

**Grand Valley State University  
Autism Endorsement Program**

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

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***College of Education and Community Innovation (CECI) Mission***

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

***Teacher Preparation Programs Guiding Principles***

**“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.

**Philosophy:** We prepare Teacher Candidates to a) enhance the academic and personal potential of their students; b) establish policies and practices that promote democratic education; and c) evaluate the social and ethical implications of educational policies and practices.

**Mission:** Our teacher preparation programs are guided by the mission, “Teaching, Leading, and Learning in a Democratic Society.” We value the following ideals in our Teacher Candidates, faculty, and relationships with the larger communities that we serve:

- **Expertise** to guide our practice;
- **Equity** to guide our interactions;
- **Liberal Education** to guide our perspectives; and
- **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 presentations, 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.

- Learning Materials include resources, such as:
  - **Watch:** video clips or lectures
  - **Listen:** podcast or a selection of an audio book
  - **Read:** important relevant module content
  - **Explore:** usually a helpful resource highlight you will want to be familiar with
- Learning Activities include tasks, such as:
  - **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 whole class session
  - **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
- Submitting Assignments that could require students to:
  - **Summarize:** you will be asked to summarize your learning and tasks completed weekly
  - **Reflect:** through a journal or other method you will reflect on your weekly learning

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 and next steps through reflection and application. It will be important to keep this in mind as this will lead into the assessment for this course, the Final Project.

### **Final Project** (end of semester)

You will be provided a variety of options to demonstrate your learning from this course. Options you can select from may include essays, recorded presentations, live virtual discussion of content with instructor, drawing or other art. There will be a clear rubric that aligns with each. All final projects will

require students to demonstrate an understanding of the course objectives listed in the syllabus, show how personal learning has evolved over this course, and share what concepts or strategies have been or will be applied to professional practices to enhance outcomes for students and why those were important.

**EDS/PSY 615 Class Schedule (Winter 2024)**

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

Week & Date	Weekly Content	<b>Complete</b> Mandatory due dates will be indicated. All other assignments are highly recommended to be completed by the end of each week.
<b>Course Kickoff</b> 1/8- 1/14	<ul style="list-style-type: none"> <li>● General Course Information</li> <li>● Introductions</li> <li>● Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Course Kickoff Meeting 1/11 @ 7 PM</li> <li>● Pre-Course Survey due 1/14</li> <li>● Introductions due 1/14</li> <li>● Discussion Activity</li> </ul>
<b>Week 1</b> 1/15 - 1/21	<ul style="list-style-type: none"> <li>● High Leverage Practices</li> <li>● Evidence-Based and Effective Teaching</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 2</b> 1/22 - 1/28	<ul style="list-style-type: none"> <li>● Inclusive Practices</li> <li>● High Expectations</li> <li>● Special Education Law</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 3</b> 1/29 - 2/4	<ul style="list-style-type: none"> <li>● Assessing Student Engagement</li> <li>● Classroom Environment and Teaching Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 4</b> 2/5 - 2/11	<ul style="list-style-type: none"> <li>● Student Planning for Services Across the Day</li> <li>● Common Core Essential Elements</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 5</b> 2/12 - 2/18	<ul style="list-style-type: none"> <li>● Universal Design for Learning</li> <li>● Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 6</b> 2/19 -2/25	<ul style="list-style-type: none"> <li>● Strategies that Support Academic Instruction and Learning</li> <li>● Higher Support Needs in General Education</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 7</b> 2/26 -3/3	<ul style="list-style-type: none"> <li>● Partnerships: Instructional Planning and Goal Alignment</li> <li>● Partnerships: Families</li> <li>● Effective Team Process</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 8</b> 3/4-3/10	<ul style="list-style-type: none"> <li>● IEP Overview</li> <li>● Purpose and Process</li> <li>● Family Engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 9</b> 3/11 - 3/17	<ul style="list-style-type: none"> <li>● Goal Development</li> <li>● Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>

3/18- 3/24	Spring Break (students have flexibility to switch this break with a content week)	
<b>Week 10</b> 3/25 - 3/31	<ul style="list-style-type: none"> <li>● Student Data Tools: Data Collection, Data analysis, Strategy Implementation</li> <li>● Importance of Task Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> </ul>
<b>Week 11</b> 4/1 - 4/7	<ul style="list-style-type: none"> <li>● Assessments</li> <li>● Classroom Environment and Teaching Assessment (CETA)</li> <li>● Individual Universal Supports</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> <li>● Sign up for Course Completion and Wrap Up Meetings (Week 13)</li> </ul>
<b>Week 12</b> 4/8 - 4/14	<ul style="list-style-type: none"> <li>● Training and Supervision of Paraeducators</li> <li>● Needs Assessment: Adult Support</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Content</li> <li>● Learning Activities</li> <li>● Summary and Reflection</li> <li>● <b>Any unsubmitted assignments must be turned in by 4/14 by 9:00 PM</b></li> </ul>
<b>Week 13</b> 4/15 - 4/21	<ul style="list-style-type: none"> <li>● Final Project Work and Last Chance for Feedback</li> <li>● Scheduled Course Completion and Wrap Up Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Course Completion and Wrap Up Meetings</li> <li>● Complete Final Projects</li> </ul>
<b>Week 14</b> 4/22 - 4/24	<ul style="list-style-type: none"> <li>● Final Week</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Final Projects Due: Wednesday, 4/24 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	30%
Assignments	20%
Cumulative Final Project	50%

### 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**

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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.

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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.