

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
PROGRAM – SPECIAL EDUCATION  
Syllabus for EDSE 634: Characteristics of Students with Autism (3 credits)**

Semester and Year: Spring 2008  
Course day/time: Mondays at 4:30-7:10  
Course location: Thompson 216

**PROFESSOR:** Heidi J. Graff, Ph.D.  
Office phone: (703) 993-8036  
Office location: Thompson 216AA  
Office hours: Mondays at 3:30-4:20  
E-mail: [hgraff@gmu.edu](mailto:hgraff@gmu.edu)

**COURSE DESCRIPTION**

Describes the cognitive and affective characteristics of students with autism who receive special education services. Examines definitions, eligibility criteria, incidence rates, and etiology. Perspectives from students, families, educational, community, and career personnel are described.

Prerequisites\*: There are no *required* prerequisites for this course, but it is strongly recommended that students completing the Certificate in Autism complete courses in a specific order. Please refer to your Program of Studies for the recommended sequence of courses if you are completing the Certificate in Autism.

**Objectives/Competencies**

This course is designed to enable students to:

- 1) Identify and describe the evolution of autism as a disability category.
- 2) Examine varying perspectives on the etiology of autism.
- 3) Analyze individual as well as clusters of student behaviors to identify the label associated with the behaviors.
- 4) Examine the diversity of definitions that apply to the wide range of skills associated with students who are labeled with autism.
- 5) Describe how schools, families, and community agencies may collaborate in determining eligibility for students with autism as a primary disability label.
- 6) Given specific student behaviors targeted for specialized services via special education, identify corresponding responsive instructional techniques and the research that supports those techniques.
- 7) Describe the range of service delivery models for students with autism, and analyze the extent to which research-based practices are implemented in educational settings so that students are served in the least restrictive environment.

**\*Advising contact information:**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or 703.993.2387. Please be prepared with your G number when you contact her.

**COURSE TEXTS AND MATERIALS**

**Required Texts:**

American Psychological Association (2001). *Publication manual (5<sup>th</sup> ed.)*. Washington, DC: Author.

Kluth, P. (2003). *You're going to love this kid!* Baltimore: Brookes.

Prelock, P. A. (2006). *Autism spectrum disorders: Issues in assessment and intervention*. Austin: Pro-Ed.

**Required Recent (2004, 2005, 2006, 2007) Peer-Reviewed Journal Readings:** To be determined and selected by students throughout the semester for the Journal Summary and Case Study summative evaluations.

**Required Access to Course Blackboard Site:** GSE Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and web sites on the Bb site for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester).

**Recommended Online Readings (portions of which may be required readings during the semester):**

<http://www.nimh.nih.gov/publicat/autism.cfm>  
<http://www.nap.edu/catalog/10017.html>

**PROFESSIONAL STANDARDS**

**Course's Relationship to Program Goals and Professional Organization**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: <http://www.cec.sped.org> . Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book pdf document titled "What Every Special Educator Must Know." The CEC Standards are located in this document. The primary CEC standard that will be addressed in this class will be Standard 2 on Characteristics of Learners.

## NATURE OF COURSE DELIVERY

### Learning activities include the following:

- Instructor lecture, to include explicit instruction using demonstration and modeling, and implicit instruction by setting up learning experiences that build on students' background knowledge and skills.
- Student participation (e.g., discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading, and writing deficits as depicted in scenarios (e.g., review of cases).
- Review and expansion of material read in preparation for course sessions.
- Student self-assessment of progress throughout the course.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
- Observe and analyze student learning deficits, patterns, and strategies (such as observations at school sites, viewing video scenarios).
- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge, and insights to the students and Instructor, with a focus on strengthening pedagogical skills for acquiring information about the characteristics of students with autism.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

### All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703.993.2474 to access the DRC.

### ***Keep Products from This Course for Future Use in Your Professional Portfolio!***

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

## **COURSE EXPECTATIONS**

George Mason University Email: <https://mserver3.gmu.edu/>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Blackboard: <http://blackboard.gmu.edu> GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site.

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

*Recommended Websites to Explore:*

NOTE: Internet and web resources are not the same as peer-reviewed professional journal articles. Web sites will be posted on the course Bb that contain information that your Instructor recommends out of the millions of websites on reading on the internet! Be sure that you distinguish, however, between peer-reviewed professional journals and web resources. More about this distinction (as well as distinguishing professional journals from magazines) will be discussed in class.

