Supporting Students with ASD in your Classroom

Course Syllabus

Overview. This interactive online course is intended to provide participants with the most current understanding of evidence-based practices for teaching students with Autism Spectrum Disorder (ASD). This course is designed for teachers who share an interest in learning about ASD and currently work with students in a K-12 school-setting.

Course Sequence. The course consists of nine on demand computer-based modules, five live online sessions, and a capstone project to be covered in the following sequence:

Week 1	Completed by
Module 1: Introduction to the Course Module 2: Introduction to ASD	Thursday, March 30
Week 2	
Module 3: Individual Differences Found in People with ASD	Thursday, April 6
Week 3	
Live Session 1	Monday, April 10 @ 3:30pm
Module 4: Understanding Behaviour	Thursday, April 13
Week 4	
Live Session 2	Tuesday, April 18 @ 3:30pm
Module 5: Effective Instruction for an Inclusive Classroom Module 6: Structuring the Environment	Thursday, April 20
Week 5	
Live Session 3	Monday, April 24 @ 3:30pm
Module 7: Goals, Strategies and Resources for Communication	Thursday, April 27
Week 6	
Module 8: Goals, Strategies and Resources for Social Skills Module 9: Goals, Strategies and Resources for Executive Functioning	Thursday, May 4
Week 7	
Live Session 4	Monday, May 8 @ 3:30pm
Submit Capstone Project Implementation Plan to instructor. Post - survey questions (Link will be provided).	Thursday, May 11
Week 8	
Deadline to Receive Feedback on Implementation Plan	Tuesday, May 16
Weeks 8 – 12	
Work on Capstone Project	
Submit Power Point Presentation, 1 page summary, and any additional products to Instructor.	Friday, June 9
Live Session 5: Final Presentations for Capstone Project	Monday, June 12 @ 3:30pm Tuesday, June 13 @ 3:30pm

Please review the dates carefully. It is your responsibility to contact your instructor prior to deadlines if you have any conflicts or extenuating circumstances.

Instructors are available for on-going support and want all students to be successful. This course requires a substantial time commitment and our experience is that it can be very difficult to catch up if you fall behind. To encourage student success, the following procedure exists. The first time you fall behind, your instructor will contact you with a deadline to submit any missing work. If there is a persistent pattern of late work (two or more deadlines missed), you will receive a formal letter documenting final deadlines to catch-up. If you cannot meet those deadlines, you will be dropped from the course.

On Demand Modules. Participants are expected to complete each of the nine modules in order and on time. Each module <u>does not</u> need to be completed in one sitting; however, you do need to complete each in its entirety by the deadline that is indicated. You can complete modules ahead of time, if you so choose.

Live Online Sessions. There are five live sessions scheduled during course; ***participation in all five sessions is a requirement to pass***.

During the live sessions, the facilitator will reinforce and extend the concepts you have learned in the online modules. The purpose of each live session is to establish a professional learning community – you will be expected to actively participate in discussions, practical exercises, and presentations. Live sessions will help you apply what you have learned to your work with students with ASD.

Capstone Project. This course requires completion of a capstone project. You will be developing a project that will further your knowledge and skills in a specific area of your choice. The project is intended to provide you with the opportunity to engage with content beyond what is provided in the flexible and live sessions of the course. Detailed requirements for the project are outlined in the document *Capstone Project Details*. You will also need to submit a plan for your project using the *Capstone Project Implementation Plan* form.

Each project will be assigned a mark of Pass +, Pass, or No Pass based on quality of work and completion of approved Project Implementation Plan. Planning will begin at the start of the course.

Evaluation

Your mark in this class will be based on completion of the on demand modules, assignments, readings and quizzes, participation in the live sessions, and the final capstone project. In this course, you will be expected to learn independently (through on demand modules, readings, assignments, videos and capstone project) and collaborate with others (live session participation).

It is imperative that you be able to keep up with a rigorous pace of instruction that you would expect from a University-level course.

Course Marks

Upon completion of the course, each participant will receive a mark, as follows:

Superior Pass –
- All assignments are completed and reflect a high standard of work.
- All assignments and modules are submitted on-time.
- A "Pass +" on the capstone project.

This mark is reserved for individuals that have exceeded course expectations by demonstrating exceptional effort through the quality of work they produce, time they dedicated to learning, and willingness to go beyond course expectations in their work on the capstone project.

Pass – Completion of all required assignments and a "Pass" or "Pass +" on the capstone project.

No Pass – "No Pass" on the capstone project, incomplete assignments or quizzes, failure to participate in live sessions, or does not complete on demand modules.

