



GRADUATE COUNCIL
NEW COURSE PROPOSAL

Please submit the typed original with all required signatures to the Graduate Council

Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Foundations and Characteristics of Autism

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation: Found & Char of Autism

Faculty member(s) who are creating the course: Nancy Murray and Robert Shapiro

Contact Person: Nancy Murray

Graduate Program Proposing Change: Education

Course Description:

This course will explore the foundations and characteristics associated with autism spectrum disorders (ASD) by introducing the history and range of theories associated with ASD through a historical context. Candidates will first examine various emotional and behavioral disorders in order to explore how autism is distinguished from other conditions, such as mental health issues. Candidates will examine the medical neurodevelopment and biological etiology, diagnostic criteria and the federal and special education laws while connecting these laws to components of an Individualized Education Program (IEP) that are pertinent to ASD. Instructional interventions for multiple settings including, but not limited to, supportive technology and other evidence-based approaches to assist students with educational practices, communication and behavior interventions will be addressed. The appropriate use of augmentative and alternative communication as well as various technological supports will be explored and included in the planning of all instructional programs. A 25 hours field based experience.

Note: Note: The state requires 150 field based experience hours, with a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

Rationale for Offering the Course:

This course is necessary as part of the four course sequence in order to meet the Subject Matter Knowledge requirements for the Autism Endorsement put forth by the Massachusetts Department of Elementary and Secondary Education.

**GRADUATE COUNCIL
NEW COURSE PROPOSAL**Is there a similar undergraduate course? ☒ Yes ☐ No If so, how does this graduate course differ?

This course is specifically aligned with the competency indicators for the Massachusetts Department of Elementary and Secondary Education Autism Endorsement and goes more in-depth to develop a strong foundation for the remaining courses in the sequence.

Discipline Prefix: SPED If more than one provide rationale:Credits: 3
Level: ☐ 7000 ☒ 8000 ☐ 9000 Brief rationale for level choice:Additional Requirements: Laboratory Hours: _____ Pre-Practicum Hours: _____ Practicum Hours: _____
Fieldwork Hours: 25 Other (specify): _____

Prerequisite course(s) if any: _____

This course will be: ☒ a Required Course ☐ an Elective Special/Note: _____

Course is a replacement for (Course Number/Name): _____

Has the course been offered previously as a "Topics" course? ☐ Yes ☒ No
If yes, How often? _____What is the Expected Average Enrollment?: 20Which semester will this course first be offered?: Fall 2018 How often thereafter to be offered?: Every FallDoes this course affect offerings in any other department or program? ☐ Yes ☒ No If yes, please explain.Is this an Extended Campus course? ☐ Yes ☒ No



**GRADUATE COUNCIL
NEW COURSE PROPOSAL**

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached

Print Form

☒ Reviewed by Dean: Bruno Hicks

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer: Nancy Murray Date: 1/10/18

Department Chair: Nancy Murray Date: 1/10/18

Graduate Council Chair: Gene M. Scapparoni Date: 2/06/18
(Indicates Graduate Council approval)

President: Philip S. Lapich Date: 2/21/18

**Fitchburg State University
Teacher Education
Comprehensive Syllabus**

**Foundations and Characteristics of Autism
(3 credits)**

Instructor:

Office:

Office Hours:

Telephone:

E-Mail:

FAX:

COURSE DESCRIPTION:

This course will explore the foundations and characteristics associated with autism spectrum disorders (ASD) by introducing the history and range of theories associated with ASD through a historical context. Candidates will first examine various emotional and behavioral disorders in order to explore how autism is distinguished from other conditions, such as mental health issues. Candidates will examine the medical neurodevelopment and biological etiology, diagnostic criteria and the federal and special education laws while connecting these laws to components of an Individualized Education Program (IEP) that are pertinent to ASD. Instructional interventions for multiple settings including, but not limited to, supportive technology and other evidence-based approaches to assist students with educational practices, communication and behavior interventions will be addressed. The appropriate use of augmentative and alternative communication as well as various technological supports will be explored and included in the planning of all instructional programs. A 25 hours field-based experience is required as part of this course.

Note: Upon completion of the program candidates must have completed a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

TEXTS:

Boutot, E.A. (2017). *Autism Spectrum Disorder: Foundations, Characteristics and Effective Strategies*. 2nd Ed. Boston, MA: Pearson.

Yell, M., Meadows, N., Drasgow, E., Shriner, J. (2013). *Evidence-based practices for educating students with emotional and behavioral disorders*. Boston, MA: Pearson.

Trueman, T. (2004). *Inside out*. New York, NY: Harper Collins Publishers.

