EEX 6095-001 CRN xxxxx
Nature and Characteristics of ASD
Tuesday, 5:00 – 7:50pm
3 credits

Dr. Elisa Cruz, BCBA-D
Office: Boca, Bldg. ED 47, Room 477
Office hours: By appointment
Classroom: Distance Learning
Telephone: 561-297-4575
Email: ecruz4@fau.edu

FAU
DEPARTMENT OF
SPECIAL EDUCATION
College of Education
Florida Atlantic University

Course Description

This course will focus on students with autism spectrum disorders (ASD) including examination of possible etiologies, diagnosis, and classification as well as appropriate curriculum, family involvement, and community-referenced behavioral techniques. This course requires 20 field experience hours.

Instructional Method

This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

Prerequisites/Corequisites

None

Guidelines Used for Developing Course

- State of Florida Certification Standards for Exceptional Student Education (ESE)
- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- State of Florida Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)

(The applicable standards for this course are presented in Appendix A of this syllabus).

Course Objectives/Student Learning Outcomes

The overall objective of this course is to equip educators with knowledge of the nature of ASD and specialized intervention skills enabling them to effectively meet the needs of students with ASD. Specifically, upon completion of this course the student will be able to:

1. Describe the status of research on the possible etiology of ASD. (CEC cc1K1)
2. Describe the cognitive, affective, social and academic characteristics of children and youth with ASD. (CEC dd2K2) (ESE 1.5)
3. Describe the critical elements of the major systems used to classify students with ASD and the continuum of placement services available for individuals with ASD. (CEC dd1K1) (ESE 1.4)

4. Discuss the clinical effects of drugs and innovative techniques for intervention with students with ASD. (CEC cc2K2, 2K7, dd2K1, 2K5)
5. Describe and appreciate the role of interactive factors in development and maintenance of maladaptive behaviors in students with ASD. (CEC dd1K1, dd1K5)
6. Appreciate the ethical necessity of treating children with ASD with dignity and respect using community-referenced techniques to bring about meaningful life-wide changes and be able to apply an array of procedural safeguards to program options for children with ASD. (CEC cc1K2) (ESE 1.2)
7. Demonstrate the ability to communicate effectively with the family of a child with ASD, including families from culturally and linguistically diverse backgrounds so as to extend intervention gains to a wide range of non-school environments. (CEC cc3K4, 3K5) (ESE 3.6) (EAP b.1.c) (ESOL 1.1e)

Assessment Procedures

Assignment	Points	% of Course Grade
Quizzes (10 @ 10 pts. each)	100	45%
e-Portfolio	50	23%
Field-based observation & reflection	20	9%
Discussion Board posts	20	9%
ASD Classroom Observation	12	5%
Kanner Assignment	10	5%
Book report & presentation	10	5%
TOTAL	222	100%

Department 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

Course Assignments

1. **COMPETENCY ASSESSMENT: e-PORTFOLIO** (50 points)
   Throughout the semester, students will facilitate and participate in discussions, create teaching materials, assessment materials, checklists, presentations for families and other educational professionals, lesson plans, etc. The organization of the e-portfolio is left up to the student. Students will be graded on the quality of the content and application of the materials, general efforts in the compilation and creation of materials, and the creativity and organization of the e-portfolio. (See Appendix E for rubric)

   Students will use Google Sites, available through their FAU account, to create their e-portfolios. A tutorial will be presented by the instructor guiding students on the process of using Google Sites to create their e-portfolios. Links to the e-portfolios will be uploaded to the Discussion Board for access by the class. At <u>minimum</u>, e-Portfolios must include the following:
   - A brief bio of your skills and background in working with the ASD population
   - 20 resources meeting the needs of families with children with ASD
     - a brief description of the resource, its perceived benefit(s), and contact information
     - a variety of resources including books, pamphlets, guides, websites, agencies, etc. (i.e., <u>not</u> only websites)
   - a 1-2 page narrative highlighting 1 agency providing specialized services to individuals with ASD and their families and a summary of their services (NOTE: direct contact with the agency to conduct an interview and observe what they do is required)

   Students are encouraged to begin working on their e-Portfolio as soon as possible and continue to build and develop it throughout the semester. It is recommended that the link be shared with the professor prior to posting on the Discussion Board thread.

