

## Course Syllabus

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

### Course Description

Autism. We've seen it on the news, in the movies, and increasingly in our classrooms. Students with Autism and their very specific needs often present a challenge to the classroom teacher. This course is designed to educate participants and provide them with essential information for working with ASD students. The course syllabus will include an overview of Autism starting from the most formative years, pre-school through the secondary level. This course will provide the knowledge and understanding of their behaviors, triggers, and solutions within the school environment. Some of the topics to be discussed include definition, ABA, behavior management and an interdisciplinary approach. This course is a must for all educational staff who will be dealing with these students within the school environment.

### Course Goals

#### To Know

1. DSM definitions relating to ASD
2. Autism prevalence
3. Theory of Mind
4. Information on the vaccine controversy
5. Features of gluten-free diets

#### To Understand

1. the controversy surrounding immunization based on the latest research.
2. how behavior issues differ from sensory issues.
3. how parents' perspectives are affected by raising an autistic child and advocating for his or her educational needs.

#### and To Be Able To

1. employ new strategies learned in class to better address the needs of children on the spectrum.
2. use forms and templates provided for visual schedules, Functional Behavior Analysis, Antecedent Behaviors Consequences, and social stories.
3. make use of a variety of new teaching materials to assess and to differentiate instruction.

## Course Outline and Resource List

- 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. 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 create two lesson plans and indicate how they would modify the current lesson to meet the needs of a learner with Autism. Graduate students who aspire to earn an A must create two lesson plans as well as write a review of 2 new websites that pertain to ASD.

I. *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

### Module One

Tasks	Time (in hours)
Introduction	.5
Video: Autism Every Day (mothers speak about their children with ASD)	.25
Reading: DSM IV Definitions	.5
Reading: Proposed Revision to DSM	.5
Assignment 1: DSM criteria for ASD	1
Reading: Autism Prevalence	.25
Reading: 10 Things Every Child with Autism Wishes you Knew	.5
Reading: Theory of Mind	.25
Assignment: Theory of Mind	.5
Video: Larry King Vaccinations Part 1 (Jenny McCarthy, Jim Carrey)	.25
Video: Larry King Vaccinations Part 2 (Doctors support vaccine theory)	.25

Video: Larry King Vaccinations Part 3 (Doctors refute vaccine theory)	.25
Assignment: Vaccine Controversy	1
Video: Landmark Case (Court rules that vaccine caused a girl's Autism)	.5
Video: Court Ruling-no link	
Choice: What do you think? (about vaccines)	.5
Reading: Does diet impact Autistic tendencies?	.5
Assignment: Gluten Free Diets	.5
Extra Resources	1
Video: A Family Video (a picture journey of a family with two Autistic sons)	.25
Reading: Effective Programming	1
Reading: Autism Treatments	.5
Choice: Autism Treatments (pick one that is implemented in your school)	.5
Video: ABA Instructional Video	.5
Reading: Eye Contact	.25
Assignment: Eye Contact	.25
Reading: Temple Grandin (biography)	.25
Video: Temple Grandin on CNN	.25
Reading: John Elder Robison (biography)	.25
Video: John Elder Robison on Today Show	.25
Assignment: Temple and John	1
Reading: Classroom Interventions	.5
Reading: Antecedent, Behavior, Consequence	.25
Reading: Replacement Behaviors	.25
Readings: ABC data form and <u>Behavior Intervention Plans</u>	1
Assignment: ABC and BIP	1
Reading: Managing Severe Behavior	.25
Reading: Generalization	
Video: What is a Sensory Processing Disorder?	.25
Reading: Sensory Integration Facts	1
Video: Occupational Therapy	.5
Assignment: Occupational Therapy	1
Reading: Squeeze Machine	1
Assignment: Deep Pressure (Research and Practical Application)	1
Video: Sensory Processing on The Early Show	.25
Reading: <u>Sensory Processing Disorder Checklist</u>	1
Assignment: Diagnose and manage a student's SPD	1
Reading: Sensory Checklist-Adults	.25
Reading: Learning Styles	.25
Forum: How do I learn best?	.5
Assignment: Social Skills-Classroom Experience	.5
Reading: Speech Therapy and ASD	.5
Video: Speech Therapy session	.5
Assignment: Analyze speech session	1
Reading: Carol Gray	1
Reading: Many aspects of Social Stories	1.5
Reading: Social Skills Lesson Sample	.25
Forum: Create 2 Social Stories	1
Reading: Autism Insurance Bill	.5

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Reading: Learning Tactics for ASD	1
Video: A conversation with Temple Grandin	.25
Reading: Teaching Tips	.75
Reading: 22 Teaching Tips	1
Assignment: Teaching Strategies	2
Reading: Visual Schedules	.5
Reading: More on Visual Schedules	1
Assignment: Create a Visual Schedule	1.5
Reading: Teaching Idioms	.25
Final Assignment: Graduate with an A	1
Final Assignment: Graduate with a B	2
Poem: Dance Like No One's Watching	.25
<b>Total Hours</b>	<b>45</b>

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