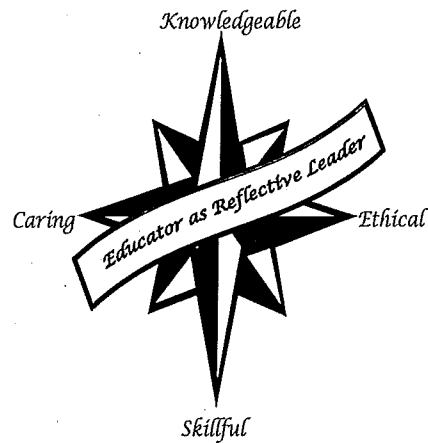
Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

Additional Readings:

- Dornbush, M. , Pruitt, S. (2008). *Tiger, too: Executive Functions/speed of processing/memory*. Marietta, Georgia: Parkaire Press, Inc.
- Haddon, Mark. (2003). *The curious incident of the dog in the night-time*. New York: Random House
- Heflinm, L. J, & Alaimo, D. F. (2007). *Students with autism spectrum disorders: Evidence instructional practices*. Upper Saddle River, NJ: Merrill.
- Kluth, P. (2007). *A land we can share: Teaching literacy to students with autism*. Baltimore, MD: Brookes Publishing Co.
- Kluth, P. (2008). "You're going to love this kid!" *Teaching students with autism in the inclusive classroom*. (5th ED.). Baltimore, MD: Brookes Publishing Co.
- Knoster, Tim. (2014). *The teacher's pocket guide for effective classroom management* (2nd ed.). Baltimore, MD: Brookes Publishing Co.
- Miller, Lucy Jane. (2014). *Sensational kids: Hope and help for children with sensory processing disorder*. New York, NY: Penguin Group.
- Notbohm, Ellen. (2012). *Ten things every child with autism wishes you knew*. Arlington. TX: Future Horizons, Inc.
- Robinson, John Elder. (2007). *Look me in the eye: My life with asperger's*. New York: Crown Publishing Group.
- Sapon-Shevin, M. (2007). *Widening the circle: The power of inclusive classrooms*. Boston, MA: Beacon Press.
- Wheeler, J., Mayton, M., and Carter, S. (2014). *Methods for teaching students with autism spectrum disorders: Evidence based practices*. Boston, MA: Pearson.

FITCHBURG STATE UNIVERSITY TEACHER EDUCATION CONCEPTUAL FRAMEWORK



This course will address the dispositions of the Conceptual Framework, as well as the Subject Matter Knowledge Requirements for the Massachusetts Department of Elementary and Secondary Education Autism Endorsement, in the following ways.

- Autism Indicators are abbreviated as follows:
 - **FC: Foundations & Characteristics of Autism**
 - **A: Assessment**
 - **PSS: Program, Services and Supports for Students with Autism**
 - **CC: Collaboration & Coordination**

Knowledgeable: (CEC Standards 1, 2, 3, 4, 5, 7, 8, 9,) As a result of the learning experiences in the course, you will become more cognizant of:

FC1: current diagnostic criteria for autism, including unique characteristics as related to communication, social/emotional development, behavior, sensory processing, cognition, and learning and the range of presentation across the spectrum.

FC2: the differences between a medical diagnosis of autism and the definition of the term autism under state and federal special education laws

FC3: how autism is distinguished from other conditions, including the potential for secondary mental health issues and other co-morbid conditions, and understands how they contribute to characteristic presentation, educational needs, and impact on multilevel family systems

FC4: the medical, neurodevelopmental and biological etiology of autism and impact on learning across the lifespan

FC5: the history and range of theories, specialized and individualized programs, services, supports and interventions used across all settings including home, school and community supported by peer reviewed research to the extent practicable, to address academic, communication, behavioral, social, emotional and sensory issues

FC6: the laws specific to autism at the federal and state level, including the Autism IEP Act (M.G.L. c71B §3) and how they apply to practice

FC7: the link between communication, social/emotional development and behavior

FC8: strengths and challenges related to specific diagnostic presentation and communication profiles, and that limited communication does not infer limited cognition

FC9: how to use naturally occurring reinforcing social responses and feedback to foster ongoing language development

FC10: typical and atypical patterns and features of receptive and expressive language, including use of augmentative and alternative communication (AAC) for students who are nonverbal or have limited speech and social pragmatics

FC13: sensory processing, and sensory motor development and the range of supports available in the educational environment as well as during transitions between environments

A3: Plan for transition, including assessment of outcomes, maintenance of skills, self-determination and personally relevant curriculum for students with autism.

