Grand Valley State University
Autism Endorsement Program

PSY 540: Introduction to Autism Spectrum Disorder

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Office hours: Email or by appointment

Course Description
This course addresses characteristics of Autism Spectrum Disorder (ASD), including diagnosis and special education eligibility. A specific emphasis is placed on using intervention approaches that address the unique learning and social needs of children with ASD. Various evidence-based interventions that promote inclusive opportunities and improved outcomes are covered.

Course Objectives
Upon completing this course, the student will:
1. Examine how the characteristics of autism spectrum disorder manifest as a spectrum.
2. Discuss diagnostic criteria and eligibility determination practices and issues.
3. Demonstrate how different perspectives of ASD change beliefs and improve programming for individuals with ASD.
4. Show how an inclusive approach with high expectations influences families and the educational community.
5. Describe how inclusive and evidence-based practices impact progress and outcome.
6. Apply evidence-based practice process to decisions about educational programming.
7. Demonstrate the use of evidence-based practices in educational programming.
8. Describe strategies to improve adult support in classroom environments.

READINGS

1. Notbohm, E. & Zysk, V. (2022). *Ten things every _student_ with autism wishes you knew (2nd ed.)*. Future Horizons. (Purchase from an online bookseller - check for the correct edition).
*Note: This is the new edition. There is also a book called Ten things every _child_ with autism wishes you knew. Please be sure to get the version focused on a student.

2. Reading listed in the syllabus will be available on the Blackboard site.

COURSE INFORMATION

Required Equipment (owned or accessible)
- High-speed internet access
- Computer with a sound card and speakers and operating system that meets current Blackboard browser requirements.
- Microphone (built in or external)
- Computer camera for videoconference, synchronous meetings

Blackboard Ultra is the Course Management System

To access Blackboard, go to https://mybb.gvsu.edu/ and enter your log in and password.

This course utilizes Blackboard Ultra, GVSU's online course management system. You can use the Blackboard Help page to find information and get assistance. Use of Blackboard is integral to this course and students must log on a few times each week to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current technical requirements to use Blackboard and preferred browser information.

Technical difficulties with Blackboard
If you experience technical problems with Blackboard, check out the help page, contact e-learning support or the IT help desk at (616) 331-2101.

Accessing the Library
Many of GVSU's library resources can be accessed online Distance and Off-Campus Learning Services with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services. General library help site.

Graduate Writing Resources
The Graduate Writing Resources available to assist with all kinds of writing tasks and they will give feedback on writing assignments. It is not just for students who struggle with writing. They can help any student improve writing skills.

Accommodations for Students with Disabilities
If you need specific accommodations and you have a documented disability, you will need to contact the Disability Support Resources Office at 616-331-2490 to coordinate accommodations. If you plan to request accommodations in this course, please let me know right away so I can assist you.

COURSE ORGANIZATION and ASSIGNMENTS

Readings (weekly)
You will have book chapters and articles to read weekly. It is critical to stay up on the readings. This is where you will learn much of the content for the autism endorsement.

Learning Units (two-week units)
The learning units will be a foundational part of the course, and this is where you will find instructions for each two-week segment of the course including reading assignments, course content presentations, and assignments. Units will open two weeks at a time and an assignment will be due at the end of the two-week period. All previous units will be open throughout the course.

Discussions – (each unit)

Discussion board will be posted with each unit to promote discussion related to the topics covered in the unit. It is important to have interactions with others around teaching students with autism spectrum disorder. A grading rubric is provided on the Blackboard site under Course Basics.

Synchronous Meeting (participate in 2 synchronous meetings)
Synchronous meetings will provide an opportunity to talk about course materials and assignments and engage in discussions with other students in the course. The dates and times for these meeting are listed on the syllabus and on the Blackboard calendar.

Quizzes – (each learning unit)
Each unit will have a brief reading quiz at the end of the second week to check for understanding of the reading material and strengthen the preparation for discussions.

Assignments – (each learning Unit)
You will have an assignment associated with each learning unit. These will vary in type and length, but most will involve application of concepts from the unit content. These will constitute an important part of your learning and grade for the course. All written assignments must be prepared in a professional manner (organized and free from spelling/grammatical errors). More information about each of these assignments will be provided on Blackboard.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Scavenger hunt	5	5
Discussion board (6)	10	60
Assignments (6)	20	120
Synchronous meetings (2)	10	20
Quizzes (6)	5	30
TOTAL POINTS		235

Final Grade Scale

Letter Grade	Percentage Range
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	61-69%
F	0-60%

ACADEMIC INTEGRITY

GVSU Student Code regarding Integrity of Scholarship and Grades:

Section 223.00: Integrity of Scholarships and Grades
Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

Section 223.01: Plagiarism
Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

"This course is subject to GVSU's general requirements for courses. A full list with pointers to resources may be found at www.gvsu.edu/coursepolicies."

