

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**PROGRAM – SPECIAL EDUCATION**  
**Syllabus for EDSE 635 6M7: Interventions for Students with Autism (3 credits)**

*Semester and Year:* January 11 through March 9, 2011  
*Course day/time:* Tuesdays 4:30 – 9:00 pm  
*Course location:* LCPS Administration Building, Room 420/421

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### **COURSE DESCRIPTION**

Research-based interventions that promote progress in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism are described. Methods for monitoring the impact of interventions are identified in a variety of service delivery models 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. In particular, students completing this course should have already completed the “Characteristics of Students with Autism” course. 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) Target appropriate interventions for students with autism.
- 2) Design learning environments that promote gains in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism.
- 3) Given the heterogeneity of students with autism, demonstrate competencies in distinguishing behaviors and “labels,” and selecting corresponding interventions to be implemented in the least restrictive environment appropriate for individual students with autism.
- 4) Identify how to teach self-determination skills to students with autism.
- 5) Describe career- and life-long goals and their corresponding skills, including daily living and leisure areas, to teach students with autism during their school-age years.
- 6) Implement an intervention that has a research-base for students with autism, and monitor the impact of the intervention on the student’s performance.
- 7) Describe ways for teams to collaborate so that students with autism receive services in the least restrictive environment.
- 8) Compare and contrast the variety of intervention approaches that can be used with students with autism, particularly related to matching the student’s characteristics.

## COURSE TEXTS AND MATERIALS

### Required Texts:

\*American Psychological Association *Publication manual* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN 9781433805615

\*Kluth, P. (2010). *You're going to love this kid!* Baltimore: Brookes. 9781598570793

\*Prelock, P. A. (2006). *Autism spectrum disorders: Issues in assessment and intervention*. Austin: Pro-Ed. ISBN 978-1416401292

Heflin, L. J., & Alaimo, D. F. (2007). *Students with autism spectrum disorders: Effective instructional practices*. Upper Saddle River, NJ: Pearson.

\* Note that these three texts were required in the course that precedes this course (EDSE 634 Characteristics of Students with Autism). For students completing the autism course in the recommended sequence, there is only one new text for this course on interventions.

If you are taking this course out-of-sequence, you should read chapters 1 and 2 from the Heflin and Alaimo (2007) text so that you have some information on characteristics of students with autism.

**Required Recent 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:** Students will be informed on the first day of class whether or not GSE Blackboard will be used to post important information for this course. If so, 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 may 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, College of Education and Human Development (CEHD). 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 standards that will be addressed in this class will be Standard 3 on Individual Learning Differences and Standard 4 on Instructional Strategies:

### **Standard #3: Individual Learning Differences**

Special educators understand the effects that an exceptional condition<sup>2/</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

### **Special Education Content Standard #4: Instructional Strategies**

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula<sup>3/</sup> and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**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 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/academics/catalog/9798/honorcod.html#code> 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!***

*Retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically.*

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

*Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
- *George Mason University Email:* <http://mail.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://courses.gmu.edu> Blackboard may 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 may 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.

- *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. **Unexcused late assignments are subject to a ½ grade loss.** 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). Both formative (ungraded) and summative (graded) performance-based assessments (e.g., evaluations, projects, assignments) are used in this course. 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. Case Study Part I	/ 20
3. Case Study Part II	/ 30
4. Final Exam OR Professional Development Session	/ 25
5. In-Class Activities	/ 10
<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>	

## Description of Formative and Performance-Based Summative Evaluations for this Course

### Formative Evaluations (ungraded tasks):

Study card development	ungraded
Feedback on course progress	ungraded

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

1. Article Summary *	15 points
2. Case Study Part I: Describe Student with Autism	20 points
3. Case Study Part II: Implement Intervention	30 points
4. Final Exam OR Professional Development Session	25 points
5. <u>Activities During Class</u>	<u>10 points</u>

**TOTAL**

**100 points**

\* If you earn less than a B on this assignment, you may revise and resubmit the article summary 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 this assignment.** A “redo” and/or “retake” must be completed within two weeks after receiving the scored evaluation back.

