

UNIVERSITY OF MARYLAND
Department of Counseling, Higher Education, and Special Education

Fall 2015
EDSP 404/604 Education of Students with Autism Spectrum Disorders
Monday 4:15-7:00pm

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Course Description

This course is designed to provide a background on the characteristics of children and youth with autism spectrum disorder (ASD). The initial half of the course will provide a review of the behavioral characteristics of students with ASD, different diagnostic and assessment methods, and theories of etiology. The second part of the course provides an overview of instructional issues, such as the application of various instructional technologies to language, social, and cognitive deficits, inclusion, and curriculum development for individuals with autism spectrum disorders across the age-range.

Course Competencies

1. Describe characteristics of students with autism spectrum disorders (ASD).
2. Identify potential etiologies for ASD.
3. Describe different methods for assessing/diagnosing students with ASD.
4. Define “evidence-based practice” and how it applies to selecting and implementing strategies for students with ASD.
5. Identify characteristics of different educational models for teaching students with ASD.
6. Identify characteristics of early childhood, elementary and secondary classrooms for students with ASD.
7. Describe methods for assessing and responding to challenging behaviors.
8. Describe methods for teaching social and communication skills to students with ASD.
9. Describe impact of ASD on families and individual family members and interventions that help lessen the impact
10. Describe changes that can occur when students with ASD reach adolescents and adulthood.

UM Policies

1. **Accommodations for Students with Disabilities:** If you have a documented disability, contact Disability Support Services (301-314-7682) to ascertain the specific accommodations that may need to be provided. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at http://www.counseling.umd.edu/DSS/receiving_serv.html
It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities so reasonable accommodations can be made to assist learning and evaluation in the class.

2. **Academic Integrity:** The Code of Academic Integrity and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. 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). The Student Honor Council administers compliance with the code and allegations of academic dishonesty are reported directly to the Honor Council (301-314-8204).

3. **Religious Observance/Illness:** University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precludes the possibility of rescheduling, OR to perform a substitute assignment without penalty. The student must notify his or her instructor of the reason for absence as soon as possible. ***Where the reason for absence from a scheduled assessment is known well in advance (for example, in cases of religious observance or participation in university activities at the request of University authorities), the student must inform the instructor by the end of the schedule adjustment period.***
4. **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).
5. **CourseEvalUM:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations.

Assignments

Independent Assignments:

1. **Attendance:** Attendance will be taken at the beginning of each class. Each class attendance will equate to one point. If you have arrived after attendance has been taken, it is your responsibility to tell the instructor after class.
2. **OPTION 1: Interview a Teacher or Parent of a Student or Child with ASD:** Conduct an interview with a teacher, parent, or guardian of a student or child with ASD. If possible, the student or child should be the same age as the students whom you wish to teach. You must 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 may address the impact of the disability in the classroom or home setting, roles and responsibilities as a teacher or parent, and teacher and parent needs in regards to services, support, and advocacy.

Then write a paper summarizing your questions, rationale for the questions, and the answers to those questions. In addition, you should describe the teacher and classroom or the parent and home environment using non-identifying information. Lastly, reflect upon what you learned from the interview and how you intend to draw from the assignment in the future. A rubric for the assignment can be found near the end of the syllabus.

OPTION 2: Autism Classroom Observation: Observe a classroom that serves individuals with ASD and complete a classroom observation instrument. The checklist addresses the structure and interventions in place, with respect to the learning environment, academic instruction, social skills development, communication skills development, and behavior management.

Then write a description of the classroom, staff, and the students which you observed. Evaluate the classroom based on the components of the observation instrument and your other observations, and reflect upon the observation instrument. A rubric for the assignment can be found near the end of the syllabus.

3. **Functional Assessment and Positive Behavioral Support Plan:** Interns will conduct a functional assessment of a problematic behavior displayed by one student in their Internship I placement and, based on the assessment, develop a positive behavioral support plan. A rubric for the assignment can be found near the end of the syllabus.

Group Assignments:

4. **Summary of Reading:** Articles and book chapters will be used instead of a textbook. The assigned articles will be discussed in class, and all students are expected to have read the material prior to class. For each class, a group of 2-3 students will be assigned by the instructor to provide and present a written summary of a reading. Presentations should be no longer than 10 minutes and can include PowerPoint, Prezi, or other presentation tools. A rubric for the assignment can be found near the end of the syllabus.

