



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2016

EDSE 635 DL1: Interventions for Students with Autism

CRN: 18288, 3 - Credits

Instructor: Dr. Jodi Duke Graduate Assistant: Karen Ingram, M.Ed.	Meeting Dates: 01/19/16 - 05/11/16
Phone: 703-993-6555	Meeting Day(s): Asynchronous
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Office Hours: By appointment	Meeting Location: NET

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

The course focuses on the research-based interventions that promote progress in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism. Methods for identifying the impact of interventions are identified and a variety of service delivery models are analyzed.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 634

Co-requisite(s): May be taken concurrently with EDSE 634.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

- Online modules
- Online quizzes and group collaborative quizzes
- Application activities
- Video and other media supports
- Small group activities and assignments
- Electronic supplements and activities via Blackboard
- Research and presentation strategies
- Formative self-assessment

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The online course expectations document is very important in outlining all the programs used. Additionally, there will also be **Tech Support** information under the Syllabus and Expectations tab in a document called Social Media and Open Tools summary. Tutorials to the various programs are provided in this document. Please check there first to see if your question was answered there. If you contact me directly, I will ask you what you did to try to solve the problem before contacting me.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:**
 - Asynchronous: Because online courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Monday.
- **Log-in Frequency**
 - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are **specific deadlines and due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

Upon completion of this course, students will be able to:

- Target appropriate interventions for students with autism.
- Design learning environments that promote gains in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism.
- 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.
- Identify how to teach self-determination skills to students with autism.

- 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.
- Implement an intervention that has a research-base for students with autism, and monitor the impact of the intervention on the student's performance.
- Describe ways for teams to collaborate so that students with autism receive services in the least restrictive environment.
- Compare and contrast the variety of intervention approaches that can be used with students with autism, particularly related to matching the student's characteristics.

Required Textbooks

Kluth, P. *"You're going to love this kid!": Teaching students with autism in the inclusive classroom* (2nd ed.) Baltimore: Brookes.

Prelock, P., & McCauley (Eds.) (2012). *"Treatment of autism spectrum spectrum disorders: Evidence-based intervention strategies for communication and social interactions."* Baltimore: Brookes.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

TBA throughout course

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for the Teaching Students with Autism Graduate Certificate. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 3: Individual Learning Differences and Standard 4: Instructional Strategies.

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <http://ods.gmu.edu/>.
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

All course work will be online in an Asynchronous format. There will be no face-to-face meetings.

Late Work.

Work is considered on time if it is submitted by 11:59pm on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late

submissions during the first week after the due date. **After one week from the due date, assignments will not be accepted.** Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Communication.

The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Background (Part 1); Planning Instruction (Part 2)* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor

reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	95 – 100 points
A-	90 – 94 points
B	80 – 89 points
C	70-79 points
F	69% and below

Assignments

Performance-based Assessment (TK20 submission required).

Assessment 1: Assessment and Intervention Development Assignment (150 points)

This assignment requires candidates to develop a plan for the implementation of evidence-based practices in informal assessment and intervention based on a case study of a student with autism. Candidates who wish to base their work on this assignment on an individual with autism with whom they have direct contact may submit a request to the instructor.

Part 1: Background Information

You will be given a case study of a student with autism to use for this assignment. Review all information given to you. You may also add information to the case study as needed. (If you have an individual with autism that you would like to use in lieu of the case study student, please email the instructor with this request before beginning this work).

Write an APA formatted paper containing your analysis and summary of demographic and background information significant to your student including:

- Describe the student’s home life including cultural background.
- Describe areas of typical and atypical development including diagnoses and etiology.
- Describe the form of communication used by the student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student
- Describe student characteristics with respect to communication, patterns of stereotypical behavior, socialization and social skill development and the impact of these characteristics on the individual.
- Describe the student’s academic background including special interventions and/or programs that have been previously used

Part 2: Assessment Plan

Develop a plan for assessment that includes a *minimum of 3* informal assessments that could be used for the target student. Your goal is to develop a plan for assessment that would produce the information you need to identify the individual's strengths and weaknesses so that appropriate goals can be developed and one specific skill can be targeted for intervention.

