

**San José State University**  
**College of Education/Department of Special Education**  
**EDSE 218A, Autism Spectrum Disorders: Students with Moderate and Severe Disabilities,**  
**Section 01, Fall, 2016**

**Course and Contact Information**

<b>Instructor:</b>	Lisa Simpson, Ed.D.
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<b>Office Hours:</b>	Thursdays 2:00 – 4:00 and by appointment
<b>Class Days/Time:</b>	Thursday 4:00 – 6:45 pm
<b>Classroom:</b>	Sweeney Hall 230
<b>Prerequisites:</b>	Department or Instructor consent

**Course Format**

This course follows a traditional format with weekly class sessions. Students will need to have access to the Internet for course materials and to submit assignments.

**Canvas Learning Management System**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking CANVAS and your email for updates.

**Course Description**

This course examines theoretical foundations and applications of evidence-based best practices for students with Autism Spectrum Disorders and Moderate/Severe disabilities including but not limited to structured teaching, visual supports and visual modeling, social narratives, positive behavior support, self-advocacy skills, inclusive education, recreation and leisure, and special interventions for young children including discrete trial training.

The foundation for this course is built upon the research and theories of individuals who originally identified and researched ASD, including Leo Kanner, Lorna Wing, Uta Frith, and Hans Asperger. There are many different methodologies and instructional and behavioral strategies for working with individuals with ASD. The evidence-based best practices for students with ASD defined and reviewed in this course are drawn from the most recent research from the National Professional Development Center on Autism Spectrum Disorders and the works and writings of Ivar Lovaas (Discrete Trial Training and Applied Behavior Analysis), Koegel & Koegel (Pivotal Response Training), Eric Schopler (TEACCH), Rogers, Vismara, & Dawson (Early Start Denver Model), Dunlap, Fox, and Strain (Positive Behavior Supports), and Carol Gray (Social Stories). First hand experience of life with ASD comes from Stephen Shore, Temple Grandin, and Ron Suskind.

## **Course Goals**

This course is intended to enable students meet the competencies specified in the following CCTC Education Specialist Program Standards and Autism Spectrum Disorders Added Authorization Standards (ASDAA):

### **Program Standard 11: Typical and Atypical Development**

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practice on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

### **Program Standard 13: Curriculum and Instruction of Students with Disabilities**

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

### **ASDAA Standard 1: Characteristics of ASD**

The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behaviors, and processing and their implications for program planning and service delivery.

### **ASDAA Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorders**

The program ensures that each candidate is able to demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization.

### **ASDAA Standard 3: Collaborating with Other Service Providers and Families**

The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

## **Course Learning Outcomes**

Upon successful completion of this course candidates will be able to:

1. Articulate the unique characteristics and core challenges of learners with autism spectrum disorders.
2. Discuss the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications.
3. Communicate current issues and trends in special education for students with autism spectrum disorders, recognize myths and controversies surrounding ASD and articulate an informed position in regard to these issues.

4. 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 real classroom scenarios including antecedent based interventions, visual supports and schedules, video modeling, peer mediated interventions, and social narratives.
5. 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.
6. Demonstrate understanding of strategies to foster the development of appropriate social skills in students with ASD, including social narratives and peer-mediated interventions.
7. Implement a variety of communication supports for students with ASD and will understand the basic constructs of a Picture Exchange Communication System.
8. 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.
9. Explain their roles as special education professionals in program planning and service delivery, demonstrate collaboration skills with families and other professionals, 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 recreation and leisure activities in the community.

## **Required Texts/Readings**

### **Required Textbook**

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

Authors: Wheeler, Mayton, & Carter

Pearson Publishing

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

**Required Reading – Each student will read one of the following books. (Submit first and second choice to instructor. Do not purchase until you know which book you have been assigned.)**