Competency Assessments and Florida Educator Accomplished Practices

   The Florida Department of Education has identified a set of Educator Accomplished Practices that must be mastered to continue in the DSE Autism Specialization. **For this course, the Educator Accomplished Practices (EAP a.2.e; a.2.d) will be measured by the e-Portfolio assignment, which is the Competency Assessments**. Please read carefully the DSE departmental policy on Competency Assessment.

DSE **Departmental Policy on COMPETENCY ASSESSMENT(S):**

<u>Assessment criteria</u>
A student must earn a **minimum grade of 83%** of the points allotted for the Competency Assessment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the Competency Assessment.

<u>Remediation policy</u>
•   **If a student is making at least a B in 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 Competency Assessment 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 DSE sequence of courses. The original points earned for the initial attempt at the Competency Assessment will be used to calculate the final grade in the course. **If the resubmitted Competency Assessment 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 Competency Assessment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Competency Assessment. The student will need to repeat the course and the Competency Assessment.

2. **FIELD-BASED OBSERVATION** (20 points)

A total of 20 hours of observation will be required. One half of these observation hours will be conducted in school classrooms serving students with ASD. The remaining 10 hours are to be completed in the context of the child participating in non-school-related settings, receiving other services such as speech, physical, occupational, or behavior therapy. Within these 10 non-school-based hours, students may include up to 4 hours of:

- observing recreational settings that include children with ASD,
- shadowing and joining parents on daily, non-school day, activities and/or,
- attending ASD-focused conferences, events, or trainings.

Students will be required to log their observation hours with brief notations as to the nature of the activity and settings while maintaining the confidentiality essential to such visitation. A log accompanies this syllabus in Appendix C. Completed logs (indicating hours completed and verifying signatures) will be emailed directly to instructor upon completion.

Students will also include personal reflections related to each observation. Reflections may include such topics and questions that were raised because of the observation experience, strategies learned that will be applied to their work with children and families, and how the characteristics of children with autism (as covered in class) were or were not demonstrated in the classroom. These reflections will be typed, double-spaced, using 12-pt. font (Times New Roman or Arial) in a 2-page summary reporting your observation experience. (See Appendix E for rubric)

It is anticipated that some students will be teachers or employed at school. Below are the expectations for individuals already in school settings.

1. If you are an ESE teacher for a self-contained ASD class, you are asked to visit 6 of the classes a student in your class might be placed in if they were moved a less restrictive setting. Each visit should be for a full class period or 1 hour (whichever is less). Apply the remaining 4 school-based hours to the in-service, treatment hours.
2. If you are an ESE teacher working with children with ASD in a support or resource room capacity, then you are asked to visit 4 dedicated ASD classrooms for a total of 6 hours. Apply the remaining 4 school-based hours to the in-service, treatment hours.
3. If you are a paraprofessional at a school, you are asked to visit at least 4 dedicated ASD classrooms with at least one half of the observation hours in classrooms at other schools. This will equate to meeting all 10 of the school-based hours.
4. If you are not currently working in a school, you will be required to apply for a field placement with Traci Catto, Director of Clinical Placements at FAU, at tcatto@fau.edu or 561-297-3576. To apply for a field placement, please visit: www.fau.edu/education/students/oass/fieldexperience/

3. **ONLINE QUIZZES** (100 points)
   Each week, there will be a short online quiz on Canvas. These quizzes will cover the information from the assigned readings of that week. Quizzes will be in multiple-choice and true/false format with a time limit of 30 minutes. These quizzes are open-book/open-note, however they are timed. Therefore, students should read and review all materials prior to taking the quiz because there will likely not be enough time to look up every answer. There will be a total of 11 quizzes, however the lowest score will be dropped leaving 10 quiz grades.

   Collaboration with others during the taking of the quiz is considered cheating and is prohibited. Copying, screen shooting, and/or sharing of the quiz items is also considered cheating.

