# Campbellsville School of Education
SED 730-01
Introduction to Autism Spectrum Disorders
2019

Professor: Dr. Lisa Fulks
Class: SED 730 – Introduction to Autism Spectrum Disorders (ASD)
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Information: 3 credit hours
Chat Time: **Wednesday 7:00-8:15**
Classroom: Online
Online Office Hours: Monday 5:00-5:30 6:45-7:30 Wednesday 5:00-5:30   8:15-9:00 I am also available by appointment also upon request.

School of Education Conceptual Framework
Theme: Empowerment for Learning Model
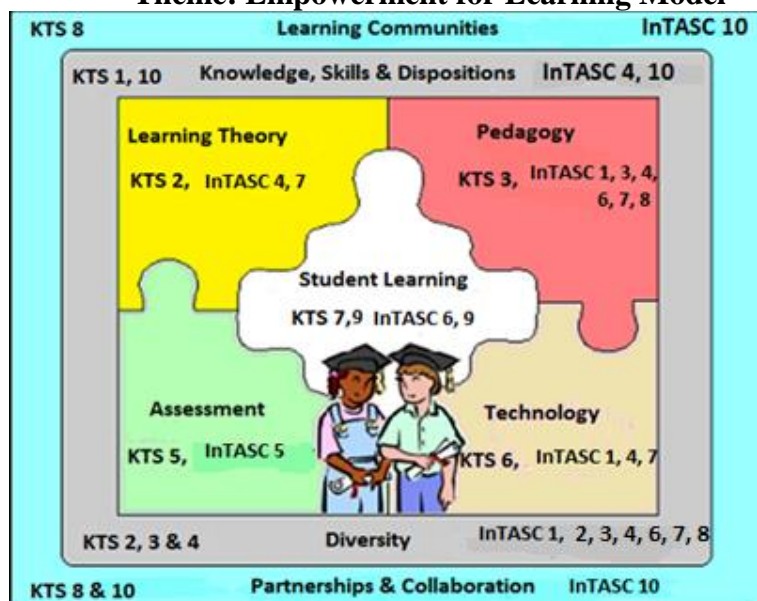
Course Catalog Description

This is an introductory course to autism spectrum disorders (ASD). Characteristics and pervasiveness will be discussed; history along with current research on the causes of ASD will be explored. Best practices for planning instruction as well as research-based strategies related to communication, social interactions, and sensory differences will be investigated.

Purpose. The purpose of the course is to prepare teachers to educate a population of diverse learners by equipping them with the knowledge of the characteristics, prevalence, and assessment procedures for children and youth with ASD. Research-based instructional and behavioral planning for improved success in school as well as the investigation of support systems including the need for collaboration among school personnel, home, and community will be addressed.

Textbook

Boutoti, E. A. & Myles, B. S. (2017). *Autism spectrum disorders: Foundations, characteristics, and effective strategies.* Upper Saddle River, NJ: Pearson. ISBN: 10:0205545750

All reading materials for this course can be found in the textbooks, the Internet site for this course and within the CU Library databases.

PROFESSIONAL STANDARDS addressed in this course:

Aligned with Assessment (point values)	KTPS/ InTASC	ILA Standards		Technology (Yes or No)	Advanced CEC Standards	CEC Specialty Set Standards for special education developmental disabilities and autism spectrum disorder specialist	CAEP	High Leverage Practices
Weekly Chats 50 pts Obj: 1-27	1b,1g 2h, 2n 3 a, 3f, 4m, 6g, 7b,9h 10g	1.4 4.1 5.2 5.3	6.2 6.3	Yes	1.4, 2.2,2.3,3.3 3.5,4.1,4.2 5.3, 6.1,6.4,7.2 7.3	SEDAS.1.K1 SEDAS.1.S1 SEDAS.1.S2 SEDAS.1.S3 SEDAS.2.K1 SEDAS.3.K3 SEDAS.3.S11 SEDAS.3.S13 SEDAS.4.S2 SEDAS.5.K1 SEDAS.6.K1 SEDAS.6.K2 SEDAS.7.S5	1.1,	1, 4
Weekly Journal Entries 60 pts Obj: 1-27	1b, 1g, 2h,3f,	1.4 4.1 5.2 5.3	6.2 6.3	Yes	1.4, 2.2,2.3,3.3 3.5,4.1,4.2 5.3, 6.1,6.4,7.2 7.3	SEDAS.1.K1 SEDAS.2.K1 SEDAS.3.K3 SEDAS.5.K1 SEDAS.6.K1 SEDAS.6.K2	1.1	1,4
Weekly discussion board 60pts. Obj: 1-27	1b,1g 2h, 2n 3 a, 3f, 4m, 6g, 7b,9h 10g	1.4 4.1 5.2 5.3	6.2 6.3	Yes	1.4, 2.2,2.3,3.3 3.5,4.1,4.2 5.3, 6.1,6.4,7.2 7.3	SEDAS.1.K1 SEDAS.2.K1 SEDAS.3.K3 SEDAS.3.S11 SEDAS.3.S13 SEDAS.4.S2 SEDAS.5.K1 SEDAS.6.K1 SEDAS.6.K2 SEDAS.7.S5	1.1	1,4
Clinical/Field Experience Summary with video- taped lesson, 150pts. Obj: 1-27	1b,1g 2h, 2n 3 a, 3f, 4m, 6g, 7b,9h 10g	1.4 4.1 5.2 5.3	6.2 6.3	Yes	1.4, 2.2,2.3,3.3 3.5,4.1,4.2 5.3, 6.1,6.4,7.2 7.3	SEDAS.1.K1 SEDAS.1.S1 SEDAS.1.S2 SEDAS.1.S3 SEDAS.2.K1 SEDAS.3.K3 SEDAS.3.S1 EDAS.3.S11 SEDAS.3.S13 SEDAS.4.S2	1.1	1,2,3,4