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

Author: Stephen Shore

ISBN-10: 1931282196

ISBN-13: 978-1931282192

Life Animated: A Story of Sidekicks, Heroes, and Autism

Author: Ron Suskind

ISBN-10: 1423180364

ISBN-13: 978-1423180364

Thinking in Pictures: My Life with Autism

Author: Temple Grandin

ISBN-10: 0307275655

ISBN-13: 978-0307275653

### **Additional Readings: Research Journals**

- 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.
- 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.
- 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.
- Carr, D., & Felce, J. (2007). The effects of PECS teaching to Phase III on the communicative interactions between children with autism and their teachers. *Journal of Autism and Developmental Disorders, 37(4)*, 724-737.
- Carter, E. W., Lane, K. L., Cooney, M., Weir, K., Moss, C. K., & Machalicek, W. (2013). Parent assessments of self-determination importance and performance for students with autism or intellectual disability. *American Journal on Intellectual and Developmental Disabilities, 118(1)*, 16-31.
- 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.
- Dogoe, M.S., Banda, D. R., & Lock, R. H. (2010). Acquisition and generalization of the Picture Exchange Communication System behaviors across settings persons, and stimulus classes with three students with autism. *Education and Training in autism and Developmental Disabilities, 45(2)*, 216-229.
- Ganz, J.B., Earles-Vollrath, T.L., & Cook, K.E. (2011). Video modeling: A visually based intervention for children with Autism Spectrum Disorder. *TEACHING Exceptional Children, 43(6)*, 8-19.
- Haley, J. L., Heck, P. F., & Luiselli, J.K. (2010). Use of an antecedent intervention to decrease vocal stereotypy of a student with autism in the general education classroom. *Child & Family Behavior Therapy, 32(4)*, 311-321.
- 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.*
- Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single subject research to identify evidence-based practice in special education. *Exceptional Children, 71(2)*, 165-179.
- 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, D. M., Potucek, J., Lopez, A. G., Kravits, T., & Kemmerer, K. (1997). The use of peer networks across multiple settings to improve social interaction for students with autism. *Journal of Behavioral Education, 7(3)*, 335–357.
- Kuttler, S., Myles, B.S., & Carlson, J. K. (1998). The use of social stories to reduce precursors to tantrum behavior in a student with autism. *Focus on autism and Other Developmental Disabilities, 13(3)*, 176-182.
- 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.

- Lovass, O.I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55(1), 3-9.
- 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.
- Moes, D. R., & Frea, W. D. (2002). Contextualized behavioral support in early intervention for children with autism and their families. *Journal of autism and developmental disorders*, 32(6), 519-533.
- 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.
- 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.
- Rogers, S. J., Estes, A., Lord, C., Vismara, L., Winter, J., Fitzpatrick, A., et al. (2012). Effects of a brief Early Start Denver Model(ESDM)–based parent intervention on toddlers at risk for Autism Spectrum Disorders: A randomized controlled trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51(10), 1052–1065.
- Rowley, E., Chandler, S., Baird, G., Simonoff, E., Pickles, A., Loucas, T., & Charman, T. (2012). The experience of friendship, victimization and bullying in children with an autism spectrum disorder: Associations with child characteristics and school placement. *Research in Autism Spectrum Disorders*, 6, 1126–1134. doi:10.1016/j.rasd.2012.03.004
- Strain, P. S., & Bovey, E. H. (2011). Randomized, Controlled Trial of the LEAP Model of Early Intervention for Young Children With Autism Spectrum Disorders. *Topics in Early Childhood Special Education*, 31(3), 133–154.
- Taylor, J. L., & Seltzer, M. M. (2010). Employment and post-secondary educational activities for young adults with autism spectrum disorders during the transition to adulthood. *Journal of Autism and Developmental Disorders*, 41(5), 566–574. doi:10.1007/s10803-010-1070-3
- Thompson, M. J., McLaughlin, T. F., & Derby, K. M. (2011). The use of differential reinforcement to decrease the inappropriate verbalizations of a nine-year old girl with autism. *Electronic Journal of Research in Educational Psychology*, 9(1), 183-196.
- 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.
- Wehman, P., Schall, C., Carr, S., Targett, P., West, M., & Cifu, G. (2014). Transition from school to adulthood for youth with autism spectrum disorder: What we know and what we need to know. *Journal of Disability Policy Studies*, 1044207313518071.
- Wehmeyer, M. L., Shogren, K. A., Zager, D., Smith, T. E., & Simpson, R. (2010). Research-based principles and practices for educating students with autism: Self-determination and social interactions. *Education and Training in Autism and Developmental Disabilities*, 475-486.