### GRADING SCALE:

<b>95-100% = A</b>
<b>90-94% = A-</b>
<b>85-89% = B+</b>
<b>80-84% = B</b>
<b>70-79% = C</b>
<b>&lt; 70% = F</b>

## **Formative Progress**

(ungraded tasks)

### **# 1 Formative Evaluation: Study Card Development**

The first formative evaluation includes student development of study cards (e.g., 5" x 8" index cards) that contain information from readings and class discussions/presentations as appropriate. Students who use a study card format (alternative formats can be used; please confer with and attain approval from Instructor by the third class session) for listing important information from readings and class discussions will have a comprehensive format already developed when they study for summative evaluations, such as exams. Moreover, students who review the study cards throughout the semester may also have a higher retention of course content and experience less stress when preparing for summative tasks. Most important, however, is that retention of course information can increase a person's capacity for applying course content and readily accessible repertoire of techniques when teaching students with disabilities.

### **# 2 Formative Evaluation: Feedback Regarding Course Progress**

The second type of formative evaluation relates to feedback from the Instructor regarding progress with course assignments and content. This feedback may occur during class time (note that limited opportunities during class sessions are available for individualized feedback), during individually scheduled conferences with the Instructor (note that this is the best way to receive individual feedback and should be initiated by the student as needed throughout the semester), and through work turned in throughout the semester. Additionally, participation during class discussions and application of concepts to a student's program area (e.g., students with autism) also indicates progress on summative evaluations.

## Performance-Based Summative Evaluations

(scored to accumulate points for a final grade)

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

Select one recent (within 4 years) professional journal article that focuses on interventions for students with autism, in keeping with the competencies for this course. This project requires you to both summarize the article content and to describe how you plan to implement one aspect (i.e., technique) of the article content with students you are either teaching or plan to teach (if you are not in a classroom now). 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 (two pages)
 

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. The main idea is one page in length. 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 (two pages)
 

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. One page per detail, so that should give you an idea of how much description is needed.
4. Implementation and Impact (two pages)
 

Expand on one detail from the article (you noted this detail in # 3) and describe how you plan to implement it with students with disabilities you are either currently teaching or plan to teach. Include in this section how you plan to monitor the impact of the technique related to student learning (evidence will you use to know the technique is working), and what you anticipate the impact/results will be for you as a teacher if your implementation of the detail goes as you planned.
5. Reference (one page)
 

*Also submit the journal article itself with your summary.*

**# 2 Summative Evaluation: Case Study Part I == 20 points****# 3 Summative Evaluation: Case Study Part II == 30 points**

The Case Study requires selection of a student with autism with whom you implement a comprehensive sequence of tasks representing excellent practices in informal assessment (the focus for Case Study Part I) and intervention (the focus for Case Study Part II). You must be able to work with this student over a period of time (e.g., three sessions per week for about four weeks). Some people prefer to select several students for the Case Study to ensure there is one student with sufficient attendance and participation so that they can complete the Case Study on time and with required detail. People who are not currently working with students with autism may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment. A brief overview follows:

Part I:

- Prior to working directly with the student, gather sufficient background information so that you are better able to target academic and/or affective assessments / levels with the student and provide motivating and meaningful instruction via the intervention you select.
- Conduct initial informal assessments (e.g., informal inventories located in your textbooks, curriculum-based assessments) to determine appropriate instructional levels and interventions. Data representing specific strengths and areas of concern are identified at this stage. Some of these data represent the student's baseline data. Gather enough preliminary information about the student and the student's skill levels so that you're ready to examine the results, analyze the student's learning, and target a specific skill area that you will teach to the student for Part II.
- Describe the student's strengths and weaknesses and assessment results in two to three pages.

Part II:

- Using information from this course and at least two recent (within four years) peer-reviewed journal articles, design an intervention.
- Implement the intervention.
- Continue to collect data to monitor the student's performance during the intervention.
- Summarize the impact of the intervention, including your reflection and recommendations.
  - Prepare a three- to five-page description of the intervention to include citations for the source and a graph indicating student performance. Attach the Part 1 paper to this paper.
  - On the due date for Part II, briefly describe the intervention and the impact of the intervention with peers in the course.