					SEDAS.5.K1 SEDAS.6.K1 SEDAS.6.K2 SEDAS.7.S5		
Webquests 2@20pts each Obj:9, 10, 11, 12, 21,23 100 pts	2h, 4m, 6g, 10q	1.4	Yes	1.1, 4.1,6.1,7.1	SEDAS.1.S3 SEDAS.1.S10 SEDAS.3.S9 SEDAS.3.S11 SEDAS.4.S1 SEDAS.5.K1	1.1	1,2,3,4
Article Reviews 150 points Obj: 2,3,8,9,15	1b,1g 2h, 2n 3 a, 3f, 4m, 6g, 7b,9h 10g	1.4, 2.4,	Yes	1.4, 2.2,2.3,3.3 3.5,4.1,4.2 5.3, 6.1,6.4,7.2 7.3	SEDAS.4.S1 SEDAS.4.S2 SEDAS.5.K1 SEDAS.6.K1 SEDAS.6.K2	1.1	2
Application Assignment 25 pts. Obj: 8,9,26,27	1b,1g 2h, 2n 3 a, 3f, 4m, 6g, 7b,9h 10g	1.4 4.4 6.2	Yes	1.4, 2.0, 2.2 5.3, 7.1, 7.2	SEDAS.5.K1 SEDAS.6.K1 SEDAS.6.K2 SEDAS.7.S3	1.1	2
Case Study 150 pts. Obj:5,6,7,8,1 3,15,16,17,18, 19,25,26,27	1b,1g 2h, 2n 3 a, 3f, 4m, 6g, 7b,9h 10g	1.4, 2.4 3.4, 6.2	Yes	1.2, 2.0,2.1,2.2 ,2.3, 3.0, 4.0, 4.2, 5.2,7.1,7.2	SEDAS.1.K1 SEDAS.1.S2 SEDAS.1.S3 SEDAS.1.S3 SEDAS.1.K6 SEDAS.1.S5 SEDAS.3.S1 SEDAS.3.S11 SEDAS.3.S12 SEDAS.5.K1 SEDAS.6.K1 SEDAS.6.K2 SEDAS.7.S3	1.1	1,2,3,4

PROFESSIONAL STANDARDS addressed in this course:

Interstate Teacher Assessment and Support Consortium (*InTASC*)
1nTASC1 Learner Development
InTASC 2 Learner Differences
InTASC 3 Learning Environments
InTASC 4 Content Knowledge
InTASC 5 Application of Content
InTASC 6 Assessment
InTASC 7 Planning for Instruction
InTASC 8 Instructional Strategies
InTASC 9 Professional Learning and Ethical Practice
InTASC 10 Leadership and Collaboration

International Literacy Association (*ILA*)

Standard 1 Foundational Knowledge 1.1, 1.2, 1.3, 1.4
Standard 2 Curriculum and Instruction 2.1, 2.2, 2.3, 2.4
Standard 3 Assessment and Evaluation 3.1,3.2, 3.3, 3.4,
Standard 4 Diversity and Equity4.1, 4.2, 4.3, 4.4
Standard 5 Learners and the Literacy Environment 5.1, 5.2, 5.3, 5.4
Standard 6 Professional Learning and Leadership 6.1, 6.2, 6.3, 6.4
Standard 7- FOR SPECIALIZED LITERACY PROFESSIONALS ONLY.

Advanced Standards Council for Exceptional Children Standards. This course meets the guidelines designated under the CEC standards for common core of knowledge and skills for special educators:
Standard #1: Assessment: **Knowledge**: ACSI.1.K1, ACSI.1.K2, ACSI.1.K3, ACSI.1.K4, **SKILLS** ACSI.1.S1, ACSI.1.S2, ACSI.1.S3, ACSI.1.S4
Standard #:2 NONE…SEE SPECIALTY SET
Standard #3 Programs, Services, Outcomes: Knowledge ACSI.3.K1, ACSI.3.K2, ACSI.3.K3, ACSI.3.K4, ACSI.3.K5, ACSI.3.K6, **SKILLS** ACSI.3.S1, ACSI.3.S2, ACSI.3.S3, ACSI.3.S4
Standard #4: Research and Inquiry: **Knowledge** ACSI.4.K1, **SKILLS** ACSI.4.S1, ACSI.4.S2, ACSI.4.S3
Standard #5: Leadership and Policy: **Knowledge** ACSI.5.K1, ACSI.5.K2, ACSI.5.K3, ACSI.5.K4, ACSI.5.K5, ACSI.5.K6, **SKILLS**
Standard #6: Professional and Ethical Practice: **Knowledge** ACSI.6.K1, ACSI.6.K2 ACSI.6.K3, **SKILLS** ACSI.6.S1, ACSI.6.S2, ACSI.6.S3, ACSI.6.S4, ACSI.6.S5, ACSI.6.S6
Standard #7: Collaboration: **Knowledge** ACSI.7.K1, ACSI.7.K2, **SKILLS** ACSI.7.S1, ACSI.7.S2

