

Teaching Students with Autism Spectrum Disorders

Section 02

EDSE 218D

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/20/2023

Contact Information

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Office Hours

By Appointment

Course Description and Requisites

Theoretical foundations and application of evidence-based best practices for students with ASD including social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, recreation and leisure skills, collaboration with parents and siblings, and special interventions for young children. The course emphasizes inclusive education for students with ASD.

Prerequisite(s): Department or Instructor Consent.

Letter Graded

* Classroom Protocols

Classroom Protocol

All students are expected to conduct themselves in a professional manner as members of this course. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes. Attendance is paramount to students' success in this course.
2. Arrive to class on time and stay until the end of the class.
3. Keep cell phones in silent mode during class so as not to disturb others. If you have an emergency and need to use your phone please step outside.
4. Use computers during class to take notes or access course materials only.
5. Respect others in class and show tolerance for viewpoints different than ones' own.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and

prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to:

1. Articulate the unique characteristics and core challenges of learners with autism spectrum disorders and the impact of these characteristics and challenges on student success in the general curriculum.
2. Implement evidence-based instructional strategies as put forth by the National Professional Development Center on Autism Spectrum Disorders for teaching students with autism spectrum disorders in a variety of settings including, antecedent based interventions, visual supports and schedules, video modeling peer mediated interventions, and social narratives.
3. Implement systematic instruction and discrete trial training, including task analysis, appropriate data collection measures, and prompting and reinforcement systems, and will be able to use these systems so that students with ASD are successful in academic and community settings.
4. Demonstrate understanding of strategies to foster the development of appropriate social communication skills in students with ASD.
5. Implement a variety of communication supports for students with ASD and understand the basic construct of a Picture Exchange Communication System.
6. Discuss the immediate and long-term impact of ASD on families across the lifespan as well as articulate best practices for working with families including person-centered planning and self-advocacy, communication and collaboration, family training, and multicultural perspectives.
7. Explain their roles as special education professionals in program planning and service delivery, demonstrate collaboration skills with families and other professionals, and deliver professional development.
8. Establish collaborative strategies for inclusive education, modify general education curriculum and instruction for individuals with ASD included in general education and employment settings, and development strategies for students with ASD to participate in all aspects of the education community.

Teaching Performance Expectations

In this course students will develop competencies toward meeting the following Teaching Performance Expectations as set forth by the California Commission on Teacher Credentialing:

Universal

- 1.2 Maintain ongoing communication with students and families including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. (Practiced)

Mild Moderate Support Needs

- 1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. **(Introduced)**
- 2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. **(Practiced)**
- 2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. **(Introduced)**
- 2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication behavioral and emotional needs. **(Practiced)**
- 3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning. **(Assessed)**
- 4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. **(Introduced)**
- 6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. **(Introduced)**

Extensive Support Needs

- 1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. **(Introduced)**
- 1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. **(Practiced)**
- 2.8 Demonstrate the knowledge of communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. **(Introduced)**
- 2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. **(Introduced)**
- 2.13 Implement systems to access, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. **(Introduced)**
- 4.1 Identify and utilize behaviorally based on teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function. **(Introduced)**

Early Childhood Special Education

- 1.2 Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and development learning needs within instructional planning, instructional and intervention activities. **(Introduced)**
- 1.6 Promote the child's development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child's behavior and interactions within instructional and other learning opportunities. **(Assessed)**
- 4.7 Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts. **(Introduced)**
- 6.5 Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team. **(Assessed)**
- 6.10 Demonstrate characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field. **(Assessed)**

Course Materials

Required Texts/Readings

First Person Narrative Readings (Book Club)

Beyond the Wall: Personal Experiences with Autism and Asperger's Syndrome

Author: Stephen Shore

ISBN-10: 1931282196

ISBN-13: 978-1931282192

We're not Broken: Changing the Autism Conversation

Author: Erik Garcia

ISBN-10: 1328587843

ISBN-13: 978-1328587848

Selected Chapters in Disability Visibility

Author: Alice Wong

Lost Cause

Author: Reyma McCoy McDeid

Gaining Power Through Communication Access

Author: Lateef McLeod

Selected Readings from Asperger /Autism Network

[First Person Accounts](#)

Other Required Readings

Wong, C., Odom, S., Hume, K., Cox, A.W., Fettig, A., Kucharczyk, S... Schultz, T.R. (2013). Evidence-based practice for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Report can be retrieved online from the [National Professional Development Center on Autism Spectrum Disorders](#) at [EBP Report](#)

Supplemental Readings: Research Journal Articles

Bryan, L. C., & Gast, D. L. (2000). Teaching on-task and on-schedule behaviors to high-functioning children with autism via picture activity schedules. *Journal of Autism and Developmental Disorders*, 30(6), 553–567.

