



Special Education
SPE 475/575 Special Topics in Special Education
Autism Spectrum Disorders: Characteristics,
Techniques and Applications
(Summer 2017; 2 credits)

Turn all assignment in to:

Dr. Betty DeBoer (Instructor of record)

Via email to:

bdeboer@uwlax.edu

Or make separate arrangements to mail to Dr. DeBoer.

Autism Certificate Program Contact at Chileda
 Ruth Wiseman, Executive Director
 608-782-6480 ext. 237
ruthw@chileda.org

Objectives:

1. Understand the diagnostic criteria for & characteristics of autism
2. Become familiar with a variety of social skill, sensory integration, non-intrusive behavior strategies, & communication strategies
3. Become familiar with the use of nutritional supplements & medications that can relieve some symptoms of autism
4. Develop an awareness of sensory integration difficulties of individuals with autism
5. Become more aware of the needs of families with individuals with autism
6. Develop an understanding of alternative therapies & ways to judge the validity of these therapies

Requirements & Due Dates:

Assignment	Due Date(s)
Attendance and participation in the entire certificate program	Week of June 19, 2017
Instructional materials following presentations on Hidden Curriculum and Visual Schedules	Friday, July 7, 2017
Book Review	Friday, July 7, 2017
Comprehensive Autism Spectrum Disorder Instructional Strategy Plan (Graduate credit students only)	Friday, July 7, 2017

Please turn all materials in together no later than Friday, July 7, 2017. There will be a 5 percentage point reduction in overall class grade for the course each day an assignment is late.

Teacher Standards:

Teacher standards 2-8 from the Wisconsin Department of Public Instruction (DPI) will be addressed:

Standard 2: Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Standard 3: Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Standard 4: Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

Standard 5: Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Standard 8: Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Course Assignment Descriptions:

Focus on a student/child with autism you are familiar with or “create” a child from what you learned in this course. Undergraduate students will complete items 1-4 for credit. Graduate students will complete 1-5 for credit.

SPE 475/575-730 (undergraduate & graduate students)

1. Class Attendance
 - All students must fully attend each class period of the course.
2. Hidden Curriculum Assignment
 - Create a social story or other approach to teach a social rule or new behavior that is appropriate for your student/child. Follow the guidelines presented in class. If you are using a social story, be sure to use positive statements that do not indicate perfection. Consider the student/child’s perception of the story—word choice and picture use to accompany the story. **Submit the story. Additionally, include a 1-page write-up describing how this can be used as a Positive Behavior Strategy for your student/child.**
3. Visual Strategies Assignment
 - Create an appropriate visual schedule for your student/child. Use pictures and/or icons as appropriate. **Submit the actual visual schedule or a clear picture of the visual schedule. Additionally, include a 1-page write-up describing how your visual schedule will be used and how it is appropriate for your student/child.**
4. Book Review Assignment
 - See recommended book information and detailed criteria on page 4 of this syllabus.

This Additional Requirement is for SPE 575-730 only (graduate students only)

Please use a FAKE NAME for the student/child on this assignment

5. Comprehensive Instructional Strategy Plan/Case Study: Include the following:
 - Background /general history of the child.
 - Developmental Characteristics—Development or behaviors that suggest this child has an ASD. If there is a medical or educational “diagnosis”, who gave it and when was it received?
 - Communication—How does the child communicate? What strategies are being used to assist the child? What strategies might be implemented in the future?
 - Social Implications—What social issues does the child have? How are they being dealt with? How can they be dealt with in a more positive way?
 - Sensory Integration—What sensory issues does the child have? How are they being dealt with? How can the student’s sensory issues be better supported in the future?
 - Academics—What academic skills are taught and how? What TEACCH structure might benefit the child in the future?
 - Medications & Nutrition—What medications are currently taken and for what purpose?

- Alternative Therapies—What diet restrictions/supplements or other alternative therapies are currently being implemented and why? What evidence is being used to determine if they are working?
- Positive Behavior Strategies—What behavior issues exist? What positive strategies are being implemented? What additional positive behavior support could be provided?

Book Review Guidelines for Undergraduate AND Graduate Students

Students will write a 3-page book review using APA style references. Students select a book they have not read prior to the course. (If you are not sure a book meets the criteria, consult with the course instructor.)

Two book *options* for this course are:

Sears, R. W. (2010). *The Autism Book: What Every Parent Needs To Know About Detection, Treatment, Recovery, and Prevention*. New York, NY: Little, Brown and Company. Chapters 1-15.

Or

Volkmar, F. R. & Wiesner, L. A. (2009). *A practical guide to autism*. Hoboken: Wiley & Sons Publishing.

However, you can propose an alternative book that meets the following criteria:

- A) A factual book written by a PhD psychologist or MD about autism development and treatment (not stories).
- B) Written for parents or professionals.
- C) Copy write year of 2010 or later (or get permission from Dr. DeBoer)

Book Review (3-page MAX) MUST include:

- 1) Name the author and full title of the book at the start of book review.
- 2) Why you selected this book if it is different than the recommended books. (2-3 sentences). “I selected this book because...” (You can skip #2 if you read the recommended text)
- 3) The most important thing(s) you learned from this book. This is not a summary of the book. I’d like to know what YOU found was most important to YOUR learning. (1 page) “The most important things I learned from this book...”
- 4) How you may use the information in the future professionally or personally. (1/2-1 page). “I plan to...”
- 5) Brief critique of book (2-5 sentences) and
- 6) Brief description of who you would recommend the book to (i.e., type of audience that is appropriate for this book: educated parents and professionals only; professionals only; most parents who can read at a high school level or better; children with the disorder, nobody, etc.) and **why**. (2-5 sentences)

**Points will be awarded for clarity and for following all guidelines with thoughtfulness.

Grading

Your final grade will be determined based on the total number of points you earned from the areas below, divided by the total number of points possible.

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| 1. Attendance (required, 15-point loss for missing any part of a day) | |
| 2. Visual Schedule and write-up | 10 points |
| 3. Social Story and write-up | 10 points |
| 4. Book Review (Closely follow guidelines, please) | 20 points |
| 5. Comprehensive Instructional Plan (graduate credit students only) | 20 points |

Percent...Grade

93-100...A, 87-92.9...A/B, 82-86.9...B, 77-81.9...B/C, 70-76.9...C, 60-69.9...D, below 60...F

*****Syllabus subject to change. *****