

New Graduate Course Proposal

Form Procedure

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Course Title

Course Title: * Foundations and Characteristics of Autism (non-endorsement)

Proposed Banner Abbreviation: * Found Char Autism (nonendorse)

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
Laurie Link
Anne Howard
Jescah Aoani-Gannon
Phil Saisa
Robert Shapiro

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 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. Candidates will also gain an understanding of the importance of using self-advocate (first-person) accounts and research to understand the nature and scope of behavior associated with 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. Field Experience hours may be required in order to complete course assignments.

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

Rationale and expected outcomes of offering the Course

* This course will address the dispositions of the Conceptual Framework, as well as the Subject Matter Knowledge Requirements associated with the Massachusetts Autism Endorsement (which represents best practices), 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

Number of Credits: * 3

Discipline Prefix or Prefixes: * SPED

Brief rationale if more than one prefix:

Level of Course: * 7000 8000 9000

Brief rationale for level choice: * This course is comparable with SPED 8040 and should therefore have a course number at the 8000 level. Assignments are the same with the exception of the multiple fieldwork hours associated with the MA Autism endorsement.

The course will be: Requirement Elective

Elective or Requirement Note/Special: No Prerequisites. It is expected that this course will be cross-listed with SPED 8040.

Is there a similar undergraduate course? * Yes No

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

Course Enrollment

Expected Average Enrollment: * 8

This course is a replacement for: Course # / Name N/A

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?: * Fall 2022

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

Course Requirements

Prerequisite course(s) if any: None

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 8030 Proposed Foundations & Characteristics of Autism 4.2022.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.

...3832363731 Anne Howard 04/18/2022 Requester Signature Date

...3233343130 Nancy Murray 04/27/2022 Academic Dean Signature Date

...3635353633 Denise Sargent 04/19/2022 Department Chair Approval Date

...3439363936 Becky Copper Glenz 04/28/2022 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

**Fitchburg State University
Teacher Education
Comprehensive Syllabus**

**SPED 8030 (*Proposed course number for non-endorsement course*)
Foundations and Characteristics of Autism
(3 credits)**

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

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. Candidates will also gain an understanding of the importance of using self-advocate (first-person) accounts and research to understand the nature and scope of behavior associated with 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. Field Experience hours may be required in order to complete course assignments.

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

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. (**Chapters will be provided for you on line.**)

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

Additional Readings:

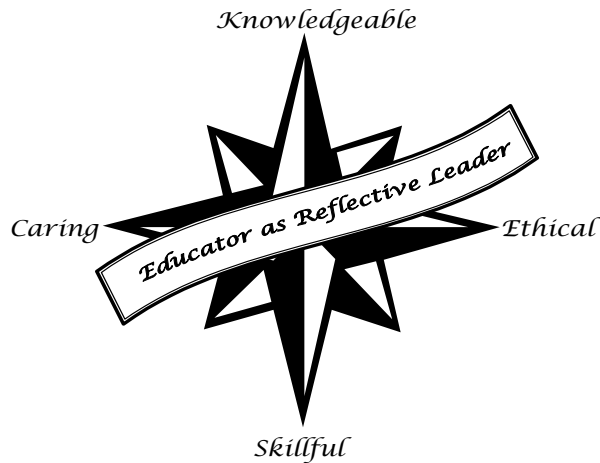
- Carruthers, S., Pickles, A., Slonims, V., Howlin, P., & Charman, T. (2020). Beyond intervention into daily life: A systematic review of generalization following social communication interventions for young children with autism. *Autism Research, 13*(4), 506-522.
- Choi, K.R., Knight, E.A., Stein, B.D. *et al.* Autism Insurance Mandates in the US: Comparison of Mandated Commercial Insurance Benefits Across States. *Matern Child Health J* **24**, 894–900 (2020). <https://doi.org/10.1007/s10995-020-02950-2>
- 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
- 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.
- McBride, Weinzimmer, La Buissonniere-Ariza, Schneider, May, Lewin, McGuire, Goodman, Wood & Storch (2020). The impact of comorbidity on cognitive-behavioral therapy response in youth with anxiety and autism spectrum disorder. *Child Psychiatry & Human Development, 51*, 625-635.
- 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.
- Rowland, D. (2020). Differential diagnosis of Autism: A causal analysis. *Journal of Neurology & Neurophysiology, 11*(1), 1-2.
- Sandbank, M., Bottema-Beutel, K., Crowley, S., Cassidy, M., Dunham, K., Feldman, J. I., Crank, J., Albarran, S. A., Raj, S., Mahbub, P., & Woynaroski, T. G. (2020). Project AIM: Autism intervention meta- analysis for studies of young children. *Psychological Bulletin, 146*(1), 1– 29. <https://doi.org/10.1037/bul0000215>
- Taylor MJ, Rosenqvist MA, Larsson H, et al. Etiology of Autism Spectrum Disorders and Autistic Traits Over Time. *JAMA Psychiatry.* 2020;77(9):936–943. doi:10.1001/jamapsychiatry.2020.0680
- Wheeler, J., Mayton, M., and Carter, S. (2014). *Methods for teaching students with autism spectrum disorders: Evidence based practices*. Boston, MA: Pearson.

