FITCHBURG STATE UNIVERSITY

Academic Year: *2021-2022   SGOCE#: *32

New Graduate Course Proposal

Course Title

Course Title: *Interventions for Students with Autism Spectrum Disorders (non-endorsement)

Proposed Banner Abbreviation: *Interv ASD (non-endorse)

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

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: *Anne Howard

Members of the Graduate
Curriculum Committee:
Lyndsey Benharris, Chair
Philip Saisa
Jescah Apamo-Gannon
Laurie Link
Robert Shapiro
Anne Howard

Department / Unit Developing: *Education ▼

Department Chair: *Dr. Denise Sargent   *dsargen5@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
                     *⦿ Yes
                      ○ No

Course Information

Course Description

*This course will connect the content learned in the first three courses; Foundations and Characteristics of Autism, Assessment, and Positive Behavior supports while re-examining the history and range of theories associated with ASD, the medical neurodevelopment and biological etiology, diagnostic criteria and the federal and special education laws. Candidates will examine the range of intervention techniques, strategies, and methodology to increase access to curriculum while identifying interfering behaviors in order to create a positive learning environment. Candidates will apply information on research based interventions for a specific student in order to identify and select educational practices to meet a specific student's unique needs and plan for appropriate adaptations to support their communication (including the use of augmentative and alternative communication and assistive technology), sensory, social, and academic needs while monitoring student progress across settings. Candidates will create components of an Individualized Education Program (IEP) that are pertinent to instructional models associated with ASD.   Field Experience hours may be required in order to complete course assignments.

NOTE: This course cannot be used toward Massachusetts DESE Autism Endorsement.

Prerequisite(s): SPED 8030 or 8040 , and SPED 8031 or 8041; may be taken concurrently with SPED 8180 or 8020

Rationale and expected outcomes of offering the Course

*This course is comparable to SPED 8042, but does not include the extensive fieldwork hours associated with MA DESE Autism Endorsement. SPED 8035 will address the dispositions of the FS Education Unit Conceptual Framework, as well as the Subject Matter Knowledge Requirements associated with the Massachusetts Autism Endorsement (which represents best practices, in the following areas:

o   FC: Foundations & Characteristics of Autism
o   A: Assessment
o   PSS: Program, Services and Supports for Students with Autism
o   CC: Collaboration & Coordination

Number of Credits: *3

Discipline Prefix or Prefixes:		Brief rationale if more than one prefix:
	*SPED	

Level of Course: *○ 7000 ● 8000 ○ 9000

Brief rationale for level choice::
*This course mirrors SPED 8042 and should be at the same 8000 level. Assignments are the same with the exception of the extensive fieldwork hours associated with the MA Autism Endorsement.

The course will be: ☐ Requirement ☑ Elective

Elective or Requirement Note/Special:
Prerequisite(s): SPED 8030 or 8040 , and SPED 8031 or 8041;
It is expected that this course will run concurrently with SPED 8042.

Is there a similar undergraduate course? *○ Yes ● No

Does this course affect offerings in any other department or program? *○ Yes ● No

Course Enollment

Expected Average Enrollment: *8

This course is a replacement for: Course # / Name

Has the course been offered previously as a "Topics" course? *○ Yes ● No

Is this an Extended Campus Course? *○ Yes ● No

Which semester will this course be offered for the first time?: *Spring 2023

How often thereafter to be offered?:
*Once per year.

