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

Summer 2017
EDSE 635 D01: Interventions for Individuals with Autism
CRN: 42208, 3 – Credits

Instructor: Dr. Jodi Duke	**Meeting Dates**: 5/22/2017 – 7/29/2017
Phone: 703-993-6555	**Meeting Day(s)**: Asynchronous
E-Mail: jduke4@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: Finley 205B	**Other Phone**: N/A

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

Prerequisite(s) None
Co-requisite(s) None

Course Description
Analyzes evidence and research-based interventions for individuals with autism in a variety of domains across their lifespans including academic, communication, social, and behavioral. Evaluates methods for prioritizing intervention needs for individuals with autism across their lifespans, developing appropriate interventions to address those needs, and measuring the impact of interventions in a variety of service delivery models.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

Course Delivery Method
This course will be delivered online using 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 12:01 a.m. on January 23, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

Course Week:
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays at 12:01 a.m., and finish on Mondays at 11:59 p.m.

Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Summarize evidence- and research-based interventions for individuals with autism across their lifespans.
2. Select and develop a plan to implement an appropriate evidence- or research-based intervention to meet the needs of an individual with autism across their lifespan.
3. Develop a plan for monitoring the impact of evidence- and research-based interventions with individuals with autism across their lifespans.

4. Apply strategies to increase self-determination in an intervention plan for an individual with autism across their lifespan.
5. Articulate considerations and evidence- and research-based interventions to increase positive outcomes in adulthood including employment, community participation and independent living.
6. Compare and contrast methods of identifying partners and developing inter-agency partnerships to enhance the implementation of evidence- and research-based interventions for individuals with autism in a variety of settings across their lifespans.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2) & Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Textbooks

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

Recommended Textbooks

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 635, the required PBA is Intervention Assignment. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When

the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)

Assessment 1: Intervention Assignment (80 points)

Review the interventions that you have learned about in this course and select one that you would like to focus on for this assignment.

Part 1: Visual: (56 points)

Your task is to develop a visual presentation that you could use to teach others who work with students with autism (i.e., teachers, assistants, therapists, or families) about one evidence-based intervention that we have studied this semester. You may choose any of the interventions listed on the schedule of the syllabus or another evidence-based intervention with approval from the instructor.

The hope is that you take the time to make something that is professional and visually appealing so that you can use this in your own work!

Your **visual** could be:

- A poster
- A Powerpoint or Prezi
- A brochure
- A fact sheet

Your **visual** should include:

1. An explanation of the intervention (in your own words and with as little jargon as possible)
2. What skills or behaviors can be addressed with the intervention
3. A summary of the steps in the intervention (explain the steps so that others could use it)
4. What materials are required to implement the intervention
5. Any modifications that you would make to the intervention to meet the specific needs of students with autism
6. How the intervention can be implemented during daily activities and routines at school, home or in the community (depending upon your audience)
7. How you would collect data to monitor student progress
8. Any other considerations (social, behavioral, communicative, environmental and other needs) that may impact the effectiveness of the intervention

9. Information from the course content including lectures, videos and readings, as well as *a minimum of two recent (2005-present) peer reviewed journal articles* that focus on your selected intervention. 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).
   o You do not need to summarize the entire research article. Rather, you should think about use the research articles to add to what you have learned in the class so that you can apply it to your visual.
   o 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.
   o Remember to always provide an APA formatted citation within the text and a reference section at the end of your visual.

Part 2: Video: (24 points)

You will also be creating a short (3-5 minutes) **video** in which you use your **visual** to teach others who work with students with autism (i.e., teachers, assistants, therapists, or families) about your selected intervention. You will post your video to a discussion board so that your classmates can view it and provide you with feedback.

In your video, you need to **show and describe the visual that you created**.

