**Master Course Outline**

**With Sample Syllabus**

**Children on the Autism Spectrum**

**ECED 252**

**Course Description:** In this course students examine autism spectrum disorder (ASD), theorized etiologies of the ASD’s including genes/environment interaction, and strategies and interventions regarded as ASD best practices in the literature. The course emphasizes the identification process, appropriate traditional and nontraditional strategies, behavior interventions, and models focusing on, but not limited to, Applied Behavioral Analysis (ABA). Field work may be required in this course.

**Pre-Requisites**: ECED 215 or ECS 112 and ECED 182 or PSY 204, and eligibility for ENG 101 or permission of the coordinator.

**Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:**

|  |  |
| --- | --- |
| **Course Objective** | **Alignment with Standards** |
| 1. Autism Spectrum Disorder (ASD) its definition, history, characteristics, and implications.
 | **EI/ECSE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a and 1b,Standard 6: 6d**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d**CKC’s:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 1. Frameworks and models associated with ASD.
 | **EI/ECSE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a and 1b,Standard 6: 6d**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d**CKC’s:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 1. Ethical concerns and dilemma's related to working with children on the autism spectrum and their families.
 | **OSEP:** Engaging and Communicating with Families,Transitions, Collaborating**EI/ESCE:** Standard 4, 4.1 and Standard 7, 7.4**NAEYC:** Standard 6, 6b**PS&C:** All ofStandard 6, 6b**CKC’s: All of** Domain 4, 4.B.2 and 7, 7.A.3 |
| 1. Diagnoses that are encompassed by the autism spectrum and the screening and referral process.
 | **OSEP**: Observing and Collecting Data for Progress Monitoring, Intervention and Instruction and Collaborating, **EI/ESCE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a, Standard 3, 3a, 3b and 3d andStandard 6: 6c**PS&C:** Standard 1a, Standard 3a, 3bStandard 6: 6d**CKC’s:** Domain 4, 4.A.1, 4.A.2, 4.A,3, 4.B.1, 4.B.2 , Domain 5, 5.B.2, and 5.C.1Domain 6, 6.A.5 and 7.A.2 |
| 1. Applied Behavioral Analysis (ABA) and other ASD therapies and interventions.
 | **OSEP:** Intervention and Instruction and Technology**EI/ESCE:** Standard 1: 1.1 and Standard 7: 7.2**NAEYC:** Standard 1: 1a, Standard 4: 4b, and Standard 6: 6a and 6d**PS&C:** Standard 1: 1a and Standard 6: 6d**CKC’s:** Domain 1: 1.A.1, Domain 2: 2.A.1, 2.B.2 and Domain 5:5.B.  |
| 1. The variety of educational settings and the environmental components of each, including technology, for individuals in multiple age groups and across the autism spectrum.
 | **OSEP:** Transitions, Technology, Intervention, and Instruction, **EI/ESCE:** Standard 5: 5.2 and Standard 6: 6.3 and 6.6**NAEYC:** Standard 1: 1c, Standard 4: 4b, Standard 6: 6c**PS&C:** Standard 1: 1c, Standard 4: 4c Standard 6: 6c**CKC’s:** Domain 1: 1.A.2, 1.B.1, and 1.B.3, 2.B.1, Domain 3: 3.B.1 and 3.B.2 |
| 1. Cycle of Intentional Teaching
 | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e**CKC’s:** All of Domain 1All of Domain 2 All of Domain 3 All of Domain 4 Domain 5, 5.A.2, 5.A.3,  Domain 7: 7.B.1 |
| 1. Accommodations and adaptations of Learning Experience Plans (LEP) for children with ASD.
 | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e**CKC’s:** All of Domain 1All of Domain 2 All of Domain 3 All of Domain 4 Domain 5, 5.A.2, 5.A.3,  Domain 7: 7.B.1 |