Use of Artificial Intelligence (AI) Policy
Many faculty and students are exploring the ways that ChatGPT and other AI resources can facilitate their learning and communication. You may explore these options for this course, including the possibility of meeting with the Writing Center to learn more about best practices for leveraging AI in the development of your original work products. If you utilize ChatGPT for an assignment that you submit in this class, please follow guidance from the American Psychological Association for explaining the role of AI and citing any specific information from AI sources.

Attendance Policy
In the event of an unavoidable absence from a synchronous meeting or exam window (e.g., illness, family emergency, weather-related disruption), students will have the opportunity to complete an alternative activity or to reschedule the exam as soon as possible, ideally within 48 hours.

Makeup/Late Work Policy
With exceptions for personal illness or emergencies, students will not have the opportunity to make up points lost due to late or missing discussion posts, assignments, or practice quizzes. Please notify your instructor if you are aware of circumstances that could affect your timely completion of assigned work in this course.

Religious Observances
If you need to miss a class to observe a religious holiday, please contact your instructor at least a week in advance to discuss arrangements.

Student Support
GVSU and your instructors are dedicated to helping you meet your academic and career goals. Please do not hesitate to contact your instructors if you wish to discuss your course performance or other academic issues. Additionally, if you would like to talk to a professional counselor about mental health concerns, phone the GVSU Counseling Center during normal business hours at 616-331-3266. If you are experiencing a crisis, you can call 1-800-273-TALK at any time.

PSY 540: Introduction to Autism Spectrum Disorder
Spring/Summer 2024 Schedule

Dates	Topics	Readings	Assignments
Unit 1 5/6-5/19	Characteristics and foundations of ASD	OAR guide - Background (pgs. 1-14) Test et al. (2014) Janzen & Zenko (2012) - Ch. 2 & 3	Quiz 1 Assignment 1 Discussion Board
Unit 2 5/20-6/2	Perspectives on ASD Neurodiversity	OAR guide - Background (pgs. 15-30) Notbohm (2022) - Ch. 1-3 Kluth (2008) Stone-MacDonald et al. (2022) Carnet et al. (2014) - opt	Quiz 2 Assignment 2 Discussion Board Synch mtg: 5/29
Unit 3 6/3-6/16	Special ed law Inclusive Practices and Community Engagement	Agran et al. (2014) - Chapter 5 Kluth (2010) - Chapter 2 & 10 Notbohm (2022) - Ch. 4-6	Quiz 3 Assignment 3 Discussion Board
Unit 4 6/17-6/30	Working as a Team and Collaborating with Parents Goals of Educational and Social Programming	Notbohm (2022) - Ch. 7-10 McCollow & Hoffman (2020) Ruble & Dalrymple (2002) Ruble & McGrew (2020) - opt Janzen & Zenko (2012) - Ch. 7 - opt	Quiz 4 Assignment 4 Discussion Board
7/1-7/7	Break week		
Unit 5 7/8-7/21	Evidence-Based Practice (EBP) ● Functional routines ● Visuals ● Video modeling ● Peer-based Interventions	Janzen & Zenko (2012) - Ch. 11-13 (read at least 2 of the 3) Ganz et al. (2011) Hume et al. (2014) Cohen & Demchak (2018) <u>Choose 1</u>: Zeigler et al. (2020) or Bambara et al. (2018)	Quiz 5 Assignment 5 Discussion Board Synch mtg: 7/17
Unit 6 7/22-8/4	Evidence-Based Practice (EBP) II ● Brief ABA in schools ● Scripts ● Self-mgt ● Exercise/ movement	Odom et al. (2021) Leach (2010) – Chapters 5 & 6 Schulze (2016) Janzen & Zenko (2012) - Ch. 21 - opt	Quiz 6 Assignment 6 Discussion Board

Reading List

Agran, M., In Brown, F., In Hughes, C., In Quirk, C., In Ryndak, D. L., & TASH. (2014). Equity and full participation for individuals with severe disabilities: A vision for the future. Brookes Publishing. (Chapter 5)

Bambara L. M, Thomas A, Chovanes J, & Cole C. L. (2018). Peer-mediated intervention: enhancing the social conversational skills of adolescents with autism spectrum disorder. *TEACHING Exceptional Children,* 51(1):7-17. doi:10.1177/0040059918775057

Carnett, A., Raulston, T., Lang, R., Tostanoski, A., Lee, A., Sigafoos, J., & Machalicek, W. (2014). Effects of a perseverative interest-based token economy on challenging and on-task behavior in a child with autism. *Journal of Behavioral Education,* doi:http://dx.doi.org/10.1007/s10864-014-9195-7

Cohen, A., & Demchak, M. (2018). Use of visual supports to increase task independence in students with severe disabilities in inclusive educational settings. *Education and Training in Autism and Developmental Disabilities, 53*(1), 84-99.

