

**Grand Valley State University**  
**College of Education and Community Innovation and Autism Endorsement Program**  
**Spring/Summer 2024**

**Course:** EDS 615/PSY 615 Educational Assessment and Interventions for Autism Spectrum Disorder

**Dates and Time:** Asynchronous Online Instruction

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**COLLEGE MISSION:**

Educating leaders and professionals to engage, enrich, and transform communities.

**EDUCATOR PREPARATION PROGRAMS GUIDING PRINCIPLES:**

Our educator preparation programs are guided by the mission, "Teaching, Leading, and Learning in a Democratic Society."

**Vision: We believe** that schools function as social and political entities as well as for the growth of individuals. We prepare candidates to . . .

- Enhance the academic and personal potential of their students,
- Establish policies and practices that promote democratic education,
- Evaluate the social and ethical implications of educational policies and practice.

**We value** these ideals in our candidates, our faculty, and our relationships with the larger communities we serve:

- Expertise to guide our practice,
- Equity to guide our interactions,
- Liberal Education to guide our perspectives,
- Social Responsibility to guide our commitment to democratic education.

***Course Description***

This course will explore assessment strategies and implementation tools for supporting students with ASD in educational settings. Specific focus is placed on individualized services, supports, and strategies that promote and improve engagement and participation in the general education curriculum. Data collection strategies and resource tools will be examined, with emphasis on using assessments to develop Individualized Education Program goals, and design, implement, and monitor instructional

programs. A team-based approach is emphasized, along with strategies that can improve adult support for students in classrooms.

### ***Course Objectives***

Upon successful completion of this course, students will be able to:

1. Understand and apply classroom assessment strategies.
2. Identify and evaluate evidence-based practices that support learning for students with Autism Spectrum Disorder.
3. Explain federal laws and their impact on inclusion and educational programming.
4. Identify services, supports, and strategies that improve access to general education environments and the general education curriculum.
5. Interpret student assessment data to design and implement instructional programs.
6. Develop IEP goals matched to assessment data, student need, and family input.
7. Utilize data collection strategies, resources and tools to evaluate educational programming on an individual, classroom, and program level.
8. Describe strategies to improve adult support in classroom environments.

### **READINGS**

#### **Books/Articles/Additional Resources**

All readings for the course are listed in the schedule and will be available within Blackboard Ultra. Relevant books and resources will be highlighted that you may be interested in exploring further, however, there are **no required reading purchases** for the completion of any assignments in this course.

### **COURSE INFORMATION**

#### **Blackboard is the Course Management System**

To access Blackboard, go to [Blackboard](#) and enter your login and password.

This course utilizes Blackboard, GVSU's online course management system. This course will be taught in Blackboard Ultra. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning. [Student Resources - Online Education - Grand Valley State University](#)

Use of Blackboard is integral to this course and students must log on a few times each week in order 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.

#### **Technical difficulties with Blackboard**

If you experience technical problems with Blackboard, contact the help desk by email [it@gvsu.edu](mailto:it@gvsu.edu) or phone - or 616-331-2101. The help website is [Information Technology - Grand Valley State University](#).

#### **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 [GVSU Library](#).

### **Graduate Writing Resources**

The [Graduate Writing](#) resources are 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 or [Disability Support Resources - Grand Valley State University](#) 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**

### **Weekly Modules**

Modules will be a foundational part of the course and this is where you will find instructions for each week's segment of the course including reading assignments, course content materials, practice activities, assignments, and assessments. Be sure to pay attention to due dates. Each module is designed with consistency in mind to support easier navigation. Some common terms are listed below.

- **Weekly KWL:**
  - Identify what you already **KNOW**, what you **WANT** to know, and what you **LEARNED** each week. This work will be used when completing your final project. Completion of the Weekly KWL work will be graded as a component of the final project at the end of the course. It is important to complete each KWL as you progress through the semester.
- **Weekly Content** includes receiving instruction in various ways, such as, but not limited to:
  - Watching: video clips or lectures
  - Listening: podcast or a selection of an audio book
  - Reading: important relevant module content
  - Exploring: usually a helpful resource highlight to support the topic
- **Learning Activities** include tasks, such as, but not limited to:
  - Interact: participate with classmates through a discussion board or other activity
  - Self Assess: take a mock quiz to test your knowledge
  - Attend: small group or approved/optional webinars or trainings
  - Seek Perspectives: ask questions to understand perspectives
  - Research: discover answers and information related to the week's topic
  - Learn More (optional): extend your resources or understanding of the topic
- **Assignments:**
  - Students will demonstrate learning progress by summarizing, applying, and reflecting through various assignments

This course is designed to enhance teacher knowledge and skills to create optimal outcomes for students. It is important to me that you find the instruction meaningful and that you are able to connect

it to your profession and experiences. I will provide feedback and thinking points for you usually weekly. Although I will guide this course as the instructor, I am looking for you to also identify your growth areas and next steps through reflection and application.

