

Teaching Students with Autism Spectrum Disorders

Section 03

EDSE 218D

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/19/2023

This course follows a hybrid format with some weekly sessions held in-person and some weekly sessions held online. Students should have access to the internet to view course materials and submit assignments. Course materials including the syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System at <http://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and their SJSU email account to learn of any updates.

Contact Information

Instructor: Dr. Sudha Vaghul Krishnan

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Office: Sweeney Hall 217

Phone: 408-924-3681

Office Hours

Before Class

Thursday, 2:00 PM to 4:00 PM, SH 217

or 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:	SH 315
Class Days/Time:	Wednesday 4:00 – 6:45
Prerequisites:	Department or Instructor Consent

In Person Classes: 1/25; 2/1; 2/22; 3/8; 3/22; 4/5; 4/19; 5/3; (5/12?)

Online Asynchronous Classes: 2/8; 2/15; 3/1; 3/15; 4/12; 4/26; 5/10; 5/17

Classroom norms will be developed collaboratively in class

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 Goals

This course covers theoretical foundations and application of evidence-based best practices for students with ASD including social, communication, and behavioral interventions, positive behavior support, self-determination skills, collaboration with families, and interventions for young children. The course emphasizes inclusive education for students with ASD.

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

Upon successful completion of this 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 constructs 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 develop strategies for students with ASD to participate in all aspects of the education community.

Course Materials

Methods for Teaching Students with Autism Spectrum Disorders: Evidence-Based Practices

Author: Wheeler, Mayton, & Carter

Publisher: Pearson Publishing

Edition: 2014

ISBN: ISBN-10: 0133833666 ISBN-13: 978-0133833669

Availability: yes

Price: \$87.52

Other Reading

Reading/Response to Prompts

Selected Chapters from:

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

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 Mantra Roy

Email: Mantra.Roy@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 unit 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.

Classroom Assignments (various assignments)

(10X10) 100 points (16.67 % of the grade) CLO 1-5; All TPE's addressed

Students will complete 10 classroom assignments which may include quick write, reflections, group work, discussions, and quizzes.

Visual Journal : Self-Care Visual Journal

(10 entries) 100% (16.67% of the grade)

Students will create and maintain a visual journal that includes written reflections and visual imagery about their emotional experiences in their classrooms at work during the semester.

Internet Modules: Online Autism Modules

(5X20) 100 points (16.67 % of grade)

(Autism Internet Modules or AFIRM Modules)

CLO 1-5; *TPE MM1.6 (I)*; *4.3(I)* *TPE MM 2.5 (I)* *TPE ESN 4.1 (I)* *TPE ESN 1.8 (P)* *TPE ESN 2.8 (I)* *TPE ECSE 4.7 (I)*

Students will complete five online modules and submit the post-module assessment results to CANVAS. Students may choose to use *Autism Internet Modules (AIM)* or *AFIRM Modules* to complete this assignment.

List of Required Modules:

Peer Mediated interventions

Social Narratives

Discrete Trial Teaching

Self-Management

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

Discussion: Online Discussions on Readings

(5X20) 100 points (16.67% of grade)

CLO 6; TPE MM 1.6(I); TPE MM 3.3 (A); TPE ESN 1.7(I)

Students will participate in an online discussion responding to prompts from the book *We're Not Broken* by Eric Garcia.

Prompt #1: (Chapter 1) What kind of historical misinformation has been responsible in part for the social stigma of autism? How does the school system contribute to the social stigma surrounding autism?

Prompt #2: (Chapter 2 and 3) What are some institutional barriers that are apparent in Garcia's analysis of Education and Work? How can educators respond to these barriers?

Prompt #3: (Chapter 4: Housing) What are the possibilities of independence demonstrated by Garcia's friends, mentioned in Chapter 4?

Prompt #4: What are some problems surrounding medical treatment for autistic individuals mentioned in Chapter 5?

Prompt #5: After reading Chapter 6, what would you teach your students about relationships?

Presentation: Presentation on a topic in Autism

100 points (16.67% of grade) CLO 7-8 TPE MM 6.1 (I)

Students will create a short presentation that could be used in your fieldwork placement setting. The PD project should include a short PowerPoint Presentation or Prezi for a 30-minute PD session and include a maximum of 12 slides, including title slide and reference slide. 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 presented from a strengths-based approach. Be sure to include activities in the PD that are interactive with the audience and use various

modalities (include videos, visuals etc).