Charlop, M. H., & Haymes, L. K. (1998). Using objects of obsession as token reinforcers for children with autism. *Journal of Autism and Developmental disorders*, 28(3), 189-198

Conroy, M. A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypic behavior in a general education classroom: A case study. *Focus on Autism and Developmental Disabilities, 20*(4), 223–230.

D'Ateno, P., Mangiapanello, K., & Taylor, B. A. (2003). Using video modeling to teach complex play sequences to a preschooler with autism. *Journal of Positive Behavior Interventions, 5*, 5-11.

Ganz, J.B., & Simpson, R. L. (2004) Effects on communicative requesting and speech development of the Picture Exchange Communication System in children with characteristics of autism. *Journal of Autism and Developmental Disorders, 34*, 395-409.

Harper, C. B., Symon, J. B., & Frea, W. D. (2008). Recess is Time-in: Using peers to improve social skills of children with autism. *Journal of Autism and Developmental Disorders, 38*, 815-826.

Hendricks, D. R., & Wehman, P. (2009). Transition from school to adulthood for youth with autism spectrum disorders: Review and recommendations. *Focus on Autism and Other Developmental Disabilities.*

Hume, K., & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. *Journal of Autism and Developmental Disorders, 37*, 1166-1180.

Kamps, et al. (2014). The use of peer-networks to increase communicative acts of students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 29*, 230-245

Lorimer, P. A., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2002). The use of social stories as a preventative behavioral intervention in a home setting with a child with autism. *Journal of Positive Behavior Interventions, 4*(1), 53-60.

Parker, D., & Kamps, D. (2011). Effects of a task analysis and self-monitoring for children with autism in multiple social settings. *Focus on Autism and Other Developmental Disabilities, 26*(3), 131-142.

Van Laarhoven, T., Kraus, E., Karpman, K., Nizzi, R., & Valentino, J. (2010). A comparison of picture and video prompts to teach daily living skills to individuals with autism. *Focus on Autism and Other Developmental Disabilities, 25*(4), 195-208.

Optional Readings from TEACHING Exceptional Children:

Banda, D.R., Grimmer, E., & Hart, S.L. (2009). Activity schedules: Helping students with autism spectrum disorders in general education classrooms manage transition issues. *TEACHING Exceptional Children, 41*(4), 16-21.

Carnahan, C.R., Hume, K., Clarke, L., & Borders, C. (2009). Using structured work systems to promote independence and engagement for students with autism spectrum disorders. *TEACHING Exceptional Children, 41*(4), 6-14.

Meadan, H., Ostrosky, M.M., Triplett, B., Michna, A., & Fettig, A. (2011). Using visual supports with young children with Autism Spectrum Disorder. *TEACHING Exceptional Children, 43*(6), 28-35.

Ogilvie, C.R. (2011). Step-by-step: Social skills instruction for students with Autism Spectrum Disorder using video models and peer mentors. *TEACHING Exceptional Children, 43*(6), 20-26.

Simpson, L. A., & Oh, K. (2013). Using circle time books to increase participation in the morning circle routine. *TEACHING Exceptional Children, 45*, 30-36.

Library Liaison

The Special Education Library Liaison is DeeAnn Herrera Tran

Email: deeann.tran@sjsu.edu

☰ Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally **three hours per week**) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described

in the syllabus. Students are strongly encouraged to plan ahead to complete assignments in a timely manner and seek assistance from the course instructor early in the process.