### **Additional Readings: Research Report**

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](#)**

### **Additional Technology Resources: Autism Internet Modules**

Free website but you must register and create a password.

[Autisminternetmodules.org](http://Autisminternetmodules.org)

### **Library Liaison**

The Special Education library liaison is Teresa Slobuski. Teresa can be reached via email at: [teresa.slobuski@sjsu.edu](mailto:teresa.slobuski@sjsu.edu)

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### **1) PARTICIPATION ACTIVITIES**

#### **50 points total (14% of grade) [CLO 1-10]**

Candidates will participate in a variety of activities throughout the course, including discussion prompts in class or via CANVAS, in class activities, exit tickets, and/or online module assignments. These activities will comprise the participation points and will be announced in class as the semester progresses. Participation points cannot be made up.

### **2) BOOKCLUB PARTICIPATION**

#### **50 points total (14% of grade) [CLO 1-10]**

Candidates will participate in a book club discussion group for their assigned book. Groups will choose one of the following ways to host their book club: (1) post at least 5 reflections and responses to their discussion board, or (2) submit 5 audio recordings of book club discussions which can be done via WebEx. Each book club group will share out what they learned from their book in a short presentation (7-10 minutes) to the class. This should not be a summary of the book but rather a few key points about what was learned about autism from the author.

**Presentations will be made in class on Nov. 17.**

### **2) CLASSROOM OBSERVATION AND TEACHER INTERVIEW**

#### **50 points (14% of grade) [CLO 1-3]**

Candidates will observe a *public school classroom* with at least one student with autism spectrum disorders. The observation may be conducted in a general education class, resource room, or special day class setting. **If you need help finding a classroom to observe let me know.** The observation should last 40 – 60 minutes. Be sure to arrange the observation in advance with the classroom teacher and if needed the school principal. **Candidates are to abide by all rules of confidentiality pertaining to all students**, and should be mindful not to intrude in student or staff personal work space or obstruct the classroom routine during the observation. During the observation candidates should make note of how the teacher uses the evidence-based practices for students with ASD that we have learned about in class. After the

observation candidates will interview the teacher about he/she uses evidence-based practices, how he/she provides opportunities for the students to engage in social interactions with peers, and what he/she enjoys about their job.

Candidates will submit a five to seven page paper reflecting on their observation and interview. Candidates must conclude the paper with a summary of how the observation and interview informs their practice as a special educator.

**Written reflection must be submitted to CANVAS by 4:00 pm Oct. 27.**

### **3) EVIDENCE-BASED PRACTICE PROJECT**

**100 points (29% of grade) [CLO 4-7]**

Candidates will work with a partner to research and present one of the evidence-based practices from the [National Professional Development Center on Autism Spectrum Disorders](#).

This project will be two-fold. **There will be a written paper and a presentation to the class.** Each pair should summarize one of the research studies from the EBP Report that provides evidence of the effectiveness of the strategy and compile one written paper in APA format. Each research summary should include the following information:

- Description of participants
- Research questions examined
- Methods used in the study
- Results of the study
- Discussion of key findings
- Limitations of the study

Second each pair will prepare a classroom example of how this strategy would be put into practice. This classroom example will be shared in the presentation.

Each pair will make a 15-minute presentation to the class that conveys key information from the research study and the classroom example of the EBP. Each member of the group must contribute to the written paper and to the presentation to the class. The written paper will be submitted on the day of the presentation.

**Pairs will present their EBP project on the day that EBP is discussed in class. See the template for the paper and the sign up sheet for EBP dates.**

### **4) CASE STUDY EVIDENCE-BASED STRATEGY IMPLEMENTATION**

**100 points (29% of grade) [CLO 8-9]**

Each candidate will chose **ONE** of the evidence-based strategies to implement with a case study student. Suggested strategies include the following but you may choose another EBP if desired:

- Visual support / visual schedule
- Video model
- Social narrative
- Positive reinforcement
- Discrete trial teaching of skill
- Task Analysis

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

- Description of the case study student to include strengths, interests, and challenges
- Description of the target behavior or skill to be addressed
- Rationale for the chosen evidence-based strategy
- Description of how the strategy was implemented
- Data sheet with baseline data and implementation data
- Graph that includes baseline data and implementation data

- Discussion of the results of the implementation
- Reflection of how implementation of this strategy informs candidate’s practice as a special educator

Candidates will present their case study project to the class during the scheduled final exam time.

