Objectives:
- Understand the diagnostic characteristics of autism
- Become familiar with a variety of social skill, sensory integration, non-intrusive behavior strategies, & communication strategies
- Develop an awareness of sensory processing and executive functioning difficulties of individuals with autism
- Become more aware of the needs of families with individuals with autism

Requirements & Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Attendance and participation in activities</td>
<td>June 18 - 19 2018</td>
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<tr>
<td>Hidden Curriculum and Visual Strategies with write ups</td>
<td>Friday, June 22 2018</td>
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<tr>
<td>Book Review</td>
<td>Monday, July 9 2018</td>
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Please turn all materials in together no later than Monday, July 9, 2018. There will be a 5 percent 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 child with autism you are familiar with or “create” a child from what you learned in this course. Undergraduate students complete 1-3 below. Graduate students complete 1-4 below plus additional requirement on page 3.

SPE 475/575 (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 a student/child with autism. 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. Select your words and pictures carefully. You may submit pictures of the story or submit the story in a Pdf or word document. Make sure all words and pictures are clearly visible. Additionally, include a 1-page, single-spaced write-up describing how this can be used with the student/child.

3. Visual Strategies Assignment
   Create an appropriate visual schedule for a student/child with autism. 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, single spaced write-up describing how your visual schedule would be used and how it is appropriate for a particular (real or hypothetical) student/child.

**4. Book Review Assignment (Graduate Credit Only)
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.)
The tentative book options for graduate students for this course in 2018 include:

OR

*However, you can propose an alternative book that meets the following criteria:*
- A factual book written by a PhD psychologist or MD about autism development and treatment (not stories).
- Written for parents or professionals.
- Copyright year of 2012 or later (or get permission from Dr. DeBoer)

**Book Review (3 page MAX) MUST include:**
- Name of author and full title of the book at the start of book review.
- Say why you selected this book if it is not one of the recommended books. (2-3 sentences). “I selected this book because…” (You can skip #2 if you read a recommended book)
- 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…”
- How you may use the information in the future professionally or personally. (1/2 page). “I plan to…”
- Brief critique of book (2-5 sentences)
- 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.**

**SPE 575 (Additional requirement for graduate students only)**

**Graduate Credit:** Graduate students will complete all the requirements above PLUS you will develop a 30-minute presentation you could give to either parents or teachers (pick 1). Create a professional looking PowerPoint that highlights what YOU think parents or teachers most need to know. You can create it for novices or for experienced audiences. The PowerPoint should include information you learned in the session as well as information from your book. Make the slides readable (minimum 28-point font) and interesting to the targeted audience. Please do not try to cram too much information on the slides. Put the script (what you would say in the presentation) in the note section of each slide. Please consult with Dr. DeBoer for more information.

**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.

- Attendance (required, 40 point loss for missing any part of a day) 50 points
- Hidden Curriculum and write up 15 points
- Visual Strategy and write-up 15 points
- Book Review (Closely follow guidelines, please) 20 points
- PowerPoint (for Graduate credit only SPE 575) (25 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. *** Rev February 13, 2018