Introduce: Autism Internet Modules

AUTISM INTERNET MODULES (6x10) 60 points (20% of grade) CLO 1-5; TPE MM1.6(I) TPE ESN 4.1 (I) TEP ECSE 4.7 (I)

Students will complete six online modules and submit the post-module assessment results to CANVAS. A score of 90% or higher is required to earn credit for the module. Students may choose to use *Autism Internet Modules (AIM)* or *AFIRM Modules* to complete this assignment. All Modules are due by 7:00pm on March 15.

List of Required Modules

Peer Mediated Interventions

Social Narratives

Antecedent Based Interventions

Discrete Trial Teaching

Self-Management

Language and Communication (AIM) or Functional Communication Training (AFIRM)

Introduce: BOOK CLUB

FIRST PERSON NARRATIVE (BOOK CLUB) DISCUSSIONS (4x10) 30 points (10% of grade)

CLO 6; TPE MM 1.6 (I) TPE ESN 1.7 (I)

Students will participate in discussions during class related to first person narratives. Students will choose one or more first person narratives and will be assigned a discussion group accordingly. Each discussion group will be provided with a set of prompts and will work together to craft a response to the prompts.

See course schedule for First Person Narrative Discussion dates.

Apply: Professional Development Project

Professional Development Project 100 points (33% of grade) CLO 7-8 TPE MM 6.1 (I) TPE ECSE 6.5 (A) TPE ECSE 6.1 (A)

As an Education Specialist you will be called upon many times to share your expertise on ASD. To prepare for your role as specialist, you will create a short professional development project that could be used in your fieldwork placement setting. The PD project should include a short PowerPoint Presentation or Prezi for a 45-minute PD session and include a maximum of 12 slides (including a title slide and reference slide) and one handout. The purpose of the PD is to provide information about ASD (topic of your choice) to general education teachers, paraprofessionals, or administrators (choose one focus group). All information in the PD must be evidence-based and present from a strengths-based approach using people first language. PD Project is due on and will be shared in class on May 3.

Project: Case Study Project

CASE STUDY PROJECT 100 points (33%) of grade) CLO 1-8 TPE U 1.2 (P) TPE MM 2.10 (P) TPE ESN 2.13 (I) TPE ESN 4.1 (I) TPE ECSE 1.6 (A)

Each student will choose ONE evidence-based practice to implement with an individual with autism in a school, home, or community setting. Suggested strategies include the following but you may choose another EBP if desired:

- Visual support
- Video model
- Social narrative

- Positive reinforcement
- Discrete trial teaching
- Task Analysis

The student should identify the behavior or skill to address with the evidence-based practice, collect baseline data, implement the strategy and collect data with the use of the strategy. Each student will prepare a written paper that includes the following information:

- Description of the case study individual to include strengths, interests, and challenges
- Description of the behavior or skill to be addressed
- Rationale for the chosen evidence-based strategy
- Description of how the strategy was implemented
- Data sheet with the baseline data and implementation data
- Discussion of the results of the implementation and how you would communicate this information to parents
- Reflection of how implementation of this strategy informs candidate's practice as a special educator

Students will share their case study project to the class during the scheduled final exam time.

Examination: Final Examination

Final Examination - May 17

The Final Examination for this course is the culminating Case Study Project.

✓ Grading Information

Determination of Grades

A+ = 98 - 100%

A = 92 - 97%

A- = 90 - 91%

B+ = 88 - 89%

B = 82 - 87%

B- = 80 - 81%

C = less than 80%

Breakdown

Assignment	Points	% of grade	Course Learning Objective	Teaching Performance Expectations
Autism Internet Modules	60 pts	20%	CLO 1-5	TPE MM 1.6 Introduced TPE ESN 4.1 Introduced TPE ECSE 4.7 Introduced
First Person Narratives	40 pts	13%	CLO 6	TPE MM 1.6 Introduced TPE ESN 1.7 Introduced

Professional Development Project	100 pts	33%	CLO 7-8	TPE 6-7 Introduced TPE ESCE 6.5 Assessed TPE ECSE 6.10 Assessed
Case Study Project	100 pts	33%	CLO 1-8	TPE U 1.2 Practiced TPE MM 2.10 Practiced TPE ESN 4.1 Introduced TPE ECSE 1.6 Assessed
Total	300 pts	100%		