   Quizzes will be made available for one week. They will open on Tuesday at midnight and will close the following Monday at 11:59 PM. This will be the only time the quiz is open so plan accordingly. Please be aware of the due dates as deadlines are firm and no make-up quizzes will be allowed except in extreme mitigating circumstances. Students will have access to the quiz only once.

4. **BOOK REPORT & PRESENTATION** (10 points)
   Students will select a book written by a person with Autism Spectrum Disorder or Asperger's Syndrome and write a 2-3 page book report, which will include a summary of the book and identify portions of significance for teachers of children on the spectrum. Students will then compile 10 of the most compelling excerpts from the book and present them to their fellow classmates. The presentation will include a brief summary of the book and discuss the perceived meaningfulness of the 10 selected excerpts in a 15-20 minute presentation. Selected books will only be presented once, therefore students will be given the opportunity to sign up for a book of their choice. It will be a first-come, first-serve process so once a book is selected, it cannot be selected again. See Appendix D for a list of possible book selections. (See Appendix E for rubric). Students will be notified of when the books selection process will be conducted.

5. **DISCUSSION FORUM POSTS** (20 points)
   Throughout the semester, prompts will be posted on the Discussion Forum of Canvas. The prompts will be based on the readings of the previous weeks and may pose a question or provide a scenario. Students will be required to provide a well-constructed, high-quality response in the form a paragraph (containing 5 or more sentences) for 4 prompts posted on the Discussion Forum. Responses will reference the textbook, supplemental readings, and instructor presentations. Reponses should be a minimum of 1 paragraph, not exceed 3 paragraphs, and follow APA format. Students are also required to review at least 2 of their peers' responses. These responses should be thoughtful and meaningful rather than just a simple reply. Discussion posts cannot be made up and late responses will not be accepted. The discussion forum will open on Weds. Students will have until Sunday at 11:59 pm to respond to the prompt. Students will have until Tuesday at 11:59p to complete the responses to peer posts. (See Appendix E for rubric)

6. **ASD CLASSROOM OBSERVATION** (12 points)
   Students will conduct a virtual observation of an ASD classroom and complete an observation form highlighting components of the classroom. The classroom observation tool will be provided to students in class.

7. **KANNER ASSIGNMENT** (10 points)
   After reading Kanner (1943), students will reflect on the cases presented in the study. Reflections will be made on a document provided to students during the unit this article is assigned.

Classroom Etiquette Policy

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." ***Please be respectful of your instructor and classmates by adhering to this policy.***

Professional Ethics/Policies and Expectations (if applicable)

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE 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 DSE program.

Technology

Email: Your FAU email address will be used.
Canvas: This course may be web assisted through FAU Canvas site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: https://canvas.fau.edu/ (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Canvas is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

Course Communication Policy

Please allow your instructor 24-48 hours to respond to an email. Teachers and school staff constantly use email as they communicate so please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.___) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? (https://odr.dc.gov/page/people-first-language)

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as 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 non-attendance. 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-approved activities. Examples of University-approved reasons for absences include participating on an 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 absences 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.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. **If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.**
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. **Attendance is required**. Any more than 1 unexcused absence will result in a failing grade. Viewing of recorded class lessons does not supplant class attendance.
5. Due dates for assignments are provided in the course outline and will be enforced. **Late assignments will not be accepted**.
6. University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities and religious accommodation will be made for students who request them. **You must request accommodations before you are absent from class**.
7. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
8. Grades of Incomplete ("I") are very rarely provided and are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.
9. *Computers/laptops are allowed for note taking purpose only.*

Commented [ECT1]: UPDATED

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which all students enjoy an equal opportunity to succeed. 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. For more information, see University Regulation 4.001.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Required Texts/Readings

Boutot, E. A. (2016). *Autism Spectrum Disorders: Foundations, characteristics, and effective strategies: 2nd edition.* New Jersey: Pearson Education, Inc. (Pearson eText with Loose-Leaf Version- Access Card Package)

Additional Readings (provided by instructor)

Bellini, S., Peters, J.K., Benner, L., & Holf, A. (2007). A meta-analysis of school-based social skills interventions for children with autism spectrum disorders. Remedial and Special Education, 28, 153-162.