- 5. Examine and Present an Intervention for Students with ASD:** In groups of 3-5 students, find a current research-based journal article (from 2011 - present) which examines an intervention used with students with ASD. You are encouraged to examine an intervention that specifically relates to your age/grade level of interest. A list of interventions may be found at the end of the syllabus and the selected intervention must be approved by the instructor by Monday September 21. The article may not be one selected as a reading requirement for this course (see Readings section of the syllabus). Students will write a paper which presents a summary on the study's purpose, participants, setting, procedures, results, and discussion. A rubric for the assignment can be found near the end of the syllabus.
- 6. Autism Internet Modules (AIM):** You are required to login, select, and complete a total of seven modules on information related to individuals with autism. In order to access the internet modules go to: <http://www.autisminternetmodules.org/>. The website provides 6 topics on autism and each topic contains one to many different modules on each topic. You must complete one module from each of the 6 topics noted below and select the 7th module from any of the 6 topic areas. You are encouraged to select modules that relate to the age group you are interested in and/or that addresses topics in which you would like more information. These modules can be completed independently or in small groups.

Individually submit the completed assessment results (as a pdf) for each module on ELMS.

- In order to access the modules go to: <http://www.autisminternetmodules.org/>
- Create an account and then click on the Dashboard tab on the left hand side or go to: https://www.autisminternetmodules.org/dash.php?cat=dash_tab_mn

AIM Topics	
1	Recognizing Autism
2	Infants and Toddlers with Autism
3	Autism at Home
4	Autism in the Classroom
5	Autism in the Workplace
6	Autism in the Community
7	You Get to Pick!

***Late Assignments**

Assignments are due on the date listed by 11:59pm 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. It will be up to the instructor’s discretion to decide whether late assignments will be graded.

Assignment	Deadline <i>Submit on ELMS by 11:59pm</i>	Points
Attendance	Semester-long	12
Summary of Reading	To be assigned	10
Examine and Present an Intervention for Students with ASD	November 9	25
OPTION 1: Interview a Teacher or Parent of a Student or Child with ASD OR OPTION 2: Autism Classroom Observation	November 30	30
Functional Assessment and Positive Behavior Support Plan	December 7	40
Autism Internet Modules (AIM)	December 7	28
Total Points		145

Grading Scale			
Percentage of Total Points & Corresponding Letter Grade			
A+	98-100%	C+	78-79%
A	92-97%	C	72-77%
A-	90-91%	C-	70-71%
B+	88-89%	D+	68-69%
B	82-87%	D	62-67%
B-	80-81%	D-	60-61%

Schedule of Topics				
Week	Date	Topic	Readings	Assignment Due
1	August 31	Introduction to class Description of autism spectrum disorders		
	September 7	No Class - Labor Day		
2	September 14	Assessment & Diagnosis <i>Guest Speakers: Meghan Green & Jessica Albrecht</i>	1, 2	
3	September 21	Early identification	3, 4	<i>Identify Option (Interview or Observation), and Intervention and Groups</i>
4	September 28	Working with families of children with ASD & Parent training	5, 6, 7, 8	
5	October 5	Etiology of autism		
6	October 12	Early intervention Inclusion	9, 10, 11, 12, 13	
7	October 19	Characteristics of evidence-based educational programs	14, 15, 16	
8	October 26	Educational programs: Discrete trial training TEACCH program	17, 18, 19	
9	November 2	Instructional strategies: Pivotal response training Interspersal training Environmental strategies	20	
10	November 9	Group Presentations for Examine and Present an Intervention for Students with ASD		Examine and Present an Intervention for Students with ASD <i>Submit Assignment on ELMS by 11:59pm</i>
11	November 16	No Class – Immersion Week		
12	November 23	Assessing and responding to: Challenging behaviors Functional assessment Positive behavioral support	21	
13	November 30	Theory of Mind (ToM) Language and communication	22, 23	<u>OPTION 1:</u> Interview a Teacher or Parent of a Student or Child with ASD OR <u>OPTION 2:</u> Autism Classroom Observation <i>Submit Assignment on ELMS by 11:59pm</i>
14	December 7	Social development Teaching social interactions Adolescents and adults		Functional Assessment and Positive Behavior Support Plan and all Autism Internet Modules <i>Submit Assignment on ELMS by 11:59pm</i>