Criteria

University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

- Week 1 - January 25 - in person
- Week 2 - February 1 - in person
- Week 3 - February 8 - asynchronous
- Week 4 - February 15 - asynchronous
- Week 5 - February 22 - in person
- Week 6 - March 1 - asynchronous
- Week 7 - March 8 - in person
- Week 8 - March 15 - asynchronous
- Week 9 - March 22 - in person
- Wk Null - March 29 - Spring Break
- Week 10 - April 5 - in person
- Week 11 - April 12 - asynchronous
- Week 12 - April 19 - in person
- Week 13 - April 26 - asynchronous
- Week 14 - May 3 - in person
- Week 15 - May 10 - asynchronous
- Final - May 17

When	Topic	Notes		
Week	Date	Topics, Readings, Assignments, Deadlines	CLOs TPEs	Assignments Due
1	Jan 25	Introduction to the Course <ul style="list-style-type: none"> Review of Syllabus Preview of Assignments Preview Readings for Book Club 		
2	Feb 1	Understanding Characteristics of Autism <ul style="list-style-type: none"> View an Discuss Characteristics of children with typical development and those at risk for ASD using video glossary Readings: <ul style="list-style-type: none"> Wong, C., Odom, S., Hume, K., Cox, A.W., Fetting, A., Kucharczyk, S.....Schultz, T.R. (2013). Evidence-based practice for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Chil 	CLO 1 TPES: <i>MM 3.3 (A)</i> <i>ESN 1.8 (P)</i>	
3	Feb 8	Determining Evidence Based Interventions <ul style="list-style-type: none"> Why are EBPs important? What are the dangers of alternative treatments? Readings <ul style="list-style-type: none"> Wong, C., Odom, S., Hume, K., Cox, A.W., Fetting, A., Kucharczyk, S.....Schultz, T.R. (2013). Evidence-based practice for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Chil 	CLO 2	
4	Feb 15	Screening and Assessment Instruments for Children with ASD <ul style="list-style-type: none"> Screening and assessment instruments Practice with MCHAT and CARS Preview Early Start Denver Model Readings <ul style="list-style-type: none"> Weir, P., Tevis, C., & Matson, J. (2022). Screening of ASD in At-Risk Young Children and Initiation of the Diagnostic Process. <i>Journal of Developmental and Physical Disabilities</i>. 1-9. 	CLO 1 TPES: <i>MM 3.3 (A)</i> <i>ESN 1.8 (P)</i>	
5	Feb 22	Teaming with Families <ul style="list-style-type: none"> Understanding family perspectives and challenges Strategies for teaming with families Readings:	CLO 6, 7 TPES: <i>U1.2 (P)</i> <i>ECSE 6.5 (A)</i>	Book Club Discussion 1

When	Topic	Note6	Mar 1	Teaching Communication Skills	CLO 2, 5	
				<ul style="list-style-type: none"> EBP: Picture Exchange Communication System <p>Readings</p> <ul style="list-style-type: none"> Gantz, J.B., & Simpson, R. L. (2004) Effects on Communicative requesting and speech development of the Picture Exchange Communication System in Children with characteristics of autism. <i>Journal of Autism and Developmental Disorder, 34</i>, 395-409. 	<p>TPES:</p> <p><i>MM 2.1 (P)</i></p> <p><i>MM 2.5 (I)</i></p> <p><i>ESN 1.7 (I)</i></p> <p><i>ESN 2.8 (I)</i></p>	
7			Mar 8	<p>Methods for Developing Social Competence</p> <ul style="list-style-type: none"> EBP: Peer Mediated Interventions EBP: Social Skills Group EBP: Social Narratives 	<p>CLO 2, 4</p> <p>TPES:</p> <p><i>MM 2.10 (P)</i></p> <p><i>ESN 2.13 (I)</i></p>	
8			Mar 15	<p>Methods for Developing Social Competence - continued</p> <ul style="list-style-type: none"> EBP: Social Narratives continued <p>Readings</p> <ul style="list-style-type: none"> Lorimer, P.A., Simpson, R. L., Myles, B.S., & Ganz, J. B. (2002). The use of social stories as a preventative behavioral intervention in a home setting with a child with autism. <i>Journal of Positive Behavior Interventions, 4(1)</i>,53-60. D'Ateno, P., Mangiapanello, K., & Taylor, B. A. (2003). Using video modeling to teach complex play sequences to a preschooler with autism. <i>Journal of Positive Behavior Interventions, 5</i>, 5-11. 	<p>CLO 2, 4</p> <p>TPES:</p> <p><i>MM 2.10 (P)</i></p> <p><i>ESN 2.13 (I)</i></p>	All Online Modules Due
9			Mar 22	<p>Building School Based Repertoires</p> <ul style="list-style-type: none"> EBP: Antecedent Based Interventions EBP: Video modeling <p>Readings:</p> <ul style="list-style-type: none"> Conroy, M.A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypic behavior in a general education classroom: A case study. <i>Focus on Autism and Developmental Disabilities, 20(4)</i>, 223-230. 	<p>CLO 2, 3</p> <p>TPES:</p> <p><i>MM 2.10 (P)</i></p> <p><i>ESN 2.13 (I)</i></p>	
10			Apr 5	<p>Building School Based Repertoires - continued</p> <ul style="list-style-type: none"> Positive Behavior Supports EBP: Positive Reinforcement EBP: Functional Behavioral Assessment <p>Readings:</p> <p>Charlop M. H., & Haymes, L. K. (1998). Using objects of obsession as a token reinforcers for children with autism. <i>Journal of Autism and Developmental disorders, 28(3)</i>, 189-198.</p>	<p>CLO 2, 3, 7</p> <p><i>MM 4.3 (I)</i></p> <p><i>ESN 2.9 (I)</i></p> <p><i>ESN 4.1 (I)</i></p>	Book Club Discussion 2