**Final Examination**

Candidates will present their case study project to the class during the scheduled final exam time.

**Case Study Evidence-Based Strategy Implementation Paper and Presentation Are Due 12/16/16 at 5:15pm**

**Grading Information**

1. Candidates must complete all assignments to receive a grade in this class.
2. All written assignments must meet academic and professional standards for quality and must be written following APA guidelines: Times New Roman 12 pt font, double spaced, one-inch margins, and free of spelling and grammatical errors.
3. An “Incomplete” for the semester may be considered under extreme circumstances at the instructor’s discretion. Consideration requires that all written work turned in on time and a minimum of 80% of the course requirements had already been completed at the time of the request.
4. All assignments are due on the assigned date and time listed in the course syllabus. If a problem arises please contact the instructor before the due date. Late assignments will receive a 10% reduction each day they are late up to one week beyond the due date.

Please contact the instructor for extra assistance, to clarify questions, or to discuss concerns about professional preparation at any time.

**Determination of Grades**

<b>Assignment</b>	<b>Points</b>	<b>Percentage of Grade</b>
Class Participation	50 points	14%
Book Club Participation	50 points	14 %
Observation and Interview	50 points	14 %
Research to Practice Partner Project	100 points	29 %
Case Study Implementation	100 points	29 %
<b>Total</b>	<b>350 points</b>	<b>100 %</b>

**A+ = 98 – 100%**  
**B+ = 88 – 89%**  
**C = less than 80%**

**A = 92 – 97%**  
**B = 82 – 87%**

**A- = 90 – 91%**  
**B- = 80 – 81%**

## **Classroom Protocol**

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate's ability to become a successful special educator. 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 class.
3. Bring textbook and course materials to class as needed.
4. Keep cell phones put away during class
5. Use computers during class to take notes or access course materials only.
6. Respect others in class and show tolerance for viewpoints different than ones' own.