Your plan should include a variety of informal assessment options such as informal inventories, interviews, and curriculum-based assessments. Your plan should include assessments that will give you the preliminary information about the student's skill levels so that you are ready to target a specific skill or behavior to teach during the intervention phase of the assignment.

Write an APA formatted paper that includes:

- Describe a *minimum of 3* selected informal assessments with a clear rationale for the selection of each assessment
 - Describe how each assessment selected will be an essential part of the assessment plan to evaluate the individual's strengths, weaknesses, interests, and learning style.
- Describe any adaptations and/or modifications that you would make to each of the assessments
- Describe the results of the assessments (Because you are not actually assessing the student, you will create the results yourself.)

Part 3: Intervention Plan

Use the background information and hypothetical assessment data to identify 2-3 target skills or behaviors to increase or decrease with the target learner with autism. Provide a rationale for the selection of each of these skills or behaviors.

Select one of the previously identified skills or behaviors and write a clear, measurable, and appropriate goal.

Use the background information, hypothetical assessment data, information from this course, and a *minimum of two* recent (2005-present) peer-reviewed journal article to develop an intervention plan to increase or decrease the target skill with the student.

Your intervention plan should include the following:

- Description of the intervention
 - You must write up all the steps of your intervention plan so that someone reading your report could implement the plan without any further explanation.
 - Your intervention **MUST** include:
 - An element of visual support
 -
- Rationale for the intervention that includes support from the literature and refers to the background and hypothetical assessment data.

- Data collection plan including how often you will collect data. Please include a blank data collection chart as an appendix.
- Evaluation plan (how will you determine if the intervention is effective)
- Collaboration plan (how will you share information about the intervention with other service providers and the student’s family?)

Write an APA formatted paper that includes all components of the intervention plan listed above as well as your reflection and recommendations on how other professionals working with the case study student might work to most effectively support the child’s achievement of his/her goals.

Part 4: Video Presentation

Prepare a short video (~5 minutes) presentation of your intervention plan to share online with peers in the course. This video should include a clear description of the intervention, and an overview of your data collection, evaluation, and collaboration plans.

Criteria	Does Not Attempt (1) 0-23 points 0-15%	Does Not Meet Expectations (2) 24-85.5 points 16-57%	Meets Expectations (3) 87-141 points 58-94%	Exceeds Expectations (4) 142.5-150 points 95-100%
Student Background Part A Skill Competency 1: Understands characteristics and diagnosis of autism, and impact of characteristics on development.	Candidate does not provide demographic or background information. (0-1.5 points)	Candidate provides partial demographic and background information, giving only a limited view of the target student. (1.6-5.7 points)	Candidate describes the demographic and background information related to the target student inclusive of the impact of student’s patterns of stereotypical behavior, socialization and social skill development. (5.8-9.4 points)	Candidate provides extensive detail on the demographic and background related to the target student inclusive of the impact of student’s patterns of stereotypical behavior, socialization and social skill development. (9.5-10 points)
Student Background Part B Skill Competency 4: Understands	Candidate does not provide demographic or background information. (0-	Candidate fails to describe the form of communication used by the	Candidate describes the form of communication used by the	Candidate describes the form of communication used by the

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<p>components of communication and its impact on the day-to-day experience of an individual with autism and how to assess skills for intervention planning.</p>	<p>1.5 points)</p>	<p>student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student. (1.6-5.7 points)</p>	<p>student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student. (5.8-9.4 points)</p>	<p>student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student and demonstrated an understanding of the components of communication and its impact on the day-to-day experience of an individual with autism. (9.5-10 points)</p>
<p>Student Background Part C</p> <p>Skill Competency 5: Understands social skill development and the unique social skill deficits and challenges associated with autism and how to assess skills for intervention planning.</p>	<p>Candidate does not provide demographic or background information. (0-1.5 points)</p>	<p>Candidate fails to describe strengths and needs related to the student’s social skills. (1.6-5.7 points)</p>	<p>Candidate describes strengths and needs related to the student’s social skills. (5.8-9.4 points)</p>	<p>Candidate describes strengths and needs related to the student’s social skills and demonstrated an understanding of skills related to social interaction and reciprocation (ex: joint attention, sharing, turn taking). (9.5-10 points)</p>

