

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EX555
Course: Introduction to Autism Spectrum Disorders New: SP 09



“The Teacher as Competent Professional Educator”

I. Catalog Course Description and Credit Hours of Course:

This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorders (ASD). (3)

Course Description:

This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorders (ASD). Major theories, teaching approaches, trends, etiological and diagnostic issues, classroom structure and environmental arrangements, research based instructional strategies, and family involvement will be discussed. Field experiences are embedded in this course.

II. Prerequisite (s): None

III. Purposes or Objectives of the Course:

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

- A. Develop an understanding of the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications.
- B. Recognize the learning styles of individuals with ASD and the impact of ASD on learning.
- C. Recognize myths and controversies surrounding ASD and articulate an informed position in regard to these issues.
- D. Demonstrate awareness of current theories of ASD.
- E. Demonstrate knowledge of current research-based treatment options including biomedical treatment options, ecological treatment options, pharmacological treatment options, educational treatment options, and prognostic research and information related to ASD.
- F. Demonstrate knowledge of assistive and instructional technology and natural, alternative and augmentative communication systems for students on the autism spectrum.

- G. Demonstrate knowledge of the immediate and long term impact of ASD on families across the lifespan and best practices for working with families including person-centered planning, communication and collaboration/teaming, family training, and multicultural perspectives.
- H. Demonstrate knowledge of Federal Laws and Regulations related to eligibility, service delivery, individual education plans, transition, and related services impacting individuals with ASD.
- I. Demonstrate knowledge of and ability to use instructional strategies to address core deficits of ASD including inclusive practices, social skills instruction, principles of applied behavior analysis, functional/meaningful curriculum, and community-based instruction.
- J. Demonstrate behavior management and positive behavior supports for students on the autism spectrum.

Alignment of Standards

Objective	Conceptual Framework (Unit) Standard Met	SPA or NCATE Standard Met (CEC)	MoStep Standard Met	Assessment Assuring that the Objective has been met	Number of Hours Allocated (45 Total)
Develop an understanding of the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications.	1.2	CEC Standard 1	1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3	Forum Quizzes/Exams	4
Recognize the learning styles of individuals with ASD and the impact of ASD on learning.	1.1, 1.3, 1.5	CEC Standards 2 & 3	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.3, 1.2,8.1, 1.2.1.1, 1.2.5.2	Teacher interview journal	6
Recognize myths and controversies surrounding ASD and articulate an informed position in regard to these issues.	1.2	CEC Standard 1	1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3	Article reviews	4
Demonstrate awareness of current theories of ASD.	1.2	CEC Standard 1	1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3	Philosophy Statement	4
Demonstrate knowledge of current research-based treatment options including biomedical treatment options, ecological treatment options, pharmacological treatment options, educational treatment options, and prognostic research and information related to ASD.	1.1.,6.2	CEC Standard 4	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 Presentation/Toolkit	6

Demonstrate knowledge of assistive and instructional technology and natural, alternative and augmentative communication systems for students on the autism spectrum.	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	4
Demonstrate knowledge of the immediate and long term impact of ASD on families across the lifespan and best practices for working with families including person-centered planning, communication and collaboration/teaming, family training, and multicultural perspectives.	3.4	CEC Standard 10	1.2.9.3	Teacher interview journal	4
Demonstrate knowledge of Federal Laws and Regulations related to eligibility, service delivery, individual education plans, transition, and related services impacting individuals with ASD.	3.4,4.3	CEC Standard 1	1.2.9.3, 1.2.3.4, 1.2.7.2	Quizzes/Exams	4
Demonstrate knowledge of and ability to use instructional strategies to address core deficits of ASD including inclusive practices, social skills instruction, principles of applied behavior analysis, functional/meaningful curriculum, and community-based instruction.	1.1, 1.3, 1.5	CEC Standards 4 & 5	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.3, 1.2.8.1, 1.2.1.1, 1.2.5.2	Class blueprint, brochure, social story, visual supports	5
Demonstrate behavior management and positive behavior supports for students on the autism spectrum.	3.3	CEC Standard 5	1.2.10.2	Presentation/Toolkit	4

Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and Praxis results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the foundation of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This *Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy*, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.

IV. 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 class discussions and activities.
- C. attend all classes and to complete all assignments. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for an assignment make-up.
- D. check the course website at least twice a week for announcements.

V. Course Content

A. Current theories and trends associated with ASD.	4 hours
B. Learning styles of individuals with ASD.	6 hours
C. Articulate an informed position in regard to these issues.	4 hours
D. Current theories of ASD.	4 hours
E. Current research-based treatment options related to ASD.	6 hours
F. Demonstrate knowledge of assistive and instructional technology.	4 hours
G. Impact of ASD on families across the lifespan and best practices for working with families.	4 hours
H. Demonstrate knowledge of Federal Laws and Regulations related to ASD.	4 hours
I. Using instructional strategies to address core deficits of ASD.	5 hours
J. Behavior management and positive behavior supports for students on the autism spectrum.	4 hours
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	45 hours

VI. Textbooks:

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

Haddon, M. (2003). *The curious incident of the dog in the night-time*. New York, NY: Random House.

Articles:

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental Disorders* (4th ed.). Washington, DC: Author.

Baker, M. J., Koegel, R. L., & Koegel, L. K. (1999). Increasing the social behavior of young children with autism using their obsessive behaviors. *The Journal of the Association for Persons with Severe Handicaps*, 23,300–308.

Harrower, J. K., & Dunlap, G. (2001). Including children with autism in general education classrooms: A review of effective strategies. *Behavior Modification*, 25, 762–784.

Individuals with Disabilities Education Act Amendments of 2004, 20 U.S.C. § 1401 (26).

Kamps, D., Royer, J., Dugan, E., Kravits, T., Gonzalez-Lopez, A., Garcia, J., et al. (2002). Peer training to facilitate social interactions for elementary students with autism and their peers. *Exceptional Children*, 68, 173–187.

Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child*, 2, 217– 250.

Koegel, L. K., Harrower, J., & Koegel, R. L. (1999). Support for children with developmental disabilities participating in full-inclusion classrooms through selfmanagement. *Journal of Positive Behavior Interventions*, 1, 26–34.

National Research Council. (2001). *Educating children with autism*. Committee on Educational Interventions for Children with Autism. Division of Behavioral and Social Sciences and Autism. Washington, DC: National Academy Press.

Olley, J. G. (1999). Curriculum for students with autism. *School Psychology Review*, 28, 595–606.

VII. Basis for Student Evaluation:

COMPONENT EVALUATION CHART EX 555

Component Description	Points	Due Date
Forum Assignments / 10 at 10 points each	100	WEEKLY
Assignments / 8 at 30 points each	240	WEEKLY
Active Participation / 15 weeks X 10 points	150	WEEKLY
Quizzes – 5 at 25points each	125	Periodically
Philosophy Statement	60	
Presentations – Personal Toolkit	75	
Completion Points	50	
Exams – 2 @100 points each	200	
	1000	

- 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, class blueprint, brochure, social story, visual support and teacher interview journal.
- C. A Philosophy Statement that includes beliefs that reflect best practices and the most current literature regarding the education of individuals with ASD.
- D. Presentation: Based on comprehensive knowledge of and experience with ASD, you will compile a personal toolkit and present it to the class. Your toolkit should reflect the position you will most likely be in, ultimately benefitting students on the autism spectrum.
- E. Active Participation: Students will earn participation and/or activity points associated with that class period. If absent, these points are not earned.
- 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 that may/may not be covered in class lecture and discussion.

VIII. Undergraduate Grading Scale

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

IX. 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.

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 Disabilities:

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.