Candidates are reminded that violations of classroom protocol may result in a negative disposition sheet submitted to the department.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/25/16	<p><b>Introduction to Course – Review of Syllabus – Preview of Assignments</b></p> <p><b>Historical Overview of Autism</b></p>
2	09/01/16	<p><b>ASD Across the Lifespan</b></p> <ul style="list-style-type: none"> <li>• Diagnostic categories</li> <li>• Characteristics (videos)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 1</li> </ul>
3	09/08/16	<p><b>Determining Evidence Based Interventions</b></p> <ul style="list-style-type: none"> <li>• Research designs</li> <li>• EBP Manual</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 2</li> <li>• 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.</li> <li>• Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., &amp; Wolery, M. (2005). The use of single subject research to identify evidence-based practice in special education. <i>Exceptional Children</i>, 71(2), 165-179.</li> </ul>
4	09/15/16	<p><b>Identification and Early Intervention</b></p> <ul style="list-style-type: none"> <li>• Screening and assessment instruments</li> <li>• MCHAT. ITBC, CARS</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 3</li> </ul> <p><i>Additional Information about Screening can be found in the AIM Modules.</i></p>
5	09/22/16	<p><b>Identification and Early Intervention</b></p> <ul style="list-style-type: none"> <li>• Early Intervention Models</li> <li>• Denver, LEAP, PRT</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 3</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Strain, P. S., &amp; Bovey, E. H. (2011). Randomized, Controlled Trial of the LEAP Model of Early Intervention for Young Children With Autism Spectrum Disorders. <i>Topics in Early Childhood Special Education, 31</i>(3), 133–154.</li> <li>• Rogers, S. J., Estes, A., Lord, C., Vismara, L., Winter, J., Fitzpatrick, A., et al. (2012). Effects of a brief Early Start Denver Model(ESDM)–based parent intervention on toddlers at risk for Autism Spectrum Disorders: A randomized controlled trial. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry, 51</i>(10), 1052–1065.</li> </ul> <p><i>Additional Information about Early Intervention can be found in the AIM Modules.</i></p>
6	09/29/16	<p><b>Teaching Communication Skills</b></p> <ul style="list-style-type: none"> <li>• PECS</li> <li>• Visual Supports (EBP Share out)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 5</li> <li>• Meadan, H., Ostrosky, M.M., Triplett, B., Michna, A., &amp; Fettig, A. (2011). Using visual supports with young children with Autism Spectrum Disorder. <i>TEACHING Exceptional Children, 43</i>(6), 28-35.</li> <li>• Carr, D., &amp; Felce, J. (2007). The effects of PECS teaching to Phase III on the communicative interactions between children with autism and their teachers. <i>Journal of Autism and Developmental Disorders, 37</i>(4), 724-737.</li> <li>• Dogoe, M.S., Banda, D. R., &amp; Lock, R. H. (2010). Acquisition and generalization of the Picture Exchange Communication System behaviors across settings persons, and stimulus classes with three students with autism. <i>Education and Training in autism and Developmental Disabilities, 45</i>(2), 216-229.</li> </ul> <p><i>Additional Information about PECS and Visual Supports can be found in the AIM Modules.</i></p>
7	10/6/16	<p><b>Developing Academic Skills</b></p> <ul style="list-style-type: none"> <li>• Structured Teaching – Work Systems – Visual Schedules</li> <li>• Task Analysis (EBP Share Out)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 9</li> <li>• Carnahan, C.R., Hume, K., Clarke, L., &amp; Borders, C. (2009). Using structured work systems to promote independence and engagement for students with autism spectrum disorders. <i>TEACHING Exceptional Children, 41</i>(4), 6-14.</li> <li>• Banda, D.R., Grimmer, E., &amp; Hart, S.L. (2009). Activity schedules: Helping students with autism spectrum disorders in general education classrooms manage</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>transition issues. <i>TEACHING Exceptional Children</i>, 41(4), 16-21.</p> <ul style="list-style-type: none"> <li>• Bryan, L. C., &amp; 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</i>, 30(6), 553–567.</li> <li>• Hume, K., &amp; Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. <i>Journal of Autism and Developmental Disorders</i>, 37, 1166-1180.</li> </ul> <p><b><i>Additional Information about Structured Teaching and Work Systems can be found in the AIM Modules</i></b></p>
8	10/13/16	<p><b>Developing Academic Skills</b></p> <ul style="list-style-type: none"> <li>• Discrete Trial Teaching</li> <li>• Prompting (EBP Share Out)</li> <li>• Time Delay</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 9</li> <li>• Parker, D., &amp; 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</i>, 26(3), 131-142.</li> <li>• Van Laarhoven, T., Kraus, E., Karpman, K., Nizzi, R., &amp; 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</i>, 25(4), 195-208.</li> </ul> <p><b><i>Additional Information about Discrete Trial Training, Prompting and Time Delay can be found in the AIM Modules</i></b></p>
