum by Thursday:   * How is positive behavior support different from other approaches?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Positive-Reinforcement Exercise**  **Read** “Positive Reinforcement: A Self-Instructional Exercise” on the Athabasca University website, and complete the associated exercise: <http://psych.athabascau.ca/html/prtut/>. | 1.2 |  |
| **Assignment Preparation**  **Review** the instructions for the Data-Collection System assignment due in Week Seven.  **Review** the instructions for the Data-Collection System Design assignment due in Week Four.  **Begin** arrangements to observe a nonverbal or emerging-verbal student in a classroom. | 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](http://elwray.squarespace.com/feedback). | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **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** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Positive Reinforcement Strategies**  **Download** and read the “Challenging Behaviors Tool Kit” on the Autism Speaks website: <http://www.autismspeaks.org/family-services/tool-kits/challenging-behaviors-tool-kit>.  **Write** a 700- to 1,050-word paper that identifies the challenging behaviors students with ASD can present.  **Include** at least three positive reinforcement strategies, and provide an example of how you would apply each strategy in a classroom.  **Format** your paper according to APA guidelines. | 1.1, 1.2 | Paper: one private post = **.5 hours** |
| **Behaviors of Students with ASD**  **Watch** the Restrictive Behaviors and Restricted Interests videos on the Autism Speaks website: <http://autismspeaks.player.abacast.com/asdvideoglossary-0.1/player/autismspeaks>.   1. Create an account by following the instructions on the website. 2. Click the **Repetitive Behaviors and Restricted Interests** tab on the navigation bar. 3. Click the **Restricted Patterns of Interest** section, the **Insistence on Sameness**, **Repetitive Mannerisms** section, and the **Preoccupation with Parts of Objects** section, and watch all of the associated videos.   **Create** a Venn diagram using Google Docs that compares the behavior of children with ASD to that of their neuro-typical peers.   1. Click on **Add-on** from the menu at the top of your Google Doc. 2. Search for LucidChart. 3. Click the **Free** button from the new window. You may need to verify your Google account for the add-on to install.   **Create** a diagram for each of the following:   * Restricted patterns of interest * Insistence on sameness * Repetitive mannerisms * Preoccupation with parts of objects   **Post** a link to your completed diagrams to the Behaviors of Students with ASD discussion forum by Friday.  **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 1.3 | Graphic organizer: private post, share, and comment = **1.5 hours** |

# Faculty Notes

* **Behaviors of Students with ASD:** An alternative assignment has been created for students who cannot access the videos on the Autism Speaks website because of visual or hearing impairments. Contact Disability Support Services for questions about providing this alternative assignment to students.

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| Week Two: Behavior Interventions |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Develop an instructional plan for teaching students with ASD to use a five-point scale to assess their emotions. | CLO1; CLO4 | |
| * 1. Develop an instructional plan for teaching students with ASD to use a five-point scale to adjust their behaviors to match their emotions. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Five-Point Scale**  **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=a9h&AN=22055029&site=ehost-live). *Journal of Autism & Developmental Disorders, 36*(6), 769-777. * “The Incredible 5-Point Scale” document on the Incredible 5-Point Scale website: <http://www.5pointscale.com/5-point_scale_paper.pdf> * “The Five Point Scale and Emotional Regulation” document on the Incredible 5-Point Scale website: <http://www.5pointscale.com/5Pt_Scale_and_Emotional_Reg.pdf> * The “Social Cognition” document on the Incredible 5-Point Scale website: <http://www.5pointscale.com/Social_Cognition_paper_by_Kari.pdf>   **Respond** to the following question in the Five-Point Scale discussion forum by Thursday:   * What are some tips and strategies for using a five-point scale to help students match their emotions to their behaviors?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | WEEK2 | Reading: review and post response = **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. * Click **Module Navigator** on the Dashboard. * Click the **Autism in the Classroom** button from the left menu. * Click **The Incredible 5-Point Scale** button to launch the module. | WEEK2 |  |
| **Five-Point Scale Video**  **Watch** the “A Must Have for Your Child with Autism! The 5 Point Scale!” video [7:32] on YouTube: <http://www.youtube.com/watch?v=AuPjB9kMNwY>. | WEEK2 |  |
| **Five-Point Scale Resources**  **Review** the resources on the “Other Projects” section of the Incredible 5-Point Scale website: <http://www.5pointscale.com/other_projects.htm>. | WEEK2 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **The Incredible 5-Point Scale**  **Respond** to the following question in the Incredible 5-Point Scale discussion forum by Thursday:   * Think of a student you are familiar with or have read about. How would you design a five-point scale for this individual, and 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.  **Provide** constructive feedback to three of your classmates’ posts by Sunday. | WEEK2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Scales for Differing Ability Levels**  **Respond** to the following question in the Scales for Differing Ability Levels discussion forum by Thursday:   * What are some ways you could design a five-point scale so that it could be used by multiple students with different ability levels? Why do you think this would be effective?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | WEEK2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Five-Point Scale Plan**  **Develop** a profile of a student with autism that includes the following:   * The age and grade level of the student * A description of the targeted behavior you want to help the student reduce or increase * The baseline data that will allow you to measure a change in the student’s behavior   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.  **Create** a visual five-point scale that is tailored to the target behavior and that will help your student assess his or her emotions.  **Design** an instructional plan that will help the student reduce or increase the targeted behavior. The instructional plan must incorporate the following:   * At least five lesson plans that detail the setting in which the lessons will be taught, the materials to be used, and the reinforcements that will be used * Strategies to help the student use the five-point scale to assess his or her emotions * Strategies to help the student use the five-point scale to adjust his or her behaviors to match his or her emotions * A plan for measuring changes in the student’s behavior   **Submit** your completed instructional plan to Blackboard. | WEEK2 | Case Study: Analysis and posting = **3 hours** |

