



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

Fall 2017

EDSE 637 DL1: Autism Across the Lifespan: Collaboration with Critical Partners  
CRN: 81322, 3 – Credits

<b>Instructor:</b> Dr. Grace Francis	<b>Meeting Dates:</b> 08/28/17 – 12/20/17
<b>Phone:</b> 703-993-6064	<b>Meeting Day(s):</b> N/A
<b>E-Mail:</b> gfranci4@gmu.edu	<b>Meeting Time(s):</b> N/A
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Online, Asynchronous
<b>Office Location:</b> 216 Finley	<b>Other Phone:</b> 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**

Examines characteristics, milestones, critical issues, and areas of need for individuals with autism across their lifespans. Prioritizes key features of effective collaboration and partnership. Utilizes a strengths-based problem solving perspective to frame collaboration and partnership for individuals with autism across their lifespans and simulates partnership practices with a variety of stakeholders across the lifespan of an individual with autism. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

**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**

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. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 25<sup>th</sup>.

**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/](http://www.apple.com/quicktime/download/)

## *Expectations*

### Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start at 12:00am (midnight) on Tuesday, and **finish** at 11:59 pm on Monday nights (all assignments are due on Monday by 11:59).

### 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. Identify distinctions between “collaboration” and “partnership” and the essential characteristics of each.
2. Compare and contrast available services and supports for individuals with autism across their lifespans.
3. Summarize the role of demographics, culture, gender identity and race on partnership practices.
4. Apply a strengths-based problem-solving approach when simulating partnership practices with a variety of stakeholders across the lifespan of an individual with autism.
5. Analyze personal values, beliefs and cultural biases that impact decision-making and working with professionals, families and individuals with autism.
6. Summarize federal legislation that mandates and supports individual and family services and partnership practices.
7. Apply current theory (e.g., family systems theory and Hill’s ABC->X Theory) and valid measurement tool (e.g., Supports Intensity Scale) to formulate an explanation of family needs and perspectives.
8. Consider current theory (e.g., Bronfenbrenner’s Ecological Systems Theory) when collaborating for individuals with autism across their lifespans.
9. Identify and demonstrate effective collaboration strategies among key stakeholders across the lifespan in simulation activities.
10. Develop a list of local and national resources to support individuals with autism 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 Autism Spectrum Disorders Graduate Certificate. This program complies with the Skill Competencies for Professionals and Paraprofessionals in Virginia Supporting Individuals with Autism Across the Lifespan established by the Virginia Autism Council. The competencies are listed on the following website: [https://vcuautismcenter.org/documents/va\\_skill\\_competencies.pdf](https://vcuautismcenter.org/documents/va_skill_competencies.pdf). The competencies that will be addressed in this class are Standard 1: General Autism Knowledge, Standard 3, Instructional Programming, and Standard 8, Independence and Aptitude.

## **Required Textbooks**

Boutot, E. A. (2017). *Autism spectrum disorders: Foundations, characteristics, and effective strategies* (2<sup>nd</sup> ed). Upper Saddle River, NJ: Pearson.

## **Recommended Textbooks**

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

## Additional Readings

Students are expected to review readings and resources included on Blackboard.

## 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 637, the required PBA is Lifespan Resources and Support. 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)

Assignment	Description	Points	Due date
Lifespan Resources and Support	Identification of people and resources, services and supports throughout the lifespan of a case study individual and consider collaboration among systems	100	Dec 18 <sup>th</sup> by 11:59pm

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

Assignment	Description	Points	Due date
Discussion board #1	Introduction activity	10	Part 2: Sept 1 <sup>st</sup> by 11:59pm Part 1: Sept 4 <sup>th</sup> by 11:59pm

