Learning Outcomes

This course provides students with characteristics of children and youth with autism spectrum disorder (ASD) and different assessment and evidence-based instructional methods. The course provides guidance for identifying, selecting, and applying specific strategies to meet the needs of students with ASD in the following areas: social, communication, behavior, academic, life skills, and transition. The application of evidence-based practices to support the education of students with ASD in school and community settings will be emphasized.

After successfully completing this course you will be able to:
1. Describe characteristics and educational needs of students with ASD.
2. Define “evidence-based practice” and how it applies to selecting and implementing strategies for students with ASD.
3. Identify and implement evidence-based practices in the area of behavioral supports for learners with ASD based on their unique needs and strengths from the assessment results.
4. Identify and implement evidence-based practices to support the social and communication needs for students with ASD.
5. Identify and implement evidence-based practices to support the life skills instruction for students with ASD.
6. Identify and implement evidence-based practices to support the academic instruction for students with ASD.
7. Identify and implement technology-aided interventions to support the education of students with ASD.
8. Plan instruction in the area of social-communication, life skills, and academic instruction for students with ASD.
9. Identify and describe the needs of students with ASD during transition years and support strategies to help develop skills necessary for successful transition from school to post-secondary settings.

Required Resources
Course website: elms.umd.edu
Textbook:

Online resources:
AFIRM modules: http://afirm.fpg.unc.edu/afirm-modules
IES What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/

Gulnoza Yakubova, Ph.D.
gulnoza@umd.edu

Class Meets
Wednesdays, 4:15 pm – 7:00 pm
Building 233, Susquehanna, Room 1117

Office Hours
Wednesdays, 2:00 – 4:00 pm and by appointment
Building 143, Benjamin, Room 1311B

Course Communication
If you have questions about the assignments or course content, please contact me through ELMS. I will send you reminders about assignments each week or updates to the class through ELMS also. In the event you need to contact me due to an illness, religious holiday, or need for accommodations, contact me through my email at gulnoza@umd.edu.

Please allow 24-48 hours for me to respond to your email during business days.

Please refer to the guidance on writing professional emails (ter.ps/email).
Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit http://www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

We will also review a list of electronic plagiarism issues for you to keep in mind. http://www.turnitin.com/en_us/resources/category/preventing-plagiarism

College of Education Foundational Competencies
The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all teacher candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the teacher candidate’s advisor. Each teacher candidate and supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with the candidate’s performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies (8/3/05; updated 8/18/11).

Course-Specific Policies and Expectations

1. Participation. Throughout the course, candidates will participate in a variety of weekly activities and in-class discussions. It is expected that you make consistent time commitment and effort to get the most out of this course. This means reading weekly assigned materials prior to coming to class, coming to every class session prepared, and engaging in activities and discussions with an open mind. Please note that I will not lecture the assigned course readings in class. Instead, we will build upon weekly readings through in-class application activities and discussions. You are responsible for all the content in the assigned readings. Failure to complete weekly readings before class will negatively impact your in-class participation and in-class assignments. A course like this works best if our time spent together is used to show how examples work or to engage in discussion about difficult material. This demands that you use your out of class time effectively because you will learn as much, if not more, outside of class studying on your own, as you will in the class itself.

Attendance and in-class participation are ongoing requirements of this course and essential to learning. You are expected to be on time for class, be prepared to participate in class discussions and activities, and respect the rights of others not to be distracted during class. Simply attending a class is not participation. Your active participation is necessary to enhance your own and your peers’ learning. You are expected to actively participate during each session to get the most out of the course, engage in respectful discussions, and be open to different ideas and viewpoints.
Unprofessional behavior will not be tolerated. All cell phones must be put on “silence” or turned off during class when they are not used for instructional purposes. The use of computer for non-instructional purposes is not acceptable at any time during class sessions.

2. Assignment Requirements. The following UMD Honor Pledge is to be on the front cover of all papers, projects, or academic assignments submitted for evaluation in this course along with your signature:

“I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all major papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. This instructor, as well as any students who become aware of a violation in academic honesty, is required to report it to the Honor Council (301-314-8204).