**Final Project**

You will be provided a variety of options to demonstrate your learning from this course. Options may include essays, recorded presentations, live virtual discussions with your instructor, and voice recordings. Student ideas for options that are not listed on the Final Project instructions are encouraged, but MUST be approved by the instructor in advance. All final projects will require students to demonstrate an understanding of the course objectives listed in the syllabus. Final Projects are a reflection of how your personal learning has evolved over this course, and share concepts or strategies that have been or will be applied to professional practices to enhance outcomes for students.

**EDS/PSY 615 Class Schedule (Spring / Summer 2024)**

(See course schedule in Blackboard Ultra for a detailed checklist of weekly activities and assignments)

<b>Week &amp; Date</b>	<b>Weekly Content</b>	<b>Course Objective</b>	<b>Complete</b>
<b>Week 1</b> 5/6-5/12	<ul style="list-style-type: none"> <li>● General Course Information</li> <li>● Introductions</li> <li>● Survey</li> </ul>	Overview of all objectives	<ul style="list-style-type: none"> <li>● Pre-Course Survey</li> <li>● Review Syllabus and Schedule</li> <li>● Introductions</li> </ul>
<b>Week 2</b> 5/13-5/19	<ul style="list-style-type: none"> <li>● Evidence-Based and Effective Teaching</li> <li>● High Leverage Practices</li> </ul>	Identify and evaluate evidence-based practices that support learning for students with Autism Spectrum Disorder.	<ul style="list-style-type: none"> <li>● Complete “KW” of KWL*</li> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Assignment(s)</li> <li>● Complete “L” of KWL</li> </ul>
<b>Week 3</b> 5/20-5/26	<ul style="list-style-type: none"> <li>● Inclusive Practices</li> <li>● High Expectations</li> <li>● Special Education Law</li> </ul>	Explain federal laws and their impact on inclusion and educational programming.	<ul style="list-style-type: none"> <li>● Complete “KW” of KWL</li> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Assignment(s)</li> <li>● Complete “L” of KWL</li> </ul>
<b>Week 4</b> 5/27-6/2	<ul style="list-style-type: none"> <li>● Access to General Education Environment and Curriculum</li> </ul>	Identify services, supports and strategies that improve access to general education environments and the general education curriculum.	<ul style="list-style-type: none"> <li>● Complete “KW” of KWL</li> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Assignment(s)</li> <li>● Complete “L” of KWL</li> </ul>
<b>Week 5</b> 6/3-6/9	<ul style="list-style-type: none"> <li>● Training and Supervision of Paraeducators</li> <li>● Needs Assessment: Adult Support</li> </ul>	Describe strategies to improve adult support in classroom environments.	<ul style="list-style-type: none"> <li>● Complete “KW” of KWL</li> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Assignment(s)</li> <li>● Complete “L” of KWL</li> </ul>

	<ul style="list-style-type: none"> <li>Partnerships: Families</li> <li>Effective Team Process</li> </ul>		
<b>Week 6</b> 6/10-6/16	<ul style="list-style-type: none"> <li>Mid-Course Review</li> </ul>	Course objectives up to Week 7	<ul style="list-style-type: none"> <li>Interactive Review</li> </ul>
<b>Week 7</b> 6/17-6/23	<ul style="list-style-type: none"> <li>Individual Assessments</li> </ul>	Interpret student assessment data to design and implement instructional programs.	<ul style="list-style-type: none"> <li>Complete "KW" of KWL</li> <li>Weekly Content</li> <li>Learning Activities</li> <li>Assignment(s)</li> <li>Complete "L" of KWL</li> </ul>
<b>Week 8</b> 6/24-6/30	<ul style="list-style-type: none"> <li>Classroom Assessments</li> </ul>	Understand and apply classroom assessment strategies.	<ul style="list-style-type: none"> <li>Complete "KW" of KWL</li> <li>Weekly Content</li> <li>Learning Activities</li> <li>Assignment(s)</li> <li>Complete "L" of KWL</li> </ul>
<b>Week 9</b> 6/31-7/7	<ul style="list-style-type: none"> <li>Data Collection Strategies</li> </ul>	Utilize data collection strategies, resources and tools to evaluate educational programming on an individual, classroom, and program level.	<ul style="list-style-type: none"> <li>Complete "KW" of KWL</li> <li>Weekly Content</li> <li>Learning Activities</li> <li>Assignment(s)</li> <li>Complete "L" of KWL</li> </ul>
<b>Week 10</b> 7/8-7/14	<ul style="list-style-type: none"> <li>IEP Goal Alignment</li> <li>Determining and Prioritizing Student Needs</li> <li>Family Engagement</li> </ul>	Develop IEP goals matched to assessment data, student need, and family input.	<ul style="list-style-type: none"> <li>Complete "KW" of KWL</li> <li>Weekly Content</li> <li>Learning Activities</li> <li>Assignment(s)</li> <li>Complete "L" of KWL</li> </ul>
<b>Week 11</b> 7/15-7/21	<ul style="list-style-type: none"> <li>Course Review</li> </ul>	All Objectives	<ul style="list-style-type: none"> <li>Interactive Review</li> </ul>
<b>Week 12</b> 7/22-7/28	<ul style="list-style-type: none"> <li>Final Project Completion Week</li> </ul>	All Objectives	<ul style="list-style-type: none"> <li><b>Any unsubmitted assignments must be turned in by 7/28 by 9:00 PM</b></li> </ul>
<b>Final Projects Submission</b> 7/29-8/6	<ul style="list-style-type: none"> <li>Final Projects Due</li> </ul>	All Objectives	<ul style="list-style-type: none"> <li>Course Completion and Wrap Up Meetings</li> <li>Complete Final Projects</li> <li><b>Final Projects Due: Tuesday 8/6 by 9:00 PM</b></li> <li>Complete a Course Evaluation</li> </ul>