When	Topic	Notes	Apr 12	Facilitating Academic Skills	CLO 2, 3, 7	
				<ul style="list-style-type: none"> EBP: Visual supports EBP: Structured work systems EBP: Task analysis <p>Readings:</p> <ul style="list-style-type: none"> Hume, K., & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. <i>Journal of Autism and Developmental Disorders, 37, 11660-1180.</i> Bryan, L. C., & Gast, D. L. (2000). Teaching on-task and on-schedule behaviors to high-functioning children with autism via picture activity schedules. <i>Journal of Autism and Developmental Disorders, 30(6), 553-567.</i> 	TPES: <i>MM 2.10 (P)</i> <i>ESN 2.13 (I)</i>	
12	Apr 19			Facilitating Academic Skills - continued <ul style="list-style-type: none"> EBP: Discrete Trial Teaching EBP: Prompting & Time Delay EBP: Self-management <p>Readings:</p> <ul style="list-style-type: none"> Parker, D., & Kamps, D. (2011). Effects of a task analysis and self-monitoring for children with autism in multiple social settings. <i>Focus on Autism and Other Developmental Disabilities, 26(3), 131-142.</i> Van Laarhoven, T., Kraus, E., Karpman, K., Nizzi, R., & Valentino, J. (2010). A comparison of picture and video prompts to teach daily living skills to individuals with autism. <i>Focus on Autism and Other Developmental Disabilities, 25(4), 195-208.</i> 	CLO 2, 3, 7 TPES: <i>MM 2.10 (P)</i> <i>ESN 2.13 (I)</i>	
13	Apr 26			Collaboration and Consultation <ul style="list-style-type: none"> Key features of collaborative relationships Collaboration modules in working with students with ASD across environments 	CLO 7 TPES: <i>MM 6.1 (I)</i> <i>ECSE 6.5 (A)</i>	Book Club Discussion 3
14	May 3			PD Presentations in class Be prepared to share your Professional Development project in class.	CLO 7	PD Assignment Due
15	May 10			Self-determination & Transition to Adulthood <ul style="list-style-type: none"> Fostering self-determination skills Transition to adulthood with ASD Person Centered Planning <p>Readings:</p> <ul style="list-style-type: none"> Hendricks, D.R., & Wehman, P. (2009). Transition from school to adulthood for youth with autism spectrum disorders: Review and recommendations. <i>Focus on Autism and Other Developmental Disabilities.</i> Video: Swimteamthefilm.com 	CLO 6, 8 TPES: <i>MM 6.1 (I)</i> <i>ECSE 6.5 (A)</i>	Book Club Discussion 4
16	May 17			FINAL EXAM - Case Study Presentations		Case Study Project Due

When	Topic	Notes