

<b>SPED 618 - Social Skills instruction &amp; Behavioral Programming for Students with Autism Spectrum Disorders Summer 2019 Syllabus</b>																
Instructor: J. Dusteen Knotts																
E-mail: <a href="mailto:jdusteen.knotts@wku.edu">jdusteen.knotts@wku.edu</a>	Summer Phone: 615-335-2684 Cell Office Phone: Not on campus this summer															
Class Location: Online for summer																
Instructor's Office Hours: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="5" style="text-align: center;"><i>Dr. Knotts- HOME Office Hours; Su- 19</i></th> </tr> <tr> <th style="text-align: center;">M</th> <th style="text-align: center;">T</th> <th style="text-align: center;">W</th> <th style="text-align: center;">H</th> <th style="text-align: center;">F</th> </tr> <tr> <td style="text-align: center;"><a href="#">On-line 9-11</a></td> <td style="text-align: center;"><a href="#">On-line 4-6</a></td> <td></td> <td style="text-align: center;"><a href="#">On line4-6</a></td> <td></td> </tr> </table> <p>Course opens June 8 for your review. Candidate should log in by first official date of the course, June 10. Course closes on July 7<sup>th</sup> (due to holiday on July 4).</p>		<i>Dr. Knotts- HOME Office Hours; Su- 19</i>					M	T	W	H	F	<a href="#">On-line 9-11</a>	<a href="#">On-line 4-6</a>		<a href="#">On line4-6</a>	
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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 in assessing, designing, and implementing social skills instruction and behavioral programming for students with Autism Spectrum Disorders. Note: Master's degree required

*Master's degree not required by instructor's permission JDK*

*As delineated in the WKU catalog. WKU GR Catalog Link: <http://catalog.wku.edu/graduate/>*

**Prerequisites:** none:

**Learning Outcomes:**

Course objectives are part of a comprehensive program to meet Advanced Council of Exceptional Children (CEC) for ASD-DD specialty set, the KY Teacher Standards (KY) and are aligned with the INTASC standards.

Specific learner outcomes for this course are that students will be able to:

1. List the core and associated characteristics of subgroups within the autism spectrum disabilities (ASD) and Developmental Disabilities (DD) as they pertain to social skills and behavior challenges. Areas of comparison will include speech, language, communication, adaptive behavior, sensory challenges, self-regulation, desire to socialize, and co-existing conditions.
  - a. CEC DDA.1.K2-K4-K5-K6-K9: IIC.1.K4 & DDA.1.K2, IIC.6.K1 & DA.6.K1, IIC.1.K1
  - b. KY 1, 2,
  - c. INTASC 1, 2, 3
2. Identify issues related to identification of students with ASD/DD, those who are identified as having Asperger's, High functioning ASD, and/or are twice exceptional (2e) with ASD.
  - a. CEC DDA.6.K1-K5: IIC.5.S2, IIC.6.K4 & DDA.6.K2 IIC.4.K2, IIC.6.K5, IIC.6.K3, IIC.6.S2
  - b. KY 2
  - c. INTASC 2,
3. Outline various teaching strategies for teaching social skills, expressive and receptive language used in play, and social skills to students with ASD/DD.

- a. CEC DDA.2.S3-S4; DDA.3.S1-S5-S6; DDA.4.K1-K4; DDA.5.S16; IIC.5.S2, IIC.1.K10 & DDA.1.K5,
  - b. KY 6, 7, 8, 10
  - c. INTASC 4, 7, 8, 10
4. Identify environmental triggers and/or specialized triggers for behavior challenges in students with ASD/DD.
  - a. CEC DDA.4.K1-K2-S2:
  - b. KY 3
  - c. INTASC 3,
5. Identify the level of support and instruction needed based on learner characteristics, strengths, interests, and ongoing assessment with students labeled with ASD/DD.
  - a. CEC DDA.4.K4-; DDA.5.S1: 6,7 IIC.5.K1 & DDA.5.K1, IIC.5.K3, IIC.2.S4, IIC.5.S1, IIC.5.S5,
  - b. KY 2, 6, 7, 8
  - c. INTASC 2, 6
6. Identify the stages in meltdowns verses tantrums as well as applying strategies to prevent or decrease the cycle.
  - a. CEC DDA.5.S5: IIC.5.S8, IIC.2.S3
  - b. KY 2, 6, 8
  - c. INTASC 2, 6, 7
7. Identify strategies for instruction of social skills for high functioning ASD students or students who are twice exceptional with ASD and giftedness.
  - a. CEC DDA.5.K1-.S12-S15: IIC.5.S2, IIC.2.S5, IIC.2.S5
  - b. KY 6, 7, 8
  - c. INTASC 2, 6, 7

### **Textbooks and Required Materials:**

Three (3) books required and all three will be used extensively. Books are not expensive and could be found used. All are at WKU book store as well. *During the semester, students will be asked to use additional resources found online, in research journals or texts.*

Colvin, G & Sheehan, M. R. (2012). *Managing the cycle of meltdowns for students with autism spectrum disorder*. Thousand Oaks, California: Corwin, A SAGE Company.