NOTE: Placement and tracking of this Field Experience: Mason's Field Relations Support Specialist, Jennifer Coratolo [jcoratol@gmu.edu](mailto:jcoratol@gmu.edu), assists with Mason's requirement to track where self-placed students complete their field experiences. Please access <http://cehd.gmu.edu/endorse/ferf> to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the child, and the approximate number of hours you anticipate working with the child) after targeting the child with whom this Case Study will be completed.

**# 4 Summative Evaluation: CHOICE of Take-Home Final Exam OR Development of a 30-minute Professional Development Session [to occur during class time] = 25 points**

*Take-Home Final Exam:* Information will be provided in class.

*Professional Development Session:* From the information you have acquired in this course, develop an intervention that you can use with a student with an autism spectrum disorder. Develop a 30-minute presentation that includes the following: the student's characteristics; the philosophy of the intervention; why it is a good match for addressing the needs of your student; and the components of the intervention. You should demonstrate how you would implement this intervention. You will be assessed on both your presentation skills AND content about HOW TO IMPLEMENT an intervention with a student with autism. You can work in groups from two to four people. You must include a one-page outline of information presented to the group. Make copies for the students in the class.

**# 5 Summative Evaluation: Participation, Attendance, & In-Class Activities = 10 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 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.

## Case Study/Summative Evaluation Rubric—Part I

Name: \_\_\_\_\_

Expectations	Points
Background information of student including strengths, weakness, and the needs that will lead you to the selection on an appropriate intervention Two pages	/10
Informal assessment described including sample, if possible One page	/5
Writing Paper is written to graduate-level standards and there are <u>very few</u> writing or printing errors.	/5
	<b>/20</b>

Total: 20 possible

## Case Study/Summative Evaluation Rubric—Part II Signature Assignment

**Student:** \_\_\_\_\_

<b>Expectations</b>	<b>Points</b> Total: 30 possible
<p><b>Background information</b> Include student strengths, weaknesses, and the needs that led you to the selection of the intervention. <i>Connect the intervention to the needs of the student.</i> (3 pages which includes Case Study 1 inserted into document)</p>	/1
<p><b>Description of the Intervention</b> Summarize the intervention and how it was applied with your student. Include at least 2 peer-reviewed journal citations. (two pages)</p>	/8
<p><b>Impact of Intervention</b> Describe the effect of the intervention on your student. Include data and graphs of pre- and post-intervention to support your findings. (two pages)</p>	/8
<p><b>Reflection and Recommendations</b> Summarize thoughts about information learned, data collected, and rationale for the statements made. Include what you learned from applying the intervention and what you might do differently in the future. Link reflection to course readings, teaching, and learning in general. (one page)</p>	/8
<p><b>References</b> Research sources are from peer –reviewed journals. (two to three references)</p>	/2
<p><b>Writing and Format</b> Paper is written to graduate-level standards and there are <u>very few</u> writing or printing errors</p>	/3

