

# COURSE SYLLABUS

## SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education

Course No. EX556

Course: Communication Interventions & Strategies for Individuals  
with Autism Spectrum Disorder

Revised: SP 13



### “The Teacher as Competent Professional Educator”

#### I. Catalog Description and Credit Hours of Course:

This course addresses the process of verbal and non-verbal communication skills and investigates research-based strategies and interventions for improving communication in individuals with autism spectrum disorder. (3)

#### Course Description:

This course addresses the process of verbal and non-verbal communication skills, the assessment of ability in communication and investigates research-based strategies and interventions for improving communication in individuals with communication difficulties, autism spectrum disorder and related disabilities. A brief overview of language development, social skills training, alternative/augmentative modes of communication, assistive technology devices and environment arrangement will be discussed and investigated. Field experiences are embedded in this course.

II. **Prerequisite(s):** Successful completion of EX 555, Introduction to Autism Spectrum Disorder (ASD) or instructor permission.

#### III. Purposes or Objectives of the Course:

The student will demonstrate a knowledge base and skills necessary to:

- A. explain communication and language impairments in individuals with autism spectrum disorder and related disabilities.
- B. describe the process and components of communication of individuals with autism spectrum disorder and related disabilities.
- C. recognize communication characteristics of individuals with autism spectrum disorder and related disabilities.
- D. assess communication and language individuals with autism spectrum disorder and related disabilities.
- E. recognize and demonstrate treatment approaches for communication of individuals with autism spectrum disorder and related disabilities.

- F. use assistive and instructional technology and natural, alternative and augmentative communication systems for individuals with autism spectrum disorder and related disabilities.
- G. integrate approaches to enhance social outcomes for individuals with autism spectrum disorder and related disabilities.
- H. explain methods, materials, and strategies to promote self-determination for individuals with autism spectrum disorder and related disabilities.

**IV. Student Learning Outcomes**

The student will demonstrate a knowledge base and skills necessary to:

- A. recognize communication characteristics of individuals with autism spectrum disorder and related disabilities.
- B. recognize and demonstrate treatment approaches for communication of individuals with autism spectrum disorder and related disabilities.
- C. integrate approaches to enhance social outcomes for individuals with autism spectrum disorder and related disabilities.

Alignment of Standards

<b>Objective</b>	<b>Conceptual Framework (Unit) Standard Met</b>	<b>SPA or NCATE Standard Met (CEC)</b>	<b>MoStep Standard Met</b>	<b>Assessment Assuring that the Objective has been met</b>	<b>Number of Hours Allocated (45 Total)</b>
Explain communication and language impairments in individuals with autism spectrum disorder and related disabilities.	1.1	CEC Standard 6	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1	Forum Quizzes and Exams	6
Describe the process and components of communication of individuals with autism spectrum disorder and related disabilities.	1.1, 1.2	CEC Standards 2 & 6	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3	Forum Teacher interview journal Portfolio	7
Recognize communication characteristics of individuals with autism spectrum disorder and related disabilities.	1.1, 1.2	CEC Standards 2 & 6	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.1, 1.2.2.4,	Article reviews Case Study	6

			1.2.5.2, 1.2.6.1, 1.2.6.3		
Assess communication and language individuals with autism spectrum disorder and related disabilities.	1.3,2.2,4.2	CEC Standard 8	1.2.1.3, 1.2.8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3	Forum Case Study	6
Recognize and demonstrate treatment approaches for communication of individuals with autism spectrum disorder and related disabilities.	1.1.,6.2	CEC Standards 4 & 6	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.4, 1.2.2.3, 1.2.5.2, 1.2.2.3, 1.2.6.3, 1.2.7.3	Quizzes/Exams Portfolio Presentation/Case Study	6
Use of assistive and instructional technology and natural, alternative and augmentative communication systems for individuals with autism spectrum disorder and related disabilities.	5.1,5.2,5.3	CEC Standard 6	1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2, 1.2.11.4	Quizzes/Exams Presentation/Case study	5
Integrate approaches to enhance social outcomes for individuals with autism spectrum disorder and related disabilities.	5.1	CEC Standard 5	1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2	Social story	5
Explain methods, materials, and strategies to promote self-determination for individuals with autism spectrum disorder and related disabilities.	5.1	CEC Standard 5	1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2	Quizzes and Exams	4

## V. Expectations of Students:

Students will be expected to complete the following course requirements:

- A. complete all assigned readings. The student must ask questions if s/he needs the material clarified.
- B. participate in all class discussions and activities.
- C. check the course website at least twice a week for announcements.

