

## OFFICIAL SYLLABUS

DISCIPLINE: EDSP

COURSE: 401/501

### Catalog Description:

EDSP 401/501 Teaching Students With Autism Spectrum Disorder

Addresses a wide variety of approaches for teaching and supporting individuals with autism spectrum disorders. Included are relationship-based approaches, approaches based on the theories of applied behavioral analysis, biological or physiological interventions, and other therapeutic interventions (e.g. art, dance, music, auditory integration, discrete trial teaching).

*Prerequisite: EDSP 400 or 500.*

### Detailed Description of Course Content

\* Lecture and discussion regarding the valuation of “treatment” approaches for individuals with autism spectrum disorder (ASD) weighing cost versus benefit, risk versus benefit, and empirical and anecdotal evidence of effectiveness.

\* Lecture regarding common features of effective interventions, which include environmental accommodations, intensive interventions that build upon interests and strengths, uses home and community settings, utilizes typically developing peers, and holds a belief in a person’s competence and enjoyment of their company.

\* Lecture and demonstration regarding relationship-based approaches

\* Developmental Individualized Relationship-based (DIR™) Approach (of which a portion is Floortime)

o Son-Rise Program

o Linwood Method

o SCERTS Model

\* Lecture and Demonstration regarding approaches based on the theories of applied behavioral analysis (ABA).

\* Discrete Trial Teaching (also referred to as Lovaas Therapy and as ABA)

\* TEACCH (the Treatment and Education of Autistic Children and related Communication Handicapped children)

\* Giant Steps Program

\* Biological/Physiological Approaches

\* Sensory Integration Therapy

\* Auditory Integration Training (AIT)

\* Massage Therapy, Chiropractic Care, and Cranial-Sacral Therapy

\* Special Diets: Gluten and Cassein Free diet

\* Dietary supplements

\* Pharmacological interventions

\* Chelation therapy

\* Vision Therapy

\* Irlen Filters

- \* Other Miscellaneous Programs often marketed for autism
- \* Pet Therapy
- \* Equine Therapy
- \* Music Therapy
- \* Art Therapy
- \* Movement or Dance Therapy
- \* Fast ForWord and Earobics
- \* Auditory Discrimination In-depth (Lindamood Program)
- \* Miller Method

### **Detailed Description of Conduct of Course**

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Students in the class will evaluate methods, plan instruction and develop programming for a student with an ASD.

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Lecture, discussion, cooperative group learning, demonstrations, and computer assisted instruction will be used throughout the course to assist learning.

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Videos will be used to exemplify some methods including, but not limited to, DIR™, Discrete Trial Teaching, Son-Rise, and TEACCH.

\*

Guest lecturers will provide specific information regarding particular methods discussed during the course including, but not limited to, sensory integration therapy, Fast ForWord, and Music Therapy.

### **Student Goals and Objectives of the Course**

Upon successful completion of this course students will be able to:

1. Evaluate various approaches weighing the risks versus the benefits and evidence of effectiveness of the approaches.
2. Describe common features of approaches and means of determining effectiveness for particular students.
3. Identify learning styles observed in students with ASD and develop, implement, and assess effectiveness of a program utilizing evidence-based practices and strategies for teaching and supporting students with ASD.

#### **d. Assessment Measures (May vary depending on course delivery method.)**

1. Completion of reading assignments and participation in class discussions (students must be present to participate).
2. Submission of and presentation on an ASD Approaches Guide that will be shared with all members of the class that provides in-depth information regarding one of the approaches shared in class. Information must include an evaluation of risks, costs, benefits, and evidence of effectiveness.
3. Development, implementation, and evaluation of a program for a student with an ASD utilizing one of the approaches shared in class.
4. Presentation of the implemented program and data related to its effectiveness.

While some assessments are common, the differentiated assignments between the 400-level and 500-level are:

**400 Level Courses**

**500 Level Courses**

EDSP 401

\* Observe a one-hour teaching session for a student with autism and compose a reflection paper.

EDSP 501

\* Write a lesson plan with accommodations/ modifications for a student with autism and deliver the lesson to a class that includes the student for whom the lesson was designed.

**Suggested Readings and Resources (to be revised as needed):**

ADDIN EN.REFLIST

Gresham, F. M., & MacMillan, D. L. (1998). Early Intervention Project: can its claims be substantiated and its effects replicated? *Journal Of Autism And Developmental Disorders*, 28(1), 5-13.

Janzen, J. (1996) *Understanding the nature of autism* (2nd Ed). San Antonio, TX: Therapy Skill Builders

Knivsberg, A. M., Reichelt, K. L., Høien, T., & Nodland, M. (2002). A randomised, controlled study of dietary intervention in autistic syndromes. *Nutrition and Neuroscience*, 5(4), 251-261.

Koegel, L. K., Koegel, R. L., Frea, W. D., & Fredeen, R. M. (2001). Identifying early intervention targets for children with autism in inclusive school settings. *Behavior Modification*, 25(5), 745-761.

Laushey, K. M., & Heflin, L. J. (2000). Enhancing social skills of kindergarten children with autism through the training of multiple peers as tutors. *Journal of Autism and Developmental Disorders*, 30(3), 183-193.

Matson, J. L., Benavidez, D. A., Compton, L. S., Paclawskyj, T., & Baglio, C. (1996). Behavioral treatment of autistic persons: a review of research from 1980 to the present. *Research in Developmental Disabilities*, 17(6), 433-465.

Millward, C., Ferriter, M., Calver, S., & Connell-Jones, G. (2004). Gluten- and casein-free diets for autistic spectrum disorder. *Cochrane database syst rev*(2), CD003498.

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

Stahmer, A. C., Ingersoll, B., & Carter, C. (2003). Behavioral approaches to promoting play. *Autism*, 7(4), 401-413.

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