Course Description
This course is designed for certified educators and individuals in related professions seeking to learn more about individuals diagnosed with ASD. This proposed course addresses the mandated requirements that are outlined in the Individuals with Disabilities Education Act (IDEA, Reauthorized November 2004) requiring that children with a disability receive, as appropriate, a functional behavior assessment, and behavioral intervention plan and modifications, that are designed to address the child’s behavior (§300.530 (f)(1)(i)).

In addition, strategies for social skills instruction and consulting and collaborating with families and other professionals will be included. Program graduates will work with children, their families, and other
professionals to facilitate social skills and develop appropriate and research-based behavioral interventions for students with ASD. (3 Hours)

Course Rationale
In order to become effective professionals, school personnel of all kinds must be aware of the range of student exceptionality that they will encounter in public schools, as well as the diverse learning needs. In addition, opportunities for professional collaboration with special educators, teaching in inclusive classrooms, and participation in the special education process (e.g., attending IEP meetings and making classroom modifications). Students with autism are included in this population. Further, the need to enhance social skills and deal with problem behaviors is such a great need with this population, school personnel should be well versed in the strategies that will do so effectively.

Prerequisite(s):
EXEC 516 (or other introductory course in Special Education)

Co requisite(s):
NA

Text
You must have the text to complete the class.

Course Objectives & Outcomes
KY Experienced Teacher Standards
Standard III
Develops and implements appropriate assessment processes.
Assessed using Reaction/Research Paper
Standard VI
The teacher selects and uses appropriate assessments; makes appropriate provisions for assessment processes that address social, cultural, and physical diversity; assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program; provides opportunities for students to assess and improve their performance based on prior assessment results; collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate; and communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
Assessed using Case Study, Portfolio and Reaction/Research Paper

Standard VII
The teacher assesses and analyzes the effectiveness of instruction; makes appropriate changes to instruction based upon feedback, reflection, and assessment results; assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
Assessed using Reaction/Research Paper

Standard VIII
The teacher assesses students' special needs and collaborates with school services and community agencies to meet those needs.
Assessed using Group/Individual Presentation.

Standard IX
The teacher analyzes student performance to help identify professional development needs.
Assessed using Portfolio
Course Objectives
The student will acquire these skills by the end of the course:
1. Refine philosophies of behavior management and social skills instruction
2. Identify critical social skills
3. Identify research based curriculums for teaching social skills
4. Use assessment data to design instructional programs to teach social skills and modify problem behaviors
5. Use effective instructional methods to teach social skills
6. Design and implement behavior intervention plans
Refine consultation and collaboration skills

Course Disposition(s) Statement
The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher values planning as a collegial activity.
The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny student access to learning opportunities.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

Find full explanation of Kentucky's Advanced Teacher Standards at: http://www.kyepsb.net/teacherprep/standards.asp
Comparison of Council for Exceptional Children Advanced Teaching Standards and Kentucky Advanced Teacher Standards:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>CEC 2013 Advanced Standards</th>
<th>KY Advanced Teacher Standards</th>
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<tbody>
<tr>
<td>1- Assessment</td>
<td>2. Designs/Plans Instruction 5. Assessment 7. Reflection</td>
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<tr>
<td>7- Collaboration</td>
<td>8. Collaboration 10. Leadership</td>
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KY Core Academic Standards (KCAS) are emphasized in this course through lesson plans and IEP goals

**Critical Performance**

FBA and PBS
**Instructional Methods and Activities**
May include but is not limited to web supported sessions, group work, lab activities, presentations, online discussions and exams

**Special Instructional Materials**
- Case Studies
- Technology Utilization
- Video Taping
- Interactive Video
- Web Support

**Course Topics**
- Sensory Activities
- Applied Behavior Analysis
- Discrete Trial Teaching
- Reinforcement
- Stimulus- Response- Observation- Consequence or ABC
- Functional Behavioral Analysis
- Behavior Intervention Planning
- Self-management
- Developmental and Social Relational Approaches
- DIR Floor Time Approach
- Responsive Teaching
- Denver Model
- SCERTS Model
- TEACCH Approach
- Social Constructivist Approach
- Social Stories

**KERA Elements Addressed**
Core Content for Assessment, Program of Studies, KERA Goals and Academic Expectations
Grading Scale
A = 990-1050 points
B = 940-989 points
C = 880-939 points
D = 792-879 points
F = < 791

Grading Procedures
The course grade will be calculated as follows:

<table>
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<tr>
<th>Exams</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>October 17</td>
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<tr>
<td>Final</td>
<td>December 4</td>
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Research Project 300 Points
Pick one of the following research topics or get another approved by the professor.
- Using discrete trials in any ABA program…pro or con.
- Punishment should never be used…pro or con.
- Do you impose adult structures or follow the child’s lead in working with students with ASD?
- Is there a continued need for supplemental supports or should they fade when working with students with ASD?
- PECS or Sign Language
- TEACCH: Miracle or Misstep
- Inclusion for all students with ASD

Upon completion of the selection process above, you will have your topic. You will need to use at least fifteen credible academic resources published since 2002. Use APA style and be very careful to not plagiarize.
You will need a Table of Contents for this assignment. Be sure that all writing is professional. Twenty percent of your grade will be determined by your writing. Email this assignment to me. Be sure the document is formatted correctly. This assignment is due October 28.