Ganz J. B., Earles-Vollrath T. L., & Cook K. E. (2011). Video Modeling: A visually based intervention for children with autism spectrum disorder. *Teaching Exceptional Children*, 43(6), 8-19.

Hume, Sreckovic, M. A., Snyder, K., & Carnahan, C. R. (2014). Smooth transitions: Helping students with Autism Spectrum Disorder navigate the school day. *Teaching Exceptional Children 47*(1), 35-45.

Janzen, J., & Zenko, C. (2012) *Understanding the nature of autism: A guide to the Autism Spectrum Disorders* (3rd ed.). Hammill Institute on Disabilities.

Kluth, P. (2010). *You're going to love this kid (2nd ed.)*. Brookes Publishing.

Kluth, P. (2008). *Just give him the whale. 20 ways to use fascinations, areas of expertise, and strengths to support students with autism.* Brookes Publishing.

Leach (2010). Bringing ABA into your inclusive classroom. Brookes Publishing.

McCollow M.M., & Hoffman H.H. (2020). Evidence-based decision-making: A team effort toward achieving goals. *Young Exceptional Children*, 23(1):15-23.

Notbohm, E. (2019). *Ten things every child with autism wishes you knew (3rd ed.)*. Future Horizons.

Odom, S.L., Hall, L.J., Morin, K.L. *et al.* (2021). Educational interventions for children and youth with autism: A 40-year perspective. *Journal of Autism Developmental Disord*ers. https://doi.org/10.1007/s10803-021-04990-1

OAR Life Journey through Autism: An Educator's guide to ASD (Level 1 Supports). https://researchautism.org/resources/an-educators-guide-to-asd-level-1-supports/

Ruble L. A., & Dalrymple N. J. (2002). Compass: A parent—teacher collaborative model for students with autism. *Focus on Autism and Other Developmental Disabilities*, 17(2), 76-83. doi:10.1177/10883576020170020201

Ruble L., & McGrew J. (2020). Goal Attainment of Students with ASD Using COMPASS. In F. Volkmar (ed.) Encyclopedia of Autism Spectrum Disorders. Springer Publishing.

Schulze, M. A. (2016). Self-management strategies to support students with ASD. *Teaching Exceptional Children, 48*(5), 225-231.

Social Emotional Engagement – Knowledge & Skills (SEE-KS) Instructional Manual & Materials - https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Eligibility%20Areas/SEE-KS%20Modules/SEE-KS_Instructional_Manual_and_Forms_2018-19.pdf

Stone-MacDonald, A., Cihak, D. F., & Zager, D. (2022). *Autism Spectrum Disorders* (5th ed.). Routledge Publishing. (Chapter 23)

Test, D. W., Smith, L. E., & Carter, E. W. (2014). Equipping youth with autism spectrum disorders for adulthood: Promoting rigor, relevance, and relationships. *Remedial and Special Education, 35*(2), 80-90.

Ziegler, M., Matthews, A., Mayberry, M., Owen-DeSchryver, J., & Carter, E. W. (2020). From barriers to belonging: Promoting inclusion and relationships through the peer to peer program. *Teaching Exceptional Children, 52*(6), 426-434.

Thoughts on a Successful Online Learning Experience

Taking an online course is different from traditional classroom courses. You will take a larger role in organizing your time and guiding your own learning. The role of the instructor becomes facilitator, guide, and resource to help you learn the course material and apply it in your personal and professional life. I am here to assist you, but you need to let me know what you need.

As a successful online learner, you will interact with the course materials regularly; manage your time; share thoughts and experiences with others; critically reflect on material; and apply what you are learning. You are the conductor of your own learning, which is what lifelong learning is all about!

Much to the surprise of many students, online courses are not easier than traditional courses. Quite the contrary. You may have more flexibility and less travel, but the content is the same and you have a greater responsibility for your learning. There are also more opportunities and expectations to participate in discussions. Online learning is an excellent format, but it is not and should not be passive. You want to be actively engaged with your instructor, other students, and your own thinking.

Tips for a Successful Learning Experience

Although these might seem obvious and simple, they will make a difference

- □ Read the syllabus and all preparatory information on Blackboard
- □ Stay organized and track due dates
- □ Plan weekly study times
- □ KEEP UP ON THE READING
- □ Log on to Blackboard at least 3 times per week to check announcements, discussion board, and interact with course material
- □ Get to know the other students in the class and help each other learn the language and the concepts
- □ Post questions, comments, and ideas on discussion board
- □ Ask questions of the instructor. Not just clarification questions about logistics, but content questions.