

OFFICIAL SYLLABUS

DISCIPLINE: EDSP
COURSE: 400/500

Catalog Description:

EDSP 400/500 Educator's Introduction to Autism Spectrum Disorders

Addresses characteristics and diagnosis of Autism Spectrum Disorders, with primary emphasis on autism and Asperger syndrome; the impact of those characteristics on learning; and assessment to develop an individualized educational program. Includes proactive teaching strategies, accommodations, and modifications that support socialization, communication, and academics.

Description of Course

- * Diagnosis of autism and Asperger syndrome according to *The Diagnostic and Statistical Manual-IV-TR Edition*.
 - * Lecture and case study examples of social interaction symptoms that can be observed within the diagnosis of autism spectrum disorders (ASD).
 - * Lecture and case study examples of communication symptoms that can be observed within the diagnosis of ASD.
 - * Lecture and case study examples of restricted patterns of interest and stereotyped patterns of behavior symptoms that can be observed within the diagnosis of ASD and how sensory responses and needs impact individuals.
 - * Discussion of how autism and Asperger syndrome are similar and different including prevalence.
 - * Lecture regarding the diagnoses and prevalence of Childhood Disintegrative Disorder, Rett Syndrome, and Pervasive Developmental Disorder-Not Otherwise Specified, which are encompassed under the same umbrella term (Pervasive Developmental Disorders) as autism.
 - * Lecture and class discussion regarding the current understanding of the etiology of the ASD.
- The implications of the above characteristics and their impact on educational program planning.
 - o Introduction, via lecture and hands on exploration, to specific tools used in the diagnosis of ASD, for example: CARS (Childhood Autism Rating Scale), GARS (Gillam Autism Rating Scale), CHAT-M, ADOS, or ADI-R).
 - o Discussion of the need for early intervention and intensity of instruction in achieving positive outcomes for children with ASD.
 - o Lecture and discussion regarding the strengths, needs, learning styles, and uneven profiles observed in individuals with ASD based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive educational program.
 - o Lecture, discussion, and demonstration regarding intervention/support strategies based on individual strengths and needs as they relate to learning.
 - o Discussion regarding potential members of an interdisciplinary team and how the team can develop effective programs for students with ASD.
 - o Lecture on and demonstration of writing goals & objectives for an Individualized Education Program that are: appropriate, observable, measurable, and functional based on data and assessment information.

- o Discussion regarding the transition needs of individuals within IDEIA 04 (for example: Part C to Part B services, elementary to middle school, job training, recreation, community living, and post secondary education).
- o Planning accommodations and modifications needed by individuals to access all environments.
- o Lecture providing a general overview of functional behavior assessment and positive behavior supports.
- o Brainstorm regarding strategies to encourage generalization and maintenance of skills across programs and settings.

- Understands the impact of common medical issues for persons with autism (for example: seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.).

- o Discussion regarding documenting and communicating critical health related information to team members, especially parents and medical personnel.
- o Demonstration of methods for researching and documenting medications that individuals are taking and side effects they might experience to be aware of how these can impact learning and behavior.
- o Lecture, share examples, discuss, and develop communication tools to assist a student with an ASD in self-reporting health related concerns.
- o Discuss means of differentiating between self-inflicted injuries and potential abuse/neglect related injuries.

- * Lecture and general overview of techniques, strategies, and methods that can be used to increase communication skills for people with ASD. These include:

- * Verbal communication
- * Picture Exchange Communication System (PECS)
- * Augmentative and Alternative Communication Systems
- * Sign language and Simplified Sign System
- * Facilitated Communication

- * Lecture and general overview of techniques, strategies, and methods that can be used to enhance the social needs and interests of students with ASD.

- * Lecture on and demonstration of visual schedules and other visual supports.
- * Lecture on and demonstration of Social Stories.
- * Lecture on and demonstration of Comic Book Conversations.
- * Lecture on and demonstration of video review techniques.