Ingersoll, B. & Dvortcsak, A. (2010). *Teaching social communication to children with autism: A manual for parents*. New York, NY: The Guilford Press;

Simpson, R. L. & McGinnis-Smith, E. (2018). *Social skills success for students with Asperger syndrome and high-functioning autism*. Thousand Oaks, California: Corwin, A SAGE Company.

### **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 .

#### **Module (location of materials)**

<b><u>Module 1: (Blackboard- Ingersoll &amp; Dvortcsak)</u></b> Characteristics of ASD DD and subcategories Importance of Social Skills Role of communication as it affects social skills and behavior Teaching Techniques used with ASD	<b><u>Module 2: (Blackboard- Ingersoll &amp; Dvortcsak)</u></b> Teaching through Play with young children with ASD Stages of language Stages of play Interactive Teaching Direct Teaching
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<u>Module 3: (Blackboard &amp; Colvin &amp; Sheehan)</u> Nature of tantrums vs meltdowns Stages of the meltdown Strategies to prevent and/or manage meltdowns	<u>Module 4 (Blackboard &amp; Simpson &amp; McGinnis-Smith)</u> Characteristics of Asperger's and High Functioning students with ASD Challenges to identification Building a social skills program to meet student needs Peer supports
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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, 2	(Blackboard- Ingersoll & Dvortcsak)	Module 1 Characteristic chart with all subcategories of ASD-DD Research on research-based instruction used with ASD
3, 4, 5	(Blackboard- Ingersoll & Dvortcsak)	Module 2 Professional presentation for parents about "Teaching children with ASD communication skills in everyday routines and play."
3, 4, 5, 6	(Colvin & Sheehan)	Module 3 Video analysis of a tantrum vs. meltdown with follow up strategies
1, 2, 3, 4, 5, 6, 7	(Simpson & McGinnis-Smith)	Module 4 Comparison chart of Asperger's/HF students verses core definitions Application of Strategies to Case study

The following represents the grade equivalent for accumulated points:

- A = (96-100%)
- B = (85-95.9%)
- C = (77-84.9%)
- D = (60-76.9%)
- F = <##-## (<60%)

### **Attendance and Participation Policy:**

Timely participation and punctual assignments are mandatory components to successfully completing this course! **Any candidate missing the first 3-4 days of course with no log-on to the course materials will be dropped.**

### **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.*

### ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)

#### **Course Required P-12 Classroom Observation or Clinical Experiences:**

**Note:** The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 3(3)**.

<b>Total Number of Hours:</b> <i>none required</i> but candidates may arrange to have field hours counted for this course upon special arrangement.	
<b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)</b>	
<b>(a) Engagement with diverse populations of students which include: none required</b>	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels: <b>Work with any student in Upper elementary, Middle or High school</b>	
• Elementary	
• Middle School ( <b>Working with a student and his or her parents for an assessment</b> )	
• Secondary ( <b>Working with a student and his or her parents for an assessment</b> )	
<b>(b) Observation in schools and related agencies, including: none required</b>	
1. Family Resource Centers; or 2. Youth Service Centers	
<b>(c) Student tutoring</b>	
<b>(d) Interaction with families of students;</b>	
<b>(e) Attendance at school board and school-based council meetings;</b>	
<b>(f) Participation in a school-based professional learning community; and</b>	
<b>(g) Opportunities to assist teachers or other school professionals.</b>	

#### **Course Assignments and Experiences Related to:**

- **The Kentucky Academic Standards (KAS)**

- This course addresses Kentucky Learning goals 3 & 4 for students identified with ASD/DD that directly affects learning goals 3 & 4 impeding their academic goals.

“Although it has been decided not to assess Goal 3 (Developing Self-Sufficiency) and Goal 4 (Responsible Group Membership) on a statewide level, Kentucky Board of Education urges all educators, school boards and councils, parents, and students to give continued emphasis to the development of responsible group membership and personal self-sufficiency.” Kentucky Academic Standards, 5/16/2019 retrieved from <https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx>

- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**
  - **Module 2** Professional presentation for parents about “Teaching children with ASD communication skills in everyday routines and play.”
- **Candidates Using the KAS Framework in Lesson Planning**
  - **Module 1** Research on research-based instruction used with ASD
- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**
  - Module 4: Application of Strategies to Case study

**Course Assignments Serving as an Education Preparation Program “Key Assessment”:**

Key Assessment Areas	Assessment Name
1: Content Assessment	Module 1: Chart of characteristics for ASD/DD
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	Module 2: Professional presentation for parents about “Teaching children with ASD communication skills in everyday routines and play.”
4: Clinical Experiences Measure of Teaching Proficiency	
5: Measure of Candidate Assessment Proficiencies	
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	
8: Assessment of Literacy Outcomes	
9: Dispositions	

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

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