Bouck, E. C. Flanagan, S., Miller, B., & Bassette, L. (2012). Rethinking everyday technology as assistive technology to meet student's IEP goals. Journal of Special Education Technology 27(4), 47-57.

Donvan, J. & Zucker, C. (2010). Autism's First Child. The Atlantic, 78-90.

Dixon, D. D., Berstrom, R., Smith M. N., & Tarbox, J. (2010). A review of research on procedures for teaching safety skills to persons with developmental disabilities. Research in Developmental Disabilities, 31, 985-994.

Hendricks, D., & Wehman, P. (2009). Transition from school to adulthood for youth with ASD spectrum disorders: Review and recommendations. Focus on Autism and Other Developmental Disabilities, 24, 77-88.

Hurlbutt, K., & Chalmers, L. (2002). Adults with ASD speak out: Perceptions of their life experiences. Focus on Autistic Behaviors, 17, 103-111.

Jostad, C.M., Miltenberger, R.G., Kelso, P., & Knudson, P. (2008). Peer tutoring to prevent firearm play: Acquisition, generalization, and long-term maintenance of safety skills.   Journal of Applied Behavior Analysis, 41, 117-123.

Kanner, L. (1943). Autistic disturbances of affective contact. Nervous Child, 2, 217-250.

King, A. M. & Fahsl, A. J. (2012). Supporting Social Competence in Children Who Use Augmentative and Alternative Communication. Teaching Exceptional Children, 45(1), 42-49.

Levy, S. E., & Hyman, S. L. (2005). Novel treatments for autistic spectrum disorders. Mental Retardation and Developmental Disabilities Research Reviews, 11, 131-142.

Lovaas, O.I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. Journal of Consulting and Clinical Psychology, 55, 3-9.

MacDonald, R., Parry-Cruwys, D., Dupere, S., & Ahearn, W. (2014). Assessing progress and outcome of early intensive behavioral intervention for toddlers with autism. Research in Developmental Disabilities, 35, 3632-3644.

McClanahan, L.E., & Krantz, P.J. (1994) The Princeton Child Development Institute. In S. L.

Harris & J. S. Hendleman (Eds). Preschool Education Programs for Children with ASD (pp 107-126). Austin, TX: Pro-Ed.

Mesibov, G. B. & Shea, V. (2010). The TEACCH program in the era of evidence-based practice. Journal of Autism and Developmental Disabilities, 40, 570-579.

Meyer, A., Rose, D.H., & Gordon, D. (2014). Universal design for learning: Theory and Practice. Wakefield, MA: CAST Professional Publishing. Free web version: udltheorypractice.cast.org

National Autism Center (2014). National standards report: The national standards project- addressing the need for evidence-based practice guidelines for autism spectrum disorders. Randolph, MA: National Autism Center.

Ne'eman, A. (2010). The future (and the past) of autism advocacy, or why the ASA's magazine, The Advocate, wouldn't publish this piece. Disability Studies Quarterly, 30(1)

Paul, R. (2008). Interventions to improve communication in autism. Child and Adolescent Psychiatric Clinics of North America, 17, 835-856.

Pennington, R., Strange, C., Stenhoff, D., Delano, M., & Ferguson, L. (2012). Leave the running shoes at home: Addressing elopement in the classroom. Beyond Behavior, 21(3), 3-7.

Prizant, B.M., & Wetherby, A.M. (1989). Providing services to children with ASD (ages 0 to 2 years) and their families. Focus on Autism and Other Developmental Disabilities, 4, 1-16.

Rispoli, M. J., Franco, J. H., Van der Meer, L., Lang, R., & Camargo, S. P. H. (2010). The use of speech generating devices in communication interventions for individuals with developmental disabilities: A review of the literature. Developmental Neurorehabilitation, 13(4), 276-293.

Silberman, S. (2007). The geek syndrome. Wired, Retrieved 1/06/2015. http://archive.wired.com/wired/archive/9.12/aspergers_pr.html

Simpson, R. L. (2005). Evidence-based practices and students with autism spectrum disorders. Focus on Autism and Other Developmental Disabilities, 20, 140-149.

Son, S., Sigafoos, J., O'Reilly, M., & Lancioni, G. E. (2006). Comparing two types of augemntative and alternative communciation systems for children with autism. Pediatric Rehabilitation, (9)4, 389-395.

