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| **University of Arizona Catalog Description:** This course will provide an introduction to learners with autism spectrum disorders (ASD) with an emphasis on historical issues, key characteristics, family dynamics, diagnostic criteria, and instructional strategies. **Prerequisite Course: SERP 400/500 (Recommended)****Expanded Course Description:** Welcome to SERP 464/564 Introduction to Autism Spectrum Disorders (ASD). The purpose of this course is to provide students with knowledge of the key characteristics and prevalence of learners who have ASD. Communication, social, cognitive, motor, sensory, and adaptive attributes, diagnostic criteria, and instructional strategies will be examined as manifested across the lifespan in the context of the family and school. Additionally, current best practices and issues related to providing services to students with ASD and their families will be presented. The underlying philosophy of this course is a value-based system of respecting the individual and individual capabilities within a fully inclusive society. Practical assignments considering the perspective of the student with ASD and his or her family, content-specific unit assignments, competency evaluations, online discussions, and a comprehensive final project will allow students to demonstrate specific skills that reflect this philosophy.  Course content will be presented in a series of online modules. Each module will contain information pertinent to the education of students with ASD. This course is recommended for both general and special education teachers, paraprofessionals, parents, administrators, speech-language pathologists, school psychologists, and any person working with learners who have a diagnosis of ASD. **Course Objectives:** Course objectives are derived from the Council for Exceptional Children (CEC) Professional Standards for Special Education Teachers of Individuals with Developmental Disabilities and/or Autism. The corresponding CEC standards are listed next to the course objectives. The CEC Professional Ethics, Standards, and Guidelines are posted under the Course Content Overview for Unit 1. Students will find full descriptions of the standards addressed in this course on pages 131-139. At the conclusion of this course, students will be able to:   1. Understand and describe inclusion, person-first language, and person-centered planning (1CC1K4, 1CC1K6, 1CC5K2, 1CC3K1) 2. Define the various disorders included in the autism spectrum disorders (ASD) based on the DSM-IV criteria (DD1K1, DD2K3, 1CC8K1) 3. Discuss the history (causes and myths about the causes) of ASD (CC1K8) 4. Understand family dynamics associated with raising a child who has a diagnosis of ASD (parent and family supports, siblings, stress) (1CC1K7, 1CC1K10, 1CC2K4, 1CC10K3, 1CC3K1) 5. Describe the diagnostic criteria and placement process for students with ASD (DD1K2, DD4K3) 6. Describe social characteristics of and instructional practices for students with ASD (DD2K2, 1CC3K2, 1CC5K5) 7. Describe communication characteristics of and instructional practices for students with ASD (CC6K1) 8. Describe cognitive characteristics of and instructional practices for students with ASD (1CC3K2, 1CC3K5) 9. Describe motor, sensory, and adaptive characteristics of and instructional practices for students with ASD (DD2K2) 10. Describe the components of effective transition plans for learners with ASD (DD7K1) 11. Interpret and apply policy and legal requirements (1CC1K3, 1CC1K6, 1CC8K2, 1DD8K4)  **Readings/Textbooks** ***Required Readings:***   * Kluth, P. (2010). “*You’re Going to Love this Kid!” 2nd edition.* Baltimore: Brookes Publishing Company. * National Research Council (2001). *Educating Children with Autism.* National Academies Press. To download the book for free for personal use only, please visit this website: <http://www.nap.edu/openbook.php?isbn=0309072697> * Additional required readings will be provided on D2L under each unit.   ***Required Video:***   * TBD in modules   ***Recommended Readings:***   * American Psychological Association. (2010). *Publication manual of the American Psychological association (6th Ed.).* Washington, DC: American Psychological Association. * Kluth, P. (2008). “*Just Give Him The Whale!” 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism*. Baltimore: Brookes Publishing * Additional recommended readings will be provided on D2L under each unit.   **Policies** Absence policy: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.Assignment policy: Assignments will be time sensitive; they will be available for a limited amount of time in which the students can complete them. All assignments are due by 11:59 PM on the dates indicated. Any assignment turned in late without prior approval from an instructor may be reduced by 25% of the total points possible. Please refer to course procedures for the policy on due dates for discussion postings.Students who require accommodations for disabilities: Students with disabilities, who anticipate issues related to the format or requirements of this course, must contact the instructors to discuss ways to ensure full participation in the course. If formal, disability-related accommodations are necessary, students must be registered with the Disability Resource Center (520-621-3286; drc.arizona.edu) and notify the instructors their eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.Policies regarding expected classroom behaviors: Students are expected to adhere to standards of appropriate online etiquette. Students are expected to use respectful, person-first language in their discussion postings, assignments, competency evaluations, and final comprehensive projects.Policies against plagiarism: All assignments must be the original work of the student. Plagiarism is a willful act that will not be permitted. Each student is expected to understand the meaning of plagiarism and demonstrate a high level of academic integrity. Cutting and pasting directly off a website is considered plagiarism. Simply changing a few words in a sentence or phrase also constitutes plagiarism*.* All students are expected to be familiar with U of A policies, codes and procedures regarding academic integrity and conduct. Instances of plagiarism or academic dishonesty will be subject to the policies and procedures contained in the U of A, Dean of Students Policies, Codes, and Procedures website: <http://dos.web.arizona.edu/uapolicies/index.html> Any instance of plagiarism may result in an "F" for the course.  1. Policies against threatening behavior by students: Students are expected to maintain professional communication within any written or verbal communication with the instructors and other students. University policies are included at <http://policy.web.arizona.edu/policy/threaten.shtml> 2. Course content change policy: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructors.  **Requirements** Participation: Students are required to participate in weekly discussions. If extenuating circumstances keep you from completing assignments, please contact both instructors. The instructors may administratively drop students who *do not log on to the class for two consecutive weeks*. If students have trouble with access, or have problems with logging on and participating in the class, students must write to both instructors and get in touch with the appropriate support at the 24/7 help desk at <http://the247.arizona.edu>  Computer literacy: Students are expected to understand the functions of their computer system (e.g. programs, saving, retrieving, printing) and are expected to have ‘working’ knowledge and skills within the D2L environment. If students have difficulty with the D2L site, students are encouraged to check out the help pages within D2L or contact the free D2L helpdesk: <http://help.d2l.arizona.edu> for assistance. Students will need to download a free copy of Acrobat Reader <http://get.adobe.com/reader/>.  Submitting Assignments: All assignments will be submitted via the drop box in D2L. Within certain units, students will have optional ways to turn in assignments (written or orally). |  |  |