<b>Bronfenbrenner's PPCT activity #1</b>	Identify personal characteristics and influencing structures for a target individual	10	Sept 11 <sup>th</sup> by 11:59pm
<b>Part 1 of Lifespan Resources and Support Assignment</b>	Identify personal characteristics and microsystem structures	10	Sept 18 <sup>th</sup> by 11:59pm
<b>Early childhood Padlet</b>	Locate resources or strategies to support infants and toddlers with autism	10	Sept 25 <sup>th</sup> by 11:59pm
<b>CONNECT activities</b>	Complete activities 4.1a, 4.7a, and 4.13a in Module 4	10	Oct 2 <sup>nd</sup> by 11:59pm
<b>Part 2 of Lifespan Resources and Support Assignment</b>	Identify early childhood characteristics and exosystem structures	10	Oct 9 <sup>th</sup> by 11:59pm
<b>Childhood Padlet</b>	Locate resources or strategies to support children with autism	10	Oct 16 <sup>th</sup> by 11:59pm
<b>Bronfenbrenner's PPCT activity #2</b>	Identify personal characteristics and influencing structures for a target individual	10	Oct 23 <sup>rd</sup> by 11:59pm
<b>Part 3 of Lifespan Resources and Support Assignment</b>	Identify childhood characteristics and macrosystem structures	10	Oct 30 <sup>th</sup> by 11:59pm
<b>Adolescence Padlet</b>	Locate resources or strategies to support adolescents with autism	10	Nov 6 <sup>th</sup> by 11:59pm
<b>Bronfenbrenner's PPCT activity #3</b>	Identify personal characteristics and influencing structures for a target individual	10	Nov 13 <sup>th</sup> by 11:59pm
<b>Part 4 of Lifespan Resources and Support Assignment</b>	Identify adolescence characteristics and adequacy of resources	10	Nov 20 <sup>th</sup> by 11:59pm
<b>Adulthood Padlet</b>	Locate resources or strategies to support adults with autism	10	Nov 27 <sup>th</sup> by 11:59pm
<b>Bronfenbrenner's PPCT activity #4</b>	Identify personal characteristics and influencing structures for a target individual	10	Dec 4 <sup>th</sup> by 11:59pm

Part 5 of Lifespan Resources and Support Assignment	Identify adult characteristics and three collaboration strategies	10	Dec 11 <sup>th</sup> by 11:59pm
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## Course Policies and Expectations

### Attendance/Participation

All coursework will be online and in an Asynchronous format.

There are a total of 6 modules in this course:

**Modules 1-5 each are three weeks** long and contain 3 assignments each- one due each week of the module. **Module 6, a “wrap-up” week is, 1 week** long. Please plan accordingly.

### 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.

## Grading Scale

Students are expected to complete all assignments and, consistent with university policy, will be graded according to the following scale:

Grade	Percentile
A	100.-90.
B+	89.99-88.
B	87.99-80.
C	79.99-70.
F	69.99 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.

Module Dates	Topics and Readings Covered	Module Assignments
1. August 28 <sup>th</sup> – September 18 <sup>th</sup>	Families Federal legislation Bronfenbrenner’s model of human development  See Blackboard for readings	Discussion board #1
		Bronfenbrenner’s PPCT activity #1
		Part 1 of Lifespan Resources and Support Assignment
2. September 19 <sup>th</sup> – October 9 <sup>th</sup>	Diagnosis Part C of IDEA Early intervention Family-professional collaboration  See Blackboard for readings	Early childhood Padlet
		CONNECT module activities
		Part 2 of Lifespan Resources and Support Assignment
3. October 10 <sup>th</sup> – October 30 <sup>th</sup>	Part B of IDEA childhood services Parent-professional collaboration  Boutot: Chapter 3 & 7	Childhood Padlet
		Bronfenbrenner’s PPCT activity #2
		Part 3 of Lifespan Resources and Support Assignment
4. October 31 <sup>st</sup> - November 20 <sup>th</sup>	IDEA transition planning requirements Guardianship Interagency collaboration  Boutot: Chapter 8 & 13	Adolescence Padlet
		Bronfenbrenner’s PPCT activity #3
		Part 4 of Lifespan Resources and Support Assignment
5. November 21 <sup>st</sup> . December 11 <sup>th</sup>	Americans with Disabilities Act Caregiver aging Collaboration and long-term planning  Boutot: Chapter 14	Adulthood Padlet
		Bronfenbrenner’s PPCT activity #4
		Part 5 of Lifespan Resources and Support Assignment

6. December 12 <sup>th</sup> - December 18 <sup>th</sup>	Wrap-up	Lifespan Resources and Support
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## 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 turned off during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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/>.