Presentation/Report: Evidence Based Practices

A. Part 1: EBP TOOLKIT (Group Project) 50 points (8.34 % of grade)

CLO 2-4; *TPE MM2.1 (P)* *TPE MM 4.3 (I)* *TPE ESN 2.13 (I)* *TPE ESN 4.1 (I)* TPE ECSE 4.7 (I)

Students will create a “toolkit” of materials to demonstrate competency with THREE evidence-based practices. The toolkit should include a complete and detailed example of the EBP and an accompanying data collection sheet that could be used when implementing the EBP. EBP could include the following:

- Visual support
- Video model
- Social narrative
- Positive reinforcement
- Discrete trial teaching
- Task Analysis

Groups will present their toolkit to the class.

B. Part 2: Case Study using an EBP (Individual Project) 50 points (8.34% of the grade)

CLO 1-8; TPE U 1.2 (P); TPE MM 2.10(P); TPE MM 4.3 (I); TPE ESN 2.13 (I); TPE ESN 4.1 (I); TPE ECSE 1.6 (A)

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

- Description of the focus student to include strengths, interests, and challenges (5-7 sentences)
- Description of the behavior or skill to be addressed and Rationale for the chosen evidence-based strategy (You can go to the AFIRM module: Selecting an Evidence-Based Practice to learn more how to select the right EBP)(5-7 sentences)
- Description of how the strategy was implemented (5-7 sentences)
- Data sheet with baseline data and implementation data and a Graph that includes baseline data and implementation data
- Discussion of the results of the implementation and how you would communicate this information to parents (5-7 sentences)
- Reflection of how implementation of this strategy informs candidate’s practice as a special educator (5-7 sentences)

Submitting the Case Study Project will be considered as the Final Examination.

✓ Grading Information

Assignment	Points	Percentage of Grade	Course Learning Objectives
Classroom Assignments	100	16.67%	CLO 1-8

Self-Care Visual Journal	100	16.67%	
Autism Internet Modules	100 pts	16.67%	CLO 1-5
Online Discussion on First-Person Narratives	100 pts	16.67%	CLO 6
Presentation on a Topic in Autism	100 pts	16.67%	CLO 7-8
Evidence-Based Practices (Part 1 and Part 2)	100 pts	16.67%	CLO 2-5
Total	600 pts	100%	

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%

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

Spring 2023

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	CLOs TPEs	Assignments Due
1	Jan 25 In-Person	Introduction to the Course <ul style="list-style-type: none"> ● Syllabus and Assignments ● Make groups for EBP Toolkit (Pick EBPs) ● Pick focus student/brainstorm EBP for Case Study ● Introduction to Online Modules ● Workshop on Self-Care Journal Introduction to Autism: Chapter 1 <ul style="list-style-type: none"> ● View and Discuss Characteristics of children with typical development and those at risk for ASD using video glossary 	CLO 1 TPEs: MM 3.3 (A); ESN 1.8(P)	Classroom Assignment #1
2	Feb 1 In-Person	<ul style="list-style-type: none"> ● Evidence Based Interventions ● Work in EBP groups ● Case Study Information: ● Writing a description of the focus student for the Case Study ● How to Select EBPs Readings Textbook Chapter 2 <ul style="list-style-type: none"> ● 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 Chil 	CLO 2 TPES: MM1.6 (I); 4.3(I) TPE MM 2.5 (I) TPE ESN4.1 (I) TPE ESN 1.8 (P) TPE ESN 2.8 (I) TPE ECSE 4.7 (I)	Classroom Assignment #2