CC4: existing autism-specific information and peer-reviewed research, as well as autism related laws, including the importance of remaining current on new research and laws

- the social and emotional developmental levels and needs of students;
- knowledgeable of the major education theories/interventions as they relate to the most recent research.
- knowledgeable of the research based instructional strategies used specifically for children with ASD.
- knowledgeable of the learning environment that best meets the needs of children with ASD.
- knowledgeable of the appropriate use of augmentative and alternative communication and other assistive technologies.
- knowledgeable of Communication Aids--Picture Exchange Communication System (PECS) and the use of technology (apps) to assist in communication.
- knowledgeable of the potential social barriers created by AAC/AT and how to help overcome them within an inclusive setting.

Skillful: [CEC Standards 2, 3, 4, 5, 7, 8, 9, 10] As a result of the learning experiences in the course, you will become more skillful in:

PSS3: how to identify and select educational practices to meet the student's unique needs in the general education setting to the maximum extent possible

PSS5: understands the use of specialized and individualized social curriculum to support social development

PSS9: how to implement individualized programs and services to address sensory needs in the educational environment, during transitions, and across school, home and community settings in collaboration with appropriate specialists and related service providers

PSS11: Understands how to develop and/or implement specialized instruction to explicitly teach and practice pragmatic language and social interaction in natural and structured contexts

PSS12: is able to articulate the concepts of peer reviewed publications and evidence-based practices and can demonstrate how to identify programs, services and supports that meet these standards.

- use an ecological approach to structure and maintain a classroom environment that promotes the development of positive social and academic behaviors and values diversity;
- create learning environments that are cognitively, physiologically, socially, and emotionally dynamic to meet the needs of the student(s);
- describe and implement effective strategies, including rules, routines, procedures, and physical structures as methods of providing structure for learning to occur;;
- describe and implement effective instructional strategies to assist these students with accessing the curriculum;
- communicate constructively with students, parents, colleagues regarding the design and implementation of behavior support plans;
- reflect on your practice to enhance your decision-making as a teacher.
- understand the use of student information and data to assess when an AAC system or AT are educationally, socially and therapeutically appropriate

Caring: [CEC Standards 5, 7, 10] As a result of the learning experiences in the course, you will become more competent in:

- acting in accordance with what is most beneficial for the student(s);
- creating a classroom that is safe, friendly, and a stimulating environment – cognitively, emotionally, socially, physiologically;
- involving parents and/or colleagues [including those in community agencies when appropriate] as partners

Ethical: [CEC Standard 9] As a result of the learning experiences in the course, you will become more competent in:

- responding fairly to a student's cultural background as it may affect learning and behavior
- examining the ethical issues associated with developing and implementing behavior management programs;
- modeling high standards of ethical behavior (including maintaining the confidentiality of the student) in your work with students, parents and colleagues;
- articulating your personal philosophy regarding supporting constructive behavior in children and young adults.
- respond appropriately to students, taking into consideration their emotional and sensory needs.

As a result of our work together you will increase your capacity to use research, reflective thinking, and collaboration to provide effective educational practice for students in a diverse society.

TECHNOLOGY INITIATIVES: Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems. Teacher candidates will utilize technology as:

- a means of presenting information;
- a tool for the analysis of data;
- a means of communicating with others.

Fitchburg State University Library Online Services: The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at www.fsc.edu/library. Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762.

INSTRUCTIONAL STRATEGIES:

<u>X</u>	Lecture/Presentation	<u>X</u>	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	<u> </u>	Pre-Practicum or Field Experience
<u> </u>	Laboratory	<u>X</u>	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving	<u>X</u>	Independent Learning
<u>X</u>	Discovery	<u> </u>	Field Trip
<u> </u>	Interviewing	<u>X</u>	Computer Application
<u>X</u>	Collaborative Learning Groups	<u>X</u>	Viewing or Listening to Followed by
<u>X</u>	Reflective Response		Discussion
<u>X</u>	Creating Visual Illustrations of Concepts	<u>X</u>	Other: <u>X</u> Case Study; <u>X</u>
			Modeling of Strategies by Instructor

COURSE CONTENT/ TOPICS AND ASSIGNMENTS:

The following outline is approximate and is subject to change with appropriate notice.