Course Requirements

Prerequisite course(s) if any: Prerequisite(s): SPED 8030 or 80400 , and SPED 8031 or 8041

Additional Requirements

Laboratory Hours:	0	Fieldwork Hours:	variable
Pre-Practicum Hours:	0	Practicum Hours:	0

Other Requirements (specify): Fieldwork hours are likely to be needed to complete course assignments - no specific numb

Syllabus Upload

New Course Syllabus Upload: SPED 8035 - Proposed Interventions- NOT for Autism endorsement.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

...3239363038
Anne Howard 04/18/2022
Requester Signature Date

...3032303733
Nancy Murray 04/28/2022
Academic Dean Signature Date

...3533373936
Denise Sargent 04/19/2022
Department Chair Approval Date

...3733383630
Becky Copper Glenz 05/05/2022
SGOCE Dean Signature Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

_____ _____
Graduate Council Chair Signature Date

Notifications

_____ _____
Approval of the President Date

_____ _____
SGOCE Dean Initials Date

Reviewed by the Registrar: _____ Date _____

SPED 8035 *Proposed number for no endorsement course***:**
Interventions for Students with Autism Spectrum Disorders (non-endorsement)
(3 credits)

Instructor:
Office:
Office Hours:
Telephone:
E-Mail:
FAX:

COURSE DESCRIPTION:

This course will connect the content learned in the first three courses; Foundations and Characteristics of Autism, Assessment, and Positive Behavior supports while re-examining the history and range of theories associated with ASD, the medical neurodevelopment and biological etiology, diagnostic criteria and the federal and special education laws. Candidates will examine the range of intervention techniques, strategies, and methodology to increase access to curriculum while identifying interfering behaviors in order to create a positive learning environment. Candidates will apply information on research based interventions for a specific student in order to identify and select educational practices to meet a specific student's unique needs and plan for appropriate adaptations to support their communication (including the use of augmentative and alternative communication and assistive technology), sensory, social, and academic needs while monitoring student progress across settings. Candidates will create components of an Individualized Education Program (IEP) that are pertinent to instructional models associated with ASD. Field Experience hours may be required in order to complete course assignments.

NOTE: This course cannot be used toward Massachusetts DESE Autism Endorsement.

Prerequisite(s): **SPED 8030 or 8040** , **SPED 8031 or 8041**; may be taken concurrently with **SPED 8180 or 8020**

TEXTS:

Boutot, E.A. (2017). *Autism spectrum disorder: Foundations, characteristics and effective strategies.(2nd ED.)* Boston, MA: Pearson.

Wilkinson L. A. (2017). *A best practice guide to assessment and intervention for autism spectrum disorder in school. (2nd ED.).* Philadelphia, PA: Jessica Kingsley Publisher

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. (1999-2018). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: http://www.doe.mass.edu/frameworks/current.html

Additional Readings:

Clendon, S., Paynter, J., Walker, S., Bowen, R., and Westerveld, M.F. (2021): Emergent literacy assessment in children with autism spectrum disorder who have limited verbal communication skills: A tutorial. *Language, Speech, and Hearing Services In School, 52,* 165-180

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

Kandeh, M.S., Kandeh, M.K., Martin, N., and Krupa, J. (2020). Autism in black, Asian and minority ethnic communities: A report on the first Autism Voice UK Symposium. *Advances in Autism, 6(2),* 165-175.

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, T. (2014). *The teacher's pocket guide for effective classroom management (2nd ed.).* Baltimore, MD: Brookes Publishing Co.

Miller, L. (2014). *Sensational kids: Hope and help for children with sensory processing disorder*. New York, NY: Penguin Group.

Notbohm, E. (2012). *Ten things every child with autism wishes you knew*. Arlington. TX: Future Horizons, Inc.

Parsons. L., Cordier, R., Munro, N. and Joosten, A. (2020): Peer's pragmatic language outcomes following a peer-mediated intervention for children with autism: A randomized controlled trial. *Research in Developmental Disabilities, 99,* https://doi.org/10.1016/j.ridd.2020.103591

Roberts, J. and Webster, A. (2020): Including students with autism in schools: A whole school approach to improve outcomes for students with autism. *International Journal of Inclusive Education,* DOI: 10.1080/13603116.2020.1712622

Robinson, J. E.. (2007). *Look me in the eye: My life with asperger's*. New York: Crown
Publishing Group.