3	Feb 8 Online	<ul style="list-style-type: none"> ● Work on Online Module #1 <p><i>Peer Mediated interventions</i></p> <p>Use:</p> <p>https://afirm.fpg.unc.edu/my-account?destination=node/1</p> <p>or</p> <p>https://autisminternetmodules.org/search?qtitle=peer&tags=329</p> <ul style="list-style-type: none"> ● Online Discussion: Chapter 1 from <i>We're Not Broken</i> by Eric Garcia <p>Prompt #1:</p> <p>Prompt #1: (Chapter 1) What kind of historical misinformation has been responsible in part for the social stigma of autism? How does the school system contribute to the social stigma surrounding autism?</p>	<p>CLO 2</p> <p>TPEs</p> <p>MM1.6 (I); 4.3(I); 2.5 (I)</p> <p>ESN4.1(I); 1.8 (P); 2.8 (I); ECSE 4.7 (I)</p> <p>MM 1.6 (I); 3.3(A)</p> <p>ESN1.7 (I)</p>	<p>Online Module #1</p> <p>Peer Mediated interventions</p> <p>Online Discussion #1</p>
4	Feb 15 Online	<ul style="list-style-type: none"> ● Work on Online Module #2 <p><i>Social Narratives</i></p> <p>Use:</p> <p>https://afirm.fpg.unc.edu/my-account?destination=node/1</p> <p>or</p> <p>https://autisminternetmodules.org/search?qtitle=peer&tags=329</p> <ul style="list-style-type: none"> ● Online Discussion: Chapter 2, 3 from <i>We're Not Broken</i> by Eric Garcia <p>Prompt #2: (Chapter 2 and 3) What are some institutional barriers that are apparent in Garcia's analysis of Education and Work? How can educators respond to these barriers?</p>	<p>CLO 2</p> <p>TPEs</p> <p>MM1.6 (I); 4.3(I); 2.5 (I)</p> <p>ESN4.1(I); 1.8 (P); 2.8 (I); ECSE 4.7 (I)</p> <p>MM 1.6 (I); 3.3(A)</p> <p>ESN1.7 (I)</p>	<p>Online Module #2</p> <p>Online Discussion #2</p>

5	Feb 22	Early Childhood	CLO 2,8	Classroom Assignment #3
	In Person	<ul style="list-style-type: none"> ● Screening and Assessment Instruments for Children with ASD <p>Screening and assessment instruments</p> <p>Practice with MCHAT and CARS</p> <p>Preview Early Start Denver Model</p> <ul style="list-style-type: none"> ● Teaming with Families <p>EBP Group work</p> <p>Case Study Information:</p> <ul style="list-style-type: none"> ● Making data sheets with baseline data and implementation data and a Graph that includes baseline data and implementation data for the Case Study <p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> ● Textbook Chapter 3 and 4 	TPES: ECSE 1.6 (A); 4.7(I) ESN 6.1) U 1.2 (P); MM2.10 (P); 4.3(I) ESN 2.13 (I); 4.1 (I)	Classroom Assignment #4

6	Mar 1	<ul style="list-style-type: none"> ● Work on Online Module 	CLO 2,3	Online Module #3
	online	<p><i>Discrete Trial Teaching</i></p> <p>Use:</p> <p>https://afirm.fpg.unc.edu/my-account?destination=node/1</p> <p>orc</p> <p>https://autisminternetmodules.org/search?qtitle=peer&tags=329</p>	<p>TPEs</p> <p>MM1.6 (I); 4.3(I); 2.5 (I)</p> <p>ESN4.1(I); 1.8 (P); 2.8 (I); ECSE 4.7 (I)</p> <p>MM 1.6 (I); 3.3(A)</p> <p>ESN1.7 (I)</p>	Online Discussion #3
		<ul style="list-style-type: none"> ● Online Discussion: Eric Garcia Chapter 4 <p>Prompt #3: (Chapter 4: Housing) What are the possibilities of independence demonstrated by Garcia's friends, mentioned in Chapter 4?</p>	<p>TPES:</p> <p>U1.2 (P)</p>	

7	Mar 8 In Person	<p>School Age</p> <ul style="list-style-type: none"> ● Teaching Communication Skills ● Developing Social Competence <p>Readings:</p> <ul style="list-style-type: none"> ● Textbook Chapter 5 and 6 ● 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. <i>Journal of Autism and Developmental Disorders</i>, 34, 395-409. ● Kamps, et al. (2014). The use of peer-networks to increase communicative acts of students with autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 29, 230-245. ● Harper, C. B., Symon, J. B., & Frea, W. D. (2008). Recess is Time-in: Using peers to improve social skills of children with autism. <i>Journal of Autism and Developmental Disorders</i>, 38, 815-826. 	<p>CLO 2, 4, 5</p> <p>TPES:</p> <p>MM</p> <p>2.1(P); 2.5 (I)</p> <p>ESN</p> <p>1.7 (I); 1.8(P);2.8 (I); 2.13(I)</p>	<p>Classroom Assignment #5</p> <p>Classroom Assignment #6</p>
8	Mar 15 Asynchronous	<ul style="list-style-type: none"> ● Work on Online Module <p><i>Self Management</i></p> <p><i>Use:</i></p> <p>https://afirm.fpg.unc.edu/my-account?destination=node/1</p> <p><i>or</i></p> <p>https://autisminternetmodules.org/search?qtitle=peer&tags=329</p> <p><i>Online Discussion: Eric Garcia Chapter 5 Prompt #4: What are some problems surrounding medical treatment for autistic individuals mentioned in Chapter 5?</i></p>	<p>CLO 2, 6</p> <p>TPEs</p> <p>MM1.6 (I); 4.3(I); 2.5 (I)</p> <p>ESN4.1(I); 1.8 (P); 2.8 (I); ECSE 4.7 (I)</p> <p>MM 1.6 (I); 3.3(A)</p> <p>ESN1.7 (I)</p>	<p>Online Module #4</p> <p>Online Discussion #4</p>