DATE	TOPIC/ACTIVITY	READINGS AND ASSIGNMENTS DUE
Module 1	Introductions Review/demonstrate Blackboard Overview of the course (review texts, syllabus, and other readings in binder) Emotional and Behavior Disorders and Intervention in Today's Classrooms Read through Research Assignment	Introducing Yourself: Discussion Board Post Activity: What is Inclusion Read the Article, "I am Adam Lanza's Mother" Yell, et al, Chapter 1 Power Point: Understanding Emotional Behavior Disorders: Respond to the Discussion Board Post Yell, et al. Chapter 2 Legal Issues in Education Students with Emotional and behavioral Disorders. Read Inside Out by Terry Trueman and respond to Discussion Board Post

Module 2	<p>Review Legal Issues in Educating Students with Emotional and Behavioral Disorders</p> <p>Understanding, Emotional and Behavior Disorders</p> <p>Educational Outcomes of Students with Emotional Behavioral Disorders</p>	<p>Yell, et al. Chapter 6 Cognitive Behavior Interventions</p> <ul style="list-style-type: none"> We will revisit this as it pertains to individuals with ASD <p>Research the disorder assigned to you and create a power point about the facts and interventions you discovered through your research about the disorder assigned to you.</p> <p>See assignment rubric</p> <p>Be sure to use the YELL, et al TEXT to support your research</p> <p>READ Yell Chapter 12, 13, and 14</p> <p>Assignment #2 due Upload your PowerPoint to Blackboard and submit under assignments. Be sure to also upload your table under assignments.</p> <p>Hand in table of findings to be copied for a reference book to be created along with your PowerPoint.</p>
Module 3	<p>AUTISM TIMELINE POWERPOINT</p> <p>Today's Classrooms: Identifying and Describing Individuals with Autism Spectrum Disorders</p> <p>Suspected causes of ASD: What is the current research saying?</p> <p>Overview of Autism Spectrum Disorder Power Point.</p> <p>PDD in the DSM-IV-TR and how the diagnostic criteria compares (is part of) the DSM 5.</p> <p>Environmental Arrangement: What does it mean and how does it help to create a positive learning environment for individuals with ASD?</p>	<p>Read Boutot: Chapter 1: Overview of Autism Spectrum Disorders</p> <p>View the power point, Overview of Autism Spectrum Disorders and respond to the discussion board question and reply to at least one classmate's post. (Overview of ASD/DSM 5)</p> <p>Complete a table about the changes occurring in diagnoses in regard to individuals with an autism spectrum disorder.</p> <p>Read Boutot: Chapter 4: Environmental Arrangement to Prevent Contextually Inappropriate Behavior</p>

Module 4	<p>Working with Families of Children with ASD</p> <p>Connecting working with families with the DSM 5 Diagnostic Criteria</p> <p>Understanding: Communicative Needs (Pragmatic Language) and their impact on Social Skills Development Communication Aids--Picture Exchange Communication System (PECS) and the use of technology (apps) to assist in communication.</p> <p>Classroom Implications Impact on other settings</p>	<p>Read Boutot: Chapter 3: Working with Families of Children with Autism, Chapter 6: Teaching Students with Autism to Communicate, and Chapter 11: Assistive Technology for Learners with Autism Spectrum Disorders</p> <p>Respond to Discussion Board: Working with Families</p> <p>View the power point, Communication and Social Skills-What does it Really Mean? Respond to the discussion board question and reply to at least one classmate's post.</p> <p>View Visual supports/iPad apps and connect to the article you choose to read below.</p> <p>View PowerPoint on Augmentative and Alternative Communication then read articles and respond to the discussion board questions and replay to at least one classmate's post.</p> <p>Review power point and resources on Instructional Strategies for teaching Academics.</p> <p>Janice Light and Kathryn Drager, Augmentative and Alternative Communication, September 2007 VOL. 23 (3), pp. 204 – 216</p>
Module 5	<p>Understanding: Sensory Integration Activity Classroom Implications Thoughts on Sensory Diets Visual Supports –</p> <p>Sensory Processing PowerPoint</p> <p>Sensory Integration PowerPoint Activity</p>	<p>Read Wheeler Chapters 5 and 6</p> <p>View PowerPoint on Sensory Processing View Power Point on Sensory Integration</p> <p>View recording of the program "Social Express."</p> <p>View Autism the Musical You-tube You will have questions to respond to.</p> <p>Assignment # 3 Journal Review</p>
Face to Face Meeting Or Through Zoom Meeting	<p>Experiencing Sensory Integration Deficits:</p> <p>Connecting Sensory Integration Deficits to previous Diagnostic Criteria for EBD-What does it mean?</p> <p>Review Social Skills Lesson Requirement: Create a social skills/social thinking lesson plan in groups.</p> <p>Social Skills/Communicating: Lego Activity</p>	

