

EDUC632

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Course Summary

Course : EDUC632 **Title :** Educational Programming for Students with Autism Spectrum Disorder (ASD)
Length of Course : 8
Prerequisites : EDUC631 **Credit Hours :** 3

Description

Course Description: COMING IN 2016. This course provides candidates with examination of the components of and process for ASD program development and progress monitoring to include the leadership role. Assessment instruments and procedures specific to the development of effective programs for students with ASD will be studied to include Functional Behavior Assessment and subsequent Behavior Intervention Plans. The process for defining and detailing target skill and behavior goals will be examined in relation to the development of Individualized Education Program and Section 504 Plans. Strategies for facilitating inclusion in the general education classroom will be explored. Laws, legislation, and litigation related to educational programming for students with ASD will be analyzed. (Prerequisite: EDUC631)

Course Scope:

This course is the third of three concentration courses. This course provides candidates with examination of the components of and process for ASD program development and progress monitoring to include the leadership role. Assessment instruments and procedures specific to the development of effective programs for students with ASD will be studied to include Functional Behavior Assessment and subsequent Behavior Intervention Plans. The process for defining and detailing target skill and behavior goals will be examined in relation to the development of Individualized Education Program and Section 504 Plans. Strategies for facilitating inclusion in the general education classroom will be explored. Laws, legislation, and litigation related to educational programming for students with ASD will be analyzed.

Objectives

After successfully completing this course, you will be able to

- Evaluate components of, process for, and reporting of ASD ongoing comprehensive and non-biased assessment, program development in varied contexts, and progress monitoring. (**CEC-AAS:** ACS11 K2, SEDAS1.K3, SEDAS1.K5, ACS11 S1, ACS11 S3, SEDAS1.S4, SEDAS1.S5, SEDAS1.S6, SEDAS2.S2, ACS13 K6, ACS13 S2, SEDAS3.5, SEDAS3.S7, SEDAS3.S8, SEDAS3.S9, SEDAS3.S10, ACS14 K1, ACS14 S2, ACS16 S2; **WVPTS:** 1A, 1B,1C, 1D, 1E, 2B, 2C, 2D, 2E, 2F, 3A, 3D, 3E, 3F; **CAEP:** 1.1, 1.2, 1.3, 1.6, 1.7, 1.8; **ISTE:** 2D)

- Analyze the leadership role in sharing assessment profiles (e.g. to include co-morbid conditions and educational recommendations for students with ASD with current and future IEP and Section 504 Plan team members). (**CEC-AAS:** SEDAS1.S7, SEDAS1.S10, ACS13 S1, ACS14 S1, SEDAS4.S1, ACS15 K1, ACS15 K2, ACS15 K3, ACS15 K6, SEDAS5.K1, SEDAS5.S1, SEDAS5.S2, SEDAS5.S3, ACS16 S1, ACS16 S4, SEDAS6.S1, SEDAS6.S2, SEDAS6.S4, SEDAS6.S5, ACS17 K1, ACS17 S2; **WVPTS:** 2B, 5A, 5B, 5C, 5F, 5I; **CAEP:** 1.5, 1.8; **ISTE:** 2B, 3B)
- Evaluate benefits of currently available low- and high-tech supports across development and contexts. (**CEC-AAS:** SEDAS.K1, SEDAS6.S3; **WVPTS:** 1B, 1D, 2D, 2E, 2F, 3A, 3D; **CAEP:** 1.2, 1.4, 1.7; **ISTE:** 4B, 5A, 2A, 2C)
- Critique assessment instruments and procedures specific to the development of effective programs for students with ASD including Functional Behavior Assessment and subsequent Behavior Intervention Plans. (**CEC-AAS:** SEDAS1.S8, SEDAS3.S14, SEDAS5.S4, ACS16 S3, ACS16 S4; **WVPTS:** 1A, 1B, 1D, 1E, 2C, 2D, 2E, 2F, 3D, 3E, 3F, 5E; **CAEP:** 1.1, 1.3; **ISTE:** 2D)
- Interpret process defining and detailing target skill and behavior goals related to development of IEP and Section 504 Plans. (**CEC-AAS:** ACS13 K2, ACS13 K5, ACS13 S4, SEDAS3.S6; **WVPTS:** 1A, 1B, 1C, 2E, 3A, 5E; **CAEP:** 1.1, 1.2, 1.6; **ISTE:** 3B)
- Evaluate strategies for facilitating, implementing, and evaluating inclusion of students with ASD in the general education curriculum. (**CEC-AAS:** ACS11 K3, ACS13 K2, SEDAS3.K1, SEDAS3.K2, SEDAS3.K3, SEDAS3.S1, SEDAS5.S5, ACS17 K2, ACS17 S1; **WVPTS:** 1B, 1C, 1D, 1E, 2B, 2C, 2D, 2E, 2F, 3B, 3E, 3F, 5D, 5E, 5F; **CAEP:** 1.2, 1.3, 1.7, 1.8; **ISTE:** 4B, 2A, 2C)
- Evaluate the components of and tools for comprehensive and collaborative transition assessment and curriculum for students with ASD. (**CEC-AAS:** SEDAS1.K6, SEDAS1.S9, SEDAS3.K4, SEDAS3.S2, SEDAS3.S3, SEDAS3.S4, SEDAS3.S13, SEDAS7.S1, SEDAS7.S2, SEDAS7.S3; **WVPTS:** 1A, 1B, 1C, 1D, 1E, 2A, 2C, 2D, 3B, 3E, 3F; **CAEP:** 1.1, 1.3, 1.6, 1.7; **ISTE:** 4B, 2B, 2D)
- Analyze laws, legislation, and litigation related to ASD. (**CEC-AAS:** ACS13 K2, ACS15 K4, ACS15 K5, ACS16 S3; **WVPTS:** 1A, 5I; **CAEP:** 1.1; **ISTE:** 4A)
- Appraise the importance of lifelong professional development and self-evaluation. (**CEC-AAS:** SEDAS4.S2, ACS16 K1, ACS16 K2, ACS16 K3, SEDAS6.K1, SEDAS6.K2, ACS16 S6, SEDAS6.S5, SEDAS6.S6; **WVPTS:** 4A, 4B, 4C, 4D, 5G; **CAEP:** 1.5; **ISTE:** 5C)