Survey and Quizzes

Pre-course survey. The first item on the course website (Adobe Connect Interface) is the pre-course survey you should complete this before starting any other modules. You will also find the url to the pre-course survey in the *online course tech sheet*. The intention of this survey is to provide information to your instructors about your entry knowledge. You are not expected to know every question, nor will this count toward your final mark. Please do not be discouraged if you find the survey difficult; it is the job of your instructor to ensure that you learn this content during the course.

Post-quiz. After you have completed a module and the assigned readings, you will need to return to the Adobe Connect Interface to complete a post-quiz. We encourage you to use quiz results to identify any

concepts you may need to review before proceeding to the next module. You must complete all the quizzes with 80% accuracy to advance to the next module. You can take the quizzes multiple times to achieve the necessary marks.

Post-course survey. After completing all nine modules, you will receive a link to the post-course survey. The post-course survey is mandatory to complete. Similar to the pre-course survey, the results will not affect your final mark.

Readings, Assignments, and *Optional* Videos

Readings and Assignments. Completion of all readings and assignments is mandatory to receive a passing mark. A list of readings and assignments for each module is provided below. Assigned work for each module needs to be submitted to your instructor by 11:59pm on the date indicated.

Submitting Assignments. Completed work should be sent via email to your instructor in .pdf, .docx, or .doc format. If you are scanning documents, please ensure it is completely legible before sending. Assignments that need to be submitted via email are outlined in the course syllabus.

Instructor Email: (First letter of name) + (Last name) @autismoutreach.ca. For instance, Amanda Hume is ahume@autismoutreach.ca. Carly Eirikson is ceirikson@autismoutreach.ca.

If you are unable to email an assignment, you may send it via fax. Please direct faxes to the attention of your instructor. Fax: (604) 946 – 2956.

Videos. Videos are assigned to supplement content covered in the on-demand portions of the course. All credit for videos goes to producers of the website *interactingwithautism.com*.

List of Assignments and Due Dates

Prior to Beginning Module 1   ***Due Date: Thursday, March 30***

Readings:
• Getting Started with the Online Course
• Course Syllabus
• Capstone Project Description
Assignments:
• Complete pre-survey (Online; log-on to course curriculum for link)
• Complete Tour of Connect (Online)
• Complete Tour of On-Demand Sessions (Online)
Videos: None

Module 1. Introduction to the Course   ***Due Date:*** **Thursday, March 30**

Readings:
• None
Assignments:
• Complete Module 1 Review Questions
Videos: None

Module 2. Introduction to ASD   ***Due Date:*** **Thursday, March 30**

Readings:
• Intro & first half of Chapter 1. *The National Autism Center's* Evidence-Based Practices and Autism in the Schools, 2nd Ed (pp. viii – 23)
• Kluth, P. (2010) *"You're going to love this kid!"*: *Teaching students with autism in the inclusive classroom, 2nd Ed.* Baltimore, MD: Paul H Brooks Publishing Co. [Pages xiii – xiv, 1 – 2, 189 – 190]
Assignments:
• Know, Wonder, Learn Chart (KWL). Found in the on-demand tab (mod 2) or assignment folder. (Email to instructor).
• Mod 2 post quiz (Complete Online)
Videos: Causes, Prevalence, & Vaccine Controversy

Module 3. Characteristics of ASD   *Due Date:* **Thursday, April 6**

Readings: Second half of Chapter 1. *The National Autism Center's* Evidence-Based Practices and Autism in the Schools, 2nd Ed (pp. 24 –31)
Assignments: • Mod 3 post quiz (Complete Online) • Complete a one page reflection on content covered in the course so far. (Email to instructor)
Videos: Voices from the Spectrum & Sensory Issues

Module 4. Understanding Behaviour   *Due Date:* **Thursday, April 13**

Readings: • Sayeski, K. L. & Brown, M. R. (2011). Developing a classroom management plan using a tiered approach. *Teaching Exceptional Children, 44,* 8 – 17. • *National Autism Center's* Findings and Conclusions: National Standards Project, Phase 2. Read Chapter 3 (pp. 66 – 96) and sections on Behavior Interventions, Cognitive Behavioral Intervention Package & Comprehensive Behavioral Treatment for Young Children (pp. 41 – 49).
Assignments: • Mod 4 post quiz (Complete Online) • Complete page 11 of *Developing a Classroom Management Plan* (Sayeski & Brown). Fill out the focus questions by reflecting on your current classroom practices. If you don't have a classroom, use a class you support or previous classroom you have taught in as an example (Email to Instructor)
Video: The Velazquez Family