<b>COURSE SCHEDULE</b>		
<b>Session / Date</b>	<b>Topics and Class Activities</b>	<b>Reading and Assignments</b>
<b>Class 1</b>	<ul style="list-style-type: none"> <li>• Overview of the syllabus</li> <li>• Review of the heterogeneity of students with autism</li> <li>• Overview of <b>research-based interventions</b> for students with autism</li> </ul> <p>Video: <i>Autism Symptoms and Behavior</i> PPT on Heterogeneity: Skill Emphasis and Strategies</p>	<p><b>About Autism National Standards Project/NAC Report</b></p> <p><i>Video: Autism: Effective Intervention</i></p>
<b>Class 2</b>	<ul style="list-style-type: none"> <li>• Compare and contrast the most popular programs used to teach students with autism</li> <li>• Analyze scenarios about service delivery models, describe recent research, and identify ways for students with autism to receive services in the least restrictive environment</li> <li>• Discuss results from Case Study Part I</li> </ul> <p>PPT on Overview of Interventions</p>	<p>Ch. 11 from H &amp; A Ch. 13 Prelock</p> <p><b>Current Interventions in Autism</b> <b>Treatments: Autism Speaks</b></p> <p><i>Video: Treatments for Children with Autism</i></p>
<b>Class 3</b>	<ul style="list-style-type: none"> <li>• Identify ways to informally assess and teach skills using structured teaching strategies (TEACCH)</li> <li>• Recognize how organization and structure affect a student's success</li> </ul> <p>PPT on Structured Teaching Video: <i>Structured Tasks</i></p>	<p>Ch. 4 from H &amp; A Ch. 5 from H &amp; A</p> <p><i>DUE: Journal Summary</i></p> <p><b>The Culture of Autism</b> <b>Creating Visual Tasks</b></p>
<b>Class 4</b>	<ul style="list-style-type: none"> <li>• Identify ways to informally assess and teach skills using systematic teaching strategies (ABA/DTT)</li> <li>• Discuss Case Study Part I</li> </ul> <p>Video: <i>Breakthroughs</i> Breakthroughs Start Up Assessment PPT on Systematic Teaching Strategies</p>	<p>Ch. 10 from H &amp; A Ch. 8 from Kluth</p> <p><i>DUE: Case Study Part I</i></p> <p><b>Life with Autism—Early Intervention: ASA</b> <b>Informal Assessments</b></p> <p>Video: ABA/DTT</p>
<b>Class 5</b>	<ul style="list-style-type: none"> <li>• Analyze the role of language and communication related to interventions</li> <li>• Identify ways to informally assess and teach language and communication skills</li> </ul>	<p>Ch. 9 from Prelock Ch. 8 from H &amp; A Ch. 5 from Kluth</p> <p><b>Communication Profile</b></p>

	<p>Video: <i>Communication Strategies</i>                      PPT on Communication Strategies</p>	<p><b>Analyzing Communication</b></p>
<p><b>Class 6</b></p>	<ul style="list-style-type: none"> <li>• Discuss information learned from the journal summary assignment</li> <li>• Identify strategies to address leisure/play skills</li> </ul> <p>Video: <i>Autism Signs and Symptoms</i>                      PPT on Play Strategies</p>	<p><i>Case Study Part II Check</i></p> <p>Video: <i>Neurodevelopmental Disorders: Perception of Emotion</i></p>
<p><b>Class 7</b></p>	<ul style="list-style-type: none"> <li>• Discuss methods for informally assessing, teaching, and monitoring improvements for social skills</li> <li>• Describe ways to teach students with autism to interact appropriately in social situations with others</li> </ul> <p>PPT on Social Skills Strategies                      Social Skill Assessments: Internet and Bellini</p>	<p>Ch. 9 from Kluth</p> <p><b>Life with Autism—Education: ASA</b>  <b>Social Skills Article Scott Bellini</b>  <b>The Hidden Curriculum</b>  <b>Social Skills Deficits</b>  <b>Social Skills Strategies</b></p>
<p><b>Class 8</b></p>	<ul style="list-style-type: none"> <li>• Identify ways that students with autism may process social-emotional feelings and interactive situations, and describe interventions that may enable the students, their peers, and other adults to develop more authentic relationships.</li> <li>• Describe interventions that can be used to include students with autism in general education settings</li> <li>• Discuss ways to prioritize the skills for intervention</li> <li>• Describe the importance of teamwork for intervention implementation</li> </ul> <p>Videos:  <i>The Hidden Epidemic DVD: Educational Interventions</i>  <i>OAR--Classroom Strategies/AS</i></p> <p>PPT on Inclusive Practices</p>	<p>Ch. 8 &amp; 11 from Prelock</p> <p><b>Treatment: Learning Approaches: ASA</b></p> <p><b>Treatment: Autism Speaks Priming</b></p> <p><i>DUE: Case Study Part II</i></p>
<p><b>Class 9</b></p>	<ul style="list-style-type: none"> <li>• Compare and Contrast Intervention</li> <li>• Ten Laws of Success Closing Activity</li> <li>• Closing Video: <i>Five for Fighting</i></li> </ul>	<p>Ch. 10 from Prelock</p> <p><i>DUE: Final Exam or Professional Development</i></p>