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| Week Three: Social Skills 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 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Three Lecture**  **Watch** the "Socialization and Students with ASD" video [3:20] on Blackboard: <https://vimeo.com/112094229>. | WEEK3 |  |
| **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=a9h&AN=57331074&site=ehost-live). *ASHA Leader*, *16*(1), 8–11. * “Steps for Implementation: Social Narratives” document on the National Professional Development Center on Autism Spectrum Disorders website: <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/SocialNarratives_Steps_0.pdf>.     **Respond** to the following questions in the Social Communication Strategies discussion forum by Thursday:   * What social skills training strategies could you use to teach social skills to individuals with ASD? * Why do you think they would be effective?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | WEEK3 | Reading: review and post response = **1 hour** |
| **Social Skills Groups Module**  **Complete** “Social Skills Groups” module on the Autism Internet Modules website: <http://www.autisminternetmodules.org>.   * Log in, or create an account using the instructions on the website. * Click **Module Navigator** on the Dashboard. * Click the **Autism in the Classroom** button from the left menu. * Click **Social Skills Groups** button to launch the module.   **Respond** to the following questions in the Social Communication Strategies discussion forum by Thursday:   * What are some common social skill deficits in individuals with ASD? * Why is it important to teach social skills to individual with ASD?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | WEEK3 | Reading: review and post response = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Social Challenges**  **Respond** to the following questions in the Social Challenges discussion forum by Friday:   * What are some of the social challenges that people with ASD experience? * How would you approach an individual with ASD to participate in a social support program? Why do you think this would be effective?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Social Skills Comparison**  **Watch** the Social Interaction videos on the Autism Speaks website: <http://autismspeaks.player.abacast.com/asdvideoglossary-0.1/player/autismspeaks>.   1. Create an account by following the instructions on the website. 2. Click the **Social Interaction** tab on the navigation bar. 3. Click the **Nonverbal Behaviors** section, the **Engaging in Interaction** section, the **Sharing Attention** section, andthe **Social Reciprocity** section, and watch all of the associated videos.   **Create** a series of diagrams using LucidChart in Google Docs or the Compare & Contrast Map from ReadWriteThink (<http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html>) that compares the social skills of children with ASD to those of their neuro-typical peers.  **Create** a diagram for each of the following:   * Nonverbal behaviors * Engaging in interaction * Sharing attention * Social reciprocity   **Post** your completed diagram to the Social Skills Comparison discussion forum by Friday.  **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 3.1 | Graphic organizer: private post, share, and comment = **1.5 hours** |
| **Community Resources**  **Imagine** that you have a student with autism in your class who needs help building his or her social skills.  **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 graphic organizer that summarizes the programs offered by each organization and how they would benefit your student. | 3.2 | Scenario: analysis & posting = **2 hours** |

# Faculty Notes

* **Social Skills Comparison:** An alternative assignment has been created for students who may not be able to access the videos on the Autism Speaks website because of visual or hearing impairments. Contact Disability Support Services for questions about providing this alternative assignment to students.

