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

Fall 2016
EDSE 635 DL1: Interventions for Students with Autism
CRN: 77987, 3 - Credits

Instructor: Dr. Jodi Duke	**Meeting Dates:** 08/29/16 - 12/20/16
Phone: 703-993-6555	**Meeting Day(s):** Asynchronous
E-Mail: jduke4@gmu.edu	**Meeting Time(s):** Asynchronous
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.

Prerequisite(s): None

Co-requisite(s): None

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.

Advising Tip
Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take, and later apply to a program? Students planning to complete a program should apply as soon as possible. Apply at http://cehd.gmu.edu/admissions/steps.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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 course site will be available on 8/29/16.

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:** Because online courses do not have a "fixed" meeting day, our week will **start** on **Tuesday at 12:01 am** and **finish** on **Monday at 11:59 pm.**
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 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:
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.

Required Textbooks

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

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. [See 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. Optional Blackboard Collaborate sessions may be offered during the semester.

    Late Work.
Work is considered on time if it is submitted by 11:59 pm 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.

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: Intervention Assignment (150 points)

This assignment requires candidates to develop a plan for the implementation of an evidence-based 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 (This portion is likely to be about 3-5 pages in length) (30 points)

1. You will be given three case studies of students with autism to use for this assignment. Review all of the information in each case study and select one of the students to focus on throughout the Assessment and Intervention assignment this semester.
   a. *If you have an individual with autism that you work with or know personally and you would prefer to use your own student in lieu of one of the case study students, please email the instructor with this request before beginning this work.*

2. Your task is to write APA formatted paper containing your analysis and summary of demographic and background information significant to your student including the following:

   - 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

*If you find that your case study does not provide you with the information you need to write these descriptions, you may add information to your case study as needed.

Part 2: Intervention Plan (90 points)

The second part of this assignment requires you to create an intervention plan for your target student. You will select a skill or behavior to increase or decrease and write a clear, measurable, and appropriate goal. You will then use the background information, 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 task is to write APA formatted paper containing your analysis and summary of demographic and background information significant to your student including the following:

1. Identify one target skill or behavior that you want to increase or decrease with your student and provide a rationale for this selection. Describe elements of the background information and hypothetical assessment data within your rationale.

2. Review the interventions that you have learned about in this course and select one that could be used to address the target skill or behavior.

3. Write a clear, measurable, and appropriate goal statement for the skill or behavior. This goal should clearly indicate whether you are trying to increase or decrease the skill/behavior and name your selected intervention. (Example: Given daily use of PECS, John will use a PECS card to request snack each day.) Make sure that your goal statement includes:

   a. Student behavior: Make sure to use an action verb (e.g., demonstrate, write, choose) to name the behavior as opposed to a more passive verb like understand or learn.
   b. Conditions: Name any specific conditions or context under which the behavior will be performed (e.g., in a reading group, at home, on the school bus)
   c. Performance Criteria: Decribe the level to which the behavior should be performed (e.g., with 90% accuracy, on 4 out of 5 occasions)

4. Locate a *minimum of two* recent (2005-present) peer-reviewed journal articles that focus on the intervention that you have selected. You are looking for research that provides you with additional information about the selected intervention so that you can see what it looks like in context (school, home, or community).
   a. When you are searching in the library databases, note the search terms you are using, so that if you email us for assistance, you can tell us what you have tried.
   b. You do not need to summarize the entire research article. Rather, you should think about describing the essential elements that match your intervention and explaining what those are.
      i. For example, if you are planning to use a PECS intervention, you would look for research studies that use PECS and *describe essential elements of their intervention*. This will then support the development of your intervention.
   c. Make sure to paraphrase (put material in your own words) rather than using the exact wording from the article. Avoid the use of direct quotes.
   d. Remember to always provide an APA formatted citation within your paper and a reference page at the end of your paper.

5. Consider each element of the intervention and describe the following:
   a. Any modifications that you would make to the intervention to meet the specific needs of your student.
   b. How you would integrate an element of visual support within the selected intervention.
   c. Any other considerations (social, behavioral, communicative, environmental and other needs) that may impact the effectiveness of the intervention.
   d. How you would collect data to monitor the student's progress.