	<p>Story: Whole Body Listening Larry at School</p> <p>What skills do we need to Socialize?</p>	
Module 6	<p>Social Challenges Individuals with ASD may have.</p> <p>Teaching Social Skills/Social Thinking Video: Michelle Garcia Winner Review Social Skills Assessment and Support Assignment</p> <p>Understanding Theory of Mind The impact this deficit has on social interactions (cooperative learning and classroom participation) and learning. Supports for students with a Theory of Mind Deficit: What are they and how do you implement them?</p> <p>Understanding Executive Functioning: The impact this deficit has on learning (problem solving, Reading Comprehension Written Language and Study Skills) and social interactions (cooperative learning and classroom participation).</p>	<p>Read Boutot: Chapter 7: Social Challenges of Children and Youth with Autism Spectrum Disorders</p> <p>View Social Skills Lecture Respond to the discussion board question and reply to at least one classmate's post.</p> <p>Assessing Social Skills a. Social Skills Checklists b. Social Skills Improvement System c. Assignment Directions and Rubric</p> <p>View Power Point and materials to support social skill instruction.</p> <p>View Video-Michelle Garcia Winner: Social Thinking: Teaching Social Thinking skills to students with Asperger's Syndrome</p> <p>Respond to the discussion board question and reply to at least one classmate's post on the Social Challenges and Michelle Garcia Winner's Video</p> <p>Read about the "I Laugh Model" and view Cue Cards http://www.socialthinking.com/what-is-social-thinking/ilaugh-model</p> <p>Think about, How would you use the I Laugh Model in your classroom?</p> <p>View Power Point on Theory of Mind and Executive Functioning and respond to Discussion Board Question about Theory of Mind/EF</p> <p>Assignment #4: Social Skills Assessment and Support Plan due</p>
Module 7	<p>Resources on Instructional Strategies for Teaching Academics</p> <p>Instructional Models: DIR (Developmental Individualized Relationship Based Model)-Floor Time ABA</p> <p>View Youtube videos</p> <p>IEP Goals and Objective Samples</p>	<p>Read Boutot Chapter 9: Effective Practices for teaching Academic Skills to Students with Autism Spectrum Disorders</p> <p>Read Boutot: Chapter 14: Transition to Postsecondary Environments for Students with Autism Spectrum Disorders Respond to Discussion Board Post</p> <p>Administer Social Skills Assessment and complete support plan. (See Assignment and Rubric)</p>

Transitioning in to Adulthood
Understanding Behaviors: What is the student with ASD trying to communicate?
Behavioral Supports Plans

View information on:

- Data Collection
- Analyzing Data Collection
- Supports to Increase Positive Behaviors.

Use of Augmentative Communication to increase positive behaviors.

Return to visual supports

Assignment #5 Due: Environmental Assessment

Final: Pulling it all together.

Complete table that depicts:

Characteristics Associated with ASD	Observable Characteristics	Environmental Supports	Academic Supports
Communication Abilities			
Social Skills/Thinking			
Theory of Mind			
Executive Functioning			
Sensory Processing/Integration			
Reading -Decoding and Comprehension			
Written Language			

And indicated what EBD may be associated with ASD.

Course Requirements and Description of Assignments: *Each assignment will be accompanied by a specific description of the requirements and evaluation criteria.*

- 1. Forum/Discussion Board:** Each week there will be at least one discussion board forum posted within the course. Candidates are expected to respond once to the original question as well as a response to at least one classmate's post. Please refer to the rubric on discussion forum grading.
 - a. Participation in zoom meetings are required.**
- 2. Emotional/Behavioral Disorder Presentation.** Candidates will research an assigned emotional/behavior disorder and will create a power point depicting their findings for their classmates to review. Candidates will indicate how autism is distinguished from the condition(s) they are reporting on and how it may contribute to characteristic presentation. Assignment details and rubric will be provided.
- 3. Journal Article Review:** Candidates will research a minimum of two articles about past and/or current practices. They will write a summary of the articles and will provide their personal critique about whether or not the program(s), services and supports meet the criterion for evidence-based practices.
- 4. Social Skill Assessment and Support Implementation:** Candidates will complete an informal social skills assessment on a student with an ASD and identify targeted deficit skills, necessary

prerequisites and design a support plan to develop these skill deficits. Please refer to the rubric for grading.

5. **Environmental Assessment:** Candidates will assess current classroom environments and will provide a visual representation of that environment. Candidates will create a PowerPoint sharing specific information about the current environment along with specific recommended changes that would support students with an ASD. All recommendations must be accompanied by the research/information that specifically would support the change. Assignment details and an evaluation rubric will be provided in class.