- Each assignment you submit during this course must be an original assignment that you completed only to fulfill the requirements of this course. If you submit any assignment previously completed for other courses in any form (exact replication or modified version), you will receive a grade of 0 for that assignment.
- Each written assignment must be in a typed, double-spaced (unless otherwise noted), 12-point font with 1-inch margins MS WORD (.doc or .docx), PowerPoint (.ppt or .pptx), or Prezi document and submitted via assignment submission page via Canvas. Assignments submitted to the instructor’s email will not be graded.
- Each assignment must be titled as follows: LastName.Assignment name.
- Never use personally identifiable information of students, teachers, schools, families, etc. Use S for student and T for teacher.
- Use the sixth edition of the Publication Manual of the American Psychological Association (2009) in all written assignments. Additionally, you are expected to use person-first language when referring to individuals with disabilities, e.g., use “a student with a disability” instead of “a disabled student”.

Late Assignments
Assignments are due on the date listed before the beginning of class time, i.e., 4:14 pm via ELMS. Unless a legitimate excuse or reason is provided to the instructor PRIOR TO THE DUE DATE, assignments submitted late will not be accepted for grading and you will receive a zero.

Plan for excused absences
In-class activities are interactive in nature and completed in small groups or interaction with your peers and guidance from your instructor. Due to the format of the course, in-class activities cannot be made up if you miss a class. However, I recognize there are legitimate cases for being absent from the class, such as illness, religious observances, etc. It is your responsibility to discuss the reason for any absence with me prior to your anticipated absence date. If you have to miss a class for religious observance, please contact me at least 2 weeks prior to your absence.
Except in extreme emergency cases, you should contact me prior to your anticipated absence as soon as you know that you are going to miss a class.

For assessments that are more challenging to schedule a make-up for (e.g., presentations, group projects), I will develop a plan to accommodate the excused absences and consult with the Office of Undergraduate Studies if there are questions as to what is appropriate.

3. Technology
   • While I encourage the use of laptops, tablets computers, and sometimes, cell phones, in the classroom, if you use class time to check social networking websites, reply to texts, read email, or other off-task, online behaviors, I will ask you to turn it off the first two times.
   • After this you will not be permitted to use your device in the classroom, which may impact your participation and points for in-class activities and discussions (except when required for DSS accommodations).
   • Researchers have found that distractions (other than class activities) do in fact interfere with learning and active participation. If you have critical communication to attend to on a specific day with your cell phone, please let me know before class and then excuse yourself and return when you are ready. For more information about the science behind the policy watch: http://youtu.be/WwPaw3Fx5Hk

4. Turnitin. For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit Turnitin Originality Checker for Students

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.

Everything is free because you have already paid for it, and everyone needs help… all you have to do is ask for it.

Assessments and Activities
1. Participation (20 points). You are expected to actively participate during each class throughout the semester. Attending a class session only is not participation. Participation will be graded based on your level of engagement, preparation, and on-task behavior. You must fill out the participation rubric self-evaluating their own participation and submit the rubric via Canvas. I will also complete the rubric evaluating your participation. Then, I will average the score from your self-evaluation and my evaluation. That will serve as your final participation grade.
2. **Quizzes (3 @ 10 points).** There will be three in-class quizzes throughout the semester. The quizzes will cover the materials presented up until the quiz date. Questions will involve recognition and application questions. Each quiz will be worth 10 points.  
**Due in-class: September 20, October 18, November 29**

3. **In Class Application-based Activities (5 @ 10 points).** Throughout the semester, you will work in small groups on application activities based on weekly readings. For each activity, you will work in small groups during class time and submit the assignment to me via Canvas by the end of class time. The application based activities will involve the case studies, video scenarios, and curriculum adaptations in the education of students with ASD.