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Assessment Plan Part A Skill Competency 3: Understands how to assess an individual's strengths and weaknesses and determine appropriate goals.	Candidate does not develop an assessment plan. (0-1.5 points)	Candidate develops assessment plan that fails to include a minimum of 3 assessments including a variety of informal assessment options such as informal inventories, interviews, and curriculum-based assessments. (1.6-5.7 points)	Candidate develops assessment plan based on evidence-based procedures including a minimum of 3 assessments including a variety of informal assessment options such as informal inventories, interviews, and curriculum-based assessments. (5.8-9.4 points)	Candidate develops assessment plan based on evidence-based procedures including a minimum of 3 assessments including a variety of informal assessment options such as informal inventories, interviews, and curriculum-based assessments. (9.5-10 points)
Assessment Plan Part B Skill Competency 3	Candidate does not develop an assessment plan. (0-1.5 points)	Candidate fails to provide a rationale for the selection of each assessment. (1.6-5.7 points)	Candidate provides a rationale for the selection of each assessment. (5.8-9.4 points)	Candidate provides a rationale for the selection of each assessment that incorporates information from course readings. (9.5-10 points)
Assessment Plan Part C Skill Competency 3	Candidate does not develop an assessment plan. (0-1.5 points)	Candidate fails to describe adaptations or modifications needed for assessment procedures based on the unique abilities and needs of the learner with autism. (1.6-5.7	Candidate describes adaptations or modifications needed for assessment procedures based on the unique abilities and needs of the learner with autism. (5.8-9.4	Candidate describes adaptations or modifications needed for assessment procedures based on the unique abilities and needs of the learner with autism based on

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		points)	points)	abilities, weakness, and learning styles. (9.5-10 points)
Intervention Plan Part A Skill Competency 3: Understands and implements intervention strategies and supports to address the individual's goals.	Candidate does not develop an intervention plan. (0-1.5 points)	Candidate fails to use the background information and hypothetical assessment data to identify 2-3 target skills or behaviors to increase or decrease with the target learner with autism and/or fails to provide a rationale for the selection of each of these skills or behaviors. (1.6-5.7 points)	Candidate uses the background information and hypothetical assessment data to identify 2-3 target skills or behaviors to increase or decrease with the target learner with autism and provides a rationale for the selection of each of these skills or behaviors. (5.8-9.4 points)	Candidate uses the background information and hypothetical assessment data to identify 2-3 target skills or behaviors that address core deficit areas related to autism (ex: social skills communication, attention, imitation, play/leisure, sensory-motor, and self-regulation) to increase or decrease with the target learner with autism and provides a rationale for the selection of each of these skills or behaviors. (9.5-10 points)
Intervention Plan Part B Skill Competency 3: Understands and implements intervention	Candidate does not develop an intervention plan. (0-1.5 points)	Candidate fails to select one of the previously identified skills or behaviors and write a clear, measurable, and	Candidate selects one of the previously identified skills or behaviors and writes a clear, measurable, and	Candidate selects one of the previously identified skills or behaviors and writes a clear, measurable, and