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| Week Four: Social Stories and Assessment |  |  |
| ***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 on 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 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **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=a9h&AN=32040025&site=ehost-live). *Focus on Autism & Other Developmental Disabilities, 23*(2), 79–94.  Hutchins, T. J. & Prelock, P. A. (2006). [Using social stories and comic strip conversations to promote socially valid outcomes for children with autism](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=19956298&site=ehost-live). *Seminars in Speech and Language, 27*(1), 47–59.  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=a9h&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=a9h&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=a9h&AN=27081553&site=ehost-live). *Journal of Autism & Developmental Disorders, 37*(10), 1858–1868. | 4.1 |  |
| **Social Stories Resources**  **Review** the [Templates for Personalized Teaching Stories](https://www.autismspeaks.org/family-services/personalized-stories). | 4.1 |  |
| **Social Story Videos**  **Watch** the following videos on YouTube:   * “Carol Gray: What are Social Stories(TM)?” [4:11]: <http://www.youtube.com/watch?v=vjlIYYbVIrI>. * “Toilet-Training Social Story for Children with Autism Spectrum Disorders” [5:19]: <http://www.youtube.com/watch?v=a9bqMaj2rAs>. * “Special Education - Personal Space” [1:46]: <http://www.youtube.com/watch?v=MGQzDfbwWko&list=PL25C728441D58BE06>. * “I need a break” [2:31]: <https://www.youtube.com/watch?v=xDYFhrz74ks>. | 4.1 |  |
| **Data-Collection Information**  **Read** the “Data {Academic Data and the IEP}” post on the Autism Helper website: <http://theautismhelper.com/data-academic-data-iep/>  **Watch** the “Create / Share/ Collect IEP Data using Google Drive & Forms” video [12:26] on YouTube: <https://www.youtube.com/watch?v=YAiAPKwJODI>. | 4.4 |  |
| **Assignment Preparation**  **Review** the instructions for the Mobile Electronic Device Debate assignment in Week Five.  **Meet** with your partner to begin working on the assignment. | N/A |  |
| **Assignment Preparation**  **Finalize** arrangements to observe a nonverbal or emerging-verbal student in a classroom for the Data-Collection System assignment due in Week Seven. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Social Story**  **Imagine** that you are tasked with improving a social skill of the student you created for the Community Resources assignment in Week Three.  **Use** an online tool of your choice—such as PowToon (<http://www.powtoon.com>), BitStrips (<http://www.bitstrips.com/>), or GoAnimate (<http://goanimate.com>),—to create a social story that will help the student improve the social skill you identified in Week Three.  **Write** a 100- to 200-word explanation of how your social story will help your student strengthen the identified social skill.  **Submit** the link to the social story and your explanation to the Submission box in the Blackboard assignment drop box. | 4.1 | Case Study: Analysis and posting = **3 hours** |
| **TRIAD Social Skills Assessment**  **Read** the “TRIAD Social Skills Assessment” document on the Vanderbilt Kennedy Center website: <http://vkc.mc.vanderbilt.edu/assets/files/resources/tssamanual.pdf>.  **Complete** one of the Direct Child interaction activities with a student with autism according to the instructions in the “TRIAD Social Skills Assessment” document.  **Interpret** the results of the assessment and prepare a report according to the instructions in the “TRIAD Social Skills Assessment” document.  **Submit** your completed report in a Microsoft Word document to Blackboard. | 4.2, 4.3 | Case Study: Analysis and posting = **3 hours** |
| **Data-Collection System Design**  **Review** the instructions for the Data-Collection System assignment due in Week Seven.  **Design** a data-collection system you can use track the student’s requesting skills, and upload it to Google Drive.  **Post** a link to your data-collection system to the Data-Collection System discussion forum by Thursday. 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 Sunday. | 4.4 | Date-collection system: private post, share, and comment = **1.5 hours** |

# Faculty Notes

* **Mobile Electronic Device Debate:** Assign students to groups of two to three people, and set up the wiki for each team using the group tool in Blackboard. Use the Mobile Electronic Device Debate Wiki document on Blackboard as a template to set up the wiki for each group. Review the ["Setting up Groups in Blackboard"](https://vimeo.com/108626989) video for instructions on using the Groups feature in Blackboard.