## VI. Course Content

A. Research communication and language impairments.	6 hours
B. Investigate the process and components of communication.	7
C. Communication and language characteristics of persons with autism spectrum disorders.	6
D. Assess communication and language.	6
E. Treatment approaches for Communication Disorders.	6
F. Assistive and instructional technology, AAC devices.	5
G. Social outcome approaches.	5
H. Self-determination methods and strategies.	<u>4</u>
	45 hours

## VII. Textbooks:

Charman, T. & Stone, W. (2006). *Social and Communication Development in Autism Spectrum Disorders: Early Identification, Diagnosis, and Intervention*. New York, NY: Guilford Press.

Simpson, R. L. & Myles, B. S. (2008). *Educating children and youth with autism: Strategies for effective practice* ( 2<sup>nd</sup> ed.). Austin, TX: Pro-ed.

### Additional Resources Recommended for Further Study:

Buffington, D. M., Krantz, P. J., McClannahan, L. E., & Poulson, C. L. (1998). Procedures for teaching appropriate gestural communication skills to children with autism. *Journal of Autism and Developmental Disorders*, 28, 535–545.

Durand, V. M. (1999). Functional communication training using assistive devices: Recruiting natural communities of reinforcement. *Journal of Applied Behavior Analysis*, 32, 247–

267.

Frost, L., & Bondy, A. (1994). *The Picture Exchange Communication System training manual*. Cherry Hill, NJ: PECS.

Gena, A., & Kymissis, E. (2001). Assessing and setting goals for the attending and communicative behavior of three preschoolers with autism in inclusive kindergarten settings. *Journal of Developmental and Physical Disabilities, 13*, 11–26.

Lorimer, P. A., Simpson, R. L., Myles, R. L., & 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*, 53–60.

O’Neill, R. E., & Sweetland-Baker, M. (2001). Brief report: An assessment of stimulus generalization and contingency effects in functional communication training with two students with autism. *Journal of Autism and Developmental Disorders, 31*, 235–240.

**VIII. Basis for Student Evaluation:**

***COMPONENT EVALUATION CHART EX 556***

<b>Component Description</b>				<b>Points</b>	<b>Due Date</b>
<b>Forum Assignments / 10 at 10 points each</b>				<b>100</b>	<b>WEEKLY</b>
<b>Assignments / 8 at 30 points each</b>				<b>240</b>	<b>WEEKLY</b>
<b>Active Participation / 15 weeks X 10 points</b>				<b>150</b>	<b>WEEKLY</b>
<b>Quizzes – 5 at 25points each</b>				<b>125</b>	<b>Periodically</b>
<b>Portfolio</b>				<b>100</b>	
<b>Presentation – Case Study</b>				<b>85</b>	
<b>Exams – 2 @100 points each</b>				<b>200</b>	
<b>Total points</b>				<b>1000</b>	

- A. Forum Assignments: Respond to weekly questions/issues/dilemmas/simulations and problem-solving activities posted on the course website throughout the semester. Forum activities are designed to provide a platform for discussion. Consequently, all forum assignments require students to reply to at least one other student's entry. To fully complete forum assignments, you will need to upload your response; read at least one other student's response; and reply to at least one other student's forum entry.
- B. Assignments including article reviews, brochure, social story, visual supports and teacher interview journal.
- C. An electronic Portfolio that includes an accumulation and documentation of class activities for the entire course. The content of the portfolio will vary from student to student due to individual learning activities as well as individual organizational style. The portfolio must be organized with a narrative explanation of the contents. The portfolio will not only serve as a documentation tool for class requirements, but will also be a valuable resource on assessment and exceptionalities for future reference.
- D. Presentation: Based on case study.
- E. Active Participation: Students will earn participation and/or activity points associated with assignments and activities assigned for the week.
- F. Quizzes & Exams: Students will demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading material.

**IX. Undergraduate Grading Scale**

100-90 %	=	A
89-80%	=	B
79-70%	=	C
69-60%	=	D
59% and below	=	F

**Graduate Grading Scale**

100-90 %	=	A
89-80%	=	B
79-70%	=	C
69% and below	=	F

In addition, all graduate students will complete an additional research project and present it to the class in electronic format.

**The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.**

**X. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted.

Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

#### **XI. Student with Exceptionalities:**

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www6.semo.edu/lapdss/index.htm>

#### **XII. Civility and Harassment**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.