*Writing Resources and Support:*

One type of writing support during this course is your use of relevant parts of the APA manual. As you're completing writing assignments, you may find it helpful to review parts of the APA manual, such as: For example:

- Chapter 2 on writing style (2.01 to 2.05)
- Chapter 2 on grammar (2.06 to 2.12)
- Chapter 2 on guidelines to reduce bias in language (focus on 2.16)
- Chapter 3 on punctuation, spelling, capitalization, italics, or abbreviations (3.01 to 3.29)
- Chapter 3 on quotations (3.34 to 3.41) Paraphrase, please (refer to other information on plagiarism in the APA manual as well as other resources and notes in this syllabus)
- Chapter 3 on reference citations in text (3.94 to 3.103)
- Chapter 4 on Reference list (4.01 to 4.16)

APA Formatting Guidelines are also available at <http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 5<sup>th</sup> edition for standard of procedures for applying APA style.* Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.

Another type of writing support during this course is available via the George Mason University Writing Center for support in writing (support needs will vary among students). The web site for the Writing Center is: <http://writingcenter.gmu.edu/>. Many resources are available both on site and on the web, and students can now conveniently register online for appointments.

*George Mason University Honor Code:* <http://www.gmu.edu/facstaff/handbook/aD.html>

This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. In an effort to maintain trust in the classroom as well as provide a prerequisite for deterring plagiarism, *Turnitin*, a plagiarism detection service, may be used to evaluate materials submitted by students for evaluation.

*Absences:*

Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you. Recommended, but not required, is that you notify the Instructor about absences in advance or within 24 hours after an absence. Be aware any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up. If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

*Assignments and Readings and Due Dates:*

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA**

Course requirements include readings (e.g., texts, online resources, professional journal articles that are independently accessed by students) and activities (both during and between course sessions) that prepare the student to acquire and/or increase their knowledge and skills in teaching reading and language to students with disabilities. A major requirement is implementation of a comprehensive instructional technique with a student with a disability (see the Case Study). The final course grade is based on the quantity of points students earn through timely submission of high-quality summative performance-based evaluations.

Full earned credit given for assignments turned in on time (class start time for the due date, unless otherwise stated in this syllabus). Five percent of the total assignment points are deducted for each (or portion of) 24-hour period that passes after the class start time for the due date. All assignments must be typed. The APA format for clear and excellent written language and technical aspects for citations and formatting must be used. Refer to the APA Publication Manual 5<sup>th</sup> edition. A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the Instructor.

<b>Student Self-Management for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations</b>	
<b>Title of Performance-Based Summative Evaluations</b>	<b>Points Earned / Total Points</b>
1. Article Summary	/ 15
2. Classroom Observations	/ 20
3. Interview	/ 30
4. Professional Development Session	/ 20
5. In-Class Activities	/ 15
<b>Total # of points students can earn throughout this course</b>	<b>/100</b>
<p>Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.</p>	

## Performance-Based Summative Evaluations for this Course

**Performance-Based Summative Evaluations** (scored to determine points for the final grade):

1. Article Summary*	15 points
2. Observations*	20 points
3. Interview	30 points
4. Professional Development Session	20 points
5. Activities During Class	15 points

**TOTAL**

**100 points**

\* If you earn less than a B on either of these evaluations, you may revise and resubmit the article summary and/or the classroom observation assignment one time. You have one week after receiving the scored evaluation back to decide whether you want an opportunity to increase your grade to a maximum score of the lowest B point value. **Contact the Instructor within one week to discuss this option, which is only available for these two evaluations.** A “redo” and/or “retake” must be completed within two weeks after receiving the scored evaluation back.

A	= 94 - 100
A-	= 90 - 93
B+	= 87 - 89
B	= 84 - 86
B-	= 80 - 83
C	= 70 - 79
F	= < 69

## Performance-Based Summative Evaluations

(scored to accumulate points for a final grade)

### # 1 Summative Evaluation: Journal Article Summary == 15 points

Select one recent (2005, 2006, 2007) professional-refereed journal article that focuses on characteristics of students with autism, identification issues, or a similar topic that is directly aligned with the competencies for this course. This project requires you to both summarize the article content and to describe your insights and reflections based on what you learned from reading the article. Recommended but not required is that the article is an original research article (i.e., the research procedures and results are the focus of the article). The journal summary must be formatted according to APA guidelines for clear and excellent written language (e.g., Ch. 2 of the APA manual) and technical features (e.g., Ch. 3 of the APA manual; Ch. 4 of the APA manual), and organized according to the headings provided next (# 2-5; the cover sheet does not need to have a heading!). The journal summary will be scored using the rubric provided in the syllabus. Also include the journal article itself with the journal summary you write.