Wheeler, J., Mayton, M., and Carter, S. (2014). *Methods for teaching students with autism
spectrum disorders: Evidence based practices*. Boston, MA: Pearson.
Yi, H., Siu, Q. K. Y., Ngan, O. M. Y., & Chan, D. F. Y. (2020). Parents' experiences of screening,
diagnosis, and intervention for children with autism spectrum disorder. *American Journal of
Orthopsychiatry, 90*(3), 297–311. https://doi.org/10.1037/ort0000433

ADDITIONAL MATERIALS:

Heflinm, L. J, & Alaimo, D. F. (2007). Students with autism spectrum disorders: Evidence
instructional practices. Upper Saddle River, NJ: Merrill.

Sapon-Shevin, M. (2007). *Widening the circle: The power of inclusive classrooms*. Boston, MA:
Beacon Press.

FITCHBURG STATE UNIVERSITY TEACHER EDUCATION CONCEPTUAL FRAMEWORK

Knowledgeable

Educator as Reflective Leader

Caring   *Ethical*

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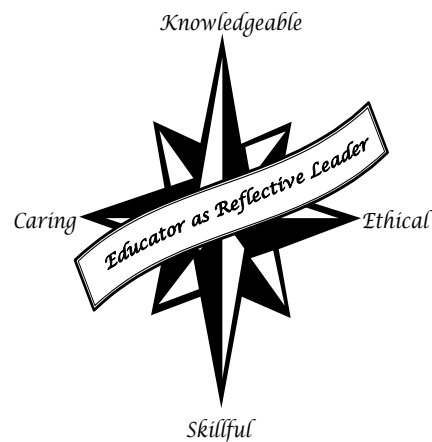
**This course will address the dispositions of the Conceptual Framework, as well as the
Subject Matter Knowledge Requirements for the Massachusetts Department of Elementary
and Secondary Education Autism Endorsement, in the following ways.**

- Autism Indicators are abbreviated as follows:

    o **FC: Foundations & Characteristics of Autism**
    o **A: Assessment**
    o **PSS: Program, Services and Supports for Students with Autism**
    o **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:

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

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

A1: Knows how to use a range of formative and summative assessments, including associated data collection activities, to inform instruction, services and supports; monitor progress and rates and patterns of skill acquisition; and ensure the maintenance an generalization of skills across settings that are best suited to unique characteristics of students with autism, and as identified in MGL c71B§3

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

A5: Understands the role of functional behavioral assessment and its role in the development of behavior support plans

PSS1: Knows the range of intervention techniques, strategies, and methodologies to increase access to curriculum and identifies and works to support/reduce behaviors that interfere with learning in students with autism.

PSS2: Understands the range of services, supports, aids, programs and strategies that can support students with autism in academic and non-academic settings and how to promote student learning, generalization, and maintenance across multiple environments, including home & community

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.

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

CC5: Understands the importance of the student and family perspective being represented in all education decisions, programs and services/coordination of services. In addition, understands the importance of and resources occurs across settings to respond to the fluid and dynamic needs of students with autism and their families

- 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:

A: how to use a range of formative and summative assessments, including associated data collection activities, to inform instruction, services and supports; monitor progress and rates and patterns of skill acquisition; and ensure the maintenance and generalization of skills across settings that are best suited to unique characteristics of students with autism, and as identified in MGL c 71B § 3

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

PSS4: Understands how to identify, select, and utilize appropriate individualized supports and services and create educational opportunities to support development of receptive, expressive and pragmatic language

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

PSS6: Understands how to use an array of positive behavioral interventions/strategies and supports, mutual respect, and safety to support behavioral needs associated with autism

PSS7: Knowledge of appropriate AAC and AT devices, functional communication training and devices and services for meaningful academic, communication and social purposes across the school day, home and community settings

PSS8: Understands how to implement and monitor strategies to foster successful development and generalization of vocational, adaptive, and community-based skills

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

PSS10: Understands the importance of literacy as a critical skill and how to facilitate meaningful reading and writing instruction for all students with autism, including those with communication challenges, as a primary goal