OPTION 1: Interview a Teacher or Parent of a Student or Child with ASD Rubric	
Conducting the interview with a teacher or parent	___/5 points
Uses non-identifying information and/or pseudonyms throughout	___/5 points
Description of the teacher, classroom, students, and staff or Description of the family, home environment, and child <ul style="list-style-type: none"> ○ Description of the teacher (experience, years taught) or parent (experiences, vocation) ○ Demographic information of the student or child (age, sex) ○ Other relevant student or child information (diagnosis, present levels) ○ Description of the classroom (inclusion, self-contained, preschool, elementary, middle, high school) or home environment 	___/5 points
Summary and rationale for questions <ul style="list-style-type: none"> ○ Provide a summary of the questions ○ Provide a rationale for why you formulated and asked the questions you asked in the interview (past experiences, interest, desire to learn more about, biases, assumptions) 	___/5 points
Provide a thorough summary of the teacher's or parent's responses to your posed questions. <ul style="list-style-type: none"> ○ Describe verbal responses ○ Describe any changes in facial expression, tone of voice, body language ○ Emphasize any responses that were of interest or were unanticipated to you 	___/5 points
Reflection on the interview experience <ul style="list-style-type: none"> ○ Reflect upon what you learned from the interview ○ Reflect upon how you intend to draw from the assignment in the future 	___/5 points
Total Points	___/30 points

OPTION 2: Autism Classroom Observation Rubric	
Completion of the observation instrument	___/5 points
Description of the classroom, students, and staff <ul style="list-style-type: none"> ○ Demographic information of the participants (age, sex) ○ Other relevant participant information (diagnosis, present levels) ○ Number of staff in the classroom setting ○ Detailed description of the setting (inclusion, self-contained, preschool, elementary, middle, high school) 	___/5 points
Evaluation of academic skills/vocational skills (modifications, differentiated instruction, interventions) <ul style="list-style-type: none"> ○ Strengths and weaknesses of the classroom based on observation and completed observation instrument ○ Recommendations to the classroom teacher based on observation and completed observation instrument 	___/5 points
Evaluation of social skills/communication skills (interventions, opportunities, materials, evidence-based practices) <ul style="list-style-type: none"> ○ Strengths and weaknesses of the classroom based on observation and completed observation instrument ○ Recommendations to the classroom teacher based on observation and completed observation instrument 	___/5 points
Evaluation of behavior/self-management (sensory needs, positive reinforcement, interventions, evidence-based practices, strategies for on-task behavior) <ul style="list-style-type: none"> ○ Strengths and weaknesses of the classroom based on observation and completed observation instrument ○ Recommendations to the classroom teacher based on observation and completed observation instrument 	___/5 points
Reflection on the observation instrument <ul style="list-style-type: none"> ○ Applicability of instrument to classroom setting observed ○ Strengths and weaknesses of observation instrument ○ Additional components needed to improve the observation instrument 	___/5 points
Total Points	___/30 points

Functional Assessment and Positive Behavior Support Plan Rubric	
Functional Assessment/ABC	
Student Strengths <ul style="list-style-type: none"> ○ Articulate learning style, preferences, and areas in which student does not need additional assistance 	___/2 points
Provide Operational Definition of the Target Behavior <ul style="list-style-type: none"> ○ Use observable and measurable terms 	___/4 points
ABC Data Sheet <ul style="list-style-type: none"> ○ Identify data collector ○ Identify participant (no use of real names) ○ Provide operational definition of target behavior ○ ABC data sheet has four columns (date/time, antecedents, behavior, consequence) ○ Use only observable, measurable terms 	___/10 points
Patterns of Behavior – Analysis of ABC – <i>included in submitted assignment</i> <ul style="list-style-type: none"> ○ Report times/events when the behavior occurs ○ Report times/events when behavior does not occur ○ Identify possible function of behavior ○ Provide justification based on antecedents/consequences 	___/5 points
Patterns of Behavior – Motivation Assessment Scale (MAS) – <i>included in submitted assignment</i> <ul style="list-style-type: none"> ○ Report multiple results of MAS from at least 2 sources (besides self) ○ Summarize data ○ Identify possible function based on data by clearly stating "I message(s)" articulating what S is communicating via the target behavior 	___/7 points
Positive Behavior Support Plan	
Supports <ul style="list-style-type: none"> ○ Clearly state at least three different supports that could be put in place to prevent the target behavior that match student’s strengths ○ Identify a replacement behavior (with same communicative function) to be taught 	___/7 points
Response Plan <ul style="list-style-type: none"> ○ Clearly lists steps (in least to most intrusive order) staff will use when behavior occurs using if/then statements 	___/5 points
Total Points	___/40 points