Evaluation:

Your grade will be determined according to the quality of your work on each of the following:

1. Emotional/Behavioral Presentation and handout-15%
2. Environment Assessment-20%
3. Journal Article Review -15%
4. Social Skills Assessment and Support Plan- 15%
5. Midterm: 5%
6. Final Assignments: 20%
7. Attendance and participation – 10% (this includes preparation of reading assignments and forum discussions)

Field Based Requirements: Your assignments for this course require that you be actively involved with students with an Autism Spectrum diagnosis, in a classroom setting, for at least 25 hours during the course of the semester. As part of the field-based pre-practicum experience, you must have ongoing contact with a student who exhibits characteristics that might be consistent with an Autism Spectrum diagnosis.

- All field based experiences must be organized and coordinated through Fitchburg State University's Field Placement and Partnership Coordinator.
- Experiences will be assessed through the goals and objectives embedded in each assignment in the syllabus as well as completion of required forms as listed below and available at the Fitchburg State Education Unit Forms Library.

<http://www.fitchburgstate.edu/offices-services-directory/education-unit/practicum-licensure/forms-library-practicumlicensure>

- Field Based Log Sheet completed by candidate and signed by the Supervising Practitioner
- Candidate Disposition filled out by the Supervising Practitioner
- Pre-practicum Report Form

Note: Upon completion of the program candidates must have completed a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

Grading Scale

4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91

Inde
pend
ent
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3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete (80% of course requirements must be completed before a student can request a grade of IN)	

should be completed by the individuals receiving credit for the assignment. All resources—people and materials—must be cited appropriately.

Late Assignments: An assignment is considered late if it is passed in after the date and time it is due. Late assignments will receive a 5% reduction in the overall grade for each day it is late.

Rewrite Policy: Students will have the opportunity to rewrite assignments that have received unsatisfactory grades. The final grade for any such assignment will be the average of the original grade and the rewrite grade. Rewrites are due one week from the date that the original graded assignment is returned to the student. No exceptions will be made. The group activity projects are not eligible for a rewrite.

Extra Credit: During the course of the semester, there may be opportunities for students to earn extra credit (e.g. participating in professional development seminars, attending conferences, etc.). Such opportunities will be made available to all students in the course.

COURSE POLICIES

Policy on Disability:

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building, Room 303. If you need course adaptations or accommodations related to a disability, please contact Disability Services at 978-665-4020, or testing@fitchburgstate.edu as soon as possible. It is important that the issues relating to disabilities be discussed with faculty early in the course to provide you with appropriate accommodations.

Academic Integrity Policy:

The faculty in the Education Unit at Fitchburg State University expect that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy outlined in the University Catalogue, will be strictly adhered to.

** Please note that any idea that is not considered to be "common knowledge" needs to be attributed to the original author. All ideas and direct quotes must be cited using American Psychological Association (APA) referencing <http://www.apastyle.org/>.

Please see Part III of the Code of Conduct and Discipline Process HANDBOOK for the complete Academic Integrity Policy - <https://www.fitchburgstate.edu/uploads/files/StudentConduct/Conduct-Policy.pdf>

Office Hours

Once again as this is an online class, the easiest solution is to email or use Blackboard IM to contact the professor and set up time to connect as needed.

Assignment #2: Emotional/Behavioral Disorder PowerPoint

PURPOSE: The purpose of this assignment is to provide you an opportunity to research important aspects related to various Emotional and Behavioral Disabilities. You will create a PowerPoint which highlights the key information specifically related to the disability and strategies that can be used to increase student success.

FORMAT: The table consists of:

- A current and precise definition of the disability
- The specific symptoms associated with the disability
- Any known causes related to the disability
- Educational Implications
 - How might this disability directly impact student success within the classroom/vocational environment?
- Recommended treatments
 - Medical
 - Specific recommended instructional strategies
 - For the classroom
 - Within the community
- Be sure to cite your resources in APA style

PROCESS: Use this assignment sheet and the following rubric to guide and check your work. You should read through this entire document before beginning, AND use the rubric as a self-evaluation checklist before submitting your PowerPoint.

Your PowerPoint must include all of the criteria listed within the Grading Rubric below.

	YES	NO
* First page of the table contains YOUR name, date & course name.		

Criteria	3 points Indicator met	2 points Indicator partially met	1 point Indicator not met
Definition of Disability	Participant has presented a clear and accurate definition of the disability and has cited the resource(s) used.	Participant has presented a vague but accurate definition of the Disability and has cited the resource(s) used.	Participant has presented a vague definition of the Disability and has not cited resource(s) used.