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

- 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:

_X_	Lecture/Presentation	_X_	Data Collection and Analysis
_X_	Discussion/Questioning	__	Pre-Practicum or Field Experience
__	Laboratory	_X_	Role Playing/Simulation
_X_	Problem Finding/Solving	_X_	Independent Learning
_X_	Discovery	__	Field Trip
__	Interviewing	_X_	Computer Application
_X_	Collaborative Learning Groups	_X_	Viewing or Listening to Followed by
_X_	Reflective Response		Discussion
_X_	Creating Visual Illustrations of Concepts	_X_	Other: _X_ Case Study; _X_ 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)	**Introducing Yourself:** Discussion Board Post **Discussion Board:** How do you feel students with ASD learn? **Read: Chapter 1** (I am a Whole Child) and **Chapter 4** (I am a Concrete thinker. I interpret language literally). Notbohm, Ellen. (2012). *Ten things every child with autism wishes you knew.* **View PowerPoint on ASD**-How do I learn? **Respond to Discussion Board**
Module 2	Understanding the Inclusive Classroom	**Read Chapter 2** Kluth, P. (2008). *"You're going to love this kid!" Teaching students with autism in the inclusive classroom.* **Zoom Meeting/Respond to Discussion Board**

Module 3	Best Practices in Treatment and Intervention Identifying and selecting educational practices to meet students' unique needs in the general education setting to the maximum extent possible	**Zoom Meeting/Respond to Discussion Board:** What were your key take aways from the various Research based interventions discussed in the Foundations class? **Read Chapter 5** Wilkinson L. A. (2017). *A best practice guide to assessment and intervention for autism spectrum disorder in school.* **Read Chapter 6** (Picture this, I am visually oriented) Notbohm, Ellen. (2012). *Ten things every child with autism wishes you knew.* Roberts & Webster (2020): Including students with autism in schools: A whole school approach to improve outcomes for students with autism **Zoom Meeting/Respond to Discussion Board**
	Formative and Summative Assessments	**PowerPoint on Formative and Summative Assessments**
Module 4	Communication: How does my ability to communicate impact my learning and what can you do, as a teacher, to support me?	**Read Chapter 5** (Listen to all the ways I'm trying to communicate) Notbohm, Ellen. (2012). *Ten things every child with autism wishes you knew.* **Read Chapter 7** (Building communication skills, competencies, and relationships) Kluth, P. (2008). *"You're going to love this kid!" Teaching students with autism in the inclusive classroom.* View PowerPoint on Communication **Zoom Meeting/Respond to Discussion Board**
Module 5	Augmentative and Alternative Communication: How to integrate into the curriculum seamlessly in order to support students with ASD	**Read article on AAC (current information)** **View PowerPoint on AAC** **View What is AAC:**

	Best Practices in implementing AAC and Assistive Technology devices to support communication and learning. Identifying, selecting, and utilizing appropriate individualized supports and services and creating educational opportunities to support development of receptive, expressive, and pragmatic language ==The importance of literacy as a critical skill== ==Facilitating meaningful reading and writing instruction for all students with autism== Building Natural reinforcements into this teaching.	**https://www.youtube.com/watch?v=r3m8_YmTDDM** **View Augmentative and Alternative Devices** **https://www.youtube.com/watch?v=Eb_URYj_L_k** **Teaching Peers to Respond to AAC** **https://www.youtube.com/watch?v=A18zyePCT_0** **Augmentative and Alternative Communication: Modeling, Prompting, & Responding** **https://www.youtube.com/watch?v=lSN318WaJzA** **Zoom Meeting/Respond to Discussion Board (Pulling this all together)**
Module 6	Social Skills and Social Thinking: How do students' abilities in this area impact their learning? How to teach social skills/social thinking and to support students within the classroom and other environments. How to develop and implement specialized instruction to explicitly teach and practice pragmatic language and social interaction in natural and structured contexts	**Read Chapter 6** (Friendships, Social Relationships, and Belongings) Kluth, P. (2008). *"You're going to love this kid!" Teaching students with autism in the inclusive classroom.* **Read Chapter 8** (Help me with Social Interactions) Notbohm, Ellen. (2012). *Ten things every child with autism wishes you knew.* Parsons et al. (2020): Peer's pragmatic language outcomes following a peer-mediated intervention for children with autism: A randomized controlled trial **View PowerPoint:** The impact Social Skills/Thiking have on learning in and outside of the classroom and ways to support students with ASD. **Zoom Meeting/Respond to Discussion Board** **View Developing Social Skills** **https://www.youtube.com/watch?v=qkXcNFZFsug** **How to teach children with autism to play**