CEC Advanced Preparation Specialty Standards
Standard #1 Assessment **Knowledge** SEDAS.1.K1, SEDAS.1.K2, SEDAS.1.K3, SEDAS.1.K4, SEDAS.1.K5, SEDAS.1.K6, **SKILLS** SEDAS.1.S1, SEDAS.1.S2, SEDAS.1.S3, SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6, SEDAS.1.S7, SEDAS.1.S8, SEDAS.1.S9, SEDAS.1.S10
Standard #2 Curricular Content Knowledge, **Knowledge** SEDAS.2.K1, SEDAS.2.K2 **SKILLS** None Specified
Standard #3 Programs, Service, Outcomes, **Knowledge** SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.K4, **SKILLS**
SEDAS.3.S1, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S8, SEDAS.3.S9, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14
Standard #4 Research and Inquiry **Knowledge** SEDAS.4.K1, **SKILLS** SEDAS.4.S1, SEDAS.4.S.2.
Standard #5 Leadership and Policy **Knowledge** SEDAS.5.K1, **SKILLS** SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5
Standard #6 Professional and Ethical Practice Knowledge SEDAS.6.K1, SEDAS.6.K2, **SKILLS** SEDAS.6.S1, SEDAS.6.S2, SEDAS.6.S3, SEDAS.6.S4, SEDAS.6.S5, SEDAS.6.S6,

Standard #7 Collaboration   **Knowledge** None in addition to ACSI **SKILLS** SEDAS.7.S1, SEDAS.7.S2, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5

Council for Accreditation of Educator Program(*CAEP*)
Standard 1 Content and Pedagogical Knowledge A1.1, A1.2
Standard 2 Clinical Partnerships and Practice A2.1, A2.2
Standard 3 Candidate Quality, Recruitment, and Selectivity A 3. A3.2,
A3.3 A3.4
Standard 4 Program Impact A 4.1, A4.2
Standard 5 Provider Quality Assurance and Continuous Improvement
A 5.1, A5.2, A5.3, A5.4, A5.5

CU Diversity Proficiencies (from KTPS/InTASC)
1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.
2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
2N The teacher makes learners feel valued and helps them to learn to value each other.
3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.
9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

High Leverage Practices
1. Collaboration
 2. Assessment
 3. Social/Emotional/behavioral
 4. Instruction

Mission Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership. The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate
- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society-
- Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

SPECIFIC OBJECTIVES: Upon completion of this course, you will have gained an understanding of the professional standards tied to these objectives and be able to:

1. Describe the characteristics of autism spectrum disorders (ASD) **(KTPS/InTASC 1g, ILA 1.1 CEC Advanced Standards 2.3, 3.3,3.5,4.1,4.2,5.3,6.1,6.4,7.2,7.3 CEC Specialty Set CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3,3.K.3, 3.S.1,3.S.11, 3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 2,)**

2. Explain how individuals with ASD are identified and diagnosed **KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)**

3. Identify the differences among the autism spectrum disorders **KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)**

4. Discuss causal theories associated with ASD **KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)**

5. Describe components of a core battery for the assessment of students with ASD **(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)**

6. Summarize the National Research Council's recommendations for educating children with ASD, including the 'characteristics of effective intervention' and the 'six kinds of intervention that should have priority' **(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)**

7. List several assessment instruments and curricula that can be used to assist in identifying developmentally appropriate goals and objectives for students with ASD **(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)**

8. Identify the components of effective instruction for students with ASD **(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)**

9. Identify ways of determining effective treatments for students with ASD **KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)**

10. Discuss the impact of autism on all members of a family, and describe ways to support family members with a child with ASD **KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)**

11. Siscuss transition issues and their impact on the family **KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)**

12. Describe generalization and maintenance strategies

KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)

13. Describe and use basic data collection

KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)

14. Describe the purpose of functional behavior assessment (FBA) and the elements of an FBA

KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)

15. Describe the five levels of behavior intervention and identify them as antecedent, behavior, or consequence strategies

KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)

16. Outline the elements of a comprehensive behavior intervention plan

(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)

17. Discuss the variance in development of social communication seen in children with ASD

(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 ,2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)

18. List and describe the available interventions to increase communication skills, including milieu teaching as a language tool to facilitate communication for students with autism

(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)

19. Develop an understanding of and use instructional strategies such as backward and forward chaining, simultaneous prompting

(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)

20. Increase knowledge of social skills assessment techniques, social skills training strategies, and common social skills deficits

KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)

21. identify current trends in education including universal design for learning (UDL), IDEIA 2004, and No Child Left Behind (NCLB)

KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2,

3, 4)

22. Discuss the debate on inclusion of students with ASD
KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2,
3, 4)

23. Explain the current research on effective teaching for students with ASD in the areas of reading, writing, mathematics, and functional skills
KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2,
3, 4)

24. Explain how sensory processing disorder affects children with ASD, and outline sensory strategies that can be implemented at home and school
KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1,
6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 12,3,4)

25. List the benefits of assistive technology for students with ASD
(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)

26. Identify a variety of low to high tech AT strategies
(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)

27. Identify resources for assistive technology including augmentative and alternative communication (AAC)
(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)

Methods of Instruction
The instructional methods will include:
- live videoconferencing class sessions and small group discussions via AdobeConnect
- online multimedia learning lessons
- individual consultation with professor
- discussion board threads for in-depth discussion
- cooperative/collaborative learning activities
- field observations and practice in P-12 classrooms

COURSE TASKS/Requirements:

Class Participation 170 total pts.
Class attendance is expected and will be checked. Notify the professor in advance if you need to be absent for an emergency. Two unexcused absences result in an automatic "F" for the course (at professor's discretion). Candidates will be graded on their advance preparation for class (readings) and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class in small and large group online discussions, study questions and reflective writing assignments. Candidates must contribute to class discussions. *Journal entries* reflecting on class content as well as weekly follow-up *discussion boards* are included as part of participation.