Social Stories Project 100 Points
Social stories can be a very powerful tool to assist students. You will need to write a student summary providing background information and assessment data that supports your use of a social story for this student. You will then need to attach a copy of the social story that you wrote to address the problem identified for the student.

Be sure that all writing is professional. Twenty percent of your grade will be determined by your writing. Email this assignment to me. Be sure the document is formatted correctly. This assignment is due November 14.

Functional Behavioral Assessment and Positive Behavior Support Plan 300 Points
Each student will be required to complete a functional behavioral assessment and a positive behavior support plan for a student at their school. The product of this will be a report including both the assessment and the support plan along with implementation and monitoring data. You will find forms and more information in the Course Documents section of the class or on the KDE website.

Students must complete this to pass the class. This critical performance must be downloaded in the electronic portfolio AND EMAILED TO Dr. Atwell.

This assignment is due December 4. This assignment is worth a total of 300 points.
**On Line Discussions**  200 Points

Questions will be posted on the discussion board for all members of the class to respond. You have a Discussion board Rubric in the Course Information Section of the class. You should post no more than three times per each discussion board. Be sure to read your peers responses. You will find the questions and responses a lively and interesting part of this course. The date listed with each question is the last date the Discussion Board will be open for discussion. You will have discussion questions to complete by **9/5, 9/19, 10/3, 10/17, 10/31, 11/14, 11/28, and 12/6**. All class members will be expected to prepare and participate fully.

**CLASS POLICIES**

It should be understood that this syllabus is an agreement between the professor and the students enrolled in the course. While the professor retains the right to alter course parameters (e.g., due dates) as she thinks necessary, her part of the agreement is to: (a) refrain from requiring any other work than those assignments outlined in this syllabus, and (b) abide by the assignment point system and grading scale given herein. By remaining enrolled in this course, students indicate their agreement to: (a) abide by the following course policies, and (b) refrain from pleading or negotiating with the professor for the purpose of trying to alter or escape the consequences of any given policy.

In other words, since you do not want me to change the established rules in ways that might go against you, do not attempt to change the rules in ways that might favor you but go against maintaining the order and integrity of the course. In the event that any student deviates from the letter or intent of the policies given, the professor also reserves the right to impose any appropriate penalty upon the offending student (e.g., loss of points) that she sees fit.
1. LATE WORK
In order to receive full point credit, assignments must be turned in on the specified due date. Please do not procrastinate on assignments since you have the due dates well in advance. Your grade will be docked by 10% for each day an assignment is late. This is an effort to be fair to students who have their assignments at the proper time.

2. ASSIGNMENT GUIDELINES / GRADING CRITERIA
Grading criteria for assignments will be based on the requirements as described in the printed guidelines for each assignment. Each requirement’s point value will be weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will make good grades. Students should make sure to ask any questions they might have regarding the guidelines for a particular assignment.

3. EXCUSES
Due to potential abuses of due dates and class participation requirements, excuses will not exempt students from the enforcement of late work and participation policies.

4. SCHEDULED EXAMS/COMPETENCY CHECKS
Students must complete competency checks by the dates scheduled by the professor.

5. PLAGIARISM
To represent ideas or interpretations taken from another source as one’s own is plagiarism.

The academic work of students must be their own. Students must give the author(s) credit for any source material used. Taking content
directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59).

Using word-for-word content from a source without indication a direct quote is also plagiarism, even if the source is cited. Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material and may result in a grade of “F” for the final course grade.

6. ACADEMIC DISHONESTY
Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question and may result in a grade of “F" for the final course grade.

7. 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; (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) in the event that 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. It should be understood that, 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.

8. EMAIL COMMUNICATION
Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message; (b) it is often too easy to quickly zip off a rude email to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor. In the case that inappropriate / disrespectful student email is received by the professor, she reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action he sees fit.

9. DISCUSSION BOARD POSTINGS
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.

10. APA STYLE
All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). APA style will not be taught as a part of this course. Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA’s Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: http://www.apastyle.org/elecref.html

11. DUE DATES
The dates listed in the syllabus are the dates by which the assignment must be received.

12. SUBMIT WORK
All assignments must be emailed to Dr. Atwell at nedra.atwell@wku.edu. List the course number and contents in the RE line of the email. Make sure you write your name on all products.

13. CHECK EMAIL
Check your WKU email at least three times a week.

14. FORMAT
All papers must be typed, double-spaced and grammatically correct. Number all pages, except the title page.
15. EXTRA CREDIT
Extra credit to improve grades will not be granted. Put your full efforts into completing the course requirements as presented. Work cannot be redone.

16. INCOMPLETES
Students requesting an incomplete for any reason must contact the instructor to ask for an incomplete, which may or may not be granted, depending on the instructor's judgment regarding the circumstances of the student's request. According to the Graduate Catalog, p.13, “A grade of ‘X’ (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. “An ‘X’ received by a student will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer excluded). The grade of ‘X’ will continue to appear as the initial grade on the student’s transcript, along with the revised grade.

17. CRITICAL PERFORMANCE
The Case Study Portfolio, the critical performance for this class, must be uploaded prior to a grade being assigned for the class.

Plagiarism Policy
To represent the ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Attendance Policy
Class attendance is imperative. Your success depends on active participation. If you have to miss a class, it is your responsibility to get any material from your peers. Your attendance in an online class is through the Discussion Boards and participation with the materials.

Disability Accommodation Statement
Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability services, Room 445, Potter Hall. The OFSDS telephone number is (270)745-5004 for both voice and TDD users.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.