4. **AFIRM Module (30 points).** You will complete one AFIRM module on an evidence-based practice of your choice. You will need to create an account on this website: [http://afirm.fpg.unc.edu/](http://afirm.fpg.unc.edu/). It is expected that one module completion takes about 2-3 hours of your time. This module will help prepare you for your application of evidence-based practice assignments. You will submit the assessment questions completed at the end the module and confirmation page.  
**Due: September 27**

5. **Interview (20 points).** You will conduct an interview with a teacher who works with students with ASD. You need to formulate the interview questions and the questions should reflect your areas of interest and concern when working with students and families of children with ASD. These questions should address the most important issues in the field, such as the support of students with ASD in the classroom and community settings, inclusion of students with ASD in general education settings, roles and responsibilities as a teacher, collaboration with family, to name a few. You will need to write a paper with your interview questions, rationale for the questions, the answers to those questions, and your reflection.  
**Due: October 11**

6. **Application of Evidence-based Practice (behavioral and social supports; 50 points).** To apply your learning into practice, you will complete a case-study based project in small groups. Each group will be given a narrative description of a learner with ASD with behavioral and social challenges. Each group will need to select an appropriate EBP based on the description of the learner with ASD, develop the intervention and a plan for the application of the selected EBP in providing social/communication or behavioral support to the student in a classroom setting using the format of EBP application you learned in AFIRM modules, and explain how your selected EBP will help the learner with ASD. As a team, you will submit a written assignment via Canvas and demo a mini lesson of your project and model the use of the selected EBP during class.  
**Due: October 25**

7. **Application of Evidence-based Practice (instructional and learning supports; 100 points):** Interns will select a learner with ASD and collect information about the student’s current educational performance, strengths and needs (challenges with academic instruction or functional academic), interests/individual preferences and capabilities through observation and/or interaction with the student's teacher(s). You will need to select an appropriate evidence-based practice, develop the intervention and plan for the application of that evidence-based practice in providing
an educational support (e.g., in reading, writing, mathematics, science, social studies, art, functional academics) to the student with ASD using the format of EBP application you learned in AFIRM modules, and explain how that evidence-based practice will help with the student’s learning needs. You will submit a written assignment via Canvas and do a poster presentation in class. Poster presentations serve as an opportunity for you to share your work with others, learn from each other, and give feedback to each other.

**Poster presentation (25 points) is due December 6**
**Written assignment (75 points) is due December 15**

### Grades

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points Each</th>
<th>Category Total</th>
<th>Category Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20</td>
<td>20</td>
<td>~ 6.7%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
<td>30</td>
<td>~ 10%</td>
</tr>
<tr>
<td>In Class Application-based Activities</td>
<td>10</td>
<td>50</td>
<td>~ 16.7%</td>
</tr>
<tr>
<td>AFIRM Module</td>
<td>30</td>
<td>30</td>
<td>~ 10%</td>
</tr>
<tr>
<td>Interview</td>
<td>20</td>
<td>20</td>
<td>~ 6.7%</td>
</tr>
<tr>
<td>Application of Evidence-Based Practice (behavioral and social supports; team project)</td>
<td>50</td>
<td>50</td>
<td>~ 16.7%</td>
</tr>
<tr>
<td>Application of evidence-based practice (instructional and learning supports; individual project)</td>
<td>100</td>
<td>100</td>
<td>~ 33.3%</td>
</tr>
</tbody>
</table>

**Total Points: 300**

**Grades are not given, but earned.** Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. **Any formal grade disputes must be submitted in writing and within one week of receiving the grade.**

1. **A Note on Grading and Feedback in this Course:** All your assignments will be graded in Canvas as electronic submissions unless otherwise noted. When grading, I make comments and annotations on the assignments you submit. In order to see my comments, please click on the "view feedback" button. Scroll to the bottom of this page for details: [https://guides.instructure.com/m/4212/l/54359-how-do-i-view-instructorcomments](https://guides.instructure.com/m/4212/l/54359-how-do-i-view-instructorcomments)