1. Cover sheet (one page)  
Your name, course title, semester, instructor's name, header with page # begins here
2. Main Idea and Rationale (one page)  
Identify and describe the major content that you derived from reading the author's work. Also describe your rationale for why you chose this author's work to summarize for this assignment. Figure that the main idea is one page in length, so your main idea content consists of more than just identifying a general main idea in a sentence or brief paragraph. Provide some level of detail about your main idea. For your rationale for choosing this author's work (also figure this is about one page in length), focus on the relevancy for you (e.g., why did you choose this particular article to summarize?).
3. Details (one page)  
Identify and describe two specific details from the author's work. A suggestion is to narrow your focus so that you are paraphrasing content that seems most relevant or most unique or most interesting to you. Half a page per detail, so that should give you an idea of how much description is needed.
4. Reflections and Insights (two pages)  
What did you learn from reading this article? How has the article content changed or expanded what you already knew about the topic? What might you do differently in the future as a result of what you learned from this article? What insights about students with autism and the people in their lives have you gained as a result of reading this article?
5. Reference (one page) *Also submit the journal article itself with your summary.*



**Scoring Rubric for Journal Article Summary**

1.	Format correct throughout and article choice appropriate	/2
2.	Main idea and rationale described clearly with excellent written language	/3
3.	Two details described clearly with excellent written language	/3
4.	Reflection and insights described clearly with excellent written language	/5
5.	Technical aspects of APA accurate throughout	/2
<b>TOTAL</b>		<b>/15</b>

*Refer to the assignment for more detailed feedback from the Instructor. Full earned credit for assignments turned in on time.*

**# 2 Classroom Observations == 20 points**

Select two different types of students with autism to observe in their classroom setting for approximately 90 minutes each. These observations will most likely not occur in the same classroom nor at the same school site. Identify and describe each observation, and compare and contrast similarities and differences you notice between the student’s characteristics, their educational programs, and the type of curriculum and interactions (with other students and adults) you observe. The observation must be formatted according to APA guidelines for clear and excellent written language (e.g., Ch. 2 of the APA manual), and organized according to the headings provided next (# 2-8; the cover sheet does not need to have a heading!). This assignment will be scored using the rubric provided in the syllabus.

1. Cover sheet with your name, course title, semester, instructor’s name, header with page # begins here (refer to APA – most of this information is noted in the middle of the cover page)
2. Description of Student 1: Description of the first student (grade, age, sex), the service delivery model (e.g., self-contained, general education), and characteristics of the student (i.e., behaviors you observe during the time you are there; be objective in these descriptions). (one page maximum)
3. Description of Classroom 1: Describe the first instructional setting (e.g., grouping arrangements, what is being taught, behavior management system; be objective in these descriptions). (one page maximum)
4. Description of Student 2: Description of the second student (grade, age, sex), the service delivery model (e.g., self-contained, general education), and characteristics of the student (i.e., behaviors you observe during the time you are there; be objective in these descriptions). (one page maximum)
5. Description of Classroom 2: Describe the second instructional setting (e.g., grouping arrangements, what is being taught, behavior management system; be objective in these descriptions). (one page maximum)
6. Similarities: Note the similarities you observed between the student’s characteristics (one page maximum)

7. Differences: Note the differences you observed between the service delivery models, educational programs, and the type of curriculum and interactions you observed (two pages)
8. Reflections and Insights: Reflect on what you learned from these observations, including what you liked and what you would change if you were the instructor, areas you have questions about that you want to further explore in the future, and insights you gained from this experience about the variance in these students who have an autism label (two pages)

**Scoring Rubric for Classroom Observations**

1.	Format correct throughout and observation students/sites selected are appropriate	/1
2.	Descriptions of the students are clearly described with excellent written language	/3
3.	Descriptions of the instructional settings are clearly described with excellent written language	/3
4.	Similarities between the students are clearly described with excellent written language	/4
5.	Differences (refer to # 7 items in assignment description) are described with excellent written language throughout	/4
6.	Reflections about and insights gained from these two observations are clearly described with excellent written language (refer to # 8 items in assignment description)	/5
<b>TOTAL</b>		<b>/20</b>

*Refer to the assignment for more detailed feedback from the Instructor. Full earned credit for assignments turned in on time.*