Verte, S., Geurts, H. M., Roeyers, H., Oosterlaan, J., & Sergeant, J. A. (2006). Executive functioning in children with an autism spectrum disorder: Can we differentiate within the spectrum? Journal of Autism and Developmental Disorders, 36(3), 351-372.

Wing, L., Gould, J., & Gilberg, C. (2011). Autism spectrum disorders in the DSM-V: Better or worse than the DSM-IV? Research in Developmental Disabilities, 32, 768-773.

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Bureau of Education of Exceptional Students, Florida Department of Education. (2002). *A Resource Manual of the Development and Evaluation of Special Programs for Exceptional Students: Volume II-k: ASD*.

Boomer, L. (1994). The utilization of paraprofessionals in programs for students with ASD. *Focus on Autistic Behavior, 9*, 1-9.

Courchesne, E. Townsend, J., & Saitoth, O. (1994). The brain in infantile ASD: Posterior Fossa Structures are abnormal. *Neuology, 44*, 214-222.

Datlow-Smith, M., Belcher, R.G. & Juhrs, P.D. (1995). A guide to successful employment for individuals with ASD. Baltimore, MD: Paul Brookes. Chapters 1, 2, & 5 only.

Fullerton, A. (1996). Adolescence and young adulthood. In Fullerton, A., Stratton, J., Coyne, P., & Gary, C. (Eds.) *Higher Functioning Adolescents and Young Adults with ASD: A Teacher's Guide* (pp.71-90). Austin, TX: Pro-Ed.

Gray, C. (1996). Social Assistance. In Fullerton, A., Stratton, J., Coyne, P., & Gray, C. (Eds.) *Higher Functioning adolescents and Young Adults with ASD: A Teacher's Guide* (pp.71-90). Austin, TX: Pro-Ed.

Green, G. (1996). Evaluating claims about treatment for ASD. In C. Maurice (Ed.) B*ehavioral Intervention for Young Children with ASD* (pp. 15-28). Austin, TX: Pro-Ed.

Gillberg, C. (1989). *Diagnosis and treatment of ASD*. New York: Plenum Press.

Harris, S.L., & Handleman, J.S. (1994). *Preschool education programs for children with ASD*. Austin, TX: Pro-Ed.

Horner, R.H., Dunlap, G., Koegel, R.L., Carr, E.G., Sailor, W., Anderson, J., Albin, R.W., & O'Neil, R.E. (1990). Toward a technology of "nonaversive" behavioral support. *Journal of the Association for Persons with Severe Handicaps, 15*, 125-132.

Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child, 2*, 217-250.

Lovaas, O.I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology, 55*, 3-9.

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Mundy, P. & Sigman, M. (1989). Specifying the nature of the social impairment in ASD. In Dawson, G. (1989), ASD*: Nature, Diagnosis, and Treatment*. New York: Guilford Press.

Ne'eman, A. (2010). The future (and the past) of autism advocacy, or why the ASA's magazine, *The Advocate*, wouldn't publish this piece. *Disability Studies Quarterly, 30*(1)

Powell, T.H., Hecimovic, A., & Christensen, L. (1992). Meeting the unique needs of families. In Berkell, D.E. (1992). *ASD: Identification, Education, and Treatment.* Hillsdale, NJ. Lawrence Erlbaum Associates.

Powers, M.D. (1992). Early intervention for children with ASD. In Berkell, D.E. (1992). *ASD: Identification, Education, and Treatment*. Hillsdale, NJ. Lawrence Erlbaum Associates.

Prizant, B.M., & Duchan. J.F. (1981). The function of immediate echolalia in autistic children. *Journal of Speech and Hearing Disorders, 46*, 241-249.

Rutter, M., Bailey, A., Bolton, P., & LeCouteur, A. (1994). ASD and known medical conditions: Myth and substance. *Journal of Child Psychology, 35*, 331-322.

Scott, J., Clark, C., & Brady, M.P. (2000). *Students with autism: Characteristics and instructional programming*. San Diego: Singular.

Tuchman, R. F. (1991). ASD: Delineating the spectrum. *International Pediatrics, 6*, 161-169.

