

OCT 11 2010

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT NAME:
EXCEPTIONAL STUDENT EDUCATION

COLLEGE OF:
College of Education

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EEX COURSE NUMBER 6298 LAB CODE (L or C) _____

(To OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE

Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders

EFFECTIVE DATE

(first term course will be offered)

SPRING, 2011

CREDITS:

3

TEXTBOOK INFORMATION:

Each of the journal articles listed in the bibliography are the required readings for this course. See attached syllabus for list of readings

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR PASS/FAIL SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

This is a comprehensive course covering effective instructional practices for teaching social, communication, academic, and functional skills to students with autism spectrum disorders (ASD).

PREREQUISITES:

Nature and Characteristics of ASD
or Introduction to Special Education

COREQUISITES:

NONE

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

TERMINAL DEGREE IN SPECIAL EDUCATION OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Comments attached

Dr. Cynthia Wilson
Faculty Contact, Email, Complete Phone Number

954-236-1006

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Dean of the Graduate College: _____

Date:

10/18/10

10/29/10

10/21/10

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Email this form and syllabus to _____ and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Mike,

Teaching and Learning do not have any conflicts.

However, I have a recommendation. Since EEX 5602 requires a prerequisite of some special education or autism course, you might want to reflect that in the title. Otherwise, you may get a larger group wanting to enroll. Not a bad thing, but may be not the target.

Barbara

Dr. Brady:

The Exercise Science and Health Promotion Department does not have any conflict with the four proposed courses (2 new, EEX 2xxx; EBD 5246 and EEX-5602) listed below. Regards,

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
and Health Promotion

.....

Mike:

The new courses and revised courses you are proposing do not conflict with the courses or curriculum in the Department of Curriculum, Culture, and Educational Inquiry. This seems to be a valuable addition to your curriculum. Take care.

Jim McLaughlin

Professor and Chair, Department of Curriculum, Culture, and Educational Inquiry

Dear Dr. Brady,

Thank you for giving me the opportunity to review your two new course proposals, *Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders* and *Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders*, as well as the revisions to two of your existing courses, EBD 5246 and EEX 5602. The new courses, and the revisions to your existing course, do not conflict with the graduate curriculum in Communication Sciences and Disorders.

Good luck with your curriculum changes.

With best regards,
Deena

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor and Chair
Department of Communication Sciences and Disorders
Florida Atlantic University
College of Education
777 Glades Road
P.O. Box 3091
Boca Raton, Florida 33431-0991

Office phone: 561-297-2259
FAX: 561-297-2268
E-mail: wener@fau.edu

.....

Hello Mike:
I have reviewed the revisions and proposed new courses as you requested. I see no conflict with courses offered in the Counselor Education Program. Good Luck!

Irene

.....

Mike,

Our department members have reviewed your proposed courses and we see no conflict with our department. Bob

Robert Shockley, Chair
Department of Educational Leadership and Research Methodology
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
561.297.3551
Shockley@fau.edu

.....

From: Dr. Michael Brady [mailto:mbrady@fau.edu]
Sent: Wednesday, September 22, 2010 7:22 PM
To: Jim McLaughlin; Barbara Ridener; Irene Johnson at FAU; Sue Graves; Robert Shockley; Deena Wener
Cc: Cynthia Wilson; Mary Lou Duffy
Subject: 4 ESE Courses

Folks – I'm attaching 4 ESE courses for your review. These courses support our effort to better prepare teachers to teach students with autism and to earn the FDOE teaching endorsement in autism. Here is a breakdown of the 4 courses:

Two courses are new. They are:

EEX 6xxx Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders

EEX 6xxx Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders

Two other courses are revisions of our existing courses. In the attached syllabi, I highlighted the changes in yellow so you can see what we are proposing to change. Here are the revisions we are seeking:

1.EBD 5246 Students with Autism Spectrum Disorders

We are proposing change the prefix from *EBD* to *EEX*;

We are proposing a change from 5246 to a 6000 level number;

We are proposing a title change to *Nature and Characteristics of Autism Spectrum Disorders*.

2.EEX 5602 Behavior Change and Management Strategies

We are proposing a change from 5246 to a 6000 level number;

We are proposing to change the prerequisites *from* EEX 5612 and EEX 5051 *to*:

- **EEX 5612 or an equivalent course in applied behavior analysis;**
- **EEX 5051 or an introductory course in special education or a course in nature and characteristics of autism spectrum disorders.**

Will you please review the two new courses and the two revised courses? If you agree that they do not conflict with the curriculum and courses in your departments, will you please indicate that in a reply to this message? I appreciate the time you spend for the review.