Outline

Week 1: Assessment Accommodations

Objectives

- Evaluate components of, process for, and reporting of ASD ongoing comprehensive and non-biased assessment, program development in varied contexts, and progress monitoring.

Readings

Durocher, J. (2011.). *Assessment for the purpose of instructional planning for students with autism spectrum disorders*. Retrieved from

http://www.ocali.org/up_doc/Assessment_for_the_Purpose_of_Instructional_Planning_for_ASD.pdf

Kasari, C., Brady, N., Lord, C., & Tager-Flusberg (2013). Assessing the minimally verbal school-aged child with autism spectrum disorder. *Autism Research* 6(6), 479-493. Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4139180/>

Assignments

Forum 1

Assignment 1

Week 2: Assistive Technology

Objectives

- Evaluate benefits of currently available low- and high-tech supports across development and contexts.

Readings

Ohio Center for Autism and Low Incidence (OCALI). (2013). Assistive technology resource guide. Retrieved at: <https://ataem.org/at-resource-guide>

OCALI. (2017). Autism internet modules: Assistive technology IEP Consideration. Retrieved at: <http://www.atinternetmodules.org/>

Assignments

Forum 2

Assignment 2

Week 3: Behavior

Objectives

-Critique assessment instruments and procedures specific to the development of effective programs for students with ASD including Functional Behavior Assessment and subsequent Behavior Intervention Plans.

Readings

Volkmar, F. D., Rogers, S. J., Paul, R., & Pelphrey, K. A. (Eds). (2014). *Handbook of autism and pervasive developmental disorders (4th ed.): Volume 2 assessment, interventions, and policy*. Hoboken NJ: Wiley.

- **Chapters: 28, 33**

Randolph, M.A. (2015). Findings and conclusions: National Standards Project, Phase 2. Retrieved from <http://www.nationalautismcenter.org/national-standards-project/phase-2/>

Randolph, M.A. (2011). Evidence-based practice and autism in the schools. Retrieved from <http://www.nationalautismcenter.org/resources/for-educators/>

Pennington, R. & Szakacs, W. (2014). Understanding behavior through functional behavior assessment: Online training module. In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, www.autisminternetmodules.org. Columbus, OH: OCALI.

Assignments

Forum 3

Assignment 3

Week 4: Inclusion

Objectives

-Evaluate strategies for facilitating, implementing, and evaluating inclusion of students with ASD in the

general education curriculum.

Readings

Volkmar, F. D., Rogers, S. J., Paul, R., & Pelphrey, K. A. (Eds). (2014). *Handbook of autism and pervasive developmental disorders (4th ed.): Volume 2 assessment, interventions, and policy*. Hoboken NJ: Wiley.