Summary of Reading Rubric	
Comprehensive Written Summary of Reading <ul style="list-style-type: none"> ○ All main points of the article are summarized thoroughly ○ All main points of the article are summarized accurately ○ Summary contains few sentences pulled verbatim from the article ○ Summary is well-organized 	___/5 points
Presentation of Summary of Reading <ul style="list-style-type: none"> ○ Student engaged audience in presentation ○ Student highlighted main points of article without reading directly from the written summary ○ Presentation was no longer than 10 minutes 	___/5 points
Total Points	___/10 points

Examine and Present an Intervention for Students with ASD	
<p>Summary of the purpose of the study</p> <ul style="list-style-type: none"> ○ State the intervention being investigated ○ Research design ○ The importance of the problem the intervention is attempting to address ○ Summary of past research conducted on the intervention 	___/5 points
<p>Description of the participants and setting</p> <ul style="list-style-type: none"> ○ Demographic information of the participants (age, sex) ○ Other relevant participant information (diagnosis, present levels) ○ Detailed description of the setting (inclusion, self-contained, preschool, elementary, middle, high school) 	___/5 points
<p>Detailed description of the intervention procedures</p> <ul style="list-style-type: none"> ○ Materials ○ Step-by-step procedures if possible ○ Description of the intervention procedures are thorough and clear 	___/5 points
<p>Summary of the results and discussion of the study</p> <ul style="list-style-type: none"> ○ Summary of the data collected ○ State the effectiveness of the intervention as related to the problem addressed ○ Discuss reasons for why intervention was/was not effective ○ Discuss strengths and weaknesses of the study and/or intervention 	___/5 points
<p>Presentation of Summary of Reading</p> <ul style="list-style-type: none"> ○ Student engaged audience in presentation ○ Student highlighted main points of article without reading directly from their paper 	___/5 points
Total Points	___/25 points

Autism Internet Modules (AIM) Rubric	
AIM Topics	Completion Points
Recognizing Autism	___/4 points
Infants and Toddlers with Autism	___/4 points
Autism at Home	___/4 points
Autism in the Classroom	___/4 points
Autism in the Workplace	___/4 points
Autism in the Community	___/4 points
You Get to Pick!	___/4 points
Total Points	___/28 points

Examine and Present an Intervention for Students with ASD
List of Interventions

1. Pivotal Response Training (PRT)
2. Functional Communication Training (FCT)
3. Picture Exchange Communication System (PECS)
4. Sign Language
5. Social Stories
6. Natural Language Paradigm (NLP)
7. Sensory Integration Therapies
8. Peer-Mediated Interventions
9. Video Modeling
10. Social Skills Interventions
11. Computer/technology-aided Instruction
 - a. iPads
 - b. Interactive whiteboards
 - c. Avatars
12. Visual Supports
 - a. Visual schedules
 - b. Visual task analyses
13. Augmentative and Alternative Communication (AAC)
 - a. Low-tech
 - b. High-tech
14. Parent-Implemented Intervention
15. Play-based Therapies
16. Developmental Relationship-based Treatment
 - a. Floortime
 - b. Differential, Individual differences, Relationship-based (DIR)
 - c. Relationship Development Intervention (RDI)

READINGS

September 14

1. Schwarz, A.J. (2012). Assessment of students with autism spectrum disorders in the school setting. In A.L. Egel, K.C. Holman, and C.H. Barthold (Eds.), *School success for kids with autism* (pp.19-47). Waco, TX: Prufrock Press.
2. Pennington, M. L., Cullinan, D., & Southern, L. B., (2014). Defining autism: Variability in state education agency definitions of and evaluations for autism spectrum disorder. *Autism Research and Treatment*, 1-8.

September 21

3. Boyd, B.A., Odom, S.L., Humphreys, B.P. & Sam, A.M. (2010). Infants and toddlers with autism spectrum disorder: Early identification and early intervention. *Journal of Early Intervention*, 32, 75-98.
4. Williams, K., Brignell, A., Prior, M., Bartak, L., & Roberts, J. (2015). Regression in autism spectrum disorders. *Journal of Pediatrics and Child Health*, 51, 61-64.