9	Mar 22	School Age	CLO 2, 3, 4, 6	
	In Person	<ul style="list-style-type: none"> ● Methods for Building School Based Repertoires ● Facilitating Academic Skills <p>EBP Group work</p> <ul style="list-style-type: none"> ● Communicating Results of EBPs to Parents <p>Read and Prepare to Discuss:</p> <ul style="list-style-type: none"> ● Textbook Chapter 7, 9 ● 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</i>(4), 223–230. ● Charlop, M. H., & Haymes, L. K. (1998). Using objects of obsession as token reinforcers for children with autism. <i>Journal of Autism and Developmental disorders, 28</i>(3), 189-198 ● 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</i>, 1166-1180. ● 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</i>(6), 553–567. 	<p>TPES:</p> <p><i>MM 1.6 (I); 2.1(P);</i></p> <p><i>ESN</i></p> <p><i>1.7(I); 2.13 (I); 1.8 (P);</i></p> <p><i>4.1(I)</i></p>	<p>Classroom Assignment #7</p> <p>Classroom Assignment #8</p>
Spring break (March 27 to March 31)				

10	4/5 In Person	<ul style="list-style-type: none"> ● Self-determination & Transition to Adulthood <p>Fostering self-determination skills</p> <p>Transition to adulthood with ASD</p> <p>Person Centered Planning</p> <ul style="list-style-type: none"> ● Choice of readings/Video of Extraordinary Attorney Woo <p>-</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Textbook Chapter 10 - 11 ● 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 	<p>CLO 6</p> <p>TPES:</p> <p><i>MM</i></p> <p><i>1.6(I)</i></p> <p><i>ESN</i></p> <p><i>2.13 (I)</i></p>	<p>Classroom Assignment #9</p> <p>Classroom Assignment #10</p>
11	4/12 Asynchronous	<p>Preparation time to collaborate for EBP Toolkit Presentations</p>	<p>CLO 2, 3, 7</p> <p><i>MM 2.5 (I)</i></p> <p><i>MM 4.3 (I)</i></p> <p><i>EX 2.9 (I)</i></p> <p><i>EX 4.1 (I)</i></p>	

12	4/19 In Person	EBP Toolkits Presentations	CLO 2, 3, 4, 5 TPEs MM 2.1 (P); 4.3 (I) ESN 2.13 (I); 4.1 (I) ECSE 4.7 (I)	EBP Toolkit Due
13	4/26 Asynchronous	<ul style="list-style-type: none"> Work on Online Module <i>Language and Communication or Functional Communication Training</i> <i>Use:</i> https://afirm.fpg.unc.edu/my-account?destination=node/1 or https://autisminternetmodules.org/search?qtitle=peer&tags=329 Online Discussion: Eric Garcia Chapter 6 Prompt #5: After reading Chapter 6, what would you teach your students about relationships? 	CLO 2 TPEs MM1.6 (I); 4.3(I); 2.5 (I) ESN4.1(I); 1.8 (P); 2.8 (I); ECSE 4.7 (I) MM 1.6 (I); 3.3(A) ESN1.7 (I)	Online Module #5 Online Discussion #5

14	5/3 In-Person	Collaboration and Consultation Key features of collaborative relationships Collaboration models in working with students with ASD across environments Read and Prepare to Discuss: <ul style="list-style-type: none"> ● Textbook Chapter 8 	CLO 7, 8 TPEs: U 1.2 (P) <i>MM 6.1 (I)</i>	Presentation on a topic in Autism Assignment Due Self-Care Journals Due
15	5/10 Asynchronous	FINAL EXAM – Case Study Submission on Canvas	CLO 1-8 TPEs U1.2 (P); MM 2.10 (P); 4.3 (I); ESN 2.13 (I); 4.1 (I); ECSE 1.6 (A)	Case Study Project Due
16	5/12	Showcase of Learning – Visual Journals		

Schedule subject to change with due notice.