**# 3 Summative Evaluation: Interview Synthesis == 30 points**

Conduct in-person interviews with three people, one of which must be the parent of a youngster with autism. When appropriate, the youngster with autism may be one of the three people interviewed. At least one school professional (i.e., general education teacher, special education teacher, speech-language therapist, principal) must be interviewed. Depending on who you choose to interview, it may also be appropriate to select a professional from a community agency. The purpose of these interviews is to gather information from different sources to determine their views and experiences about educational programming for students with autism. Questions asked during the interview *must be approved in advance*, and you should definitely follow-up on individual’s responses to questions as appropriate during the interview. Synthesize the information you elicited from the interviews (be sure you do not simply identify the responses; synthesis must be evident), and connect information you elicited to a minimum of two recent (2005, 2006, or 2007) research or

literature from peer-reviewed professional journal articles. Use pseudonyms for school personnel, schools, or towns. Emphasize with interviewees that (a) interviews are a course assignment and (b) confidentiality of responses is assured. A rubric for this assignment is available on the course Blackboard site. Use the following headings for the Interview Synthesis (double space for all except where noted otherwise):

- Cover sheet (one page)
- Method identified: Insert a one-page that tells how you explained the interview to people (including your welcome), terms defined prior to the interview, the specific questions asked, and pseudonyms for each interviewee with their position title after the name (one page)
- Theme # 1 synthesized; recent research or literature integrated (three pages)
- Theme # 2 synthesized; recent research or literature integrated (three pages)
- Theme # 3 synthesized; recent research or literature integrated (three pages)
- Reflections noted; recent research or literature integrated (three pages)
- References (one page)

**Rubric for Interview Synthesis**

1) Three people interviewed, with appropriate set-up for interview occurring, terms defined well prior to interview, and quality questions identified; excellent written language on the one-page document (which was photocopied and provided to interviewees during the interview)	<b>/2.5</b>
2) Identify and describe Theme # 1 with excellent written language and integration of recent research or literature	<b>/5</b>
3) Identify and describe Theme # 2 with excellent written language and integration of recent research or literature	<b>/5</b>
4) Identify and describe Theme # 3 with excellent written language and integration of recent research or literature	<b>/5</b>
5) Describe what you learned from the Interview and how you plan to use the information you learned with excellent written language and integration of recent research or literature	<b>/10</b>
6) References and narrative use accurate APA technical format throughout	<b>/2.5</b>
<b>TOTAL</b>	<b>/30</b>

**# 4 Summative Evaluation: Development of a 30-minute Professional Development Session == 20 points**

Professional Development Presentation:

Design a professional development activity that is **based upon research**. The purpose of this assignment is twofold: (1) expand your knowledge of current research in the field of autism; and (2) to develop a one-hour staff development presentation, which will be presented to the class. This project will introduce the staff development process, best practices, and provide the opportunity to lead a dynamic group. The presentation should deal specifically with some aspect of autism. Your presentation should include handouts, PowerPoint, a list of references of 5-10 articles/books, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities should reflect key concepts in the presentation.

Finally, you will need to prepare an evaluation form to be distributed to the group at the end of your presentation.

### Presentation Rubric

Student Name:							
Criteria	Benchmarks					Points	
	UNSATISFACTORY	MINIMAL	GOOD	OUTSTANDING	possible		
<b>Organization Content Knowledge</b>	Listener cannot understand presentation because there is no sequence of information. Does not engage the audience. Students do not have grasp of information; students cannot answer questions about subject.	Listener has difficulty following presentation because presenters jump around. Does not engage most of the audience. Students are uncomfortable with information and are able to answer only rudimentary questions.	Students present information in engaging and logical sequence which audience can follow. Students are at ease with content, but fail to elaborate.	Students present information in engaging, novel, and logical sequence which audience can follow. Students demonstrate full knowledge with explanations and elaboration.	10		
<b>Visual, Media, Strategies Mechanics</b>	Students used no visuals/media/strategies. Students' presentation has four or more spelling errors and/or grammatical errors. Two or fewer sources in APA style.	Students occasionally used visuals/media/strategies that rarely support text and presentation. Presentation has three misspellings and/or grammatical errors. Three + sources in APA style.	Visuals/media/strategies related to text and presentation. Presentation has no more than two misspellings and/or grammatical errors. Four + sources in APA style.	Students used visuals/media/strategies to reinforce screen text and presentation. Presentation has no misspellings or grammatical errors. Five + sources in APA style.	5		
<b>Delivery</b>	Students' presentation outside acceptable time limits (+-20 minutes). Shows no evidence of rehearsal	Students' presentation outside acceptable time limits (+-15 minutes). Shows limited evidence of rehearsal	Students' presentation outside acceptable time limits (+-10 minutes). Shows some evidence of rehearsal	Students' presentation within 60 minutes. Shows significant evidence of rehearsal.	5		
				<b>Total----&gt;</b>	20		
Comments:							

**# 5 Summative Evaluation: Participation, Attendance, & In-Class Activities == 15 points**

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one’s own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. This will require all students to complete the required readings, activities, and assignments for that specific class meeting.