9	10/20/16	<p><b>Methods for Promoting Social Competence</b></p> <ul style="list-style-type: none"> <li>• Social Skills Training</li> <li>• Social Narratives (EBP Share Out)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 6</li> <li>• Kuttler, S., Myles, B.S., &amp; Carlson, J. K. (1998). The use of social stories to reduce precursors to tantrum behavior in a student with autism. <i>Focus on autism and Other Developmental Disabilities</i>, 13(3), 176-182.</li> <li>• Lorimer, P. A., Simpson, R. L., Myles, B. S., &amp; 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</i>, 4(1), 53-60.</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Ogilvie, C.R. (2011). Step-by-step: Social skills instruction for students with Autism Spectrum Disorder using video models and peer mentors. <i>TEACHING Exceptional Children</i>, 43(6), 20-26.</li> </ul> <p><i>Additional Information about Social Skills Groups and Social Narratives can be found in the AIM Modules.</i></p>
10	10/27/16	<p><b>Methods for Promoting Social Competence</b></p> <ul style="list-style-type: none"> <li>• Peer – Mediated Interventions (EBP Share Out)</li> <li>• Video Modeling (EBP Share out)</li> <li>• Modeling</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 6</li> <li>• Ganz, J.B., Earles-Vollrath, T.L., &amp; Cook, K.E. (2011). Video modeling: A visually based intervention for children with Autism Spectrum Disorder. <i>TEACHING Exceptional Children</i>, 43(6), 8-19.</li> <li>• Kamps, D. M., Potucek, J., Lopez, A. G., Kravits, T., &amp; Kemmerer, K. (1997). The use of peer networks across multiple settings to improve social interaction for students with autism. <i>Journal of Behavioral Education</i>, 7(3), 335–357.</li> </ul> <p><i>Additional Information about Peer-Mediated Interventions and Video Modeling can be found in the AIM Modules</i></p> <p>Written Reflection of Observation and Interview due.</p>
11	11/3/16	<p><b>Building School-Based Behavioral Repertoires</b></p> <ul style="list-style-type: none"> <li>• Reinforcement</li> <li>• Antecedent-Based Interventions (EBP Share out)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 7</li> <li>• Charlop, M. H., &amp; Haymes, L. K. (1998). Using objects of obsession as token reinforcers for children with autism. <i>Journal of Autism and Developmental disorders</i>, 28(3), 189-198</li> <li>• Conroy, M. A., Asmus, J. M., Sellers, J. A., &amp; 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</i>, 20(4), 223–230.</li> <li>• Haley, J. L., Heick, P. F., &amp; Luiselli, J.K. (2010). Use of an antecedent intervention to decrease vocal stereotypy of a student with autism in the general education classroom. <i>Child &amp; Family Behavior Therapy</i>, 32(4), 311-321.</li> </ul> <p><i>Additional Information about ABI and Reinforcement can be found in the AIM</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>Modules.</i>
12	11/10/16 (No in Class Session)	<p><b>Building School-Based Behavioral Repertoires</b></p> <ul style="list-style-type: none"> <li>• DRO/I/A</li> <li>• Extinction</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• AIM Module: Differential Reinforcement</li> <li>• AIM Module: Extinction</li> <li>• Thompson, M. J., McLaughlin, T. F., &amp; Derby, K. M. (2011). The use of differential reinforcement to decrease the inappropriate verbalizations of a nine-year old girl with autism. <i>Electronic Journal of Research in Educational Psychology, 9(1)</i>, 183-196.</li> </ul>
13	11/17/16	<p><b>Teaming with Families</b></p> <ul style="list-style-type: none"> <li>• Book Club Share out</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 4</li> <li>• Moes, D. R., &amp; Frea, W. D. (2002). Contextualized behavioral support in early intervention for children with autism and their families. <i>Journal of autism and developmental disorders, 32(6)</i>, 519-533.</li> </ul>
14	12/01/16	<p><b>Collaboration and Consultation</b> <b>Fostering Self-Determination</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 8, 10</li> <li>• Carter, E. W., Lane, K. L., Cooney, M., Weir, K., Moss, C. K., &amp; Machalicek, W. (2013). Parent assessments of self-determination importance and performance for students with autism or intellectual disability. <i>American Journal on Intellectual and Developmental Disabilities, 118(1)</i>, 16-31.</li> <li>• Wehmeyer, M. L., Shogren, K. A., Zager, D., Smith, T. E., &amp; Simpson, R. (2010). Research-based principles and practices for educating students with autism: Self-determination and social interactions. <i>Education and Training in Autism and Developmental Disabilities, 475-486</i>.</li> </ul>
15	12/08/16	<p><b>Transition to Adulthood</b> <b>Enhancing quality of Life</b></p> <ul style="list-style-type: none"> <li>• Adult Services</li> <li>• Life Curriculum</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Textbook Chapter 11, 12</li> <li>• Hendricks, D. R., &amp; 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>.</li> <li>• Wehman, P., Schall, C., Carr, S., Targett, P., West, M., &amp; Cifu, G. (2014). Transition from school to adulthood for youth with autism spectrum disorder: What we know and what we need to know. <i>Journal of Disability Policy Studies</i>, 1044207313518071.</li> </ul>
Final Exam	12/15/16	<p><b>Final Exam Time 5:15 – 7:30 pm – Note this is a change of time!!</b></p> <p>Case Study Presentations</p>