Regards

MB

**Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu**



**Department of Exceptional Student Education
College of Education
Florida Atlantic University**

Instructor:
Phone:
Office Hours:

Office:
E-mail:
Class Day/Time:

COURSE NUMBER: EEX 6298 (3 Credits)

COURSE TITLE: Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders

CATALOG DESCRIPTION: This is a comprehensive course covering effective instructional practices for teaching social, communication, academic, and functional skills to students with autism spectrum disorders (ASD).

PREREQUISITE: Nature and Characteristics of ASD or Introduction to Special Education

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by demonstrating effective, ethical practices during teaching sessions, providing evidence of data based decision making in lesson plans, and reflecting on overall program outcomes for students with ASD.

MATERIALS:

REQUIRED READING:

Each of the journal articles listed in the bibliography are the required readings for this course. The course schedule identifies the order in which the articles are to be read.

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Computer: Blackboard This course may be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www). Your username is the same

as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

State of Florida Certification Standards for Varying Exceptionalities
 CEC International Standards for Preparation and Certification of Special
 Education Teachers
 State of Florida Accomplished Practices
 Florida Subject Area Competencies ESOL

COURSE OBJECTIVES:

1. Describe effective ways to collaborate with family members, including families from culturally and linguistically diverse backgrounds, of a child with ASD. (CEC cc10K4, cc10S3, cc10S10) (ESE 3.6) (ESOL 1.1e, 3.2h)
2. Identify evidence-based practices that are culturally responsive for teaching social, communication, academic, and functional skills to students with ASD. (CEC cc4K1, dd4K1, K2, 4K3, cc5K5) (ESE 3.5, 3.8, 3.11, 5.3, 5.8, 5.9, 6.1) (ESOL 3.2i, 3.3a, 3.3b, 4.2a)
3. Identify visual supports and other strategies for assisting students with ASD in functioning in a variety of environments to which they will be transitioning. (CEC cc4S6) (ESE 7.4)
4. Describe and use specialized teaching strategies (e.g., discrete trial, verbal behavior, error correction, incidental teaching) to meet the needs of students with ASD. (CEC dd4S1, dd5S3) (ESE 3.5)
5. Identify instructional strategies for acquisition, generalization, and maintenance of skills. (CEC c4S4) (ESE 3.3, 6.2)
6. Identify assistive technology, augmentative, and alternative communication systems available for students with ASD. (CEC dd5S3, cc6K4, cc6S1, dd6S1) (ESE 5.4)
7. Select relevant general education and alternate standards and curricula appropriate for a student's age, instructional needs, and functional performance across settings. (CEC dd1K2, dd5S5) (ESE 3.4)

CONTENT OUTLINE:

- Teacher and Parent Collaboration
- Communication, Social, and Academic Deficits In ASD
- Different Methods of Communication
- Evidence-Based Educational Practices
 - Teaching Strategies for Communication Skills
 - Teaching Strategies for Social Skills
 - Teaching Strategies for Academic Skills
 - Teaching Functional Daily Living Skills
 - Transitioning Skills During School
- Role of Motivation In Learning
- Inclusion and Students with ASD

COURSE REQUIREMENTS:

1. COLLABORATION REFLECTION PAPER

Students will write a paper describing the significance of teacher-parent collaboration based on assigned readings and their own perspectives. Students will describe advantages of collaborating and possible challenges which may be encountered. The paper should be double spaced with 1 inch margins (all around) and range between 4-5 pages (including cover page).

2. TEACHING ACTIVITIES

Students will have an opportunity to demonstrate the teaching of two specific skills. The target skills will be selected by the instructor following a review of the specific skill. Students will be paired and take turns playing the role of teacher and student. The instructor will provide a checklist of every step in the teaching sequence to be demonstrated by the student. The checklist will be used for grading each teaching activity (Checklists to be distributed in class).

3. COMPETENCY ASSESSMENT: LESSON PLANNING

Students will select one of the following domains: social, academic, communication, or functional daily living skills and prepare five lesson plans to teach a skill in that domain. Each lesson must reflect at least one of the following: discrete trial training techniques, errorless teaching strategies, verbal behavior, pivotal response, and cultural/linguistic diversity strategies.