Module 5. Effective Instruction   *Due Date:* **Thursday, April 20**

Readings: • Chapter 8 of *Learning in Safe Schools, 2nd Edition* by Faye Brownlie & Judith King.
Assignments: • Mod 5 post quiz (Complete Online) • Choose **one** of the following assignments to complete: 　1. Create a lesson plan using the Explicit Lesson Planning Guide (Email to instructor) 　2. Select a student to complete the *Program Analysis Matrix* and *Critical Activities Matrix*. Forms can be found in *Learning in Safe Schools*, pages 141 & 142. Examples of how to complete the forms are provided on pages 93 & 94 of the reading. (Email to Instructor)
Video: None

Module 6. Visually Supported Environments   *Due Date:* **Thursday, April 20**

Readings: • Hume, K., Sreckovic, M., Snyder, K. & Carnahan, C. (2014). Smooth transitions: Helping students with autism spectrum disorder navigate the school day. *Teaching Exceptional Children, 47*, 255 – 265. • *National Autism Center's* Findings and Conclusions: National Standards Project, Phase 2. Read sections on Schedules (pp. 61 – 62) and Self-Management (pp. 65 – 66).
Assignments: • Mod 6 post quiz (Complete Online) • Complete a preference profile and the reflection questions for a student you work with. (Email to Instructor)
Video: TEACCH

Module 7. Communication Strategies   *Due Date:* **Thursday, April 27**

Readings: • *National Autism Center's* Findings and Conclusions: National Standards Project, Phase 2. Read sections on Language training, production (pp. 49 – 50), Naturalistic Teaching Strategies (pp. 53 – 54), Scripting (pp. 63 – 64) & Story-based interventions (pp. 69 – 70). • Read the Eliza & Juan case studies.
Assignments: • Mod 7 post quiz (Complete Online)

• Complete the student scenario questions for Eliza & Juan, the case study readings. (Email to Instructor)
Video: Speech Therapy

Module 8. Social Skills Strategies   *Due Date:* **Thursday, May 4**

Readings:
• Hampshire, P. & Hourcade, J. (2014). Teaching play skills to children with autism using visually structured tasks. *Teaching Exceptional Children, 46*, 26 - 31.   • Sartini, E. C., Knight, V. F. & Collins, B. C. (2013). Ten guidelines to facilitate social groups for students with complex special needs. *Teaching Exceptional Children, 45*, 54 – 62.   • Kasari, C., Rotheram-Fuller, E., Locke, J. & Gulsrud, A. (2012). Making the connection: randomized controlled trial of social skills at school for children with autism spectrum disorders. *Journal of Child Psychology and Psychiatry, 53*, 431–439.   • Winner, M. G. & Crooke, P. J. (2009). Social Thinking®: A developmental treatment approach for students with social learning/social pragmatic challenges. *Perspectives on Language Learning and Education, 16,* 62 – 69. **(In Resources Section of Workbook)**   • *National Autism Center's* Findings and Conclusions: National Standards Project, Phase 2. Read sections on Modeling (pp. 51 – 52), Peer Training Package (pp. 57 - 58) & Social Skills Package (pp. 67 – 68).
Assignments:

• Mod 8 post quiz (Complete Online)
 • Choose **one** of the following assignments to complete:
   1. Create an example social behaviour map using the blank templates provided- expected and unexpected pages. (Email to Instructor)
   2. Create an example comic strip conversation using the template provided or your own template. (Email to Instructor)

Videos: ESDM, JASPER, & All the Lonely People

Module 9. EF Strategies   *Due Date:* **Thursday, May 4**

Readings:
• Lytle, R. & Tood, T. (2009). Stress and students with autism spectrum disorders: Strategies for stress reduction and enhanced learning. *Teaching Exceptional Children, 41(4)*, 36 – 42.   • *National Autism Center's* Findings and Conclusions: National Standards Project, Phase 2. Review sections on Cognitive Behavioral Intervention Package (pp. 45 – 46), Schedules (pp. 61 - 62) & Self-Management (pp. 65 – 66).
Assignments:
• Mod 9 post quiz (Complete Online)   • Create a 5 Point Scale. (Email to Instructor)   • Complete a one page reflection on content covered in the course so far. (Email to instructor)
Video: None

Capstone Project Due Dates:

Submit Capstone Project Implementation Plan for review	Thursday, May 11
Submit Power Point Presentation, 1 page summary, and any additional products to Instructor.	Friday, June 9
Final Presentations for Capstone Project	Monday, June 12 @ 3:30pm **or** Tuesday, June 13 @ 3:30pm