ADDITIONAL MATERIALS:

Heflin, 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



This course will address the dispositions of the Conceptual Framework, as well as the Subject Matter Knowledge Requirements for the 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 Discussion |
| <u>X</u> | Reflective Response | <u>X</u> | Other: <u>X</u> Case Study; <u>X</u> Modeling of Strategies by Instructor |
| <u>X</u> | Creating Visual Illustrations of Concepts | | |

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
<p>Module 1</p> <p>Week of September 3rd to September 8th</p>	<p>Introductions Review/demonstrate Blackboard</p> <p>Overview of the course (review texts, syllabus, and other readings in binder)</p> <p>Understanding, Emotional and Behavior Disorders</p> <p>Educational Outcomes of Students with Emotional Behavioral Disorders</p> <p>Understanding 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 characteristics presentation, educational needs, and impact on multilevel family systems.</p> <p>The importance of first-person accounts and research in understanding the nature and scope of behavior associated with autism</p> <p>Read through Research Assignment and all other assignments to make sure you don't wait to the last minute to complete them.</p>	<p>Introducing Yourself: Discussion Board Post- Due September 5th</p> <p>Activity: What is Inclusion- View by September 6th</p> <p>Yell, et al, Chapter 1-Due by September 8th</p> <p>Rowland – Differential Diagnosis of Autism: A Causal Analysis</p> <p>Power Point: Understanding Emotional Behavior and Educational Outcomes: Respond to the Discussion Board Post-Due by September 8th</p>

<p>Module 2</p> <p>Week of September 9th to September 15th</p>	<p>Emotional and Behavior Disorders and Intervention in Today's Classrooms</p> <p>Continue to explore the potential impact secondary mental health issues and other co-morbid conditions contribute to characteristics presentation, the educational needs, and impact on family systems.</p>	<p>Read the Article, "I am Adam Lanza's Mother" Due by September 11th for Zoom Session at 7:00 pm. Or Discussion Board</p> <p>Yell, et al. Chapter 2 Due by September 15th (Answer Quiz questions) Legal Issues in Education Students with Emotional and behavioral Disorders.</p> <p>Read Inside Out by Terry Trueman and respond to Discussion Board Post or attend Zoom Session on September 11th</p> <p>Yell, et al. Chapters 3 & 6 Due September 15th Cognitive Behavior Interventions</p> <ul style="list-style-type: none"> • We will revisit this as it pertains to individuals with ASD <p>McBride et al. (2020) – The Impact of Comorbidity on Cognitive-Behavioral Therapy Response in Youth with Anxiety and Autism Spectrum Disorder</p>
<p>Module 3</p> <p>Week of September 16th to September 22nd</p>	<p>Review Legal Issues in Educating Students with Emotional and Behavioral Disorders</p>	<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>Be sure to use the YELL, et al TEXT to support your research</p> <p>READ Yell Chapter 12, 13, and 14 Due September 18th</p> <p>Assignment #2 due September 22nd Upload your PowerPoint to Blackboard and submit under assignments. Be sure to also upload your table under assignments as well.</p> <p>Hand in table of findings to be copied for a reference book to be created along with your PowerPoint.</p>