**Course Outline**

**\*\*\* To gain access to Unit 1, students will need to complete an ungraded Course Pre- Test. Upon completion of the Pre-Test, Unit 1 content will be available to view.**

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| **Unit 1: August 24-30**  **Content: Introduction** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapters 1 and 2  NRC: Chapter 1  Unit 1 Overview  Person First Language  Recommended Reading | See video links under content tab for  Unit 1 *View It*! | Q1:Introduce yourself | Unit 1 Quiz |
| **Unit 2: August 31-September 6**  **Content: History, Causes, and Myths** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Unit 2 Overview  Recommended Reading | See video links under content tab for  Unit 2 *View It*! | After completing the readings and viewing the videos, discuss (a) the evidence about the etiology of autism and (b) the plausibility of vaccinations causing autism. | Unit 2 Quiz |
| **Unit 3: September 7-13**  **Content: Family Dynamics (Supports, Siblings, Stress)** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 4  NRC: Chapter 3  Unit 3 Overview  Recommended Reading | See video links under content tab for  Unit 3 *View It*! | From the case study and the readings, identify the family stressors related to the diagnosis of ASD and discuss how educators can use a family-centered approach to provide supports and services. | Unit 3 Quiz |
| **Unit 4: September 14-20**  **Content: Social Characteristics and Instructional Practices** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 6  NRC: Chapter 6  Unit 4 Overview  Recommended reading | TBD | Using the case study provided, describe two instructional practices to promote inclusive friendships and social relationships. | Unit 4 Assignment |
| **Unit 5: September 21-27**  **Content: Social Characteristics and Instructional Practices, Continued** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 6  NRC: Chapter 6  Unit 5 Overview  Recommended reading | See video links under content tab for  Unit 5 *View It*! | Compare and contrast the social characteristics and potential challenges presented in the videos from Units 4 and 5. | Unit 5 Quiz |