## Appendix

### Assessment Rubric(s)

	<b>Does Not Meet Expectations</b>	<b><u>Meets Expectations</u></b>	<b>Exceeds Expectations</b>
<b>Part 1</b> <b>Case study description</b> <b>(20 points)</b>  1.1.7S	Personal attributes that influence the development of the individual do not reflect the case study learner  Important individuals and elements in the micro- and macro-systems not identified	Personal attributes that influence the development of the individual (e.g., nature of disability, strengths and supports needs, disposition, gender) identified accurately reflect the case study individual  A minimum of 3 important individuals/elements in the micro- exo- and macro-systems identified	Personal attributes that influence the development of the individual (e.g., nature of disability, strengths and supports needs, disposition, gender) identified are richly described and accurately reflect the case study individual  Four or more important individuals and elements in the micro- and macro-systems identified and richly described
<b>Part 2</b> <b>Early childhood resources, services, and supports</b> <b>(20 points)</b>  1.1.4S	Two or fewer personal characteristics that influence the case study individual's development identified and described in 1-3 sentences  One or fewer appropriate and available resources identified  Fewer than 3 sentences describe the selected resources (e.g., eligibility,	A minimum of 3 personal characteristics during age 0-3 years that influence the case study individual's development identified and described in 1-3 sentences  A minimum of two appropriate and available resources identified  A minimum of 3-5 sentences describe the	Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences  Three or more appropriate and available resources identified  Five or more sentences describe the selected resources (e.g., eligibility,

	<p>services provided)</p> <p>Fewer than 3-5 sentences discuss adequacy of existing resources and supports</p> <p>Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>	<p>selected resources (e.g., eligibility, services provided)</p> <p>A minimum of 3-5 sentences discuss adequacy of existing resources and supports</p> <p>A minimum of 3-5 sentences indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual</p>	<p>services provided)</p> <p>Five or more sentences discuss adequacy of existing resources and supports</p> <p>Six or more sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>
<p><b>Part 3 Childhood resources, services, and supports (20 points)</b></p> <p>3.4K</p>	<p>One or fewer appropriate and available resources identified</p> <p>Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Fewer than 3-5 sentences discuss adequacy of existing resources and supports</p> <p>Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>	<p>A minimum of 3 personal characteristics during age ~4-15 years that influence the case study individual's development identified and described in 1-3 sentences</p> <p>A minimum of two appropriate and available resources identified</p> <p>A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>A minimum of 3-5 sentences discuss adequacy of existing resources and supports</p> <p>A minimum of 3-5 sentences indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual</p>	<p>Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences</p> <p>Three or more appropriate and available resources identified</p> <p>Five or more sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Five or more sentences discuss adequacy of existing resources and supports</p> <p>Six or more sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>

<p><b>Part 4 Adolescence resources, services, and supports (20 points)</b></p> <p>3.4.7S</p>	<p>One or fewer appropriate and available resources identified</p> <p>Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Fewer than 3-5 sentences discuss adequacy of existing resources and supports</p> <p>Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>	<p>A minimum of 3 personal characteristics during age ~16-23 years that influence the case study individual's development identified and described in 1-3 sentences</p> <p>A minimum of two appropriate and available resources identified</p> <p>A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>A minimum of 3-5 sentences discuss adequacy of existing resources and supports</p> <p>A minimum of 3-5 sentences indicating your "role" in the individual's microsystem and how you might partner with others in case study individual's microsystem to facilitate positive outcomes for the individual</p>	<p>Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences</p> <p>Three or more appropriate and available resources identified</p> <p>Five or more sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Five or more sentences discuss adequacy of existing resources and supports</p> <p>Six or more sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of the resource</p>
<p><b>Part 5 Adulthood resources, services, and supports (20 points)</b></p> <p>8.1.4S</p>	<p>One or fewer appropriate and available resources identified</p> <p>Fewer than 3 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Fewer than 3-5 sentences discuss adequacy of existing resources and supports</p> <p>Fewer than 2 sentences demonstrate how members from the individual's microsystem can partner to maximize the benefit of</p>	<p>A minimum of 3 personal characteristics during age ~24 years or older that influence the case study individual's development identified and described in 1-3 sentences</p> <p>A minimum of two appropriate and available resources identified</p> <p>A minimum of 3-5 sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>A minimum of 3-5</p>	<p>Four or more personal characteristics that influence the case study individual's development identified and described in 2-5 sentences</p> <p>Three or more appropriate and available resources identified</p> <p>Five or more sentences describe the selected resources (e.g., eligibility, services provided)</p> <p>Five or more sentences discuss adequacy of existing resources and</p>

	<p><b>the resource</b></p>	<p><b>sentences discuss adequacy of existing resources and supports</b></p> <p><b>A minimum of 3-5 sentences indicating your “role” in the individual’s microsystem and how you might partner with others in case study individual’s microsystem to facilitate positive outcomes for the individual</b></p>	<p><b>supports</b></p> <p><b>Six or more sentences demonstrate how members from the individual’s microsystem can partner to maximize the benefit of the resource</b></p>
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