<p>Module 4</p> <p>Week of September 23rd to September 29th</p>	<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>Understands the medical, neurodevelopment and biological etiology of autism and the impact on learning across the lifespan.</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) to 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>View ALL PowerPoints created by your peers by September 24th</p> <p>View All Dogs Have ADHD- Enjoy</p> <p>Read Boutot: Chapter 1: Overview of Autism Spectrum Disorders Due September 25th</p> <p>Taylor et al. (2020): Etiology of Autism Spectrum Disorders and Autistic Traits Over Time</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) Examine the DSM-IV TR on line and the current information for the DSM-V</p> <p>and</p> <p>Complete a table about the changes occurring in diagnoses in regard to individuals with an autism spectrum disorder. Due September 25th Submit under assignments and to be used at our zoom session on this day at 7:00 p.m.</p> <p>Table for Diagnoses DSM IV-TR and 5.docx</p> <p>Read Boutot: Chapter 4: Environmental Arrangement to Prevent Contextually Inappropriate Behavior- Quiz due September 29th</p>
<p>Module 5</p> <p>Week of September 30th to October 6th</p>	<p>Working with Families of Children with ASD</p> <p>Connecting working with families with the DSM 5 Diagnostic Criteria</p> <p>Understand the laws specific to autism at the federal and state level, including the Autism IEP Act (M.G.L. c 71B & 3), and how they apply to practice</p>	<p>Read Boutot: Chapter 3: Working with Families of Children with Autism, Chapter 6: Teaching Students with Autism to Communicate Due October 3rd</p> <p>Chapter 11: Assistive Technology for Learners with Autism Spectrum Disorders and view PowerPoint on AAC-Discussion Board Post Due October 4th</p> <p>Choi (2020): Autism insurance mandates in the US: Comparison of mandated commercial insurance benefits across states</p> <p>Autism IEP Act:</p> <p>https://static1.squarespace.com/static/5d1cd93071be2d0001425ed6/t/5d3603a72fab060001e4719d/1563820967830/Autism+IEP+Act.pdf</p> <p>Respond to Discussion Board: Working with Families Due October 5th</p> <p>View Personal Space Camp and think of how you might use this in your classroom.</p> <p>View the Clip from the TV show A-Typical. Complete Discussion Board (Due October 5th)</p>

		<p>View Communication and Sensory Supports</p> <p>Environmental Assessment Due- See rubric. Due October 6th</p>
<p>Module 6</p> <p>Week of October 7th to October 13th</p>	<p>Understanding: Communicative Needs (Pragmatic Language) and their impact on Social Skills Development</p> <p>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>Understand the use of naturally occurring reinforcing social responses and feedback to foster ongoing language development.</p>	<p>View the power point, Communication and Social Skills- What does it Really Mean?</p> <p>View Video-Michelle Garcia Winner: Social Thinking: Teaching Social Thinking skills to students with Asperger’s Syndrome</p> <p>View Power Point and materials that go along with Michelle Garcia Winner to support social skill instruction.</p> <p>Read about the “I Laugh Model” and view Cue Cards</p> <p>Carruthers et al. (2020). Beyond intervention into daily life: A systematic review of generalization following social communication interventions for young children with autism</p> <p>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 folder that has Social Skills Materials-within this you will find the materials associated with Superflex</p> <p>Zoom Discussion on Communication and Michelle Garcia Winner’s Social Thinking Model and materials October 9th</p> <ul style="list-style-type: none"> ● Social Skills vs Social Thinking ● Social Skills Lesson plan questions? <p>View Social Skills Lesson Plan assignment prior to zoom session so you can ask any questions you may have. Under assignments</p> <p>Social Skills Lesson Plan is due October 20th</p>