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| **Unit 6: September 28-October 4**  **Content: Communication Characteristics and Instructional Practices** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 7  NRC: Chapter 5  Unit 6 Overview  Recommended reading | See video links under content tab for  Unit 6 *View It*! | Describe three unique communication features found among children with autism and two recommended communication strategies to address these features. | Unit 6 Assignment:  Complete the communication checklist and upload to dropbox |
| **Unit 7: October 5-11**  **Content: Communication Characteristics and Instructional Practices, Continued** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 7  NRC: Chapter 5  Unit 7 Overview  Recommended reading | See video links under content tab for  Unit 7 *View It*! | You want to implement visual schedule/social story in the general education classroom and are met with resistance. How would you negotiate the use of these strategies in the classroom? | Unit 7 Quiz |
| **Unit 8: October 12-18**  **Content: Cognitive & Introduction to Behavior Characteristics** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 9  NRC: Chapter 7  Unit 8 Overview  Recommended reading | See video links under content tab for  Unit 8 *View It*! | Respond to the statement “He’s really low functioning”… | Unit 8 Assignment |
| **Unit 9: October 19-25**  **Content: Behavior Characteristics, Continued** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 9  NRC: Chapter 10  Unit 9 Overview  Recommended reading | See video links under content tab for  Unit 9 *View It*! | Discussion regarding behavior and communication. | **Competency Evaluation #1** |
| **Unit 10: October 26-November 1**  **Content: Motor, Sensory, and Adaptive Characteristics** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 5  NRC: Chapter 8 and 9  Unit 10 Overview  Recommended reading | See video links under content tab for  Unit 10 *View It*! | Discussion regarding Motor, Sensory, and Adaptive characteristics | Unit 10 Quiz or Assignment |
| **Unit 11: November 2-8**  **Content: Motor, Sensory, and Adaptive Strategies, Continued** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Review readings Unit 10  Kluth: Chapter 11  NRC: Chapter 11  Unit 11 Overview  Recommended reading | See video links under content tab for  Unit 11 *View It*! | Describe three ways motor or sensory therapies can be incorporated into an inclusive general education classroom. | Unit 11 Quiz or Assignment |
| **Unit 12: November 9-15**  **Content: Diagnosis and Prevalence** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| NRC: Chapter 2  Unit 12 Overview  Recommended reading | See video links under content tab for  Unit 12 *View It*! | Investigate local community resources for diagnostics and how the referral process works. | Unit 12 Quiz and *Discuss It* Assignment |
| **Unit 13: November 16-22**  **Content: Team Members and Placement** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapters 10 and 12  NRC: Chapters 12 and 14  Recommended reading  Unit 13 Overview | See video links under content tab for  Unit 13 *View It*! | Investigate local community placement options for students with autism | **Online Session with Instructors (Optional) –**  Unit 13 Quiz and *Discuss It* Assignment |
| **Unit 14: November 23-29**  **Content: Transitions from Early Childhood to Adulthood** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Required Readings: D2L  Unit 14 Overview  Recommended reading | See video links under content tab for  Unit 14 *View It*! | Based on the case studies provided, discuss the components of a transition plan. | Unit 14 Assignment |
| **Unit 15: November 30-December 6**  **Content: Public Policies and Legal Requirements** | | | |
| **Read It!** | **View It!** | **Discuss It!** | **Do It!** |
| Kluth: Chapter 12  NRC: Chapter 13  Unit 15 Overview  Wrightslaw  Recommended reading | See video links under content tab for  Unit 15 *View It*! | Using the case study provided, identify two legal requirements that have been met and two that need to be addressed. | **Final projects due**  **December 6, 2015 at 11:59 pm**  **Competency Exam #2**  **Due by December 13, 2015 at 11:59 pm**  **\*\*Note- Students will complete an ungraded post-test before starting Comp. Exam #2. Upon completing the post-test, the Comp. Exam with become available.** |

**Final Project-Undergraduate (464):** Requirement: In addition to all listed assignments, students enrolled in SERP 464 will create a 5-10 minute PowerPoint Presentation on one topic covered in the course following the guidelines provided by the Instructors. **Scoring criteria for Final Project is located under Unit 1 Course Overview. Final project is due: December 6, 2015 at 11:59 pm**

**Final Project -Graduate-Level (564) Requirement:** In addition to all listed assignments, students enrolled in SERP 564 will create a 10-15 minute PowerPoint Presentation designed to be used as an in-service for general education teachers following the guidelines provided by the Instructors. **Scoring criteria for Final Project is located under Unit 1 Course Overview. Final project is due: December 6, 2015 at 11:59 pm**

**Evaluation Methods and Grading Scale**

**Evaluation Methods:** Discussions will be graded using a rubric available under Course Content Overview.

Please note that students enrolled in SERP 564 will have an additional requirement to fulfill for the Competency Evaluations. Details and scoring criteria for Competency Evaluations will be provided under corresponding Unit.

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| **Required Assignments—SERP 464 Students** | **Points** | **Points Possible** |
| Unit Assignments:   * 13 Quizzes or assignments (10 points possible each) * 13 Discussion posts on D2L (15 points possible each) | 25 points each Unit  15 points (Unit 9 only) | 325 |
| Competency Evaluations (2)   * Competency Evaluation #1**: October 25, 2015** * Competency Evaluation #2**: December 13, 2015** | 20 points each | 40 points |
| Final Project: **December 6, 2015** | 50 points | 50 points |
| **Total** |  | **430 points** |

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| **Required Assignments—SERP 564 Students** | **Points** | **Points Possible** |
| Unit Assignments:   * 13 Do It assignments (10 points possible each unit, with the exception of Unit 13 which is 25 points) * 13 Discussion posts on D2L (15 points possible each) | 25 points total each Unit | 325 |
| Competency Evaluations (2)   * Competency Evaluation #1**: October 25, 2015** * Competency Evaluation #2: **December 13, 2015** | 30 points each | 60 points |
| Final Project: **December 7, 2015** | 50 points | 50 points |
| **Total** |  | **450 points** |

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| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| 0-59% | F |

**Grading Scale:**