Wetherby, A.M. & Prizant, B.M. (1992). Facilitating language and communication development in ASD: Assessment and intervention guidelines. In Berkell, D.E. (1992). *ASD: Identification, education, and treatment*. Hillsdale, NJ. Lawrence Erlbaum Associates.

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 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 (CEC)
What every special educator must know: Ethics, standards and guidelines for special educators
  (6th ed.) 2009. Reston, VA: CEC Publications.

1. Foundations
cc1K1   Models, theories, philosophies, and research methods that form the basis for special education
          practice
cc1K2   Laws, policies, and ethical principles regarding behavior management planning and implementation
dd1K1   Definitions and issues related to the identification of individuals with developmental disabilities
dd1K5   Theories of behavior problems of individuals with developmental disabilities

2. Development and Characteristics of Learners
cc2K2   Educational implications of characteristics of various exceptionalities
cc2K7   Effects of various medications on individuals with exceptional learning needs
dd2K1   Medical aspects of developmental disabilities and their implications for learning
dd2K2   Psychological, social/emotional, and motor characteristics of individuals with developmental
          disabilities
dd2K5   Complications and implications of medical support services

3. Individual Learning Differences
cc3K4   Cultural perspectives influencing the relationships among families,
          schools, and communities as related to instruction
cc3K5   Differing ways of learning of individuals with exceptional learning needs, including those from
          culturally diverse backgrounds and strategies for addressing these differences

STATE OF FLORIDA CERTIFICATION STANDARDS
FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

1.2   Identify appropriate practices based on legal and ethical standards.
1.4   Identify the classification systems and eligibility criteria under the current
        Individuals with Disabilities Education Improvement Act.
1.5   Compare the development and characteristics (e.g., language, cognitive, academic, social-emotional,
        sensory, physical-motor) of children with disabilities to the development and characteristics of children
        without disabilities.
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.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010

a.2.e. Quality of Instruction: Learning Environment: Models clear, acceptable, oral and written communication skills

a.3.e. Quality of Instruction: Instructional Delivery and Facilitation: Relate and integrate the subject matter with other disciplines and life experiences

b.1.c. Continuous Improvement, Responsibility, and Ethics: Professional Improvement: Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

D1:S1.1.e Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC).

<div align="center">

Appendix C
Field Experience Log for Student Observations
Exceptional Student Education

</div>

*NAME:*_____

*Course:*_____*Instructor:*_____

. . . .

*Date:*_____ *Time began:*_____ *Time end:*_____ *Total time:*_____

Observation Site:_____

Class or Activity: _____Contact Phone #:_____

Teacher / staff *(please print)*_____

_____   _____
Student's signature   Cooperating Teacher/Staff /Parent signature

*Date:*_____ *Time began:*_____ *Time end:*_____ *Total time:*_____

Observation Site:_____

Class or Activity: _____Contact Phone #:_____

Teacher / staff *(please print)*_____

_____   _____
Student's signature   Cooperating Teacher/Staff /Parent signature

*Date:*_____ *Time began:*_____ *Time end:*_____ *Total time:*_____

Observation Site:_____

Class or Activity: _____Contact Phone #:_____

Teacher / staff *(please print)*_____

_____   _____
Student's signature   Cooperating Teacher/Staff /Parent signature

Appendix D
Book Selections

A list of possible books to be considered is included here but students are encouraged to look beyond this list for additional options:

