

Course Syllabus

Course:	EDZU 9021	<u>Asperger's Syndrome (Autism Spectrum Disorders –Level One): A Classroom Teacher's Guide to Social & Academic Success</u>
Credit Hours:	3.0 credits / 45 hours	
Instructor:	Elizabeth Williams	

Course Description

Albert Einstein, Isaac Newton...what do these two men have in common? Could it be high functioning Autism (formerly Asperger's Syndrome)? They were both considered eccentric, faced social resistance of their ideas by the world, and obsessed upon their interests to accomplish their life altering research. Perhaps these two had the drive to achieve success on their own or maybe they had teachers and mentors in their lives that inspired them to dream big and work hard. Within our classrooms we have the potential to encourage our unique students to do the same. Throughout this course, students will learn the definition and symptoms of ASD-level one (formerly known as Asperger's Syndrome) and view associated video clips. We will also discuss academic and social challenges within the school environment and ways to meet those needs within your classroom. Bullying and advocacy will be incorporated into the course, as well as a section on easing the transition for these students from year to year.

Course Goals

To Know

1. the definition and symptoms of Autism Spectrum Disorder (level one) formerly known as Asperger's Syndrome
2. Specific academic and social challenges faced by these students and how to accommodate such challenges within the school environment

To Understand

1. that social issues extend beyond the classroom
2. how to teach these students basic social skills and surround them with supportive peers
3. that teacher and student advocacy can help to improve a child's school experience
4. that academic challenges can be overcome with creativity and encouragement

and To Be Able To

1. create a supportive and friendly learning environment for a child with Asperger's Syndrome
2. apply learned strategies to help these students succeed within all aspects of the school environment
3. provide support to new teachers that will be involved with the child the following year

Course Outline

I What is Asperger's Syndrome? (Asperger's Syndrome is now known as Autism Spectrum Disorder (Severity Level One.)

- A. Definition, Symptoms, Causes
- B. Meet Dean – an adolescent with Asperger's Syndrome
- C. Meet Dean's brother
- D. Hans Asperger-background on name of disorder

II Academic Success

- A. Improving Focus
- B. Fidgets in the classroom
- C. Perseverative Interests
- D. Classroom Issues
- E. Reading Comprehension Strategies
- F. A Writing Strategy
- G. Making Homework Meaningful

III Social Skills Training

- A. The Teachers Role in developing Social Skills
- B. Fostering social competence
- C. How to teach Social Skills
- D. Making social inferences

IV Bullying and Advocacy

- A. Bullying-personal perspectives of teens
- B. Social Skills Groups
- C. Training supportive peers
- D. Bullying prevention plans-review individual school's policies

V Transition

- A. A success story
- B. A failed audition
- C. Creating a student guide
- D. Discussing ASD and how it affects marriages/interpersonal adult relationships
- E. Transition tips

Methods of Instruction

This course is broken up into 5 blocks. Each block will focus on a different aspect of Autism Spectrum Disorders-Severity Level One. Resources and assignments corresponding to each of the topics will be provided. You will be asked to read articles and watch short videos in order to complete assignments.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

Assignments mainly consist of answering questions from the resources provided. There will be opportunities to discuss your students and your work environment within the assignments as well. Each of your assignments will receive a grade. Some assignments requiring you to give your opinion or describe things in detail will receive descriptive feedback. In-service Students are not required to complete a final assignment. However, all other assignments are forum posts must be complete. Graduate students who wish to earn a B must read a magazine article and respond to two questions in essay form. Graduate students aspiring to earn an A must read and respond to the magazine article as well as briefly discuss a student with this disorder and explain how they would amend their teaching or classroom environment to this type of learner.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Throughout this course, students will read selected literature from various sources and respond to comprehension, inferential and practical application questions related to the passages. Students will also watch videos featuring social language characteristics of those with Asperger's Syndrome. Participants will be asked to hone in on certain aspects of communication to analyze the behavior and subsequent reactions to behaviors. Participants will be asked to use past/current students for certain assignments to practice ways of making the learning environment more cooperative and socially compatible for them.

Tasks	Time (in hours)
Introduction	1
Reading: Asperger's Syndrome-Introduction	.25
Reading: Definition, Symptoms, Causes (the Mayo Clinic)	.25
Assignment: Definition, Symptoms, Causes	1
Reading: Who is Hans Asperger?	.25
Assignment: Hans Asperger	.5
Video: Meet Dean (boy with AS)	.5
Assignment: Dean	1
Video: Meet Dean's brother (sibling of boy with AS)	.5
Assignment: Dean's brother	1

Readings: DSM IV criteria for AS, DSM IV criteria for ASD, DSM V definition change	1
Choice: Should Autism and Asperger's be joined under one DSM category?	.5
Assignment: Classroom Issues	1
Reading: Improving Focus	1
Reading: Fidgets	.25
Assignment: Fidgets in the Classroom	.5
Reading: Procrastination	.25
Assignment: Procrastination	1
Reading: Get a handle on behavior	.25
Choice: Difficult Behavior	.25
Assignment: Improving Focus and Managing Distractibility	1
Reading: Strategies to Build Reading Comprehension	.25
Forum: Reading Comprehension Strategies	.5
Reading: Making Writing Accessible	.25
Assignment: Writing	.5
Reading: Homework	.25
Assignment: Homework Inspiration	.75
Extra Resources	.25
Reading: Children with Asperger's Syndrome: Characteristics/Learning Styles and Intervention Strategies	2
Reading: Teacher's Role in Developing Social Skills	.5
Assignment: The Teacher's Role	1
Reading: Do's and Don'ts in Fostering Social Competence	1
Assignment: Do's and Don'ts	1
Reading: Teaching Social Skills	.5

Assignment: How to Teach Social Skills	1
Readings: Friendly Behaviors Checklist, Social Inference Checklist	.25
Assignment: What's wrong with that?	1
Glossary: AS Social Deficits	.5
Reading: Helping Students to Work in Groups	.5
Forum: Group Work	1
Videos: 3 videos clips to teach social skills	.5
Forum: Adapt a video lesson to include social awareness	1
Extra Resources	1
Video: Peer Mentoring	.25
Reading: Bullied on a Daily Basis	.25
Video: Echoes of Autism	.25
Video: Social Skills Group-Jeb Baker	.5
Assignment: Bullying	1
Forum: Research Social Groups	1
Reading: Creating a Ring of Courage	.5
Assignment: A Ring of Courage	1
Reading: Bullying Prevention Plan	.5
Reading: Bullying: What can you do?	.5
Chat: Reducing Bullying in your schools	1
Extra Resources	.25
Video: A Success Story, Nick Dubin	.25
Assignment: A Success Story	1
Video: American Idol Audition	

Forum: What if it's not a success story?	1
Readings: A Student Guide, A Guide to working with Julia, Science Class	1
Assignment: Creating a Student Guide	1.5
Final Assignment:	3
Extra Resources	1.5
Total	45 Hours
