

<b>SPED 615: Instruction strategies for student with Developmental Disorders and Autism Spectrum Disorder (DD/ASD)</b>																			
<b>SU/ 2019</b>																			
Instructor:																			
E-mail:			Office Phone:																
Class Location:																			
Course Dates: Instructor's Office Hours:																			
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><i>Dr.</i></td> <td colspan="3" style="text-align: center;"><i>Office Hours</i></td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">T</td> <td style="text-align: center;">W</td> <td style="text-align: center;">H</td> <td style="text-align: center;">F</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<i>Dr.</i>		<i>Office Hours</i>			M	T	W	H	F					
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**\*Note:** This document and other class related materials are available at <https://blackboard.wku.edu>.

**Course Description (3):** Development of competencies and philosophies of instruction design specific to teacher students with Developmental Disorders - Autism Spectrum Disorders (DD/ASD). Emphasis on research-based instruction strategies, plan, and classroom structures.

**Prerequisites:** SPED 610

**Textbooks and Required Materials (2 required):**

Boutot, E. A. (2016). Autism Spectrum Disorders: foundations, Characteristics, and effective strategies. Pearson; ISBN 9780133521566

Green, J. L. (2018). Assistive technology in special education, 3<sup>rd</sup> ed. Prufrock Press, ISBN 978-1-61821-758-5

**Websites and downloadable resources:**

Assistive technology guidelines for Kentucky Schools

<https://education.ky.gov/specialed/excep/forms/Pages/default.aspx>

KATSNetwork; <https://www.katsnet.org/about/>

KY instructional resources for AT

<https://education.ky.gov/specialed/excep/instresources/Pages/Assistive-Technology.aspx>

E-ssential Guide to Assistive Technology [https://www.greatschools.org/pdfs/e\\_guide\\_at.pdf?date=3-13-06&status=new](https://www.greatschools.org/pdfs/e_guide_at.pdf?date=3-13-06&status=new)

Kentucky Education cooperative; Assistive Technology products and resources.

<https://kentuckyschoolsat.webs.com/at-consideration>

**Learning Outcomes:**

Course objectives are part of a comprehensive program to meet Council of Exceptional Children (CEC) for Initial & specialty sets (DDA, IIC) for Moderate to Severe Disabilities, the KY Teacher Standards (KTS).

Specific learner outcomes for this course are that students will:

1. Create a list with descriptions and examples of at least 10 instructional practices which are evidenced-based effective strategies for learners with DD/ASD. CEC: IIC.2.5, IIC.2.5, IIC.5.S2, IIC.5.S6, IIC.5.S7, IIC.5.S8, IIC.5.S9; KTS: 1.2, 1.3
2. Describe critical components about environmental assessment and arrangement to prevent contextually inappropriate behavior across various settings CEC: IIC.2.K2, IIC.2.K3, IIC.4.S3; KTS: 1.5, 5.1, 5.3
3. Create IEP goals and smaller instructional goals, to create and teach an academic lesson plan using evidence-based strategies, measure the defined target and chart progress for students with DD/ASD. CEC: IIC.2.S4, IIC.4.S6, IIC.5.K1, IIC.5.K3, IIC.5.S5, IIC.5.S1; KTS: 1.2, 2.1, 2.5, 3.1, 3.3, 5.1, 5.2, 7.1
4. Recognize the benefit for both low and high AT in the instruction for students with disabilities with intense needs.
  - a. CEC: IIC.1.K10 IIC.4.S4, IIC.4.S5, IIC.6.K6;
  - b. KTS: 6.1, 6.3
5. Define how to refer a learner for assessment for AT services and how to include these related services in the IEP.
  - a. CEC: IIC.1.K10 IIC.4.S4, IIC.4.S5, IIC.6.K6;
  - b. KTS: 1.1, 6.1
6. Strategies for alternative methods of communication using aided AAC system with AT.
  - a. CEC: IIC.1.K10, IIC.4.S4, IIC.5.S2, IIC.5.S10
7. Strategies for enhancing student learning with concerns of access, verbal expression, auditory/receptive language, vision issues, reading/writing and executive function in learning.
  - a. CEC: IIC.1.K2, IIC.1.K3, IIC.1.K7, IIC.1.8, IIC.5.S2, IIC.4.S2, IIC.4.S3, IIC.5.S1, IIC.5.S3, IIC.5.S11, IIC.5.S15;
  - b. KTS: 1.3, 1.5, 3.3, 6.1, 6.2, 6.3
8. Collaboration with parents and other service providers (ie. KATS network; outside agencies; devices used at home).
  - a. CEC: IIC.4.K3, IIC.7.K1, IIC.7.S2, IIC.7.S4, IIC.7.S5;
  - b. KTS: 5.5, 8.1, 8.2

### **Major Course Topics:**

**(some, but not all-inclusive of topics that may be covered during the term):**

This online course will be delivered in four modules or sections.