**Student Outcomes: Upon completion of this course, students will be able to:**

|  |  |
| --- | --- |
| **Student Outcomes:**  | **Alignment with Standards** |
| 1. Summarize Autism Spectrum Disorder (ASD) and its definition, history, characteristics, and implications.
 | **EI/ECSE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a and 1b,Standard 6: 6d**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d**CKC’s:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 1. Describe frameworks and models associated with ASD.
 | **EI/ECSE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a and 1b,Standard 6: 6d**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d**CKC’s:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 1. Recognize the ethical concerns and dilemma's related to working with children on the autism spectrum and their families.
 | **OSEP:** Engaging and Communicating with Families,Transitions, Collaborating**EI/ESCE:** Standard 4, 4.1 and Standard 7, 7.4**NAEYC:** Standard 6, 6b**PS&C:** All ofStandard 6, 6b**CKC’s: All of** Domain 4, 4.B.2 and 7, 7.A.3 |
| 1. Compare and contrast the variety of diagnoses across the spectrum of ASD. Discuss the screening and referral process.
 | **OSEP**: Observing and Collecting Data for Progress Monitoring, Intervention and Instruction and Collaborating, **EI/ESCE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a, Standard 3, 3a, 3b and 3d andStandard 6: 6c**PS&C:** Standard 1a, Standard 3a, 3bStandard 6: 6d**CKC’s:** Domain 4, 4.A.1, 4.A.2, 4.A,3, 4.B.1, 4.B.2 , Domain 5, 5.B.2, and 5.C.1Domain 6, 6.A.5 and 7.A.2 |
| 1. Examine and explain Applied Behavioral Analysis (ABA) and other ASD therapies and interventions.
 | **OSEP:** Intervention and Instruction and Technology**EI/ESCE:** Standard 1: 1.1 and Standard 7: 7.2**NAEYC:** Standard 1: 1a, Standard 4: 4b, and Standard 6: 6a and 6d**PS&C:** Standard 1: 1a and Standard 6: 6d**CKC’s:** Domain 1: 1.A.1, Domain 2: 2.A.1, 2.B.2 and Domain 5:5.B.  |
| 1. Compare and contrast the components including technology of various educational settings for individuals in multiple age groups and across the autism spectrum.
 | **OSEP:** Transitions, Technology, Intervention, and Instruction, **EI/ESCE:** Standard 5: 5.2 and Standard 6: 6.3 and 6.6**NAEYC:** Standard 1: 1c, Standard 4: 4b, Standard 6: 6c**PS&C:** Standard 1: 1c, Standard 4: 4c Standard 6: 6c**CKC’s:** Domain 1: 1.A.2, 1.B.1, and 1.B.3, 2.B.1, Domain 3: 3.B.1 and 3.B.2 |
| 1. Explain the Cycle of Intentional Teaching
 | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e**CKC’s:** All of Domain 1All of Domain 2 All of Domain 3 All of Domain 4 Domain 5, 5.A.2, 5.A.3,  Domain 7: 7.B.1 |
| 1. Individualize a Learning Experience Plan (LEP) with:
* Observation and assessment
* Teaching and behavioral strategies
* Family connections

based on for a child with ASD. | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e**CKC’s:** All of Domain 1All of Domain 2 All of Domain 3 All of Domain 4 Domain 5, 5.A.2, 5.A.3,  Domain 7: 7.B.1 |