Clinical/ Field Experiences 150 pts.

Candidates will participate in **twelve (12) hours** of field experience. The experiences will **not** be in the school where the candidate is currently teaching. Candidates will observe students with moderate to severe disabilities including students with ASD in various settings, including but not limited to: classroom, community-based setting, dining/cafeteria. Field experiences with estimated hours are provided later in this document, with other details. The course instructor will be responsible for approving the field experiences for this course. In addition, the special education program chair will randomly contact P-12 instructors to follow-up on the candidates' field placement and experiences. Use pseudo names when you write about learners, teachers, and districts to maintain confidentiality. The field experience hours and setting must be documented using the School of Education log form. The reflection questions for SED 730 are in the Assignment Instructions and Rubrics, at the end of this document and must be addressed. The original signed log form documenting the hours and the report of reflections must be sent to the Special Education Program office; a copy of both must be posted in the course assignments for the instructor. The form documenting the hours must be completed in order to receive course credit.

Web Quests 2s each @ 20pts. each

Candidates will conduct <u>two</u> collaborative activities using the Internet: (1) to identify websites with behavioral interventions for individuals with ASD, comparing these with the definition of "evidence-based practices"; and (2) to identify different websites for assistive technology devices, computer software or online computer activities designed to teach (or to be used by) individuals with autism, school personnel who support students with autism, or a family member of a student with autism.

Article Reviews/Bibliography 150 pts.

Candidates will choose <u>one</u> of the following topics to complete a short literature review of ten or more peer-reviewed articles: vaccines as a cause of ASD; social strategies for individuals with ASD; core academic instruction for individuals with ASD; discrete trial training (DTT) for individuals with ASD; communication options for individuals with ASD; individual topic approved by the instructor.

Application Assignment 25 pts.

Candidates will complete <u>one</u> application assignment from a list of options: teacher newsletter for families of students with ASD; social stories for a specific student with ASD; assessments for a specific student with ASD; interview a general educator regarding perceptions of ASD; or an individual topic approved by the instructor.

Case Study 150 pts.

This collaborative assignment requires direct work with a student while completing the 12 field hours. With the assistance of a classroom teacher, the candidate will select a student who has been identified with ASD or who is undergoing the assessment process for ASD. Components of the case study include: (1) a written introduction about the student; (2) a social assessment and ABC chart of a social issue or deficit of concern for the student and proposed strategies; (3) a lesson plan that is taught in a general education class, with appropriate accommodations and/or modifications for the student and an analysis and reflection on inclusion for this student; and (4) local community and transition planning resources for the student.

<u>Assignments</u>	<u>Points</u>
Class Participation	**170**
Weekly Chats	50
Weekly Journal Entries	60
Weekly discussion board forum	60
Web Quests 2@ 20 points each	**40**
Article Reviews/Bibliography	**150**

Application Assignment	**25**
Case Study (narrative, lesson plan, resources)	**150**
Field Experience with videotaped lesson	**150**
Total	**855**

EVALUATION Process and expectations:

Before Class each week you need to:
- read the chapter assignment
- review all the items under Week in the course, for familiarity with the format
- check for assignments due

Class Participation in a Professional Learning Community. In CU online courses, weekly coursework begins on Monday and runs through Sunday. "Class participation" includes all your interactions with the instructor and your classmates during and outside the Monday night class session, such as preparation, attendance and engagement at the weekly session; discussion boards; and completion of class follow-up activities.

Feedback and Communications. Messages, announcements and feedback posted via Learning House are sent to your <u>CU email address</u>. You may go into your Learning House profile (click "Participants" on the left, then click on your name.) and edit your email address in Learning House. It is the candidate's responsibility to check emails and messages regularly (every 1-2 days). You are encouraged to contact me with questions or concerns. The best way to reach me is via email or text message. I will always respond within 24 hours so if you do not receive a response through email please text or call me.

Weekly Discussion Board/Forums. Each lesson typically has one discussion board where you are expected to post a response at a time of your convenience to the given topic, such as a scenario, a topic from the readings, a reflection on your field experiences, etc. This is done on your own time but is recommended you complete before the next class period.

Submission of Assignments. All assignments must be word-processed using Microsoft Word.

Revisions. A major part of my work as an instructor is to provide feedback**.** For major assignments, I generally allow one revision based on my feedback

GRADING SCALE: 93 – 100% (803-855)= A;86-93% (735-802) = B; 85-77(658-734) = C; 70-76(598-657)= D; Below 69%(597) = F

RUBRICS:

Rubric for Class Participation Chats /Journals/Discussion Forums
(KTPS/InTASC 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1,5.2,5.3,6.2,6.3, CEC Advanced Standards 1.4, 2.2, 2.3, 3.3,3.5,4.1,4.2,5.3,6.1,6.4,7.2,7.3 CEC Specialty Set CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3,3.K.3, 3.S.1,3.S.11, 3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)

