

Grand Valley State University
College of Education and Community Innovation and Autism Endorsement Program
Winter 2025

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 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 practices.

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. It will specifically focus on individualized services, supports, and strategies that promote and improve engagement and participation in the general education curriculum. The course will examine data collection strategies and resource tools, emphasizing using assessments to develop individualized education program goals and design, implement, and monitor instructional

programs. It will emphasize a team-based approach and adult support for students in classrooms is emphasized.

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 curriculum.
5. Interpret student assessment data to design and implement instructional programs.
6. Develop IEP goals matched to assessment data, student needs, 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.

COURSE 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** to complete 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. Look at the GVSU Online Learning pages for materials about using Blackboard and online learning. [Student Resources - Online Education - Grand Valley State University](#)

Blackboard is integral to this course. 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](#) for using Blackboard.

Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email at it@gvsu.edu or by phone - at 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 through [Distance and Off-Campus Learning Services](#), with many journal articles available on demand. You must have an active GVSU student account to utilize the library's resources and services. General library [GVSU Library](#).

Graduate Writing Resources

The [Graduate Writing](#) resources are available to assist with writing tasks and will give feedback on writing assignments. It is not just for students who struggle with writing. They can help any student improve their writing skills.

Accommodations for Students with Disabilities

If you need specific accommodations and have a documented disability, contact the Disability Support Resources Office at 616-331-2490 or [Disability Support Resources—Grand Valley State University](#) to coordinate accommodations. Please let me know if you plan to request accommodations for this course 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 more straightforward navigation. Some standard terms are listed below.

- **Weekly KWL:** (required as a component of the final project)
 - 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:
 - Watching: video clips or lectures
 - Listening: podcast or a selection of an audiobook
 - Reading: important, relevant module content
 - Exploring: usually a helpful resource highlight to support the topic
- **Learning Activities** (15% of grade) include tasks such as:
 - Interacting: participate with classmates through a discussion board or other activity
 - Self-Assessing: take a mock quiz to test your knowledge
 - Seeking Perspectives: ask questions to understand perspectives
 - Researching: discover answers and information related to the week's topic
 - Learning More (optional): extend your resources or understanding of the topic
- **Assignments:** (35% of grade)
 - Students will demonstrate learning through a variety of assignments, including group projects.

Final Project (50% of Grade)

Your KWL notes from each module will be used and submitted as an important element of your final project. You will demonstrate what you learned from this course by selecting from a list of project options. Options may include essays, recorded presentations, live virtual discussions with your instructor, and voice recordings. Student ideas for options 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 reflect how your understanding of the content and its concepts has evolved over this course. You will share strategies that have been or will be applied to professional practices to enhance student outcomes.

EDS/PSY 615 Class Schedule (Winter 2025)

(See the course schedule in Blackboard for a detailed checklist with specific due dates)

Module	Weekly Content	Course Objective Alignment	Complete
Intro	<ul style="list-style-type: none"> General Course Information Introductions Survey 	Overview of all objectives	<ul style="list-style-type: none"> Pre-Course Survey Review Syllabus and Schedule Introductions Course Information Video
1	<ul style="list-style-type: none"> Evidence-Based and Effective Teaching High Leverage Practices 	Identify and evaluate evidence-based practices that support learning for students with Autism Spectrum Disorder.	<ul style="list-style-type: none"> Complete “KW” of KWL* Weekly Content Learning Activities Assignment(s) Complete “L” of KWL
2	<ul style="list-style-type: none"> Inclusive Practices High Expectations Special Education Law 	Explain federal laws and their impact on inclusion and educational programming.	<ul style="list-style-type: none"> Complete “KW” of KWL Weekly Content Learning Activities Assignment(s) Complete “L” of KWL
3	<ul style="list-style-type: none"> Access to General Education Environment and Curriculum Common Core State Standards and Essential Elements 	Identify services, supports, and strategies that improve access to general education environments and the curriculum.	<ul style="list-style-type: none"> Complete “KW” of KWL Weekly Content Learning Activities Assignment(s) Complete “L” of KWL
4	<ul style="list-style-type: none"> Universal Design for Learning Differentiation 	Identify services, supports, and strategies that improve access to general education environments and the curriculum.	<ul style="list-style-type: none"> Complete “KW” of KWL Weekly Content Learning Activities Assignment(s) Complete “L” of KWL

5	<ul style="list-style-type: none"> • Training and Supervision of Paraeducators • Needs Assessment: Adult Support 	Describe strategies to improve adult support in classroom environments.	<ul style="list-style-type: none"> • Complete “KW” of KWL • Weekly Content • Learning Activities • Assignment(s) • Complete “L” of KWL
6	<ul style="list-style-type: none"> • Individual Assessments 	Interpret student assessment data to design and implement instructional programs.	<ul style="list-style-type: none"> • Complete “KW” of KWL • Weekly Content • Learning Activities • Assignment(s) • Complete “L” of KWL
Mid-Course Review	<ul style="list-style-type: none"> • Mid-Course Review 	Primary objectives covered in Modules 1-6.	<ul style="list-style-type: none"> • Interactive Review
7	<ul style="list-style-type: none"> • Classroom Assessments 	Understand and apply classroom assessment strategies.	<ul style="list-style-type: none"> • Complete “KW” of KWL • Weekly Content • Learning Activities • Assignment(s) • Complete “L” of KWL
8	<ul style="list-style-type: none"> • Instructional Planning and Goal Alignment • Determining and Prioritizing Student Needs • Family Engagement 	Develop IEP goals matched to assessment data, student needs, and family input.	<ul style="list-style-type: none"> • Complete “KW” of KWL • Weekly Content • Learning Activities • Assignment(s) • Complete “L” of KWL
9	<ul style="list-style-type: none"> • Data Collection Strategies 	Utilize data collection strategies, resources, and tools to evaluate educational programming on an individual, classroom, and program level.	<ul style="list-style-type: none"> • Complete “KW” of KWL • Weekly Content • Learning Activities • Assignment(s) • Complete “L” of KWL
10	<ul style="list-style-type: none"> • Partnerships and Planning: General and Special Education 	Identify services, supports, and strategies that improve access to general education environments and the curriculum.	<ul style="list-style-type: none"> • Complete “KW” of KWL • Weekly Content • Learning Activities • Assignment(s) • Complete “L” of KWL
Course Review	<ul style="list-style-type: none"> • Course Review 	All Objectives	<ul style="list-style-type: none"> • Interactive Review

Final Projects Submission	<ul style="list-style-type: none"> Final Projects Due 	All Objectives	<ul style="list-style-type: none"> Course Completion and Wrap-Up Meetings Complete Final Projects Complete a Course Evaluation
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POINTS AND GRADING

Course Tasks	Percentage of Total Grade
Participation in Learning Activities	15%
Assignments	35%
Cumulative Final Project (includes all KWL work)	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 supervising academic work so that honest effort will be positively encouraged.

Section 223.01: Plagiarism

Any ideas or material taken from another source for 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 other students' writings. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials taken from another is guilty of plagiarism.

AI Policy Statement

We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with others inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

1. Never hit "Copy" in your AI assistant conversation. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
2. Do not have your assignment and the AI agent open simultaneously. Like above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not allow a classmate to write content directly into your submission, so also avoid using tools that directly add content to your submission.

(Adapted from: AI Policy Statement by [David A. Joyner @davidjoyner@fediscience.org](mailto:David.A.Joyner@fediscience.org))

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

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

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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.