**Course Content: The following topics will be covered:**

|  |  |
| --- | --- |
| **Course Content:**  | **Alignment with Standards** |
| 1. Autism Spectrum Disorder (ASD)
 | **EI/ECSE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a and 1b,Standard 6: 6d**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d**CKC’s:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 1. Frameworks, and models associated with ASD.
 | **EI/ECSE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a and 1b,Standard 6: 6d**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d**CKC’s:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 1. Ethical concerns and dilemma's related to working with children on the autism spectrum and their families.
 | **OSEP:** Engaging and Communicating with Families,Transitions, Collaborating**EI/ESCE:** Standard 4, 4.1 and Standard 7, 7.4**NAEYC:** Standard 6, 6b**PS&C:** All ofStandard 6, 6b**CKC’s: All of** Domain 4, 4.B.2 and 7, 7.A.3 |
| 1. Diagnoses that are encompassed by the autism spectrum. The screening and referral process.
 | **OSEP**: Observing and Collecting Data for Progress Monitoring, Intervention and Instruction and Collaborating, **EI/ESCE:** Standard 1, 1.4**NAEYC:** Standard 1, 1a, Standard 3, 3a, 3b and 3d andStandard 6: 6c**PS&C:** Standard 1a, Standard 3a, 3bStandard 6: 6d**CKC’s:** Domain 4, 4.A.1, 4.A.2, 4.A,3, 4.B.1, 4.B.2 , Domain 5, 5.B.2, and 5.C.1Domain 6, 6.A.5 and 7.A.2 |
| 1. Applied Behavioral Analysis (ABA) and other ASD therapies and interventions.
 | **OSEP:** Intervention and Instruction and Technology**EI/ESCE:** Standard 1: 1.1 and Standard 7: 7.2**NAEYC:** Standard 1: 1a, Standard 4: 4b, and Standard 6: 6a and 6d**PS&C:** Standard 1: 1a and Standard 6: 6d**CKC’s:** Domain 1: 1.A.1, Domain 2: 2.A.1, 2.B.2 and Domain 5:5.B.  |
| 1. The variety of educational settings and the environmental components, including technology, for individuals in multiple age groups and across the autism spectrum.
 | **OSEP:** Transitions, Technology, Intervention, and Instruction, **EI/ESCE:** Standard 5: 5.2 and Standard 6: 6.3 and 6.6**NAEYC:** Standard 1: 1c, Standard 4: 4b, Standard 6: 6c**PS&C:** Standard 1: 1c, Standard 4: 4c Standard 6: 6c**CKC’s:** Domain 1: 1.A.2, 1.B.1, and 1.B.3, 2.B.1, Domain 3: 3.B.1 and 3.B.2 |
| 1. The Cycle of Intentional Teaching
 | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e**CKC’s:** All of Domain 1All of Domain 2 All of Domain 3 All of Domain 4 Domain 5, 5.A.2, 5.A.3,  Domain 7: 7.B.1 |
| 1. Adaptations and accommodations of a Learning Experience Plan (LEP) for a child with ASD including:
* Observation and assessment
* Teaching and behavioral strategies
* Family connections
 | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e**CKC’s:** All of Domain 1All of Domain 2 All of Domain 3 All of Domain 4 Domain 5, 5.A.2, 5.A.3,  Domain 7: 7.B.1 |

**Standards:**

CT State Core Knowledge and Competencies (CKC) <https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf>

The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers
that Support Adults who Work with Young Children and Families

<https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf>

Early Intervention/Early Childhood Special Education (EI/ECSE)

<https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators>

National Association for the Education of Young Children (NAEYC) <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf>

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE) <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf>

**KEY EXPERIENCES**

**(These can be in-class activities, graded assignments, or anything in-between.)**

(CO1)

Read this article and reflect on the history of Autism in America

# The Early History of Autism in America

<https://www.smithsonianmag.com/science-nature/early-history-autism-america-180957684/>

(CO2)

Review the three websites and describe the various models and frameworks of ASD

Various Models of Autism

<https://www.k12academics.com/disorders-disabilities/autism/models>

<https://www.verywellhealth.com/scerts-model-autism-4173802>

Framework Documents

<https://www.autismeducationtrust.org.uk/framework-documents>

(CO3)

Review the link below and Contact the Family Support Network <https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/family_health/children_and_youth/images/CTFSNSupportgroups2013pdf.pdf>

representative in your area and plan to participate in one of the meetings

While at the meeting ask if the parents have encountered any ethical/unethical situations with their children’s care and education? Write a reflection on your findings connecting those situations to the ethical principles on this website.

Special Education Professional Ethical Principles

<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>

(CO4)

Research and identify the variety of diagnoses under the umbrella of ASD and discuss the screening and referral process.