Competency Assessment and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Master's Degree Program. **For this course, the Educator Accomplished Practices (EAP 10.1, 10.2) will be measured by the Lesson Planning assignment, which is the Competency Assignment.** Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 83%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the "I" will be changed to a grade for the course and the student may

continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed, the grade for the course will be B- or below regardless of the total points earned in the course.**

- **If a student is not passing the course, and has failed to pass the Critical Assignment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.**

4. EXAMS

The first exam will cover course content from the first half of the course. The second exam will cover content from the second half of the course. The exams may include multiple choice, true/false, fill-in-the-blank, matching, short answer and/or essay questions taken from the readings, lectures, videos viewed in class and class activities. There will be an emphasis placed on practical application of concepts.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with autism spectrum disorder.

ASSESSMENT PROCEDURES:

Assignment	Points	% of Course Grade
Teaching Activities (2 @ 10 pts. each)	20	10%
Collaboration Reflection Paper	30	15%
Competency Assessment-Lesson Planning	50	25%
Exams (2 @ 50 points each)	100	50%
TOTAL	200	100%

GRADING (FAU GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

University Attendance Policy: Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Students With Disabilities: In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high

value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

BIBLIOGRAPHY

- Berry, D. (2004). *The effectiveness of the TouchMath curriculum to teach addition and subtraction to elementary aged students identified with autism*. From <http://test.touchmath.com/pdf/TouchmathAutism.pdf>, retrieved September 10, 2010.
- Bosch, S. & Fuqua, R. (2001). Behavioral Cusps: A model for selecting target behaviors. *Journal of Applied Behavior Analysis*, 34, 123-125.
- Bouxsein, K., Tiger, J., Wayne, F. (2008). A comparison of general and specific instructions to promote task engagement and completion by a young man with Asperger syndrome. *Journal of Applied Behavior Analysis*, 41(1), 113-116.
- Cafiero, J. (2001). The effect of an augmentative communication intervention on the communication, behavior, and academic program of an adolescent with autism. *Focus on Autism and Other Developmental Disabilities*, 16(3), 179-189.
- Carbone, V., Morgenstern, B., Zecchin-Terri, G., Kolberg, L. (2010). The role of reflexive conditioned motivating operation during discrete trial instruction of children with autism. *Focus on Autism and Other Developmental Disabilities*, 25(2), 110-124.
- Chan, J., O'Reilly, M. (2008). A social stories intervention package for students with autism in inclusive classroom settings. *Journal of Applied Behavior Analysis*, 41(3), 405-410.
- Chiang, H., & Lin, Y. (2007a). Reading comprehension for students with autism spectrum disorders: A review of the literature. *Focus on Autism and Other Developmental Disabilities*, 22(4), 259-267.
- Chiang, H., & Lin, Y. (2007b). Mathematical ability of students with Asperger Syndrome and high-functioning autism: A review of the literature. *Autism*, 11, 547-556.
- Cihak, D. & Foust, J. (2008). Comparing number lines and touch points to teach addition facts to students with autism. *Focus on Autism and Other Developmental Disabilities*, 23(3), 131-137.

- Coleman-Martin, M., Heller, K., Cihak, D., & Irvine, K. (2005). Using computer assisted instruction and the nonverbal reading approach to teach word identification. *Focus on Autism and Other Developmental Disabilities, 20*(2), 80-90.
- Collins, B, Evans, A., Creech-Galloway, C., Karl, J., & Miller, A. (2007). Comparison of the acquisition and maintenance of teaching functional and core content sight words in special and general education settings. *Focus on Autism and Other Developmental Disabilities, 22*(4), 220-233.
- Cohen, E., Heller, K., & Alberto, P., & Fredrick, L. (2008). Using a three-step decoding strategy with constant time-delay to teach word reading to students with mild and moderate retardation. *Focus on Autism and Other Developmental Disabilities, 23*(2), 67-78.
- Delano, M. (2007). Improving written language performance of adolescents with Asperger syndrome. *Journal of Applied Behavior Analysis, 40*(2), 345-352.
- Dettmer, S., Simpson, R., Smith Myles, B. & Ganz, J. (2000). The use of visual supports to facilitate transitions of students with autism. *Focus on Autism and Other Developmental Disabilities, 15*(3), 163-169.
- Dunlap, G., Kern, L., & Worcester, J. (2001). ABA and academic instruction. *Focus on Autism and Other Developmental Disabilities, 16*(2), 129-136.
- Fabrizio, M.A. (February and March 2003). A parent's introduction to fluency: Parts I and II. The OARacle, Alexandria, VA: *The Organization for Autism Research*. http://o4rl.com/WorkSamples/A_parent's_intro-parts_1_&_2.pdf, retrieved September 10, 2010.
- Flores, M., Ganz, J. (2007). Effectiveness of direct instruction for teaching statement inference, use of facts, and analogies, to students with developmental disabilities and reading delays. *Focus on Autism and Other Developmental Disabilities, 22*(4), 244-251.
- Green, G. (2001). Behavior analytic instruction for persons with autism: Advances in stimulus control technology. *Focus on Autism and Other Developmental Disabilities, 16*(2), 72-85.
- Harrower, J.K. & Dunlap, G. (2001). Including children with autism in general education classrooms: A review of effective strategies. *Behavior Modification, 25*, 762-784.
- Heflin, L. & Alberto, P. (2001). Establishing a behavioral context for learning for students with autism. *Focus on Autism and Other Developmental Disabilities, 16*(2), 93-101.

- Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for children with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 18*(3), 150-165.
- Kimball, J. (2002). Behavior analytic instruction for children with autism: Philosophy matters. *Focus on Autism and Other Developmental Disabilities, 17*(2), 66-75.
- LeBlanc, L., Carr, J., Crossett, S., Bennett, C., & Detweiler, D. (2005). Intensive outpatient behavioral treatment of primary urinary incontinence of children with autism. *Focus on Autism and Other Developmental Disabilities, 20*(2), 98-105.
- McCathren, R. (2000). Teacher implemented pre-linguistic communication intervention. *Focus on Autism and Other Developmental Disabilities, 15*(1), 21-29.
- Mechling, L., Gast, D., Cronin, B. (2006). The effects of presenting high preference items, paired with choice via computer based video programming on task completion of students with autism. *Focus on Autism and Other Developmental Disabilities, 21*(1), 7-13.
- Mirenda, P. (2001). Autism, augmentative communication, and assistive technology: What do we really know? *Focus on Autism and Other Developmental Disabilities, 16*(3), 141-151.
- Myles, B. S., Huggins, A., Rome-Lake, M., Hagiwara, T., Barnhill, G. P., & Griswold, D. E. (2003). Written language profile of children and youth with Asperger Syndrome: From research to practice. *Education and Training in Developmental Disabilities, 38*, 362-369.
- Ogletree, B.T & Oren, T. (2001). Application of ABA principles to general communication instruction. *Focus on Autism and Other Developmental Disabilities, 16*(2), 102-109.
- Owen-DeSchryver, J, Carr, E., Cale, S., & Blakely-Smith, A. (2008). Promoting social interaction between students with autism spectrum disorders and their peers in inclusive school settings. *Focus on Autism and Other Developmental Disabilities, 23*(1), 15-28
- Pierce, K., & Schreibman, L. (1994). Teaching daily living skills to children with autism in unsupervised settings through pictorial self-management. *Journal of Applied Behavior Analysis, 27*, 471-481.
- Preis, J. The effects of picture communication symbols on the verbal comprehension of commands by young children with autism. *Focus on Autism Other Developmental Disabilities, 21*(4), 194-208.

- Ruble, L. & Dalrymple, N. (2002). Compass: A parent-teacher collaborative model for students with autism. *Focus on Autism and Other Developmental Disabilities, 17*(2), 76-83.
- Simpson, R. (2001). ABA and students with autism spectrum disorder: Issues and consideration for effective practices. *Focus on Autism and Other Developmental Disabilities, 16*(2), 68-71.
- Simpson, R. L. (2005). Evidence-based practices and students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 20*(3), 140-149.
- Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on Autism and Other Developmental Disabilities, 16*(2), 86-92.
- Stoner, J. & Angel, M. (2006). Parent perspectives on role engagement: An investigation of parents of children with ASD and their self-reported roles with education professionals. *Focus on Autism and Other Developmental Disabilities, 21*(3), 177-189.
- Strain, P., & Shwartz, I. ABA and the development of meaningful social relations for young children with autism. *Focus on Autism and Other Developmental Disabilities, 16*(2), 120-128.
- Stromer, R., Kimball, J., Kinney, E., & Taylor, B. (2006). Activity schedules, computer technology, and teaching children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 21*(1), 14-24.
- Sulzer-Azaroff, B., Hoffman, A., Bondy, A., & Frost, L. (2009). The picture exchange communication systems (PECS): What do the data say? *Focus on Autism and Other Disabilities, 24*(2), 89-103.
- Summers, J., & Szatmari, P. (2009). Using discrete trial instruction to teach children with Angelman syndrome. *Focus on Autism and Other Developmental Disabilities, 13*(3), 163-166.
- Tarbox, J., Madrid, W., Aquilar, B. Jacobo, W., & Schiff, A. (2009). Use of chaining to increase complexity of echoes in children with autism. *Journal of Applied Behavior Analysis, 42*, 901-906
- Tincani, M. (2004). Comparing the picture exchange communication system and sign language training for children with autism. *Focus on Autism and Other Disabilities, 19*(3), 152-163.