Sean Barron-There's A Boy in Here (1992)
Julia Bascom- Loud Hands: Autistic People, Speaking (2012)
Jen Birch- Congratulations! It's Asperger Syndrome (2003)
Lucy Blackman- Lucy's Story: Autism and Other Adventures (1999)
John Brine-Confusion, Loneliness, Depression: Asperger's Syndrome - A Journey (2000)
David Finch- The Journal of Best Practices: A Memoir of Marriage, Asperger Syndrome, and One Man's Quest to Be a Better Husband (2012)
Gunilla Gerland- A Real Person: Life on the Outside (1996)
Temple Grandin- Emergence: Labeled Autistic (1986); Thinking in Pictures and Other Reports from My Life with Autism (1995)
Lincoln Grigsby-The Light Within (2001)
Alison Hale- My World Is Not Your World (1998)
Mary Jane Hale and Charles Martel Hale, Jr.- I Had No Means to Shout! (1999)
Kenneth Hall-Asperger Syndrome, the Universe, and Everything (2001)
Naoki Higashida- The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism (2013)
Nita Jackson- Standing Down, Falling Up: Asperger's Syndrome from the Inside Out (2002)
Therese Joliffe- Autism: A Personal Account (year unknown)
Cynthia Kim- Nerdy, Shy, and Socially Inappropriate: A User Guide to an Asperger Life (2014)
Wendy Lawson- Life Behind Glass: A Personal Account of Autism Spectrum Disorder (1998); Understanding and Working with the Spectrum of Autism: An Insider's View (2001)
Thomas A. McKean- Soon Will Come the Light: A View from Inside the Autism Puzzle (1994); Light on the Horizon: A Deeper View Inside the Autism Puzzle (1996)
Desmond Meldrum- Growing Up with Asperger Syndrome (1994); Coping with Asperger Syndrome (1997); The Asperger Experience (1999)
Tito R. Mukhopadhyay- Beyond the Silence: My Life, the World and Autism (2000); How Can I Talk if My Lips Don't Move (2011); The Mind Tree: A Miraculous Child Breaks the Silence of Autism (2011)
Mary Newport- Autism - Asperger's and Sexuality: Puberty and Beyond (2002) - with Jerry Newport
Jasmine Lee O'Neill- Through the Eyes of Aliens: A Book About Autistic People (1998)
Tomas S. Page-Caught Between Two Worlds: My Autistic Dilemma (2002)
Devon Price- Unmasking Autism (2022)
John Elder Robison- Look Me in the Eye (2008); Be Different (2012)
Adriana Rocha- A Child of Eternity: An Extraordinary Young Girl's Message from the World Beyond- with Kristi Jorde (1995)
Clare Sainsbury- Martian in the Playground: Understanding the Schoolchild with Asperger's Syndrome (2000)
Edgar Schneider- Discovering My Autism: Apologia Pro Vita Sua (With Apologies to Cardinal Newman) (1999); Living the Good Life with Autism (2003)
Birger Sellin- I Don't Want to Be Inside Me Anymore: Messages from an Autistic Mind (1995)
Stephen Shore- Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome (2001)
Christopher Slater-Walker- An Asperger Marriage (2002) - with Gisela Slater-Walker

Daniel Tammet- Born on a Blue Day: Inside the Mind of an Autistic Savant (2007); Embracing the Wide Sky: Exploring the Horizons of the Mind (2009)

Liane Holliday Willey- Pretending to be Normal: Living with Asperger's Syndrome (1999); Asperger Syndrome in the Family: Redefining Normal (2001); Asperger Syndrome in Adolescence: Living with the Ups, the Downs and Things in Between (2003)

Donna Williams- Nobody Nowhere: The Extraordinary Autobiography of an Autistic (1992); Somebody Somewhere: Breaking Free from the World of Autism (1993); Not Just Anything: A Collection of Thoughts on Paper (1995); Autism and Sensing: The Unlost Instinct (1998); Exposure Anxiety - The Invisible Cage: An Exploration of Self-Protection Response in the Autism Spectrum (2002)

Appendix E
Rubrics

Field Observation Reflection Rubric

Name	Grading Rubric for Field-based Observation Reflection		
Description			
Rubric Detail			