(CO5)

# View this video and then research other interventions for ASD

# What is the Verbal Behavior Approach? - Applied Behavior Analysis Procedures

<https://www.youtube.com/watch?v=qg52VbiurMc&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L&index=7>

Applied Behavior Analysis (ABA), Early Start Denver Model (ESDM), Floortime, Occupational Therapy (OT), Pivotal Response Treatment (PRT), Relationship Development Intervention (RDI), Speech Therapy, TEACCH

<https://www.autismspeaks.org/interventions-autism>

(CO 6)

Listen and reflect on this podcast on Universal Design.

Universal Design for Learning for Autistic and Neurodivergent Children: A Conversation with Emily Rubin and Dr. Lindee Morgan

<https://uniquelyhuman.libsyn.com/universal-design-for-learning-for-autistic-and-neurodivergent-children-a-conversation-with-emily-rubin-and-dr-lindee-morgan>

Find two or three credible websites for setting up a classroom to accommodate children with ASD. Compare and contrast the information

(CO7)

Review the CT. Cycle of Intentional Teaching and how you would use it when working with a child(ren) with ASD. Make sure to address how early learning standards, the cultural context, children’s interests, and family could influence a decision to make a referral.

(CO 8)

Given a variety of scenarios students will individualize (create adaptations and accommodations) a Learning Experience Plan (LEP) with teaching and behavioral strategies based on observation and assessment for a child with ASD making sure that the family connection is included.

**RESOURCES**

**ARTICLES**

Autism Spectrum Disorders

<https://piowlskidisabilityresearch.weebly.com/autism-spectrum-disorders.html>

Articles and Blog

<https://autismawarenesscentre.com/autism-news/>

Early Intervention for Autism

National Institute of Child Health and Human Development

<https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-intervention>

# Screening and Diagnosis of Autism Spectrum Disorder

# <https://www.cdc.gov/ncbddd/autism/screening.html>

# Journal of Autism and Developmental Disorders

# 10 Myths About Autism Spectrum Disorder

# <https://www.onecentralhealth.com.au/autism/10-myths-about-autism/>

# Support You Can See (and Feel): Teaching Children with Autism

# <https://www.naeyc.org/resources/pubs/tyc/oct2019/teaching-children-autism>

# Educating Children about Autism in an Inclusive Classroom

# <http://www.gov.pe.ca/photos/original/ed_autisminc.pdf>

# 20 Classroom Modifications for Students with Autism

# <https://studylib.net/doc/7194791/20-classroom-modifications-for-students-with-autism>

# The Early History of Autism in America

<https://www.smithsonianmag.com/science-nature/early-history-autism-america-180957684/>

# Education of Individuals with Autism

## History, Schools' Responses and Methods of Teaching, Goals and Purposes of Education

# <https://education.stateuniversity.com/pages/1779/Autism-Education-Individuals-with.html>

# PODCASTS

# American Autism Association: Top Podcasts on Autism

# <https://www.myautism.org/news-features/top-podcasts-on-autism>

# VIDEO

10 Tech Resources for the Autism Community

<https://mashable.com/archive/autism-resources>

Innovative Ways the Autism Community Uses iPads

<https://mashable.com/archive/innovative-autism-community-ipad>

Proposed and Enacted Autism Legislation

<https://www.cga.ct.gov/2019/rpt/pdf/2019-R-0277.pdf>

Ethical Considerations when Working with Individuals with Autism

<https://www.youtube.com/watch?v=dnpEF_zbFNQ>

# Autism Behavioral Strategies

# <https://www.youtube.com/watch?v=kXa4GzFsKQg&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L&index=5>

# What is the Verbal Behavior Approach? - Applied Behavior Analysis Procedures

<https://www.youtube.com/watch?v=qg52VbiurMc&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L&index=7>

Interview with Temple Grandin

<https://www.youtube.com/watch?v=MvYkVlCu6Sk&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L>

Universal Design for Learning for Autistic and Neurodivergent Children: A Conversation with Emily Rubin and Dr. Lindee Morgan

<https://uniquelyhuman.libsyn.com/universal-design-for-learning-for-autistic-and-neurodivergent-children-a-conversation-with-emily-rubin-and-dr-lindee-morgan>