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strategies and supports to address the individual's goals.		appropriate goal. (1.6-5.7 points)	appropriate goal. (5.8-9.4 points)	appropriate goal that addresses a core deficit area related to autism (ex: social skills communication, attention, imitation, play/leisure, sensory-motor, and self-regulation). (9.5-10 points)
Intervention Plan Part C Skill Competency 3: Understands and implements intervention strategies and supports to address the individual's goals.	Candidate does not develop an intervention plan. (0-1.5 points)	Candidate fails to describe an intervention plan to increase or decrease the target skill with the student that is based on the background information, hypothetical assessment data, information from this course, and a <i>minimum of two</i> recent (2005-present) peer-reviewed journal articles. (1.6-5.7 points)	Candidate describes an intervention plan to increase or decrease the target skill with the student that is based on the background information, hypothetical assessment data, information from this course, and a <i>minimum of two</i> recent (2005-present) peer-reviewed journal articles. (5.8-9.4 points)	Candidate describes an intervention plan to increase or decrease the target skill with the student that is based on the background information, hypothetical assessment data, information from this course, and a <i>minimum of two</i> recent (2005-present) peer-reviewed journal articles. The intervention plan implements explicit instructional methods that are clear and concise, break skills into small teachable parts,

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				and focus on systematic presentation of new skills. (9.5-10 points)
Intervention Plan Part D Skill Competency 3: Understands and implements intervention strategies and supports to address the individual's goals.	Candidate does not develop an intervention plan. (0-1.5 points)	Candidate fails to provide a rationale for the intervention plan that is evidence-based for learners with autism. (1.6-5.7 points)	Candidate provides a rationale for the intervention plan that is evidence-based for learners with autism. (5.8-9.4 points)	Candidate provides a rationale for the intervention plan that is evidence-based for learners with autism that demonstrate an understanding of intervention strategies and supports to address the goals of the individual learner with autism. (9.5-10 points)
Intervention Plan Part E Skill Competency 2: Understands and implements a variety of visual supports and strategies to promote comprehension and independence.	Candidate does not develop an intervention plan. (0-1.5 points)	Candidate fails to incorporate at least one form of visual support into the intervention plan. (1.6-5.7 points)	Candidate incorporates at least one form of visual support into the intervention plan. (5.8-9.4 points)	Candidate incorporates multiple forms of visual support into the intervention plan. (9.5-10 points)
Data Collection Plan Part A Skill Competency 3: Understands how to measure progress and evaluate the	Candidate does not develop a data collection plan. (0-1.5 points)	Candidate fails to develop a data collection plan that includes how often data will be collected and a sample	Candidate develops a data collection plan that includes how often data will be collected and a sample	Candidate develops a data collection plan that includes how often data will be collected and a sample data

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effectiveness of strategies and instruction.		data collection form. (1.6-5.7 points)	data collection form. (5.8-9.4 points)	collection form and demonstrates an understanding of how to measure progress and evaluate the effectiveness of strategies and instruction. (9.5-10 points)
Data Collection Plan Part B Skill Competency 6: Understands how to evaluate the effectiveness of a behavior plan reliably and effectively.	Candidate does not develop a data collection plan. (0-1.5 points)	Candidate fails to develop a plan to evaluate the effectiveness of the intervention plan reliably and effectively. (1.6-5.7 points)	Candidate develops a plan to evaluate the effectiveness of the intervention plan reliably and effectively. (5.8-9.4 points)	Candidate develops a plan to evaluate the effectiveness of the intervention plan reliably and effectively and includes a plan to generalize behavior to other settings. (9.5-10 points)
Collaboration Plan Skill Competency 8: Teaches paraprofessionals, professionals, and families to implement relevant components of the program.	Candidate does not develop a collaboration plan. (0-1.5 points)	Candidate fails to describe how information will be shared with all members of the target student's team and family. (1.6-5.7 points)	Candidate describes how information will be shared with all members of the target student's team and family. (5.8-9.4 points)	Candidate describes how information will be shared with all members of the target student's team and family and how generalization of skills across environments will be emphasized through collaborative efforts. (9.5-10 points)
Written Product:	Greater than 9	Fewer than 7-8	Fewer than 3-4	Fewer than 1-2

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	grammar/spelling errors. Paper is difficult to follow and does not make sense to the reader. (0-1.5 points)	grammar/spelling errors. Paper can be difficult to read in spots yet the reader can understand all points. (1.6-5.7 points)	grammar/spelling errors. Paper is adequately written but a bit wordy or repetitive. (5.8-9.4 points)	grammar/spelling errors. Paper is clearly and concisely written. (9.5-10 points)

Performance-based Common Assignments (No TK20 submission required).