	Levels of Achievement		
Criteria	**Below Expectations**	**Proficient**	**Exemplary**
Log Requirements	**0 Points** Logs are insufficient in including locations, dates, hours, brief notations regarding the activity observed, and appropriate signatures.	**2.5 Points** Some logs include locations, dates, hours, brief notations regarding the activity observed, or appropriate signatures.	**5 Points** All logs include locations, dates, hours, brief notations regarding the activity observed, and appropriate signatures.
Reflection	**0 Points** Does not include topics and questions raised due to observations made, strategies learned to be applied in own work, and does not identify how characteristics of children with ASD were or were not demonstrated.	**2.5 Points** Include some topics and questions raised due to observations made, strategies learned to be applied in own work, or identifies how characteristics of children with ASD were or were not demonstrated.	**5 Points** Include topics and questions raised due to observations made, strategies learned to be applied in own work, and identifies how characteristics of children with ASD were or were not demonstrated.
APA	**0 Points** Font, spacing are not formatted in the correct APA style and there are no works cited.	**2.5 Points** Font, spacing, and/or works cited is not formatted in the correct APA style.	**5 Points** Font, spacing, and works cited is formatted in the correct APA style.
Mechanics/ Organization	**0 Points** Numerous errors, paper hard to read, and format details are not adhered to.	**2.5 Points** Enough errors to distract the reader, organization problems, and / or format difficult to navigate. Paper does not meet page length requirements.	**5 Points** No more than 2 grammatical errors, paper is well organized, format is easy to follow and navigate. Paper meets page length requirements.

Discussion Board Rubric

Name	Grading Rubric for Discussion Board	
Description		
Rubric Detail		

	Levels of Achievement	
Criteria	**Below Expectations**	**Exemplary**
Responsiveness to Prompt	**0 Points** No posting credit at all for postings outside of the date range and/or no feedback on 2 peer posts.	**1 Points** Posts original contribution, addresses all discussion questions and directions in depth, and responds to at least 2 peers postings.
Mechanics of Writing	**0 Points** Poor spelling and grammar in posts; format is extremely hard to read would be deemed as unprofessional documentation by common business standards.	**1 Points** Submissions are grammatically correct, posts with rare misspellings, format is easy to read/professional delivery, response is between 1 and 3 paragraphs.
Relevance of Post	**0 Points** Posts topics which do not relate to the discussion; remarks are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.	**1 Points** Consistently posts responses related to assigned topic; cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.
Creating Community	**0 Points** Argumentative or abrasive and/or no peer interaction.	**1 Points** Frequently attempts to motivate the group discussion; presents creative approaches to topic, can differ or counter peers points with diplomacy, if applicable. Refers to peer contributions. Creates community in the discussion and provides high quality interactions.
Critical Thinking/Analysis	**0 Points** Makes errors in interpreting topics; opinion-based comments only; superficial commentary; minimal or no connection to related readings course materials.	**1 Points** Interprets topic in accurate and insightful ways. Uses information thoughtfully, in a ways that are factually relevant and accurate; postings shows analysis, might offer alternative or creative viewpoints based on concrete evidence related to ASD.

EEX 6095 - Competency Assessment Rubric

Name:_____Date:_____ Overall Rating / Points Earned:____/_____

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

Course Name: *Nature and Characteristics of Autism Spectrum Disorders*
Competency Assessment Title: *e-Portfolio*
Florida Educator Accomplished Practice: Standard 2 & 4   **Indicator: 2.2 & 4.1**

Description of Competency Assessment:

Components of Assignment	Exceeds Expectations 92-100%	Meets Expectations 91- 84%	Does Not Meet Expectations <83%
Content Value= 40%	Content of materials included in the portfolio reflect variety, creativity, and diversity. At least 20 resources are provided.	Content of materials included in the portfolio somewhat reflect variety, creativity, and diversity. Provided 10 to 19 resources.	Content of materials included in the portfolio do not reflect variety, are not creative, and are not diverse. Less than 10 resources provided.
Application Value = 40%	Content of materials created for and included in the portfolio thoroughly reflect course content and is appropriate to meet the needs of students with ASD and their families.	Content of materials created for and included in the portfolio adequately reflect course content and is mostly appropriate to meet the needs of students with ASD and their families.	Content of materials created for and included in the portfolio insufficiently or minimally reflect course content and are not appropriate for students with ASD and their families.
Mechanics Value = 20%	Contents of the portfolio are free of errors in grammar, capitalization, punctuation, and spelling and presented in a professional manner. Sources are appropriately cited and/or credited.	Contents of the portfolio have few errors in grammar, capitalization, punctuation, and spelling and needs improvement in professional quality of the portfolio. Some sources are appropriately cited and/or credited.	Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required. Portfolio lacks professionalism. Sources are inappropriately cited and/or not credited.