Exemplary 100%	Accomplished 93%	Developing 86%	Ineffective 77%
- Present for all classes with exception of emergencies. - Logs in on time and attends throughout period - Participates 4-5 times during discussions	- Present for most classes (missing 1 class) - Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. - Some contributions to discussion	- Present for class but no advance preparation as evidenced in discussion responses - Superficial responses in class or on discussion boards	- Absent from class without any communication to professor - Comments and postings minimal or absent Journal entries for 1-6 weeks 1-4 Discussion Forums Completed

- Contributes thoughtful remarks and questions - Comments extend the interactions between candidates - More than one Journal entry for each week - All Discussion Forums completed before class starts weekly	- Journal entry for 8 weeks - All Discussion Forums completed	- Journal entry for 7 weeks 5-7 Discussion Forums completed	

Field Experience Rubric

(KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.1, 5.2, 5.3, 6.2, 6.3 CEC Advanced 1.4, 2.2, 2.3, 3.3 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set 1K.1, 1.S.1, 1S.2,1.S.3, 2.K.1,3, 3.K.3,3.S.1, 3.S.11,3.S.13,4.S.2,5.K.1,6.K.1,6.K.2,7.S.5,CAEP 1.1, HLP 1, 2, 3, 4)

	Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
Video Taped Lesson	Video Taped lesson plan uploaded by week 3	Video Taped lesson plan uploaded by week 4	Video Taped lesson plan uploaded by week 5	Video Taped lesson plan uploaded by week 6
Principal/Parent Interiew	Write a reflection, comparing their perspectives about the characteristics, needs, services, and at least 3 strategies for students with ASD. (This may be for your case study student or another student with ASD.) Free of grammatical errors	Write a reflection, comparing their perspectives about the characteristics, needs, services, and at least 2 strategies for students with ASD. (This may be for your case study student or another student with ASD.)1-2 grammatical errors	Write a reflection, comparing their perspectives about the characteristics, needs, services, and at least 1 strategy for students with ASD. (This may be for your case study student or another student with ASD.)3 or more grammatical errors	Write a reflection, comparing their perspectives about the characteristics, needs and services students with ASD. (This may be for your case study student or another student with ASD.) 3 or more grammatical errors
Classroom Setting and Diversity	Identify the classroom(s) for your field experiences (school, grade, content, etc.) Describe number of students and diversity in the classroom(s) (ethnicity/cultural, linguistic,	Identify the classroom(s) for your field experiences (school, grade, content, etc.) Describe number of students and diversity in the classroom(s) (gender, disabilities)	Identify the classroom(s) for your field experiences (school, grade, content, etc.)	Identify the classroom(s) for your field experiences with no information regarding the makeup of the classroom

	achievement, economic, gender, disabilities)			
Teacher and Student Behavior	Describe how the general and special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities <u>Reflect</u> on how <u>effective</u> these strategies are for instruction, monitoring progress, and enabling success for your case study student and others with moderate and severe disabilities. Include your own reflections.	Describe how the general and special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities <u>Reflect</u> on how <u>effective</u> these strategies are for instruction, monitoring progress, and enabling success for your case study student and others with moderate and severe disabilities.	Describe how the special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities <u>Reflect</u> on how <u>effective</u> these strategies are for instruction, monitoring progress, and enabling success for your case study student and others with moderate and severe disabilities.	Describe how the special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities
Description of Case Study	Summarize your case study student and your activities e.g., two-three paragraphs Provide the list of post-high school supports you created; note when you provided it to the teacher and special education director, and their responses	Summarize your case study student and your activities briefly, e.g., one paragraph Provide the list of post-high school supports you created; note when you provided it to the teacher and special education director, and their responses	Summarize your case study student and your activities briefly, e.g., one paragraph Provide the list of post-high school supports you created;	Incomplete summary of your case study student and your activities briefly, e.g., one - two sentences Provide the list of post-high school supports you created
Reflection	4-5 reflections with insight into classroom practices observed for students identified with ASD and implications for yourself as an MSD teacher Areas for your own personal growth in ASD and moderate	3 reflections into classroom practices observed for students identified with ASD and implications for yourself as an MSD teacher Areas for your own personal growth in ASD and moderate and severe disabilities	1-2 reflections into classroom practices observed for students identified with ASD	Reflection included but not tied to classroom practices

	and severe disabilities			
Log of hours	12 hrs. documented Coding needs to be corrected and the form resubmitted	12 hrs. documented Coding needs to be corrected and the form resubmitted	12 hrs. documented Coding needs to be corrected and the form resubmitted --	Cannot pass course without 12 hrs. documented appropriately

Webquest Rubric
KTPS/InTasc 2h, 4m, 6g, 10q ILA 1.4 CEC Advanced 1.1, 4.1, 6.1, 7.1 3 CEC Specialty Set 1.S.3, 1.S.10, 3.S.9, 3.S.11, 4.S.1, 5.K.1CAEP 1.1, HLP 1,2,3,4)

Expectations	Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
Overall Content	Identifies 10 websites for both behavioral interventions and assistive technology.	Identifies 5-9 websites for both Behavioral and assistive technology.	Identifies 2-4 websites for both Behavioral and assistive technology.	Identifies websites for behavioral interventions or assistive technology
Quality	● Demonstrates reflective thought and insight into website reviews in narrative style with no grammatical errors.	Demonstrates reflective thought and insight into website reviews in narrative style with one or two grammatical errors	Creates only a list of websites without the narrative with grammatical errors	Creates only a list of websites without the narrative with grammatical errors
Knowledge	● Demonstrates clear and accurate understanding of ASD using correct terminology	Demonstrates clear and accurate understanding of ASD	One or two misunderstandings of ASD demonstrated in narrative	More than two misunderstandings of ASD demonstrated in narrative