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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. Debate the utility of mobile electronic devices for students with ASD. | CLO4 | |
| * 1. Analyze the importance of differentiating between language and communication skills when working with students with ASD. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Communication and Language Acquisition**  **Read** the following:   * Stokes, S. (n.d.). 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=a9h&AN=24440660&site=ehost-live). *Child Development*, *78*(2), 542–557. * Naigles, L.R. & Tovar, A.T. (2012) [Portable intermodal preferential looking (IPL): Investigating language comprehension in typically developing toddlers and young children with autism](http://www.jove.com/video/4331/portable-intermodal-preferential-looking-ipl-investigating-language). Journal of Visualized Experiments, 70, e4331. * “Communication Problems in Children with Autism Spectrum Disorder” section of the National Institute on Deafness and Other Communication Disorders website: <http://www.nidcd.nih.gov/health/voice/pages/communication-problems-in-children-with-autism-spectrum-disorder.aspx> | WEEK5 |  |
| **Communication in Autism**  **Watch** the “Communication in Autism, Dr. Rhea Paul” video [1:50:59] on YouTube: <https://www.youtube.com/watch?v=aIaIR28iT-8>. | 5.3 | Video: review = **2 hours** |
| **Language and Communication Module**  **Complete** “Language and Communication” module on the Autism Internet Modules website: <http://www.autisminternetmodules.org>.   * Log in, or create an account using the instructions on the website. * Click **Module Navigator** on the Dashboard. * Click the **Autism in the Classroom** button from the left menu. * Click **Language and Communication** button to launch the module. | WEEK5 |  |
| **Echolalia**  **Read** the following article:  Belkadi, A. (2006). [Language impairments in autism: evidence against mind-blindness](https://www.soas.ac.uk/linguistics/research/workingpapers/volume-14/file37813.pdf). *SOAS Working Papers in Linguistics, 14*, 3–13.  **Respond** to the following questions in the Echolalia discussion forum by Thursday:   * Why do some children with ASD use echolalia? * When is it appropriate to respond to an individual's use of echolalia? Why?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 5.3 | Reading: review and post response = **1 hour** |
| **Assignment Preparation**  **Review** the instructions for the Data-Collection System assignment due in Week Seven.  **Begin** completing your student observations. Use the data-collection system you designed in Week Four to collect your observation data. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Conversation Skills**  **Respond** to the following questions in the Conversation Skills discussion forum by Thursday:   * What skills are required to have a conversation? Which skills are related to language and which are related to communication? Why is it important to differentiate these, as a teacher? * Why is engaging in conversation difficult for an individual with ASD?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Language and Communication Differences**  **Respond** to the following questions in the Language and Communication Differences discussion forum by Thursday:   * Why do you think it is important to recognize the difference between language skills and communication skills in individuals with ASD? * How does your ability to recognize the difference relate to better educational outcomes for the student?   **Provide** constructive feedback to three of your classmates’ posts by Sunday | 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Communication Comparison**  **Watch** the Communication videos on the Autism Speaks website: <http://autismspeaks.player.abacast.com/asdvideoglossary-0.1/player/autismspeaks>.   1. Create an account by following the instructions on the website. 2. Click the **Social Interaction** tab on the navigation bar. 3. Click the **Expressive and Receptive Language, Conversations, Repetitive Language,** and **Make Believe Play** sections and watch all of the associated videos.   **Create** a series of diagrams using LucidChart in Google Docs or the Compare & Contrast Map from ReadWriteThink (<http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html>) that compares the communication skills of children with ASD to that of their neuro-typical peers.  **Create** a diagram for each of the following:   * Expressive and receptive language * Conversations * Repetitive language * Make-believe play   **Post** your completed diagram to the Communication Comparison discussion forum by Friday.  **Provide** constructive feedback to three of your classmates’ posts by Sunday. | 5.1 | Presentation: private post, share, and comment = **1.5 hours** |
| **Mobile Electronic Device Debate**  **Complete** the following with your partner by Friday:   * Determine with your partner who will discuss the benefits of mobile electronic devices for students with ASD and who will discuss the disadvantages of mobile electronic devices for students with ASD. * Write a 250- to 350-word argument for your selected position, and post it to the appropriate column in your group’s wiki on Blackboard. Support your argument with evidence. * Respond to your partner’s argument in the Feedback column of the wiki.   **Complete** the following individually by Sunday:   * Write a 200- to 350-word reflection on the debate. Include the following:   + Your position on using mobile electronic devices for students with ASD. Do you think the benefits outweigh the disadvantages?   + What strategies could you take to alleviate the potential drawbacks of using electronic devices in your classroom? * Post your completed reflection in the Reflection section of the wiki. | 5.2 | Wiki: one post, replies to other posts, and private post for instructor = **2 hours** |

# Faculty Notes

* **Communication Comparison**: An alternative assignment has been created for students who may not be able to access the videos on the Autism Speaks website because of visual or hearing impairments. Contact Disability Support Services for questions about providing this alternative assignment to students.