		View PowerPoint: Creating a learning environment that supports students with Social Skills/Thinking **Zoom Meeting/Respond to Discussion Board** **PowerPoint:** Using data to monitor progress in developing social skills in different settings.
	Progress Monitoring: How do we monitor students' progress in social skills? How can you use this process to monitor progress in the use of AAC devices as well?	
Module 7	How do Sensory Processing Difficulties impact learning?	**Read: Chapter 2 (My Senses are out of Sync)** Notbohm, Ellen. (2012). *Ten things every child with autism wishes you knew.* **Read Chapter 2: (What is Literacy?) and Chapter 3 (Promoting Literacy Development in Inclusive Classrooms)** Kluth, P. (2007). *A land we can share: Teaching literacy to students with autism.* Baltimore, MD: Brookes Publishing Co. **View PowerPoint:** Creating a learning environment that supports students with Sensory Processing Difficulties, **Zoom Meeting/Respond to Discussion Board**
Module 8	Theory of Mind: How does ToM impact learning and how would you support students in reading/mathematics.	**View PowerPoint on Theory of Mind and Learning** **Read Chapter 4 (Assessing Literacy Learning) and Chapter 5 (Focus on Reading)** Kluth, P. (2007). *A land we can share: Teaching literacy to students with autism.* Baltimore, MD: Brookes Publishing Co. **View PowerPoint: Teaching Reading (Decoding and Comprehending the written text)** **View PowerPoint: Teaching Mathematics (Concepts and Procedures)** **Zoom Meeting/Respond to Discussion Board**

		Assignment:
Module 9	Executive Functioning: How does this impact learning and how to support students in reading/mathematics The importance of literacy as a critical skill and facilitating meaningful reading and writing instruction for all students with Autism, including those with communication challenges, as a primary goal	**View PowerPoint:** Executive Functioning and learning for students with ASD. What can we do to support these learners? **Read Chapter 6 (focus on Writing and Representation) and Chapter 7 (Literacy Learning for Students with /significant Disabilities: Yes, Those Students Too)** Kluth, P. (2007). *A land we can share: Teaching literacy to students with autism.* Baltimore, MD: Brookes Publishing Co. Clendon et al. (2021): Emergent literacy assessment in children with autism spectrum disorder who have limited verbal communication skills: A tutorial.

Module 10	Case Studies
	
	Assignment goes across three weeks
		Review your information from the previous modules
		Use the student you assessed in SPED 8XXX (Assessment) or the provided Case Study and indicate what you would do to tea h and support academic learning for the student in the following areas:
		  1. **Communication**
		
		  2. **Social Skills/Thinking**
		
		Submit your table on-line (Date-prior to Zoom meeting)
		
		Participate in Zoom Meeting

Module 11	Case Studies	**Review your information from the previous modules**
		Use the student you assessed in SPED 8XXX (Assessment) or the provided Case Study and indicate what you would do to teach and support academic learning for the student in the following areas:
		  3. **Sensory Processing**
		
		  4. **Theory of Mind**

		5. **Executive Functioning** Submit your table on-line (Date-prior to Zoom meeting) **Participate in Zoom Meeting**