#### **Module**

<b><u>Module 1:</u></b> <b><u>Boutot: (Chapter 1,2 3)</u></b> Evidence-based strategies for DD/ASD Task analysis, prompting, discrete trial, natural surroundings & simulation, pictorial, self-managing, goal setting, peer support, social skills stories/narratives, scripting, etc.  <b><u>Green text:</u></b> AT needs for student with intense needs Considerations and benefits of AT Referral for assessment for AT See Appendix D: AT screening document	<b><u>Module 2:</u></b> <b><u>Boutot: (Chapter.1, 4, 5)</u></b> Environment assessment & arrangement Teaching based on ABA  <b><u>Green text:</u></b> Reading an IEP that has AT services outlined. Defined need Special circumstances SDI Time Related services LRE enhanced by AT
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<p><u>Module 3:</u> Boutot: (Chapter 6, 7, 8, 10) Strategies for communication, social skills, and daily living including play</p> <p><u>Green text:</u> Review of major areas enhanced by AT Technology and access Improve verbal expression AAC Auditory/receptive language Vision Academic; reading/writing/etc. Attention/ executive function</p>	<p><u>Module 4</u> Boutot: (Chapter 11) Strategies for academic instruction</p> <p><u>Green text:</u> High/low tech Unobtrusive AT &amp; portability for life use- mobile apps Review of computer-assisted programs Recreation/ leisure and social Vocational/ job training</p>
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### **Course Grading and Evaluation:**

**All assignments must have your name, date, class/section posted on them. If I print them out to grade while out of the office, they must be clearly marked.**

Assignments may include, but are not limited to:

Course Obj.	Text	Assignment (Instructor reserves right to modify these assignments as needed for the student to be proficient in the content.) Major assignments are listed while formative assessments are included in blackboard.
1  4	Boutot text  Green text and internet search	Module 1 a) Candidates will create a “tool” list of <u>evidence-based strategies</u> for students with DD/ASD including definition, example and activated website.  b) Candidates will define AT and outline it’s benefits and will spend \$500. To purchase AT devices for their MSD classroom. Each purchase will include a picture, description and how it would be utilized. Purchase will not include shipping or tax but cannot exceed the budget.
2  5	Boutot text  KY Guideline websites for use of AT	Module 2 c) Candidates will <u>assess</u> a designated environment (case study) and discuss <u>how to arrange the environment</u> to prevent inappropriate behaviors.  d) Candidates will <u>review an IEP documents</u> that include AT requirements for the <u>specially designed program</u> and will locate at least five areas for improvement.
3	Boutot text  Green text and internet search	Module 3 e) Given the present level of performance (PLOP) case study, candidates will <u>write IEP goals</u> for the case study in the appropriate content areas.
3, 6, 7  8	Boutot text  Green text and internet search	Module 4 f) Given the present level of performance (PLOP) and IEP goals case study candidate will <u>create a series of three academic lesson plans</u> at the <u>fluency stage of learning</u> using <u>evidenced based strategies</u> to <u>measure and chart</u> the student progress.  g) When given a student description, candidates will look at three AT options for this student in <u>the community and/or post school</u> that will

		enhance his independence. They will <u>present these to the parents</u> in a document as possible recommendations.
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The following represents the grade equivalent for accumulated points:

93 –100 = A

86 –92 = B

77 –85 = C

76 –69 = D

Below 68 = F

Timely participation and punctual assignments are mandatory components to successfully completing this course!

### **Due dates**

Teaching is a profession that requires numerous due dates and strong time- management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. A major life crisis is always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due on line at the end of each module. **The instructor may choose NOT to grade any work until the module is closed.** Work that is due at midnight is considered late at 12:01. Work may be submitted early.

**Student Disability Services:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Statement of Diversity:** We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

**Discussion Board Postings (DBP)** When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other

words, the discussion board is not a forum for complaints about the practices of schools and school personnel. Neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. Please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

### **Technology Management**

Managing student technology is the sole responsibility of the student.

The professor and/or WKU are not responsible for making sure that:

- (a) student word processing software is compatible with that used by the University; **MUST USE .docx and not PDF** for submitting items where grading feedback is expected.
- (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
- (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
- (d) If a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and
- (e) Any other student technology problem or issue gets successfully resolved. Even though periodic travel to a campus classroom may not be required, online courses require *more* dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

*Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.*

### **Course Experiences and Assessments Addressing Learned Society (SPA) Standards:**

Advanced Council of Exceptional Children (CEC) specialty set is the SPA. See SPA goals listed in the Course outcomes.