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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 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Language and Communication Development Readings**  **Read** the following:   * “Developing Expressive Communication Skills for Non-verbal Children With Autism” on the Calumet County Children with Disabilities Education Board Special Education Services website: <http://www.specialed.us/autism/nonverbal/non11.htm>. * “Tangible Symbol Systems Primer” on the Design to Learn website: <http://www.designtolearn.com/uploaded/pdf/Tangible-Symbols-Primer-07-09x.pdf>. * “Making Decisions About Treatment and Intervention” on the Association for Science in Autism Treatment (ASAT) website: <http://www.asatonline.org/treatment/videos>. * The “Section 2: What Is a Paraprofessional,” "Section 3: Support and Supervision of Paraprofessionals," and "Section 5: Tools and Techniques" sections in the Effectively Utilizing and Supporting Paraprofessionals document on the Statewide Autism Resources and Training (START) Project website: <https://www.gvsu.edu/cms3/assets/2CF6CA25-D6C6-F19E-339DC5CD2EB1B543/resources/ionia_parapro_manual2.pdf>. | WEEK6 |  |
| **Assignment Preparation**  **Continue** completing your student observations for the Data-Collection System assignment due in Week Seven. | N/A |  |
| **Assignment Preparation**.  **Review** the instructions for the Visual Communication Intervention Strategies assignment due in Week Seven, and begin working on the assignment. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Communication Intervention Strategy**  **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 that you could use to teach communication strategies to your student.  **Create** a lesson plan for a 20- to 30-minute lesson using 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. | 6.1, 6.2 | Case Study: analysis & posting = **3 hours** |

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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 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Seven Lecture**  **Watch** the "Visual Supports for the Home, Community, and Classroom" lecture [3:00] on Blackboard: <https://vimeo.com/112094300>. | 7.1 |  |
| **Visual Communication Intervention Strategies**  **Read** the following:   * “Developing Expressive Communication Skills for Non-verbal Children With Autism” article on the Calumet County Children with Disabilities Education Board website: <http://www.specialed.us/autism/nonverbal/non11.htm>. * Hodgdon, L. (2010). *Six Tips for Teaching Conversation Skills with Visual Strategies* Retrieved from <http://autismfamily.com/downloads/6tips.pdf>. * Paul, R. (2008, October). Interventions to improve communication in autism. *Child & Adolescent Psychiatric Clinics of North America, 17*(4), 835–856. Retrieved from <http://download.journals.elsevierhealth.com/pdfs/journals/1056-4993/PIIS1056499308000497.pdf>. * The “Visual Supports and Autism Spectrum Disorder Tool Kit” section of the Autism Speaks website: <http://www.autismspeaks.org/science/resources-programs/autism-treatment-network/tools-you-can-use/visual-supports>. * The “Section 2: What Is a Paraprofessional,” "Section 3: Support and Supervision of Paraprofessionals," and "Section 5: Tools and Techniques" sections in the Effectively Utilizing and Supporting Paraprofessionals document on the Statewide Autism Resources and Training (START) Project website: <https://www.gvsu.edu/cms3/assets/2CF6CA25-D6C6-F19E-339DC5CD2EB1B543/resources/ionia_parapro_manual2.pdf>. | WEEK7 |  |
| ***Supplemental Learning Resources and Activities: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.*** | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary 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** |
| ***Assignment: Students must complete the weekly assignment(s).*** | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **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 has ASD, 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 quietly read for an hour, and 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:   * A short explanation of why you think each strategy would help Sally * An explanation of how you would collaborate with a paraprofessional when implementing each strategy   Note: Tailor your response to the age group you currently work with by assuming that Sally belongs to the grade level you currently teach.  **Create** a folder in Google Drive titled “Visual Communication Intervention Strategies,” and upload your completed list.  **Select** one of your strategies, and develop the visual supports you would use with Sally to implement the strategy. Upload your visual supports to the Visual Communication Intervention Strategies folder.  **Post** a link to your folder to the Visual Communication Intervention Strategies discussion forum by Thursday. Include a 250- to 350-word post that explains how you would use your supports and how they would benefit Sally.  **Provide** constructive feedback to three of your classmates’ posts by Saturday.  **Revise** your visual supports based on feedback as appropriate, and upload them to the Visual Communication Intervention Strategies folder.  **Submit** a link to the folder by Sunday. | 7.1, 7.2 | Case Study: analysis & posting = **3 hours** |
| **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 Four 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 as an attachment to the journal. | 7.3 | Case Study: observation, analysis & posting = **4 hours** |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 5 |
| Supplemental |  | 1 |
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| **Week 2** |  |  |
| Required |  | 6 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 7.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week5** |  |  |
| Required |  | 7.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 3 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 7 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42.5 |
| **Total Supplemental Hours** |  | 3 |
| **Total Hours** |  | 45.5 |