Your video should also include:

1. A brief description of the selected intervention
2. A brief description of how you would use your visual to teach others about your selected intervention
3. A clear view of your entire visual (please make sure that it is visible and readable in your video)

Grading Criteria:	Points Earned:
Part 1: Visual: 1. An explanation of the intervention (in your own words and with as little jargon as possible) (5 points) 2. What skills or behaviors can be addressed with the intervention (5 points) 3. A summary of the steps in the intervention (explain the steps so that others could use it) (5 points) 4. What materials are required to implement the intervention (5 points) 5. Any modifications that you would make to the intervention to meet the specific needs of students with autism (5 points) 6. How the intervention can be implemented during daily activities and routines at school, home or in the community (depending upon your audience) (5 points) 7. How you would collect data to monitor student progress (5 points) 8. Any other considerations (social, behavioral, communicative, environmental	**/50**

and other needs) that may impact the effectiveness of the intervention (5 points) 9. Information from the course content including lectures, videos and readings, as well as *a minimum of two recent (2005-present) peer reviewed journal articles* that focus on your selected intervention. (10 points)	
Part 1: Visual: Visual product is: 1. Professional and free of errors (2 points) 2. Creative and visually appealing (2 points) 3. Well organized (2 points)	**/6**

Part 2: Video:
 	
1. Is 3-5 minutes long (5 points)
2. Audio is clear and understandable (2 points)
3. Visual is clearly visible and readable (2 points)
4. Video is clear and easy to view (5 points)
5. Includes:
     a. A brief description of the intervention (5 points)
     b. A brief description of how the visual would be used to teach others about the intervention (5 points)
	/24

Total Points Earned:	**/80**

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

Assessment 2: Module Assignments (30 points each)

All modules will open on Tuesdays at 12:01 a.m. and must be concluded with work submitted by Mondays at 11:59 p.m. 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.

Course Policies and Expectations
Attendance/Participation

All course work will be online in an Asynchronous format. Optional Blackboard Collaborate sessions may be planned during the semester on an as-needed basis. There will be no face-to-face meetings.

Late Work
Work is considered on time if it is submitted by 11:59 p.m. EST 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.

Grading Scale

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

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Weeks and Module Opening Dates	Module Topic	Readings and Assignments Due
Week 1 5/22/17	Module 1- Introduction and Characteristics of ASD	National Autism Council Manual Ch. 1 Prelock & McCauley Ch. 1
Week 2 5/30/17	Module 2- What is an evidence-based practice?	National Autism Council Manual Introduction Torres et al. (2012)
Week 3 6/6/17	Module 3- Assessment and Intervention: Academic Development *Intervention: Discrete Trial Teaching*	Prelock & McCauley Ch. 4
Week 4 6/13/17	Module 4- Assessment and Intervention: Language and Communication *Interventions: Augmentative and Alternative Communication; Picture Exchange Communication System*	Prelock & McCauley Chs. 3 & 11
Week 5 6/20/17	Module 5- Assessment and Intervention: Social-Emotional and Behavior *Intervention: Functional Communication Training*	Prelock & McCauley Ch. 6
Week 6 6/27/17	Module 6- Assessment and Intervention: Social Skills *Intervention: Story Based Interventions*	Prelock & McCauley Ch. 13
Week 7 7/4/17	Module 7- Home and School Collaboration *Intervention: Pivotal Response Training*	Prelock & McCauley Ch. 12 **Intervention Assignment Visual due**
Week 8 7/11/17	Module 8- Inclusion *Intervention: Peer Mediated Support*	Prelock & McCauley Ch. 10

Weeks and Module Opening Dates	Module Topic	Readings and Assignments Due
Week 9 7/18/17	Module 9- Early Intervention and Play Therapy *Interventions: Joint Attention Intervention; Developmental, Individual- Difference, Relationship- Based (DIR) Model/Floortime*	Prelock & McCauley Chs. 5 & 7 **Intervention Assignment Video due**
Week 10 7/25/17	Module 10- Independence and Career/Life Goals *Intervention: Modeling (Live and Video)*	Prelock & McCauley Ch. 14

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu

or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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/).

- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Assessment Rubric(s)
All rubrics are posted on Blackboard.