- Terpstra, J, Higgins, K., & Pierce, T. (2002). Can I play?: Classroom-based interventions for teaching play skills to students with autism. *Focus on Autism and Other Developmental Disabilities*, 17(2), 119-127.
- West, E. (2008). Effects of verbal cues versus pictorial cues on the transfer of stimulus control for children with autism. *Focus on Autism and Other Developmental Disabilities*, 23(4), 229-241.
- Wilder, L. K., Dyches, T. T., Obiakor, F. E., & Algozzine, B. (2004). Multicultural perspectives on teaching students with autism. *Focus on Autism and Other Developmental Disabilities*, 19, 105-113.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS for EEX 6298

What every special educator must know: The international standards for the preparation and certification of special education teachers, 1995. Reston, VA: CEC Publications.

1. *Foundations*

dd1K2 Continuum of placement and services available for individuals with developmental disabilities

4. *Instructional Strategies*

cc4K1 Evidence-based practices validated for specific characteristics of learners and settings.

dd4K2 Evidence-based practices for teaching individuals with pervasive developmental disabilities, autism, and autism spectrum disorders

dd4K3 Specialized curriculum specifically designed to meet the needs of individuals with pervasive developmental disabilities, autism, and autism spectrum disorders

cc4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments

cc4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs

dd4S1 Use specialized teaching strategies matched to the need of the learner

5. *Learning Environments/Social Interactions*

cc5K5 Social skills need for educational and other environments
 dd5S3 Use and maintain assistive technologies
 dd5S5 Plan instruction for individuals with developmental disabilities in a variety of settings

6. *Language*

cc6K4 Augmentative and assistive communication strategies
 cc6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs
 dd6S1 Plan instruction on the use of alternative and augmentative communication systems

10. *Collaboration*

cc10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members
 cc10S3 Foster respectful and beneficial relationships between families and professionals
 cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION

- 3.3 Identify instructional strategies for acquisition, generalization, and maintenance of skills (e.g., functional and applied academic skills, workplace and career skills, independent living skills) across school, home, work, and community settings.
- 3.4 Select relevant general education and alternate standards and curricula appropriate for a student's age, instructional needs, and functional performance across settings.
- 3.5 Identify methods for differentiating, accommodating, and modifying assessment, instruction, and materials in order to meet individual student needs (e.g., related to age, gender, cultural and linguistic background, preferred communication mode).
- 3.6 Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals, including students, families, and team members from culturally and linguistically diverse backgrounds, as equal members of the educational team.

- 3.8 Identify effective instructional methods (e.g., explicit and systematic instruction, scaffolding, modeling) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula.
- 3.11 Identify effective instructional methods and supports (e.g., direct instruction, visual supports, manipulatives) for teaching mathematics and integrating mathematics across the curricula.
- 5.3 Select strategies for integrating communication instruction to meet individual student needs across educational settings.
- 5.4 Select appropriate assistive technology and alternative communication systems to facilitate communication.
- 5.8 Identify characteristics of reading difficulties.
- 5.9 Identify and select prevention and intervention methods for addressing reading difficulties.
- 6.1 Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.
- 6.2 Identify methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, in the community).
- 7.4 Identify resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP)

- 10.1 Plans activities with identified performance and learning outcomes
- 10.2 Plans activities that help participant develop knowledge through a variety of strategies

FLORIDA SUBJECT MATTER COMPETENCIES ESOL (ESOL)

- 1.1e Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.
- 3.3a Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
- 3.2i Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

- 3.3b Use a variety of materials and other resources, including L1 resources for ELLs to develop language and content-area skills.
- 4.2a Select and adapt culturally responsive/sensitive, age-appropriate and linguistically accessible materials.