## POINTS AND GRADING

Course Tasks	Percentage of Total Grade
Participation in Learning Activities	15%
Interactive Reviews	15%
Assignments	30%
Cumulative Final Project (includes all KWL work)	40%

## Final Grade Requirement

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 [Course Policies - GVSU](#)."

### **Referenced Readings**

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*. Baltimore, MD: Brookes Publishing. (Chapters 1 & 8)

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Domings, Y., Crevecoeur, Y.C., & Ralabate, P.K. (2014). Meeting the needs of learners with autism spectrum disorders: Universal design for learning. In K. Boser, M. Goodwin, & S.C. Wayland (Eds.), *Learning technologies for people with autism and related conditions: A research-based guide for teachers, parents, and clinicians* (pp. 21-42). Baltimore: Paul Brookes Publishing.

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Fitzpatrick, Heather Leigh, "Opportunities to Learn the General Education Curriculum: Literacy Instruction For Students With Significant Support Needs in Inclusive Settings" (2022). Dissertations. 866.<https://digscholarship.unco.edu/dissertations/866>

Fleury, V.P., Hedges, S., Hume, K., Browder, D.M., Thompson, J.L., Fallin, K., El Zein, F., Reutebuch, C.K. & Vaughn, S. (2014). Addressing the academic needs of adolescents with Autism Spectrum Disorder in secondary education. *Remedial and Special Education*, 35, 68-79.

Giangreco, M. F., Doyle, M. B., & Suter, J. C. (2012). Constructively responding to requests for paraprofessionals: We keep asking the wrong questions. *Remedial and Special Education*, 33(6), 362-373.

Giangreco, M., & Hoza, B., (2013) Are Paraprofessional Supports Helpful? *Attention Magazine*, 22-25.

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Kluth, P., & Danaher, S. (2017). *From tutor scripts to talking sticks: 100 ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore, MD: Brookes Publishing Company.

Kurth, J., & Mastergeorge, A. M. (2010). Individual Education Plan Goals and Services for Adolescents With Autism: Impact of Age and Educational Setting. *The Journal of Special Education, 44*(3), 146–160.

Martens, B. K., Daly, E. J., I.,II, & Ardoin, S. P. (2015). Applications of applied behavior analysis to school-based instructional intervention. In H. S. Roane, J. E. Ringdahl & T. S. Falcomata (Eds.), *Clinical and organizational applications of applied behavior analysis*; (pp. 125-150) Elsevier Academic Press, San Diego, CA.

McLeskey, J., et al. (2017). *High-Leverage Practices in Special Education*. Council for Exceptional Children: Arlington: VA.

National Education Association (2014). *Teaching Students with Autism. Supporting Belonging, Participation, and Learning*. Retrieved from:  
[http://www.nea.org/assets/docs/Autism\\_Guide\\_final.pdf](http://www.nea.org/assets/docs/Autism_Guide_final.pdf)

Nguyen, N.N., Leytham, P., Whitby, P.S., & Gelfer, J.I. (2015). Reading comprehension and autism in the primary general education classroom. *The Reading Teacher, 69*, 71-76.

Quirk, C., Ryndak, D. L., & Taub, D. (2017). Research and evidence-based practices to promote membership and learning in general education for students with extensive support needs. *Inclusion, 5*(2), 94-109.

Scheuermann, B., Webber, J., & Lang, R. (2019). *Autism: Teaching makes a difference* (2nd ed.). Boston, MA: Cengage. - Chapters 4 & 5.