- **Chapters: 34, 35**

Randolph, M.A. (2015). Findings and conclusions: National Standards Project, Phase 2. Retrieved from <http://www.nationalautismcenter.org/national-standards-project/phase-2/>

Randolph, M.A. (2011). Evidence-based practice and autism in the schools. Retrieved from <http://www.nationalautismcenter.org/resources/for-educators/>

Neitzel, J., Boyd, B., Odom, S. L., & Edmondson Pretzel, R. (2008). Peer-mediated instruction and intervention for children and youth with autism spectrum disorders: Online training module (Chapel Hill: UNC-Chapel Hill, National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Institute). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, www.autisminternetmodules.org. Columbus, OH: OCALI.

Assignments

Forum 4

Assignment 4

Week 5: Transition

Objectives

- Evaluate the components of and tools for comprehensive and collaborative transition assessment and curriculum for students with ASD.

Readings

Volkmar, F. D., Rogers, S. J., Paul, R., & Pelphrey, K. A. (Eds). (2014). *Handbook of autism and pervasive developmental disorders (4th ed.): Volume 2 assessment, interventions, and policy*. Hoboken NJ: Wiley.

- Chapters: 4, 8, 38, 39, 41

Rosenshein, M. (2009). Employment for individuals with autism spectrum disorders: Online training module (Columbus, OH: OCALI). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, www.autisminternetmodules.org. Columbus, OH: OCALI.

Assignments

Forum 5

Assignment 5

Week 6: Profiles

Objectives

- Analyze the leadership role in sharing assessment profiles (e.g. to include co-morbid conditions and educational recommendations for students with ASD with current and future IEP and Section 504 Plan team members).

Readings

Volkmar, F. D., Rogers, S. J., Paul, R., & Pelphey, K. A. (Eds). (2014). *Handbook of autism and pervasive developmental disorders (4th ed.): Volume 1 diagnosis, development, and brain mechanisms*. Hoboken NJ: Wiley.

- **Chapter: 13**

Aspy, R. (2012). Cognitive differences: Online training module (Plano, TX: The Ziggurat Group). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, www.autisminternetmodules.org. Columbus, OH: OCALI.

Autism Speaks. (2017). Autism and health: A special report by Autism Speaks. Retrieved at: <https://www.autismspeaks.org/science/science-news/autism-and-health-special-report-autism-speaks>.

Assignments

Forum 6

Assignment 6

Week 7: Legislation

Objectives

-Analyze laws, legislation, and litigation related to ASD.

Readings

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment, Interventions, and Policy (Wiley, 2014)

- Chapter 45

Chambers, C. (2013). Autism spectrum disorder: Forensic Issues and challenges for mental health professionals and courts. *Journal of Applied Research in Intellectual Disabilities*, 26 (420-434).

Anderson, C. (2014). *IAN Research report: Bullying and children with ASD*. Retrieved at: https://iancommunity.org/cs/ian_research_reports/ian_research_report_bullying

Brown, J. et al. (2016). Autism spectrum disorder in the criminal justice system: A review for caregivers and professionals. *Journal of Law Enforcement*, (5), 5.

NOTE: Available at APUS Library

Assignments

Forum 7

Assignment 7

Week 8: Fidelity

Objectives

- Appraise the importance of lifelong professional development and self-evaluation.

Readings

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment, Interventions, and Policy (Wiley, 2014)

- **Chapter 47**

The IRIS Center. (2010). *Fidelity of implementation: Selecting and implementing evidence-based practices and programs*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/fid/>

Odom, S., Cox, A., & Brock, M. (2013). Implementation science, professional development, and autism spectrum disorders. *Council for Exceptional Children (79)*, 2, 233-251.

NOTE: Available in APUS Library

Stahmer, A. & Rieth, S. (2015). Training teachers to use evidence-based practices for autism: Examining procedural implementation fidelity. *Psychology in the School*, 52(2), 181-195.

NOTE: Available in APUS Library

Assignments

Forum 8

Assignment 8

Final Project

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Handbook of Autism and Pervasive Developmental Disorders, Volume 2, Assessment, Interventions, and Policy, 4th ed. (Text required for EDUC631 and EDUC632. Only one purchase required.)

Author: Volkmar, Paul, Rogers and Pelphrey

Publication Info: Wiley

ISBN: 9781118107034

Book Title: Handbook of Autism and Pervasive Developmental Disorders, Volume 1, Diagnosis, Development, and Brain Mechanisms, 4th ed. (Text required in EDUC630, EDUC631 and EDUC632. Only one purchase required.)

Author: Volkmar, Paul, Rogers and Pelphrey

Publication Info: Wiley

ISBN: 9781118107027

Required Readings

Course Guidelines

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- [Disability Accommodations](#)

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