Article Review Rubric(KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 2.4,CEC Advanced 1.4, 2.2, 2.3, 3.3, 3.5, 4.1, 4.2, 5.3, 6.1, 6.4, 7.2, 7.3 CEC Specialty Set,4.S.1, 4.S.2, 5.K.1,6.K.1,6.K.2, CAEP 1.1, HLP 1, 2, 3, 4)

	Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
Selection of Articles	Candidates will choose <u>one</u> of the following topics to complete a short literature review of more than 10 peer-reviewed articles: vaccines as a cause of ASD; social strategies for individuals with ASD; core academic instruction for individuals	Candidates will choose <u>one</u> of the following topics to complete a short literature review of 10 peer-reviewed articles: vaccines as a cause of ASD; social strategies for individuals with	Candidates will choose <u>one</u> of the following topics to complete a short literature review of 8-9 peer-reviewed articles: vaccines as a cause of ASD; social strategies for individuals with	Candidates will choose <u>one</u> of the following topics to complete a short literature review of less than 8 peer-reviewed articles:

	with ASD; discrete trial training (DTT) for individuals with ASD; communication options for individuals with ASD; individual topic approved by the instructor.	ASD; core academic instruction for individuals with ASD; discrete trial training (DTT) for individuals with ASD; communication options for individuals with ASD; individual topic approved by the instructor.	ASD; core academic instruction for individuals with ASD; discrete trial training (DTT) for individuals with ASD; communication options for individuals with ASD; individual topic approved by the instructor.	vaccines as a cause of ASD; social strategies for individuals with ASD; core academic instruction for individuals with ASD; discrete trial training (DTT) for individuals with ASD; communication options for individuals with ASD; individual topic approved by the instructor.
Clarity of Summaries	● Summaries are clearly written in candidate's own words No grammatical errors	● Summaries are in candidate's own words 1-2 grammatical errors	● Summaries are candidate's words More than 2 grammatical errors	Summaries are candidate's words but inappropriate use of grammar interferes with meaning
Findings and Conclusions	● Findings across articles are summarized and connected with strong rationale for conclusions	Findings across articles are summarized with strong rationale for conclusions	Findings across articles are summarized without rationales for conclusions	Findings are misunderstood
APA Formatting	● Follows APA guidelines with no errors	● 1-3 APA formatting errors	4-5 errors in APA formatting	More than 5 APA errors

Application Rubric KTPS/InTasc 1b, 1g, 2h, 2n, 3a, 3f, 4m, 6g, 7b, 9h, 10g ILA 1.4, 4.4, 6.2 CEC Advanced 1.4, 2.0, 2.2, 5.3, 7.1 7.2 CEC Specialty Set 5.K.1,6.K.1,6.K.2,7.S.3,CAEP 1.1, HLP 1, 2, 3, 4)

Expectations	Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
Overall Content	Candidates will complete <u>one</u> application assignment from a list of options: teacher newsletter for families of students with ASD; social	Candidates will complete <u>one</u> application assignment from a list of options: teacher newsletter for families of	Candidates will complete <u>one</u> application assignment from a list of options: teacher newsletter for families of	Candidates do not complete <u>one</u> application assignment from a list of options

		students with ASD; social stories for a specific student with ASD; assessments for a specific student with ASD; interview a general educator regarding perceptions of ASD; or an individual topic approved by the instructor. Choice will be shared on discussion forum.	students with ASD; social stories for a specific student with ASD; assessments for a specific student with ASD; interview a general educator regarding perceptions of ASD; or an individual topic approved by the instructor. Choice will be shared on discussion forum.	
Quality	Is written in appropriate format according to choice and free of grammatical errors	Is written in appropriate format according to choice and has 1-2 grammatical errors	Is written in appropriate format according to choice and has 3-4 grammatical errors	Is written in appropriate format according to choice and grammatical errors interfere with meaning.
Knowledge 10 pts	Shows accurate understanding of ASD as evidenced in language used	Shows accurate understanding of ASD	Has one error in understanding of ASD	Shows misunderstanding of ASD

Rubric for Case Study
(KTPS/InTasc 1b, 2a, 2d, 2f, 3a, 3c, 3f, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 5g, 6b, 7b, 7e, 9e, 9f, 10i, 10j ILA 1.4, 2.4, 3.4, 6.2 CEC Advanced 1.2, 2.0, 2.1 2.2,, 2.3, 3.0 4.0, 4.2, 5.2, 7.1, 7.2 CEC Specialty Set K.1.1, 1.S.2, 1.S.3, 1.S.5, 3.S.11, 3.S.12,5. K.1, 6.K.1, 6.K.2, 7.S.3, CAEP 1.1, HLP 1, 2, 3,4)

	Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
Introduction	Prepare an introduction that includes: 1) a description of the student, including strengths and interests; 2) present levels of performance in the areas of academics (reading,	Prepare an introduction that includes: 1) a description of the student, including strengths and interests; 2) present levels of	Prepare an introduction that includes: 1) a description of the student, including strengths 2) present levels of performance in the	Prepare an introduction that includes: 1) a description of the student, including strengths 2) present levels

	writing, math), communication skills, functional skills (organization, executive function, daily living, etc.), and social and behavioral skills; 3) a description of restricted interest deficits, sensory status, and strategies to address these issues; and 4) write one IEP goal and two objectives for each area—social skills, communication, and restricted interests.	performance in the areas of academics (reading, writing, math), communication skills, functional skills (organization, executive function, daily living, etc.), and social and behavioral skills; 3) a description of restricted interest deficits, sensory status, and strategies to address these issues; and 4) write one IEP goal and one objective for each area—social skills, communication, and restricted interests.	areas of academics (reading, writing, math), communication skills, functional skills (organization, executive function, daily living, etc.), and social and behavioral skills; 3) a description of restricted interest deficits, sensory status, and strategies to address these issues; and 4) write one IEP goal and one objective for each area—social skills, communication, and restricted interests.	of performance in the areas of academics (reading, writing, math), communication skills, functional skills (organization, executive function, daily living, etc.), and social and behavioral skills; 3) a description of restricted interest deficits, sensory status, and strategies to address these issues; and 4) write one IEP goal and one objective
Social Assessment	(1) Conduct direct observations of the student interacting socially on the playground, at lunch, etc. Keep data on the number of social exchanges and types of behavior used in each social exchange (e.g., touch, facial expression, verbal communication, etc.). (2) Identify two social issues or deficits of concern and make a chart of antecedents, behavior and consequence (ABC) for this. (3) Review the ABC chart information looking for patterns that might suggest antecedents or "triggers" setting the occasion for the behavior and consequences or "pay offs" maintaining the behavior. List your theories and discuss various social skills	(1) Conduct direct observations of the student interacting socially on the playground, at lunch, etc. Keep data on the number of social exchanges and types of behavior used in each social exchange (e.g., touch, facial expression, verbal communication, etc.). (2) Identify a social issue or deficit of concern and make a chart of antecedents, behavior and consequence (ABC) for this. (3) Review the ABC chart information looking for patterns that might suggest antecedents or "triggers" setting the occasion for	(1) Conduct direct observations of the student interacting socially on the playground, at lunch, etc. Keep data on the number of social exchanges and types of behavior used in each social exchange (e.g., touch, facial expression, verbal communication, etc.). (2) Identify a social issue or deficit of concern and make a chart of antecedents, behavior and consequence (ABC) for this. (3) Review the ABC chart information looking for patterns that might suggest antecedents or "triggers" setting the occasion for the behavior and	(1) Conduct direct observations of the student interacting socially on the playground, at lunch, etc. Keep data on the number of social exchanges and types of behavior used in each social exchange (e.g., touch, facial expression, verbal communication, etc.). (2) Identify a social issue or deficit of concern and make a chart of antecedents, behavior and consequence (ABC) for this. (3) Review the ABC chart

strategies with the classroom teacher.	the behavior and consequences or "pay offs" maintaining the behavior. List your theories and discuss various social skills strategies with the classroom teacher.	consequences or "pay offs" maintaining the behavior. List your theories	information looking for patterns that might suggest antecedents or "triggers" setting the occasion for the behavior and consequences or "pay offs" maintaining the behavior teacher.
Lesson Plan and Analysis	In collaboration with your field site, create a lesson plan in one of the academic core areas for a general education classroom that includes your case study student. Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion. Use the Lesson Plan form found on the course page or the School of Education website. Teach the lesson and video tape the lesson to upload on Moodle. Analyze and reflect on the lesson	In collaboration with your field site, create a lesson plan in one of the academic core areas for a general education classroom that includes your case study student. Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion. Use the Lesson Plan form found on the course page or the School of Education website. Teach the lesson and video tape the lesson to upload on Moodle. Analyze the lesson	Create a lesson plan in one of the academic core areas for a general education classroom that includes your case study student. Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion. Use the Lesson Plan form found on the course page or the School of Education website. Teach the lesson and video tape the lesson to upload on Moodle. Analyze the lesson	Create a lesson plan in one of the academic core areas for a general education classroom that includes your case study student. Suggest ways that teachers (both general and special education) can alleviate these issues and promote success (both academic and social) in inclusion. Use the Lesson Plan form found on the course page or the School of Education website. Teach the lesson and video tape the lesson to upload on Moodle
Community Resources	Complete an Internet search for resources available for families of individuals with ASD in the student's community and/or region in the areas of employment, housing, postsecondary education, and social relationships,	Complete an Internet search for resources available for families of individuals with ASD in the student's community and/or region in the areas of employment,	Complete an Internet search for resources available for families of individuals with ASD in the student's community and/or region in the areas of employment,	Complete an Internet search for resources available for families of individuals with ASD in the student's community and/or region in