Assessment 2: Module Assignments (20-40 points each)

All modules will open on Thursdays at 9am and must be concluded with work submitted by Wednesdays at 9pm. Please plan accordingly. Best practices will have you open the module on Thursdays to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week. All modules will be worth between 20-40 points and the break down will be listed on the first screen of each module.

Each module will include at least one assignment that will be due at the end of the week. These assignments will vary but may include research reviews, reading checks, or other assignments.

Other Assignments.

Schedule

Weeks and Beginning Dates	Module Topic	Readings
Week 1 Jan 19	Module 1- Introduction and Characteristics of ASD	<ul style="list-style-type: none"> • Kluth Ch. 1 • Prelock & McCauley Ch. 1
Week 2 Jan 26	Module 2- Evidence-Based Practices	<ul style="list-style-type: none"> • A Special educator's guide to successfully implementing evidence-based practices by Torres, Farley and Cook
Week 3 Feb 2	Module 3- Assessment and Intervention: Academic Development <i>Interventions: Discrete Trial Teaching</i>	<ul style="list-style-type: none"> • Kluth Ch. 8 • Prelock & McCauley Ch. 4
Week 4 Feb 9	Module 4- Assessment and Intervention: Language and Communication <i>Interventions: Augmentative and Alternative Communication; Picture Exchange Communication System</i>	<ul style="list-style-type: none"> • Kluth Ch. 7 • Prelock & McCauley Chs. 3 & 11 • Intervention Project Part 1: Background Info Paper Due
Week 5 Feb 16	Module 5- Assessment and Intervention: Social-Emotional and Behavior <i>Intervention: Functional Communication Training</i>	<ul style="list-style-type: none"> • Prelock & McCauley Ch. 6
Week 6 Feb 23	Module 6- Assessment and Intervention: Social Skills <i>Intervention: Story Based Interventions</i>	<ul style="list-style-type: none"> • Kluth Ch. 6 • Prelock & McCauley Ch. 13
Week 7 Mar 1	Module 7- Environment and LRE <i>Intervention: Visual Supports</i>	<ul style="list-style-type: none"> • Kluth Chs. 5 & 11 • Intervention Project Part 2: Assessment Plan Paper Due
No Class: March 7-13 Spring Break		
Week 8 Mar 15	Module 8- Inclusion <i>Interventions: Peer Mediated Support</i>	<ul style="list-style-type: none"> • Kluth Chs. 2 & 10 • Prelock & McCauley Ch. 10
Week 9 Mar 22	Module 9- Early Intervention and Play Therapy <i>Interventions: Joint Attention Intervention; Developmental, Individual- Difference, Relationship- Based (DIR) Model/Floortime</i>	<ul style="list-style-type: none"> • Prelock & McCauley Chs. 5 & 7
Week 10 Mar 29	Module 10- Independence and Career/Life Goals <i>Intervention: Modeling (Live and Video)</i>	<ul style="list-style-type: none"> • Prelock & McCauley Ch. 14
Week 11 Apr 5	Module 11- Home and School Collaboration <i>Intervention: Pivotal Response Training</i>	<ul style="list-style-type: none"> • Kluth Ch. 4 & 12 • Prelock & McCauley Ch. 12 • Intervention Project Part 3: Intervention Plan Paper Due
Week 12 Apr 12	Module 12- Self-determination	<ul style="list-style-type: none"> • Research-based principles and practices for educating students with

		<p>Autism: Self-determination and social interactions by Wehmeyer et al.</p> <ul style="list-style-type: none"> • Intervention Project Part 4: Video Presentation Due
<p>Week 13 Apr 19</p>	<p>Module 13- Considerations for Adulthood and Video Presentation Viewing</p>	<ul style="list-style-type: none"> • “I still need my security teddy bear: Experiences of an individual with Autism Spectrum Disorder in higher education” by D.M. Sayman
<p>Week 14 Apr 26</p>	<p>Guest Speaker: Growing up with ASD: What Worked and What Didn't</p>	