2. In order to see my annotations, another step is required. **This is the most important step for you to see my individualized comments and suggestions for your work.** Please follow the detailed instructions on the following help page and see me for assistance if you

3. Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

<table>
<thead>
<tr>
<th>Final Grade Cutoffs</th>
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</thead>
<tbody>
<tr>
<td>+ 97.00% 87.00% 77.00% 67.00%</td>
</tr>
<tr>
<td>A 94.00% B 84.00% C 74.00% D 64.00% F &lt;60.0%</td>
</tr>
<tr>
<td>- 90.00% - 80.00% - 70.00% - 60.00%</td>
</tr>
</tbody>
</table>

4. FORMAL APPEALS OF FINAL GRADES: I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade. Do not wait until the end of the semester to review earlier assignments and exams. All students should be aware of the University of Maryland’s policy on “arbitrary and capricious grading” and understand the process by which they can appeal a final grade: http://president.umd.edu/policies/docs/III-120B.pdf

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Readings Due before Class</th>
<th>Assignments Due before Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>1</td>
<td>Introduction to the course Overview of ASD: Current trends in diagnosis, prevalence, and causes Instructional planning for students with ASD</td>
<td>Syllabus Chapter 1 Reichow et al. (2012)</td>
<td></td>
</tr>
<tr>
<td>9/6</td>
<td>2</td>
<td>Identifying and selecting evidence-based practices for teaching students with ASD Using the principles of Applied Behavior Analysis in teaching students with ASD</td>
<td>Chapter 2 Chapter 5 In-class application activity 1</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>3</td>
<td>Evidence-based practices to address challenging behaviors and improve positive behaviors in teaching students with ASD</td>
<td>Chapter 3 (skim) Chapter 4</td>
<td></td>
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<tr>
<td>9/20</td>
<td>4</td>
<td>Evidence-based practices to increase social awareness and social skills</td>
<td>Chapter 7 Quiz 1</td>
<td></td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Activity Description</td>
<td>Chapter(s)</td>
<td>Notes</td>
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<tr>
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<tr>
<td>9/27</td>
<td>5</td>
<td>Planning for Teaching Simulation activity – Part 1, group work in class</td>
<td>Chapter 6</td>
<td>In-class application activity 2</td>
</tr>
<tr>
<td>10/4</td>
<td>6</td>
<td>Using evidence-based practices in teaching students with ASD to communicate</td>
<td>Hong et al. (2016) Schulze (2016)</td>
<td>AFIRM Module</td>
</tr>
<tr>
<td>10/11</td>
<td>7</td>
<td>Effective instructional strategies when teaching daily living skills</td>
<td>Odom et al. (2015) Sansosti et al. (2015)</td>
<td>Interview</td>
</tr>
<tr>
<td>10/18</td>
<td>8</td>
<td>Assistive technology and Technology-aided interventions for students with ASD</td>
<td>Chapter 11</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>11/1</td>
<td>10</td>
<td>Effective strategies for academic and content-area instruction for students with ASD</td>
<td>Chapter 9 Fleury et al. (2014) Knight et al. (2013) Root et al. (2016)</td>
<td>In-class application activity 4</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Event Description</td>
<td>Chapter/Activity</td>
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<tr>
<td>11/15</td>
<td>12</td>
<td>No Class – IMMERSION WEEK</td>
<td></td>
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<tr>
<td>11/22</td>
<td>13</td>
<td>No Class – THANKSGIVING HOLIDAY</td>
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<tr>
<td>11/29</td>
<td>13</td>
<td>Transition to postsecondary environments: useful strategies in developing skills that enhance students’ transition</td>
<td>Chapter 14 Roux et al. (2015) Sizdon et al. (2014) Quiz 3 In-class application activity 5</td>
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<tr>
<td>12/6</td>
<td>14</td>
<td>Student Poster Presentations</td>
<td>Application of Evidence-based Practice (instructional and learning supports) Poster presentation is due December 6 Written assignment is due December 15</td>
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</tr>
</tbody>
</table>

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

**Other required readings:**