Symptoms	Participant has clearly and thoroughly explained the symptoms associated with the diagnosis of the targeted disability and has cited the resource(s) used.	Participant has clearly explained some, but not all the symptoms associated with the diagnosis of the targeted disability and has cited the resource(s) used.	Participant has not explained the symptoms associated with the diagnosis of the targeted disability and has not cited resource(s) used.
Causes	Participant has clearly and thoroughly explained the causes (possible causes) associated with the diagnosis of the targeted disability has cited the resource(s) used.	Participant has clearly explained some, but not all of the causes (possible causes) associated with the diagnosis of the targeted disability has cited the resource(s) used.	Participant has not explained the causes (possible causes) associated with the diagnosis of the targeted disability and has not cited resource(s) used.
Contributions to ASD Characteristics	Candidates has clearly indicated how autism is distinguished from the condition(s) they are reporting on and how it may contribute to characteristic presentation.	Candidates has somewhat indicated how autism is distinguished from the condition(s) they are reporting on and how it may contribute to characteristic presentation.	Candidates does not indicated how autism is distinguished from the condition(s) they are reporting on and how it may contribute to characteristic presentation.
Educational Implications	Participant clearly and thoroughly explains educational implications the researched disability may have.	Participant has clearly explained some, but not all of the educational implications the researched disability may have.	Participant has not explained the educational implications the researched disability may have.
Medical Treatments and Instructional Strategies	Participant has clearly and thoroughly explained the recommended treatment plans and educational implications (strategies) for the targeted disability has cited the resource(s) used.	Participant has clearly explained some, but not all of the recommended treatment plans and educational implications (strategies) for the targeted disability has cited the resource(s) used.	Participant has not explained the recommended treatment plans and educational implications (strategies) for the targeted disability and has not cited resource(s) used.
Grammar	All materials are free from errors in grammar, punctuation, and citations.	Materials are mostly free from errors in grammar, punctuation, and citations.	Materials contain an unacceptable number of errors in

Grade: _____



FITCHBURG STATE UNIVERSITY

Assignment #4: SOCIAL SKILLS LESSON PLAN

PURPOSE: The purpose of this assignment is to provide you an opportunity to integrate all that you have learned about best practices in working with individuals with Asperger Syndrome in order to create a comprehensive lesson that specifically teaches a social skill/social thinking that has been identified as an area of difficulty for a specific student.

DATE DUE: Submit online by _____

FORMAT: This lesson will consist of:

- Brief description of the student
- Objective
- Identified skill and prerequisites needed
- Instructional Setting and Materials
- Frequency/Length of sessions
- Instructional procedure
- Transfer Training/Generalization plan
- Maintenance plan
- Related Activities
- Documentation

CONTENT:

- While referring to a given social skills checklist observe a student gathering data to identify an area of difficulty the student is having with a specific social skill or in understanding an aspect of social thinking.
- Once you have identified the targeted area, carefully review course content in order to create a lesson plan that targets this area of need.
- Be sure to include any visuals you are recommending for the teaching of this lesson.
- Make sure that you also include a clear description of your plan to reinforce the student's attempts and/or success with the skill you have targeted. Attach this visual (contract, token sheet, etc.).
- Be sure to include a copy of your data sheet.

PROCESS: Use this assignment sheet and the following rubric to guide and check your work. You should read through this entire document before beginning, AND use the rubric as a self-evaluation checklist before submitting your paper.

Grading Rubric (20%)

* First page contains YOUR name, date & course #	YES	NO
* Includes a copy of all visuals needed to support the lesson	YES	NO
* Includes a copy of reinforcement materials	YES	NO
* Includes data sheet	YES	NO

