

## COURSE SYLLABUS

<b><u>Course:</u></b>	<b><u>EDZU 9392</u></b>	<b>Autism Spectrum Disorders: Understanding and Management in the Classroom/School Environment</b>
<b><u>Credit Hours:</u></b>	3.0 credits / 45 hours	
<b><u>Instructor:</u></b>	Elizabeth Williams	

### Course Description

Autism. We've seen it on the news, in the movies, and increasingly in our classrooms. Students with Autism are talented, unique, and have very specific needs. Outside of their parents, we as educators, are often the first people in their lives to promote understanding and acceptance. This course is designed to educate participants and provide them with essential information for working with students on the spectrum. Beginning with the fundamentals, we will move toward making our academic instruction and the school environment more acceptable and sensory friendly to students who are neurodiverse. This course will provide an overview of challenging behaviors, triggers, and solutions to utilize within the school environment. It is a must for all educational staff who will work with students on the spectrum.

### Course Goals

#### Teachers Enrolled in This Class Will...

##### **Know**

- Definitions/symptoms relating to ASD and Autism prevalence.
- Theory of Mind.
- Information on the vaccine controversy and features of gluten-free diets.
- Researched based teaching methods (ABA, TEACCH Method, etc.).

##### **Understand**

- The sensory, academic, behavioral and social needs of learners with ASD so that these needs do not hinder the learning process.
- that connection and engagement come before learning.

##### **and To Be Able To**

- Benefit from the literary contributions and opinions of Temple Grandin and John Elder Robison.
- View skills targeted in Occupational and Speech therapy programs and the importance of consulting with related service providers.
- Apply a multitude of teaching strategies into the classroom to foster learning among students with ASD.

## Course Outline

- I. Introduction
  - A. Introduction to Autism
  - B. Definition
  - C. Diagnosis
  - D. Teacher Assessments
  - E. Functional Behavioral Assessment (FBA)
  
- II. Intervention Models
  - A. Applied Behavioral Analysis (ABA)
  - B. Refrigerator Mom Theory
  - C. Holding Therapy
  - D. Vision Therapy
  - E. Social Stories
  - F. TEACHH
  - G. Medications
  - H. DIR Approach
  - I. Acupuncture
  - J. Art Therapy
  - K. Augmentative Communication
  - L. Play Therapy
  - M. Sensory Integration
  - N. Speech Therapy
  - O. Carolina
  - P. Animal Assisted Therapy
  
- III. Preventing Behavioral Problems
  - A. Curricular Considerations
  - B. Direct Instruction
  - C. Environmental Accommodations
  
- IV. Techniques to Increase Targeted Behavior
  - A. Guidelines for Positive Reinforcers
  - B. Consistency
  - C. Token Economy
  - D. Behavioral Contracting
  
- V. Self-Management
  - A. Theoretical Models
  - B. Self-Monitoring
  - C. Self Evaluation
  
- VI. Generalization
  - A. Overview
  - B. Tactics and Recommendations
  - C. Issues in Promoting Generalization

## Methods of Instruction

This course is broken up into 5 blocks. Each block will focus on a different aspect of Autism Spectrum Disorders. 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. 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 will pick 3 environments (school or community) and design a plan for helping a child succeed in that environment. They will consider the senses that may become overwhelmed in that environment, the tasks that the child will need to fulfill, and what the plan will be to help the child stay regulated while there or what the plan will be if sensory overload/meltdown occurs. They will include strategies for preemptive planning and preparation needed by teacher or parent (depending on what environments they pick). Students wishing to earn an A will complete the assignment described above plus provide one website or social media blog relating to Autism or Neurodivergent Thinkers that they currently (or will) follow. They will explain why they chose it and what information or strategies they have learned from their page. (List at least 3 reasons)

*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

<b>Tasks</b>	<b>Time (in hours)</b>
Introduction documents and forum	.5
Remote learning resources	.5
Assignment 1: Define/Describe Autism	.5
Video: What is Autism?	.5
Video: One Family's Experience	.5
DSM 5 Changes	.5
Video: Autism Prevalence	.5
Autism Statistics	.5
Assignment 2: Theory of Mind	.5
Theory of Mind	.5

Assignment 3: Vaccine Controversy	.5
Video: Vaccines and Autism	.5
Video: Measles vaccine and Autism	.5
Assignment 4: Gluten Free Diets	.5
Does diet impact autistic tendencies?	.5
Gluten Free/Dairy Free Diet	.5
Assignment 5: Ten Things Every Child with ASD Wishes you Knew	.5
Acceptance, not just awareness	.5
10 Things Every Child with ASD wishes you knew	.5
Autism Screening Tool	.5
Assignment 6: Behavioral Characteristics of ASD	.5
Video: Behavioral Characteristics of Autism	.5
Effective Programming	.5
Assignment 7: Applied Behavior Analysis (ABA)	.5
ABA Explained	.5
ABA Instructional Video	.5
Is ABA Therapy Harmful?	.5
Assignment 8: Compare/contrast 3 teaching methods	1
The TEACCH Method	.5
Video: TEACCH Method and task boxes	.5
Video: Hanen Centre Techniques	.5
Assignment 9: ABC and BIP	.5
Managing Severe Behavior in Children with Autism	.5
ABC	.5
Replacement Behaviors	.5
ABC: data collection form	.5
Behavior Intervention Plans (BIP)	.5
Extra Resources	.5
Assignment 10: Sensory Processing and Regulation	.5
Video: What is a sensory processing disorder?	.5
Video: OT	.5
Sensory Integration	.5
Video: Teaching Regulation	.5
Sensory overload explanation and strategies	.5
Assignment 11: Proprioception and Vestibular	1
Video: Proprioception	1
Video: Vestibular Sense	1
Assignment 12: Interoception	1
Video: Interoception	1
Interoception Explained	.5
Extra Resources	.5
John Elder Robison	.5
Assignment 13: Eye contact	.5
Eye contact-personal experiences	.5
Should we insist on eye contact?	.5
Assignment 14: Analyze Speech Session	.5
Speech Therapy and Autism	.5
Video: Speech Therapy Session	1
Assignment 15: AAC	.5

What is AAC?	.5
Guide to AAC	.5
Video: Ipad on 60 Minutes	.5
Assignment 16: Social Skills Classroom Experience	.5
Forum: Create a Social Story	.5
Carol Gray	.5
What is a social story?	.5
Social Story Examples	.5
Extra Resources	.5
Assignment 17: Teaching Strategies	1
Video: Temple Grandin Advocacy	.5
Temple Grandin: Why Autism is a gift.	1
Learning Tactics to help students with ASD	.5
A conversation with Temple Grandin	.5
Teaching tips for children and adults with Autism	.5
22 Teaching tips	.5
Assignment 18: Create a Visual Schedule	1
Visual Schedules	.5
Final Assignment	1
Additional Reading/Viewing	.5
<b>Total (in hours)</b>	<b>45</b>