COURSE SCHEDULE FOR SEMESTER

SESSION	DATE	TOPICS	ASSIGNED READINGS
1		Introduction to Course/Teacher and Parent Collaboration	Ruble & Dalrymple Stoner & Angel
2		Communication, Social, and Academic Deficits in ASD	Dunlap, et al.; Preis
3		Modes of Communication: Sign language, PECS, Assistive Technology/ Augmentative Devices	Mirenda; Sulzer-Azaroff, et al; Tincani
4		Evidenced-based Practices (ABA teaching approaches, discrete trial, verbal behavior, pivotal response training, structured teaching, precision teaching)	Fabrizio; Iovannone et al.; Kimball; Simpson (2001 & 2005) Wilder et al. Collaboration Reflection Paper
5		Specific Instructional Teaching Strategies: Prompting/Fading, Errorless Learning, Stimulus Control, and Incidental teaching	Green Heflin & Alberto
6		Motivation and Learning	Carbone, et al.; Mechling
7		Chaining Procedures and Total Task Presentation	Bosch, S. & Fuqua Bouxsein et al. Tarbox et al. West
8		Teaching Communication, Social and Play Skills	Cafiero; McCathren Ogletree & Oren EXAM #1
9		Teaching Communication, Social and Play Skills (continued)	Chan & O'Reilly; Strain & Shwartz; Owen-DeSchryver et al.; Smith; Terpstra
10		Teaching Academic Skills (Reading)	Chiang & Lin (2007a) Collins et al.; Cohen et al. Coleman-Martin et al. Fabrizio; Flores & Ganz
11		Teaching Academic Skills (Math)	Berry; Cihak & Foust Chiang & Lin (2007b)
12		Teaching Academic Skills (Writing)	Delano Myles, et al.
13		Teaching Functional Daily Living Skills	LeBlanc et al.; Pierce & Schreibman; Summers & Szatmari Teaching Competency-Check Activity
14		Teaching Transitioning During School Activities: Activity Schedules, and Visual Supports	Dettmer et al. Stromer et al. CA: Lesson Plans
15		Inclusive Classroom Practices and Structures: Teaching Transitioning, Activity Schedules, and Visual Supports	Harrower & Dunlap
16		FINAL EXAM	

Rubric

Name: _____ Date: _____ Overall Rating / Points Earned: ___ / _____

Results of this Competency Assessment: ___ Exceeds Expectations ___ Meets Expectation ___ Does not Meet Expectations

Course Name: EEX 6298 Intervention... Title: Lesson Planning

Florida Educator Accomplished Practice: Standard10

Indicator: 10.1 & 10.2

Description of Competency Assessment: Student will select one of the following domains: social, academic, communication, or functional daily living skills and prepare five lesson plans to teach a skill in that domain. Lesson must reflect at three of the following: discrete trial training techniques, errorless teaching strategies, verbal behavior techniques, pivotal response techniques, assistive technology, PECS, cultural/linguistic diversity.

Components of Assignment	Exceeds Expectations 92-100%	Meets Expectations 91- 84%	Does Not Meet Expectations <83%
Content of lesson plans Value= 80%	The domain (social academic, communication or functional daily living skill) of the lesson plans is evident. Lessons reflect more than three of the following: <ul style="list-style-type: none"> • discrete trial training technique • errorless teaching strategies • verbal behavior techniques • pivotal response technique • assistive technology • cultural/linguistic diversity 	The domain (social academic, communication or functional daily living skill) of the lesson plans is evident. Lessons reflect more at least three of the following: <ul style="list-style-type: none"> • discrete trial training technique • errorless teaching strategies • verbal behavior techniques • pivotal response technique • assistive technology • cultural/linguistic diversity 	Parts of the lesson plan are missing and/or lessons do not reflect at least three of the following: <ul style="list-style-type: none"> • discrete trial training technique • errorless teaching strategies • verbal behavior techniques • pivotal response technique • assistive technology • cultural/linguistic diversity
Mechanics Value = 15%	Text is clearly written with no errors in grammar, capitalization, punctuation, and spelling.	Text is clearly written with little or no editing required for grammar, capitalization, punctuation, and spelling.	Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required.