The Sensory Room: Helping Students With Autism Focus and Learn

<https://www.edutopia.org/video/sensory-room-helping-students-autism-focus-and-learn>

**WEBSITES**

National Institute of Mental Health

<https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd>

Various Models of Autism

<https://www.k12academics.com/disorders-disabilities/autism/models>

<https://www.verywellhealth.com/scerts-model-autism-4173802>

What are the 5 Types of Autism

<https://www.integrityinc.org/what-are-the-5-types-of-autism/>

<https://www.integrityinc.org/autism-myths-and-misconceptions/>

Framework Documents

<https://www.autismeducationtrust.org.uk/framework-documents>

CDC Autism Spectrum Disorder

<https://www.cdc.gov/ncbddd/autism/treatment.html>

<https://www.cdc.gov/ncbddd/autism/hcp-screening.html>

<https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf>

Birth to Three

<https://www.birth23.org>

What are the DSM-5 diagnostic criteria for autism?

<https://www.autismspeaks.org/autism-diagnosis-criteria-dsm-5>

Autism-Help.org

Key Elements to Successful Education Fact Sheet

<http://www.autism-help.org/autism-education-school-effects.htm>

Applied Behavioral Analysis Program Guide

 <https://www.appliedbehavioranalysisprograms.com/lists/5-easy-to-implement-behavior-strategies-for-children-with-autism/>

 <https://www.appliedbehavioranalysisprograms.com/history-autism-treatment/>

Special Education Professional Ethical Principles

<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>

Evidence-Based Teaching Strategies for Individuals with Autism Spectrum Disorder

<https://www.cigna.com/assets/docs/behavioral-health-series/autism/2017/autism-april-handout.pdf>

Evidence-based Practices from 2014 NPDC Review

<https://autismpdc.fpg.unc.edu/evidence-based-practices>

Special Needs Project

<https://piowlskidisabilityresearch.weebly.com/>

Autism Awareness Com

<https://autismawarenesscentre.com/autism-news/>

Connect to Talk: Your Autism Therapy Connection

<https://connec-to-talk.com/ctt-blog/>

Understanding ABA: An 8 Step Guide For Caregivers

<https://connec-to-talk.com/understanding-aba-an-8-step-guide-for-caregivers/>

**Supporting Individuals on the Autism Spectrum and their Families**

<https://portal.ct.gov/DPH/Family-Health/Children-and-Youth/Connecticut-Collaborative-to-Improve-Autism-Services>

Autism Speaks

<https://www.autismspeaks.org>

<https://www.autismspeaks.org/interventions-autism>

Raising Children

<https://raisingchildren.net.au/autism/therapies-guide/video-modelling>

# Classroom Design: The Ultimate Guide to Autism Classroom Setup

# <https://autismclassroomresources.com/classroom-design/>

# Simulation Scenarios:

Autism Simulations: five autism simulations to help you experience sensory overload

# <https://mashable.com/archive/autism-simulations>

Autism Simulations These autism simulations help you feel what it is like

<https://www.bfeye.com/autism-simulations-help-feel-like/>

# Autism Spectrum Disorder Simulation

# <https://duckduckgo.com/?t=ffab&q=Activity+3a+Autism+Spectrum+Disorder+Simulation&ia=web>

# TNW

# <https://thenextweb.com/news/can-now-experience-feels-like-autism#gref>

Learning & ASD Characteristics Simulation Activity

https://handsinautism.iupui.edu/wp-content/uploads/Sensory-Explanation\_3PowerHouseSystems.pdf

# Autism Simulation

This is a 360-degree video designed to represent the lunchroom of a standard high school for an autistic person. This specific experience is called extrasensory input.