	<p>Understand the clear connection between communication, social/emotional development and behavior.</p> <p>(note: this is revisited in depth in SPED 8180)</p> <p>Instructional Models:</p> <p>Review the history and range of theories, specialized and individualized programs, services, support 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.</p> <p>Examine the following interventions as they related to the range of theories and the research around the the interventions:</p> <p>DIR (Developmental Individualized Relationship Based Model)-Floor Time ABA</p> <p>View Youtube videos</p>	<p>View Visual supports/iPad apps and connect to the article you choose to review (see assignments)</p> <p>Review power point and resources on Instructional Strategies for teaching Academics and respond to Discussion Board by October 11th</p> <p>View Autism the Musical You-tube Complete chart within Discussion Board by October 13th</p> <p>Sandbank et al. (2020). Project AIM: Autism intervention meta-analysis for studies of young children</p>
<p>Module 7 Week of October 14th to October 20th</p>	<p>Understanding: Sensory Integration Examine the following interventions as they related to the range of theories and the research around sensory issues.</p> <p>Activity Classroom Implications Thoughts on Sensory Diets</p>	<p>View PowerPoint on Sensory Processing Due by October 14th (Needed for zoom session) View Power Point on Sensory Integration- Due by October 15th (Needed for zoom session) This information is imperative and will be needed for our final (along with everything else ☐)</p> <p>View Whole Body Listening Larry- Due October 15th</p>

Visual Supports –

Sensory Processing PowerPoint

Sensory Integration PowerPoint
Activity

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?

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).

Resources on Instructional Strategies for Teaching Academics

You must attend the Zoom session on October 16th (plan on an hour and a half please)

View Power Point on Theory of Mind and Executive Functioning and respond to **Discussion Board** Question about Theory of Mind/EF Due **October 18th**

Assignment: Journal Review Due October 20th

Read Boutot Chapter 9: Effective Practices for teaching Academic Skills to Students with Autism Spectrum Disorders (This information should be used in the final below)

Read Boutot: Chapter 14: Transition to Postsecondary Environments for Students with Autism Spectrum Disorders Due October 18th

Field Experience reflection and paper work must be submitted by the 20th to receive a grade.

Final: Pulling it all together. Final due October 20th

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.			
Zoom Session	Zoom Session Experiencing Sensory Integration Deficits: Connecting Sensory Integration Deficits to previous Diagnostic Criteria for EBD-What does it mean?				

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

- **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.**
- **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.
- **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.
- **Journal Article Review:** Candidates will research a minimum of two current articles (within the past three years) 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.

- **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.
 - a. Brief summary of student population.
 - b. What strategies you observed and their effectiveness
 - c. New possible implementations you may add to support students with ASD around academics (other areas will be addressed in your Environmental Assessment in more detail)

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. Environmental Assessment-15%
3. Journal Article Review - 15%
4. Social Skills Assessment and Support Plan– 20%
5. Final Assignment: 20%
6. Attendance and participation – 10% (this includes preparation of reading assignments and forum/zoom discussions)
7. Field Experience 10% **All materials must be submitted to receive a grade.**

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

<i>Criteria</i>	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: _____

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 are 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 appropriate for this skill.	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.	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	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 is briefly stated, but it is not clearly stated.	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

Grade: _____

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.

~See Rubric Below~

<i>Criteria</i>	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.

Name: _____

Grade: _____

READINGS AND RESOURCES

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- Kauffman, J. M. & Landrum, T. (2009). *Cases in emotional and behavioral disorders of children and you*, 2/E. Upper Saddle River, NJ: Merrill
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