Grand Valley State University
Autism Endorsement Program

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

Instructor: Michelle Hoekwater	**Office hours:** Email or by appointment
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Meeting location: Online through Blackboard	

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 inclusion in general education settings 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. Pre-requisite: PSY 540.

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
Book
Kluth, P. (2020). All In: 18 Ways to Create Inclusive Virtual Classrooms. Baltimore, MD: Paula H Brookes Publishing.

Kluth, P., & Danaher, S. (2010). *From tutor scripts to talking sticks: 100 ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore, MD: Paula H Brookes Publishing.
*purchase online (such as Amazon, Abebooks); used versions are acceptable

Articles/Additional Resources
Additional readings for the course are listed in the schedule and 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 (see below)
● Microphone (built in or external) - preferred
● Computer camera for videoconference, synchronous meetings (most laptops have a camera)

Blackboard 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, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning http://www.gvsu.edu/online/.

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 and preferred browser information.

Technical difficulties with Blackboard
If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is http://www.gvsu.edu/it/learn/

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 modules)
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, practice activities, and assignments. Units will open up 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.

Discussion board – (each learning unit)
Discussion boards will be posted with each unit to promote discussion related to the topics covered in the unit. Discussion boards will be posted on the **Wednesday** of the first week of 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.

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 practice or application of concepts from the unit content. These are graded and will constitute an important part of your learning and grade for the course. All written assignments must be prepared in a professional manner (typed, and free from spelling/grammatical errors). Unit assignments will be posted on **Friday** of the first week of the unit. More information about each of these assignments will be provided on Blackboard.

Resource Toolbox (end of semester)
A resource toolbox will be due at the end of the semester, which will involve compiling information from the semester to be used in the future. The goal is to have a usable system for accessing strategies/information about autism to use in your classroom. Your assignments, readings and lectures will provide much of your content for the portfolio. This assignment is posted in the finals week assignment folder. The assignment will make more sense as you move through the semester, but reviewing the assignment early in the semester might help you organize the information better over the course of the semester.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Discussion board (7)	10	70
Assignments (7)	30	210
Synchronous meeting (2)	10	20
Resource toolbox	50	50
TOTAL POINTS		350

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:

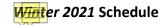**Section 223.00: Integrity of Scholarships and Grades**
Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity 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 www.gvsu.edu/coursepolicies."

Educational Assessment and Interventions for Autism Spectrum Disorder

Winter 2021 Schedule

Dates	Topics	Readings and Resources	Assignments
Unit 1 1/19-1/31	● High Leverage Practices ● Evidence based practices and UDL	● High Leverage Practices in Special Education ● Crosland & Dunlap (2012) ● Domings et al. (2014)	Assignment 1 Discussion Board Synchronous meeting
Unit 2 2/1-2/14	● Special Education Law ● Inclusive Practices ● Assessing Classroom Engagement ● Classroom Environment and Teaching Assessment	● NEA Teaching students (2014) - pp. TBD ● Scheuermann et al. (2017) - Ch. 5 ● Hart & Whalon (2008) ● Agran et al. (2014) - Ch. 8	Assignment 2 Discussion Board
Unit 3 2/15-2/28	● Assessments ● Linking goals to assessments ● Writing IEP goals ● Data /Progress Monitoring	● Scheuermann et al. (2017) - Ch. 4 ● Lignuagris et al., (2001) ● Durocher (2011) - Ch. 2	Assignment 3 Discussion Board
Unit 4 3/1-3/14	Planning for services across the day: ● Schedule matrix ● Parapro planning tool ● IEP Implementation	● Fleury et al. (2014) ● Giangreco & Hoza (2013) ● Kurth & Mastergeorge (2010) ● Kluth (2020)	Assignment 4 Discussion Board
Unit 5 3/15-3/28	● Accommodations ● Differentiated output hierarchy	● Quirk et al. (2017) ● Kluth & Danaher (2010) ● Kluth (2020)	Assignment 5 Discussion Board Synchronous meeting
Unit 6 3/29-4/11	● Technology to support learning ● Literacy strategies	● Nguyen et al. (2015) ● NEA Teaching students (2014) - Ch. 7 ● Chandler-Olcott & Kluth (2012) * Kluth (2020)	Assignment 6 Discussion Board
Unit 7 4/12-4/25	● Behaviorally based teaching ● Behavioral skills training ● Training and supervision of paraprofessionals	● Marten et al. (2015) ● MacDuff et al. (2001) ● DiGennaro Reed et al. (2018) ● Giangreco et al. (2012)	Assignment 7 Discussion Board
4/26-5/1	Finals week		Resource toolbox

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

Chandler-Olcott, K. & Kluth, P. (2009). Why everyone benefits from including students with autism in literacy classrooms. *The Reading Teacher, 62*, 548-557.

Crosland, K. & Dunlap, G. (2012). Effective strategies for the inclusion of children with autism in general education classrooms. *Behavior Modification, 36*, 251-269.

DiGennaro Reed, F. D., Blackman, A. L., Erath, T. G., Brand, D., & Novak, M. D. (2018). Guidelines for Using Behavioral Skills Training to Provide Teacher Support. *TEACHING Exceptional Children*, *50*(6), 373–380.

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.

Durocher, J. (2016). Teaching Students with Autism to Communicate In Boutot, E. A., & In Myles, B. S. (Eds). *Autism spectrum disorders: Foundations, characteristics, and effective strategies*. Pearson Publishing.

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.

Hart, J. E., & Whalon, K. J. (2008). 20 ways to promote academic engagement and communication of students with autism spectrum disorder in inclusive settings. *Intervention in School and Clinic, 44*(2), 116-120.

Kluth, P., & Danaher, S. (2010). *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.

Lignugaris/Kraft, B., Marchand-Martella, N., & Martella, R. C. (2001). Writing Better Goals and Short-Term Objectives or Benchmarks. *TEACHING Exceptional Children*, *34*(1), 52–59.

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.

MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (2001). Prompts and prompt-fading strategies for people with autism. In C. Maurice, G. Green, & R. M. Foxx (Eds.), *Making a difference: Behavioral intervention for autism* (pp. 37-50). Austin, TX, US: PRO-ED.

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

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.

Wilczynski, S. M., Menousek, K., Hunter, M., & Mudgal, D. (2007). Individualized education programs for youth with autism spectrum disorders. *Psychology in the Schools, 44*(7), 653-666.

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.