<https://www.youtube.com/watch?v=2arNKLWYu40>

**CHILDREN’S BOOKS**

My Brother Charlie, by [Ryan Elizabeth Peete](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Ryan+Elizabeth+Peete&text=Ryan+Elizabeth+Peete&sort=relevancerank&search-alias=books)

**OTHER RESOURCES**

Temple Grandin Movie

https://en.wikipedia.org/wiki/Temple\_Grandin\_(film)

Ethics: Teaching Students with Autism Spectrum Disorder

https://www.slideshare.net/suziw/ethics-teaching-student-with-asd-13579584

**Sample SYLLABUS**

**Instructor:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Office:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Telephone:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Office Hours:** \_\_\_\_\_\_\_\_\_\_\_\_ or by app’t

**E-mail:**

**Text:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation and grading:**

**Assessments and Assignments**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic and Learning Experiences** | **Alignment with Course Objectives** | **Alignment with Student Outcomes**  |
| 1 | Introduction |  |  |
| 2 | Autism Spectrum Disorder (ASD)Definition, history, characteristics, and implications. National Institute of Mental Health<https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd> | CO1 | Read this article and reflect on the history of Autism in America The Early History of Autism in America <https://www.smithsonianmag.com/science-nature/early-history-autism-america-180957684/> |
| 3 | Frameworks and models associated with ASD. | CO2 | Review the three websites and describe the various models and frameworks of ASD Various Models of Autism<https://www.k12academics.com/disorders-disabilities/autism/models><https://www.verywellhealth.com/scerts-model-autism-4173802>Framework Documents<https://www.autismeducationtrust.org.uk/framework-documents> |
| 4 | Frameworks, and models associated with ASD. continued |  | Review the link below and Contact the Family Support Network <https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/family_health/children_and_youth/images/CTFSNSupportgroups2013pdf.pdf>representative in your area and plan to participate in one of the meetings While at the meeting ask if the parents have encountered any ethical/unethical situations with their children’s care and education?  |
| 5 | Ethical concerns and dilemma's related to working with children on the autism spectrum and their families.  | CO 3 | Write a reflection on your findings connecting those situations to the ethical principles on this website.Special Education Professional Ethical Principles:<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards> |
| 6 | Diagnosis of ASD for individuals in multiple age groups and across the autism spectrum. | CO4 | Research and identify the variety of diagnoses under the umbrella of ASD  |
| 7 | Discuss the screening and referral process. |  |  |
| 8 | Applied Behavioral Analysis (ABA) and Verbal Behavioral approach. | CO 5 | View this video and then research other interventions for ASDWhat is the Verbal Behavior Approach? - Applied Behavior Analysis Procedures <https://www.youtube.com/watch?v=qg52VbiurMc&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L&index=7> |
| 9 | Other ASD therapies and approaches  | CO 5 | Early Start Denver Model (ESDM), Floortime, Occupational Therapy (OT), Pivotal Response Treatment (PRT), Relationship Development Intervention (RDI), Speech Therapy, TEACCH<https://www.autismspeaks.org/interventions-autism> |
| 10 | The variety of educational settings and the environmental components for individuals in multiple age groups and across the autism spectrum. | CO6 | Listen and reflect on this podcast on Universal Design.Universal Design for Learning for Autistic and Neurodivergent Children: A Conversation with Emily Rubin and Dr. Lindee Morgan<https://uniquelyhuman.libsyn.com/universal-design-for-learning-for-autistic-and-neurodivergent-children-a-conversation-with-emily-rubin-and-dr-lindee-morgan>Find two or three credible websites for setting up a classroom to accommodate children with ASD. Compare and contrast the information |
| 11 | The Cycle of Intentional Teaching  | CO7 | Review the CT. Cycle of Intentional Teaching and how you would use it when working with a child(ren) with ASD. Make sure to address how early learning standards, the cultural context, children’s interests, and family could influence a decision to make a referral.  |
| 12 | Adaptations and accommodations of a Learning Experience Plan (LEP) for a child with ASD including: * Observation and assessment
* Teaching and behavioral strategies
* Family connections
 | CO 8 | Given a variety of scenarios students will individualize (create adaptations and accommodations) a Learning Experience Plan (LEP) with teaching and behavioral strategies based on observation and assessment for a child with ASD making sure that the family connection is included. |
| 13 | LEP cont. |  |  |
| 14 |  |  |  |
| 15 | Recap and conclusions  |  |  |
| 16 | Finals |  |  |

**\* Key Experiences.**