Module 12	Case Studies	**Review your information from the previous modules**
		Use the student you assessed in SPED 8XXX (Assessment) or the provided Case Study and indicate what you would do to teach and support academic learning for the student in the following areas:
		   6. **Reading**
		
		      a. **Decoding and Comprehending**
		
		   7. **Mathematics**
		
		      a. **Procedural and conceptual**
		
		Submit your table on-line (Date-prior to Zoom meeting)
		
		Participate in Zoom Meeting
		
		Complete Assignment Due (TABLE)

Module 13	Transitioning: Planning and assisting students with ASD to transition during the day, to new programs/schools, and into postsecondary environments, while collaborating with families. Implementing and monitoring strategies to foster successful development and generalization of vocational, adaptive, and community-based skills	**Read Chapter 14 (**Transition to Postsecondary Environments for students with Autism Spectrum Disorders) Boutot, E.A. (2017). *Autism spectrum disorder: Foundations, characteristics and effective strategies* **View PowerPoint on Transitioning.** **Transition Plan Assignment: Write a transition plan for student in case study (Note: this will be included in the IEP)**
Module 14	Writing an Individualized Education Plan specifically for a student with ASD	**View PowerPoint on Writing an IEP for students with ASD.** **Yi et al. (2020). Parents' experiences of screening, diagnosis, and intervention for children with autism spectrum disorder**

| | Communicating in an effective and culturally and linguistically competent way with families

Maintaining regular communication in the manner and frequency appropriate to meet the needs of the child and ensure generalization

Supporting families to engage in the IEP process

The importance of collaboration with professionals in the school and community for facilitating coordinated assessment and educational planning

The importance of the student and family perspective being represented in all education decisions, programs, and services/coordination of services

Providing resources across settings to respond to the fluid and dynamic needs of students with Autism and their families

The importance of remaining current on new research and laws | **Kandeh (2020). Autism in black, Asian and minority ethnic communities: A report on the first Autism Voice UK Symposium**

Participate in a Zoom Meeting

IEP Assignment: utilizing the information you created for your case study. Complete the following components of an IEP for this student:
1. **PLEP A**

2. **PLEP B**

3. **Goals and Benchmarks/objectives for 3 out of the 4 areas. (remember you will need to include the students current level of performance)**

    a. **Communication**

    b. **Social Skills/Thinking**

    c. **Reading**

    d. **Mathematics**

AND a transition plan. |

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

1. **Zoom Meetings/Discussion Board:** Each week there will be at least one scheduled Zoom meeting/discussion board forum posted within the course. Candidates are expected to participate in the scheduled live meeting or 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.

2. **Completed Support Table.** Candidates will utilize all of the information provided them through readings, recorded PowerPoints and personal research to provide recommendations on differentiation of lessons and support to a specific student in the following areas (Communication-including AAC devices and Language, Social Skills/Thinking, Sensory Processing, Theory of Mind, Executive Functioning, Reading, and Mathematics).

3. **Transition Plan**: Candidates will complete three transition plans for a specific student.
   a. One for daily/weekly transitioning throughout the day.
   b. One for transitioning to another school/setting
   c. Transitioning into a postsecondary environment

4. **Individualized Education Program**: Given a student within your field-based experience, write an IEP for the specific student that includes identified components of need as determined by the assessments conducted within your assessment course.

Evaluation:
Your grade will be determined according to the quality of your work on each of the following:
1. **Zoom Meetings/Discussion Board** 20%
2. **Completed Support Table** -35% (5% is given to each area for the 7 identified areas)
3. **Transition Plan** – 20%
4. **Individualized Education Plan** 25%

Field Based Requirements: Your assignments for this course require that you be actively involved with students with 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

  o Field Based Log Sheet completed by candidate and signed by the Supervising Practitioner

  o Candidate Disposition filled out by the Supervising Practitioner

  o 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

FITCHBURGSTATE Grade	Letter Grade Equivalency	% Range
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
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)	

Independent assignments 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 the instructor.