Additionally, during most class sessions there will be the opportunity to earn point(s) for successful completion of graded in-class activities. If you are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and cannot be made up at another time. Students will meet during class in small groups to analyze and discuss instructor-provided case studies. Points are based upon: Being present, being prepared with textbook or other relevant material (please bring readings or assigned material to class, as these are used for in-class discussions as well as course lectures), and participating the entire time period during the in-class activities.

**COURSE SCHEDULE**

\* Additional required readings, typically internet resources, will be announced either via Bb and/or during class sessions. These resources supplement the text(s) and facilitate your completion of activities during the semester.

Session / Date	Topics	Preparation* and Assignments Due
<b>Class 1/ January 28</b>	Facilitate introductions <ul style="list-style-type: none"> <li>• Overview the syllabus</li> <li>• Discuss the heterogeneity of students with autism</li> </ul>	
<b>Class 2/ February 4</b>	<ul style="list-style-type: none"> <li>• Discuss definitions of autism and related associated</li> <li>• Describe the historical evolution of autism, including etiology and incidence rates behaviors</li> <li>• Identify assessment tools for autism diagnosis</li> </ul>	Ch. 1 of Prelock Ch. 1 of Kluth
<b>Class 3/ February 11</b>	<ul style="list-style-type: none"> <li>• Describe communication issues of students with autism and ways to assess/target a student’s current performance level and instructional priorities</li> </ul>	Ch. 4 of Prelock Ch. 7 of Kluth
<b>Class 4/ February 18</b>	<ul style="list-style-type: none"> <li>• Describe play issues of students with autism and ways to assess/target a student’s current performance level and instructional priorities</li> </ul>	Ch. 5 of Prelock Ch. 6 of Kluth
<b>Class 5/ February 25</b>	<ul style="list-style-type: none"> <li>• Describe the cognitive and affective variations of students with some type of autism label</li> <li>• Share information from journal summary assignment</li> </ul>	<i>DUE: Journal Summary</i>

<b>Class 6/ March 3</b>	<ul style="list-style-type: none"> <li>Describe social-emotional development of students with autism and ways to assess/target a student's current performance level and instructional priorities</li> <li>Describe sensory-motor considerations for students with autism and ways to assess/target a student's current performance level</li> </ul>	Ch. 6 of Prelock Ch. 7 of Prelock
<b>Class 7/ March 10</b>	<ul style="list-style-type: none"> <li>Observations and Interviews</li> </ul> <p>No Class-Spring Break</p>	
<b>Class 8/ March 17</b>	<ul style="list-style-type: none"> <li>Given informal assessments (refer to Prelock and Kluth text chapters as well as Bb resources), discuss student behaviors that indicate variation in characteristics of students with autism</li> <li>Share observations of students</li> <li>Discuss the diversity of students who receive the label of autism</li> </ul>	<i>DUE: Observation Assignment</i>
<b>Class 9/ March 24</b>	<ul style="list-style-type: none"> <li>Describe the teamwork involved in diagnosing, assessing, and monitoring the progress for students with autism</li> </ul>	Ch. 2 of Prelock Ch. 3 of Prelock
<b>Class 10/ March 31</b>	<ul style="list-style-type: none"> <li>Describe autism as a continuum of heterogeneous behaviors</li> <li>Describe service delivery models</li> </ul>	Ch. 2 of Kluth Ch. 3 of Kluth
<b>Class 11/ April 7</b>	<ul style="list-style-type: none"> <li>Analyze student scenarios and discuss possible cognitive and affective instructional techniques responsive to behaviors that are concerns</li> </ul>	Ch. 4 of Kluth
<b>Class 12/ April 14</b>	<ul style="list-style-type: none"> <li>Discuss the life-span issues that educators, students, and families that impact choices for instructional priorities</li> <li>Discuss findings from interviews</li> </ul>	<i>DUE: Interview</i>
<b>Class 13/ April 21</b>	<ul style="list-style-type: none"> <li>Discuss ways in which "typical" people can better understand and respond to behaviors of students with autism</li> <li>Prepare for Professional Development Session presentations</li> </ul>	
<b>Class 14/ April 28</b>	<ul style="list-style-type: none"> <li>Synthesize course content</li> <li>Professional Development Session presentations</li> </ul>	<i>DUE: Professional Development Session</i>
<b>Class 15/ May 5</b>	<ul style="list-style-type: none"> <li>Professional Development Session presentations</li> </ul>	<i>DUE: Professional Development Session</i>