Competency	0	1	2	3
Brief Description of Student 10%	Description is missing	The description of the student's age, grade level, and abilities is minimal and there is no mention of current social skill abilities.	Description briefly explains the student's age, grade level, and abilities. There is no mention of current social skill abilities are included.	Description clearly explains the student's age, grade level, and abilities. Mention of current social skill abilities are included.
Objective 5%	Objectives is missing	Objectives do not match each major component of the lesson or are missing Objectives do not include a condition, learner, observable behavior, and criterion (proficiency level)	Objectives are included to match most major components of the lesson. Most objectives include a condition, learner, observable behavior, and criterion (proficiency level)	Objectives are included to match each major component of the lesson Each objective includes a condition, learner, observable behavior, and criterion (proficiency level)
Skill/Prerequisites 10%	The targeted skill and prerequisites are missing	No points	The targeted skill is identified, but the prerequisites are missing.	The targeted skill is identified and all prerequisites are listed.
Instructional Setting/materials 5%	Instructional setting/materials are missing	Instructional setting is not clearly identified and none of the materials are listed.	Instructional setting is clearly identified but none of the materials are listed.	Instructional setting is clearly identified and all materials are listed.
Frequency/Length of Session 5%	Frequency/length of session is missing	The frequency for which the skill will be explicitly taught is not identified, and the length of each session is not stated.	The frequency for which the skill will be explicitly taught is identified, but the length of each session is not stated.	The frequency for which the skill will be explicitly taught and the length of each session is clearly stated.
Instructional Procedure 40%	Instruction is missing	The situation for which the skill will be taught in is missing or very brief. The procedure is included, but not outline in a set-by-step manner. There is no mention of how modeling will or will not be used within the lesson or how feedback will be given to the student.	The situation for which the skill will be taught in is stated. The procedure is outlined in somewhat of a specific step-by-step manner. It is stated how modeling will or will not be used within the lesson. It is identified how the student will be given feedback on his/her success with this new skill.	The situation for which the skill will be taught in is clearly stated. The procedure is outlined in a specific step-by-step manner. It is clearly stated how modeling will or will not be used within the lesson. It is clearly identified how the student will be given feedback on his/her success with this new skill.
Transfer Training 5%	Transfer training is missing	A transfer-training plan is missing from the lesson.	Transfer training is somewhat planned out and stated. At least one of the following transfer setting, situation, or staffing, are considered and are	Transfer training is clearly planned out and stated. The transfer setting, situation, and staff are considered and are appropriate for this skill.

Maintenance 5%	Maintenance is missing	A maintenance plan is missing from the lesson.	appropriate for this skill. It is briefly described how the newly learned skill will be maintained in various settings. How often the skill will be reviewed/practiced or when the student will receive opportunities to continue using the skill is briefly stated, but it is not clearly stated.	It is clearly described how the newly learned skill will be maintained in various settings. How often the skill will be reviewed/practiced or when the student will receive opportunities to continue using the skill will be stated.
Related Activities 5%	Related Activities is missing	Only one related activity is listed where the student can practice the skill identified.	A minimum of two related activities are listed where the student can practice the skill identified.	A minimum of three related activities are listed where the student can practice the skill identified.
Documentation 5%	Documentation for gathering data is missing.	Documentation for gathering data is missing.	The form for which data will be collected and analyzed is briefly stated, but not clearly explained.	The form for which data will be collected and analyzed is clearly stated.
Standard English Conventions (SEC) 5%		Many SEC errors	Rare SEC errors	No SEC errors

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Assignment #5: Environmental Assessment

1. Observe a classroom environment and create a floor model depicting the set up.
 - ❖ Please be sure to include lighting and wall decorations etc.
 - ❖ You may take pictures of the environment if allowed by school administration.
2. Assess the classroom environment to examine how well it meets the needs of children with an ASD. **Examine following areas:**
 - ❖ **Visual Supports**
 - Transitioning
 - Understanding rules
 - Communicative supports
 - Academic supports etc.
 - ❖ **Sensory Needs**
 - ❖ **Social Skill Development/support**
 - ❖ **Behavioral supports (whole class or individual)**
3. Describe the classroom in bulleted form.
4. List specific recommended changes with cited research to support these recommendations.

Criteria	3 points Indicator met	2 points Indicator partially met	1 point Indicator not met
Visual (20%)	Candidate creates a visual representation that clearly depicts the classroom environment.	Candidate creates a visual representation that somewhat depicts the classroom environment.	Candidate fails to create a visual representation that clearly depicts the classroom environment.
Classroom Description (20%)	Candidate accurately describes the classroom making clear connections to all areas. Including: Visual supports (be sure to address all 4 areas) Sensory needs Social skill development/supports Behavioral supports	Candidate describes the classroom making clear connections some of the areas.	Candidate fails to accurately describe the classroom making clear connections to all areas.
Recommendations (50%)	Candidate lists specific recommendations for the classroom environment to meet the needs of students with ASD and supports these recommendations with appropriate research citations. Candidate thoroughly addresses all 4 major areas. (7 in all)	Candidate lists specific recommendations for the classroom environment to meet the needs of students with ASD but fails to support all of their recommendation with appropriate research citations. Candidate addresses 2-3 areas.	Candidate fails to list specific recommendations for the classroom environment to meet the needs of students with ASD or to support any recommendations with appropriate research citations. Candidate addresses less than 2 areas.

Mechanics (10%)	All materials are free from errors in grammar, punctuation, and citations.	Materials are mostly free from errors in grammar, punctuation, and citations.	Materials contain an unacceptable number of errors in grammar, punctuation, and citations.
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Name: _____

Grade: _____

READINGS AND RESOURCES

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