6. Write a jargon-free explanation of the intervention that you would be able to use to share with the student's parents and other service providers.

Part 3: Video Presentation (30 points)

For the final part of this assignment, you will prepare a short video (~5 minutes) presentation of your intervention plan to share online with peers in the course.

Your video should include:
- A brief **description of your target learner** including:
  o Name
  o Age
  o Form of communication used by the student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student
- A brief **description of your goal statement** (What is the skill/behavior and were you trying to increase or decrease it?)
  o Briefly describe elements of the background information and hypothetical assessment data that led to the selection of this goal

- A clear **description of the intervention**. This description should include:
  - A summary of the intervention (explain the steps so that we could use it)
  - Any modifications that you would make to the intervention to meet the specific needs of your student
  - Any other considerations (social, behavioral, communicative, environmental and other needs) that may impact the effectiveness of the intervention
- Show and **describe the visual support** that you used in your intervention
  - Make sure that the entire visual support is clearly visible in your video
  - Describe how you integrated this support into the intervention
- A brief **description of your data collection plan**
  - Describe how you would collect data to monitor the student's progress

Performance-based Common Assignments (No Tk20 submission required).

Assessment 2: Module Assignments (30 points each)

All modules will open on Tuesdays at 12:01 am and must be concluded with work submitted by Mondays at 11:59 pm. Please plan accordingly. Best practices will have you open the module on Tuesdays to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week. All modules will be worth 30 points and the tasks 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 module's 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 and Assignments Due
Week 1 August 29	Module 1- Introduction and Characteristics of ASD	• Prelock & McCauley Ch. 1
Week 2 Sept 6	Module 2- Evidence-Based Practices	• Readings TBA

Weeks and Beginning Dates	Module Topic	Readings and Assignments Due
Week 3 Sept 13	Module 3- Assessment and Intervention: Academic Development *Interventions: Discrete Trial Teaching*	• Prelock & McCauley Ch. 4
Week 4 Sept 20	Module 4- Assessment and Intervention: Language and Communication *Interventions: Augmentative and Alternative Communication; Picture Exchange Communication System*	• Prelock & McCauley Chs. 3 & 11
Week 5 Sept 27	Module 5- Assessment and Intervention: Social-Emotional and Behavior *Intervention: Functional Communication Training*	• Prelock & McCauley Ch. 6 • **Intervention Project Part 1: Background Info Paper Due**
Week 6 Oct 4	Module 6- Assessment and Intervention: Social Skills *Intervention: Story Based Interventions*	• Prelock & McCauley Ch. 13
Week 7 Oct 11	Module 7- Environment and LRE *Intervention: Visual Supports*	• Readings TBA
Week 8 Oct 18	Module 8- Inclusion *Interventions: Peer Mediated Support*	• Prelock & McCauley Ch. 10
Week 9 Oct 25	Module 9- Early Intervention and Play Therapy *Interventions: Joint Attention Intervention; Developmental, Individual- Difference, Relationship-Based (DIR) Model/Floortime*	• Prelock & McCauley Chs. 5 & 7
Week 10 Nov 1	Module 10- Independence and Career/Life Goals *Intervention: Modeling (Live and Video)*	• Prelock & McCauley Ch. 14 • **Intervention Project Part 2: Intervention Plan Paper Due**
Week 11 Nov 8	Module 11- Home and School Collaboration *Intervention: Pivotal Response Training*	• Prelock & McCauley Ch. 12
Week 12 Nov 15	Module 12- Self-determination	• Readings TBA
Week 13 Nov 22	Module 13- Considerations for Adulthood	• Readings TBA

Weeks and Beginning Dates	Module Topic	Readings and Assignments Due
Week 14 Nov 29	Module 14- Safety Issues and Interventions	• Readings TBA • **Intervention Project Part 3: Video Presentation Due**
Week 15 Dec 6	Guest Speakers: Personal Experiences: What Worked and What Didn't	