	recreation/leisure. Include adult service agencies, group homes, employment settings, etc. Use the Kentucky Autism Training Center's *Family Guide to ASD* (2011) as a starting point, but be specific for your area/region. Create a list of 20 – 25 resources with local contact information and a short description of what each has to offer individuals with ASD.	housing, postsecondary education, and social relationships, recreation/leisure. Include adult service agencies, group homes, employment settings, etc. Use the Kentucky Autism Training Center's *Family Guide to ASD* (2011) as a starting point, but be specific for your area/region. Create a list of 15- 19 resources with local contact information and a short description of what each has to offer individuals with ASD.	housing, postsecondary education, and social relationships, recreation/leisure. Include adult service agencies, group homes, employment settings, etc. Use the Kentucky Autism Training Center's *Family Guide to ASD* (2011) as a starting point, but be specific for your area/region. Create a list of 10-14 resources with local contact information and a short description of what each has to offer individuals with ASD.	the areas of employment, housing, postsecondary education, and social relationships, recreation/leisure. Include adult service agencies, group homes, employment settings, etc. Use the Kentucky Autism Training Center's *Family Guide to ASD* (2011) as a starting point, but be specific for your area/region. Create a list of under 10 resources with local contact information and a short description of what each has to offer individuals with ASD.
Reflection	Based on your case study activities, identify 4 appropriate strategies for this student and recommend changes and/or next steps for working with this student.	Based on your case study activities, identify 3 appropriate strategies for this student and recommend changes and/or next steps for working with this student.	Based on your case study activities, identify 2 appropriate strategies for this student and recommend changes and/or next steps for working with this student.	Based on your case study activities, identify 1 appropriate strategy for this student and recommend changes and/or next steps for working with this student.
Writing Style	Report is organized and well-written No grammatical errors. Follows APA format in the document, with headings, paragraphs, etc.	Report is organized and well-written 1-2 grammatical errors. Follows APA format in the document, with	Report is organized and well-written 3-4 grammatical errors. Follows APA format in the document, with	More than 4 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc.

		headings, paragraphs, etc.	headings, paragraphs, etc.	

Disability Statement:

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice- President for Academic Affairs will be notified of either consequence.

*** School of Education Attendance Policy:***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

Campbellsville University's Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Incomplete Statement

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.
Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu
Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/title

Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

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Readings, Topics, Assignments and Due Dates

Week/Class	Objectives and topics	Assignments Due
Week 1 Class: August 29.2016	**Class Objectives:** **Describe expectations according to syllabus** ☐ **describe the characteristics of autism spectrum disorders (ASD)** ☐ **explain how individuals with ASD are identified and diagnosed** ☐ **identify the differences among the autism spectrum disorders** ☐ **discuss causal theories associated with ASD** ☐ **describe components of a core battery for the assessment of students with ASD**	Read chapters 1 and 2 Journal Entry Discussion Forum
Week 2 Class: Sept. 12	**Class Objectives:** ☐ **discuss the impact of autism on all members of a family, and describe ways to support family members with a child with ASD** ☐ **discuss transition issues and their impact on the family** ☐ **describe generalization and maintenance strategies** ☐ **explain how sensory processing disorder affects children with ASD, and outline sensory strategies that can be implemented at home and school** **Text, Finish Chap 1, 2 and Begin Chap 3, and 8**	Read chapters 3 and 8 Journal Entry
Week 3 Class: Sept. 19	**Class Objectives:** ☐ **describe and use basic data collection** ☐ **describe the purpose of functional behavior assessment (FBA) and the elements of an FBA** ☐ **describe the five levels of behavior intervention and identify them as antecedent, behavior, or consequence strategies** ☐ **the elements of a comprehensive behavior intervention plan** ☐ **explain how sensory processing disorder affects children with ASD, and outline sensory strategies that can be implemented at home and school** **Text Chap 4 and 5**	Read chapters 4 and 5 Journal Entry Discussion Forum
Week 4 Class: Sept. 26	**Class Objectives:** ☐ **describe the use of instructional strategies based on ABA: discrete trial teaching, errorless learning, error correction, generalization and maintenance strategies, modeling, chaining, and simultaneous prompting/time delay** ☐ **explain the importance of considering characteristics of ASD and functional communication when addressing behavioral concerns** ☐ **identify steps of functional communication training (FCT)** ☐ **List and describe the available interventions to increase communication skills, including milieu teaching as a language tool to facilitate communication for students with autism** **Text, Chap 6 Chap 7**	Read chapters 6 and 7 Journal Entry Discussion Forum **Video taped lesson due** **Web quest due**
Week 5 Class: Oct. 3	**Class Objectives:** ● **identify important elements in social communication** ● **discuss the variance in development of social communication seen in children with ASD** ● **describe and use strategies for assessment of social communication skills in children with ASD** ● **list available interventions to increase communication skills including milieu teaching** ● **list the benefits of assistive technology (AT) for students with ASD** ● **identify a variety of low to high tech AT strategies** ● **identify resources for assistive technology including augmentative and alternative communication (AAC)** **Text, Chapters 11 and 13**	Read chapters 11 and 13 Journal Entry Discussion Forum **Principal/Parent Interview Due**

Week 6 Class: Oct. 10	**Class Objectives:** ☐ **discuss the debate on inclusion of students with ASD** ☐ **explain the current research on effective teaching for students with ASD in the areas of reading, writing, mathematics, and functional skills** ☐ **explain how sensory processing disorder affects children with ASD, and outline sensory strategies that can be implemented at home and school** ☐ **major ASD strategies in use today** ☐ **examining the Ziggurat Model** **Text, Chapters 9, 10, 12**	Read chapters 9, 10, 13 Journal Entry Discussion Forum **Application Assignment Due**
Week 7 Class: Oct. 17	**Class Objectives:** ☐ **identify current trends in education including universal design for learning (UDL), IDEIA 2004, and No Child Left Behind (NCLB)** ☐ **explain the impact of these educational trends on services for students with ASD** ☐ **discuss transition issues and their impact on the family** ☐ **describe generalization and maintenance strategies** **Text Chapter 14**	Read chapter14 Journal Entry Discussion Forum **Article Reviews Due**
Week 8 Class: Oct. 22	**Student Peer Reviews of Video Tapped Lessons** **Evaluations** **Questions** **NO CHAT**	**Case Study Due and the rest of Field Experience Summary and documents**