- Discussion regarding resources related to ASD.

Detailed Description of Conduct of Course

§ Students will plan instruction and develop materials for a student with an ASD.

§ Lecture, discussion, cooperative group learning, demonstrations, computer assisted instruction, case study examples, writing-to-learn, and brainstorming will be used throughout the course to assist learning.

§ Videos to exemplify some techniques including, but not limited to, social stories and positive behavior supports.

§ Examples of a variety of visual supports including schedules, social stories, and comic-strip conversations will be utilized.

§ Guest lecturers will provide specific information regarding some aspects of the course including, but not limited to, communication strategies and sensory issues.

Student Goals and Objectives of the Course

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

1. Describe the diagnosis of ASD, the current understanding of etiology and prevalence of ASD, and how the diagnosis impacts: communication, socialization, sensory responses, and stereotypical behaviors.
2. Create classroom supports based on how individuals with ASD are similar to and different from other students and ways that they can be supported within the general education curriculum.
3. Analyze classroom behaviors and implement strategies to address problems.
4. Describe individuals with ASD' behavior in terms of their communication and social needs and how to provide support in order to prevent the development of problem behaviors, or to support learning skills to replace existing problem behaviors.
5. Provide resources related to best practices in supporting individual with ASD to parents, educators, administrators, paraprofessionals, therapists, and other educational team members.

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

Student performance will be evaluated via:

1. Completion of reading assignments and participation in class discussions.
2. Develop a plan for accommodations and/or modifications that support the communication, social, sensory, or behavioral learning needs of an individual with ASD within the general education curriculum, including planning for generalization and maintenance of learned skills and a plan to evaluate outcomes.
3. Review autism websites using an accuracy checklist.

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

400 Level Courses

500 Level Courses

EDSP 400

- * Interviews with families and teachers
- * Review 10 autism websites using an accuracy/reliability checklist.
- * Critique and comment on the learning they received from the presentations that will be done by the graduate-level class participants.

EDSP 500

- * Construct an annotated bibliography consisting of 15 references relating to the diagnosis of ASDs.
- * Implement the plan for modifying classroom instruction for an individual with autism and present that plan to the class.

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

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders-text revision*, (4th ed.). Washington, D.C.: American Psychiatric Association Publisher.

Barrett, S., Prior, M., & Manjiviona, J. (2004). Children on the borderlands of autism: Differential characteristics in social, imaginative, communicative and repetitive behavior domains. *Autism*, 8(1), 61-87.

Chin, H. Y., & Bernard-Opitz, V. (2000). Teaching conversational skills to children with autism: Effect on the development of a theory of mind. *Journal of Autism and Developmental Disorders*, 30(6), 569-583.

Evans, I. M., & Meyer, L. H. (2001). Having friends and Rett syndrome: How social relationships create meaningful contexts for limited skills. *Disability and Rehabilitation*, 23(3-4), 167-176.

Frith, U. (2004). Emanuel Miller lecture: confusions and controversies about Asperger syndrome. *Journal of Child Psychology and Psychiatry*, 45(4), 672-686.

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

Klin, A., & Volkmar, F. R. (1996). *Asperger syndrome: Treatment and intervention. Some guidelines for parents*. Retrieved January 16, 2005, from <http://info.med.yale.edu/chldstudy/autism/astreatments.html>

MacIntyre, C. R., & Leask, J. (2003). Immunization myths and realities: responding to arguments against immunization. *Journal of Pediatrics and Child Health*, 39(7), 487-491.

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.

Portway, S., & Johnson, B. (2003). Asperger syndrome and the children who 'don't quite fit in'. *Early Child Development and Care*, 173(4), 435-443.

Volkmar, F. R., Lord, C., Bailey, A., Schultz, R. T., & Klin, A. (2004). Autism and pervasive developmental disorders. *Journal of Child Psychology and Psychiatry*, 45(1), 135-170.

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