September 28

5. Weiss, M.J., & Pearson, N. (2012). Working effectively with families of children with autism spectrum disorders: Understanding family experience and teaching skills that make a difference. In A.L. Egel, K.C. Holman, and C.H. Barthold (Eds.), *School success for kids with autism* (pp. 191-219). Waco, TX: Prufrock Press
6. Steiner, A. M., Koegel, L. K., Koegel, R. L., & Ence, W. A. (2012). Issues and theoretical constructs regarding parent education for autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42, 1218-1227.
7. Haney, M.R. (2013). *Understanding children with autism spectrum disorders: Educators partnering with families*. Los Angeles, CA: SAGE Publications, Inc. (Chapter 3)
8. Reichow, B., Halpern, J. I., Steinhoff, T. B., Letsinger, N., Napled, A., & Volkmar, F. R. (2012). Characteristics of quality autism websites. *Journal of Autism and Developmental Disorder*, 42, 1263-1274.

October 12

9. Smith, T., Mruzek, D., & Mozingo, D. (2005). Sensory integrative therapy. In J. Jacobson, R. Foxx, & J. Mulick, (eds.), *Controversial therapies for developmental disabilities: Fad, fashion and science in professional practice* (pp. 325-340). Mahwah, NJ: Lawrence Erlbaum Associates.

10. Strain, P.S., Schwartz, I.S., & Barton, E.E. (2011). Providing interventions for young children with autism spectrum disorders : What we still need to accomplish. *Journal of Early Intervention, 33*, 321-332.
11. Warren, Z., McPhetters, M.L., Sathe, N., Foss-Feig, J.H., Glasser, A., & Veenstra-VanderWeele, J. (2011). A systematic review of early intensive intervention for autism spectrum disorders. *Pediatrics, 127*, 1303-1311.
12. Mavropoulou, S., & Sideridis, G. D., (2014). Knowledge of autism and attitudes of children towards their partially integrated peers with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 44*, 1867-1885.
13. Lindsay, S., Proulx, M., Scott, H., & Thomson, N., (2014). Exploring teachers' strategies for including children with autism spectrum disorder in mainstream classrooms. *International Journal of Inclusive Education, 18(2)*, 101-122.

October 19

14. Holman, K.C. (2012). Educating the preschool student with autism spectrum disorder. In A.L. Egel, K.C. Holman, and C.H. Barthold (Eds.), *School success for kids with autism* (pp. 83-115). Waco, TX: Prufrock Press.
15. Livelli, P. (2012). The development and implementation of school programs for middle and high school students with autism spectrum disorder. In A.L. Egel, K.C. Holman, and C.H. Barthold (Eds.), *School success for kids with autism* (pp. 163-189). Waco, TX: Prufrock Press.
16. Wei, X., Wagner, M., Christiano, E. R. A., Shattuck, P., & Yu, J. W., (2014). Special education services received by students with autism spectrum disorders from preschool through high school. *Journal of Special Education, 48(3)*, 167-179.

October 26

17. National Research Council. (2001). Comprehensive programs. In *Educating children with autism*. Committee on Educational Interventions for Children with Autism. Division of Behavioral and Social Sciences and Education. (pp. 140-172). Washington, D.C: National Academy Press.
18. Shea, V., & Mesibov, G. (2006). The TEACCH approach to school-age education. In J.

Handleman and S. Harris, (eds.), *School-age educational programs for children with autism* (pp. 221-246). Austin, TX: pro-ed.

19. Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on Autism and other Developmental Disabilities, 16*, 86-92.

November 2

20. Stahmer, A.C., Suhrheinrich, J., Reed, S., Bolduc, C., & Schreibman, L. (2010). Pivotal response teaching in the classroom setting. *Preventing School Failure, 54*(4), 265–274.

November 23

21. Neitzel, J. (2010). Positive behavior supports for children and youth with autism spectrum disorders. *Preventing School Failure, 54*(4), 247–255.

November 30

22. Taylor, J. L., & Mailick, M. R., (2014). A longitudinal examination of 10-year change in vocational and educational activities for adults with autism spectrum disorders. *Developmental Psychology, 50*(3), 699-708.
23. Shattuck, P.T., Narendorf, S., Cooper, B., Sterzing, P., Wagner, M., & Taylor, J. (2012). Postsecondary education and employment among youth with an autism spectrum disorder. *Pediatrics, 129*, 1042-1049.