GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
Syllabus for EDSE 635, BS1: Interventions for Students with Autism (3 credits)

Semester and Year: Summer Term B 2011
Course day/time: T/Th, 7:00-10:00pm
Course location: Keller Annex, Fairfax, VA

PROFESSOR: Jennifer McQuillan, Ph.D.
Contact phone: 904-476-4921 (cell)
Office hours: By appointment
E-mail: jesmcq@hotmail.com

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.

*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 or 703-993-3670. Please be prepared with your G number when you contact her.

COURSE TEXTS AND MATERIALS

Required Texts:
* American Psychological Association (2010). *Publication manual (6th ed.).* Washington, DC: Author.

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

* Kluth, P. (2010). *You're going to love this kid (2nd ed.).* Baltimore: Brookes.

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

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* Note that these three texts were required in the course that precedes this course (EDSE XXX 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 (2009, 2010, 2011) **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 **http://courses.gmu.edu** 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).

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.

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.

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[2/] 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 exceptional learning needs.

Special Education Content Standard #4:   Instructional Strategies

Special educators posses 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[3/] 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.

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

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/].

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)

Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

COURSE EXPECTATIONS

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. It is then 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. You are required to 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.

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 3 on writing style (3.05 to 3.11)
- Chapter 3 on grammar (3.18 to 3.23)
- Chapter 3 on guidelines to reduce bias in language (3.12 to 3.17)
- Chapter 4 on punctuation, spelling, capitalization, italics, or abbreviations (4.01 to 4.30)
- Chapter 6 on quotations (6.03 to 6.10) Paraphrase, please (refer to other information on plagiarism in the APA manual as well as other resources and notes in this syllabus)
- Chapter 6 on reference citations in text (6.11 to 6.21)
- Chapter 6 on Reference list (6.22 to 6.32)

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, 65th 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.

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.

Late assignments:
There are absolutely no "redo" and/or "retake" on assignments. 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 24-hour period (or
portion of) 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 6th edition. A final grade of
Incomplete will be considered only due to extreme extenuating circumstances; please contact the
Instructor.

Student Self-Management for Calculating Course Grade
Based on Points Earned on Performance-Based Summative Evaluations

Title of Performance-Based Summative Evaluations	Points Earned / Total Points
1. Article Summary	/ 15
2. Case Study Part I	/ 20
3. Case Study Part II	/ 50
4. In-Class Activities	/ 15
Total # of points students can earn throughout this course	**/100**

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.

GRADING SCALE:

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

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

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: Intervention Summary == 15 points
Select one recent (2009, 2010, 2011) professional-refereed 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). Use a PowerPoint modality to discuss selected intervention by focusing on the following points (3 points each):
   a) Describe intervention. Use visuals if helpful.
   b) What is the history?
   c) What population is the intended target
   d) What key strategies would be needed to implement this intervention?
   e) Discuss a research study where this intervention was employed.
The PowerPoint should include references. Presentation of the PowerPoint should be 15-20 minutes.

 # 2 Summative Evaluation: Case Study Part I == 20 points
 # 3 Summative Evaluation: Case Study Part II == 50 points
The Case Study (in APA style) 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 six weeks). 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. More detail about point distribution on the Case Study is available on the course Blackboard site. 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.
- Paper (approximately 3-5 pages) should contain student pseudonym (1pt), demographic information (2pts), background of student's educational placement (4pts), description of informal inventory (3pts), results of that assessment (5pts), and preliminary interventions being considered (5pts).

Part II:
- Using information from this course and at least two recent (2009, 2010, and 2011) peer-reviewed journal articles, design an intervention.
- Implement the intervention three sessions per weeks for 4 weeks.
- Continue to collect data to monitor the student's performance during the intervention.
- Your paper should summarize the impact of the intervention, including your reflection and recommendations. Make sure to include your data and graph as an appendix.
- Prepare a one-page description of the intervention (to include citations for the source), and make photocopies to distribute to peers in the course.
- On the due date for Part II, briefly describe the intervention (with your handout) and the impact of the intervention (including sharing a graph indicating student performance) with peers in the course.

Case Study/Summative Evaluation Rubric—Part II
Signature Assignment

Total: 50 possible	Does Not meet	Meets	Exceeds
Background—10 pts. Relevance of assignment to course content-- Why chosen? Link to Autism Intervention			
Quality—13 pts. Assignment reflects all requirements in syllabus description and quality reflects graduate-level status			
Reflection---20 pts. Summarizes thoughts about articles read, data collected, graph, and includes rationales for the statements made. • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general.			
Format—3pts. Research sources are referenced so sources can be easily located. Are from peer –reviewed journals?			
Writing—4pts. Paper is written to graduate-level standards and there are very few writing or printing errors.			

 # 4 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*
1 **7 June**	• Facilitate introductions • Overview the syllabus • Summarize the heterogeneity of students with autism • Discuss commercially-available programs and research-based interventions for students with autism	
2 **9 June**	• No Class Meeting	Select Journal Article/Intervention for Presentation Consult Bb site to participate in class discussion
3 **14 June**	• Describe how to arrange the environment so that students with autism are more likely to experience success	Ch. 4 from H & A Ch. 5 from H & A Ch. 5 from Kluth
4 **16 June**	• Identify ways to informally assess and teach academic skills • Discuss Case Study Part I	Ch. 10 from H & A Ch. 8 from Kluth
5 **21 June**	• Analyze the role of language and communication related to interventions • Identify ways to informally assess and teach language and communication skills	Ch. 9 from Prelock Ch. 8 from H & A Begin work with your Case Study student for Case Study Part I
6 **23 June**	• Discuss methods for informally assessing, teaching, and monitoring improvements for social skills	Ch. 9 from H & A
7 **28 June**	• Analyze scenarios about service delivery models, and identify ways for students with autism to receive services in the least restrictive environment • Discuss information learned from the journal summary assignment	*DUE: Intervention Summary*

8 **30 June**	• Describe ways to teach students with autism to interact appropriately in social situations with others	Ch. 6 from Kluth Ch. 7 from Kluth
9 **5 July**	• Compare and contrast the most popular programs used to teach students with autism • Discuss results from Case Study Part I	*DUE: Case Study Part I*
10 **7 July**	• Describe interventions that can be used to include students with autism in general education settings	Ch. 11 from H & A Ch. 13 from Prelock Ch. 10 from Kluth
11 **12 July**	• 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.	Ch. 10 from Prelock Ch. 11 from Prelock
12 **14 July**	• Analyze scenarios about service delivery models, describe recent research, and identify ways for students with autism to receive services in the least restrictive environment	
13 **19 July**	• Discuss ways to prioritize the skills for intervention • Describe the importance of teamwork for intervention implementation	Ch. 8 from Prelock Ch. 3 from H & A Ch. 12 from Kluth
14 **21 July**	• Peer Review Drafts of Case Study Part II	*DUE: DRAFT of Case Study Part II*
15 **25 July**	• Share interventions and the impact of the interventions on the student with autism you worked with for Case Study Part II • Synthesize course content • Facilitate Student Ratings of Instruction	*DUE: Case Study Part II*
16 **28 July**	• No Class Meeting	Consult Bb for class summary and discussion