



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2013

EDSE 635 001: Interventions for Students with Autism
CRN: 13870, 3 - Credit(s)

Instructor: Dr. Heidi Graff	Meeting Dates: 01/22/13 - 05/15/13
Phone: (703) 993-8036	Meeting Day(s): Wednesdays
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Office Hours:	Meeting Location: Fairfax, E 121

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Research-based interventions that promote progress in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism are described. Methods for monitoring the impact of interventions are identified and a variety of service delivery models are described.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments

4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Target appropriate interventions for students with autism.
- Design learning environments that promote gains in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism.
- Given the heterogeneity of students with autism, demonstrate competencies in distinguishing behaviors and “labels,” and selecting corresponding interventions to be implemented in the least restrictive environment appropriate for individual students with autism.
- Identify how to teach self-determination skills to students with autism.
- Describe career- and life-long goals and their corresponding skills, including daily living and leisure areas, to teach students with autism during their school-age years.
- Implement an intervention that has a research-base for students with autism, and monitor the impact of the intervention on the student’s performance.
- Describe ways for teams to collaborate so that students with autism receive services in the least restrictive environment.
- Compare and contrast the variety of intervention approaches that can be used with students with autism, particularly related to matching the student’s characteristics.

Required Textbooks

Hall, L. J. (2013). *Autism spectrum disorders: From theory to practice*. (2nd ed.). Pearson.
Kluth, P. (2010). *You're going to love this kid!* (2nd ed.). Baltimore: Brookes.

Recommended Textbooks

American Psychological Association (2009). *Publication manual* (6th ed., second printing).
Washington, DC: Author.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for the Teaching Students with Autism Graduate Certificate. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards>

nds/. The CEC standards that will be addressed in this class include Standard 3: Individual Learning Differences and Standard 4: Instructional Strategies.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d.* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e.* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Policies & Expectations

Attendance.

Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you. You are required to notify the Instructor about absences in advance or within 24 hours after an absence. Be aware any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up. If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

Late Work.

There are absolutely no “redo” and/or “retake” on assignments. Full earned credit given for assignments turned in on time (class start time for the due date, unless otherwise stated in this syllabus). Five points of the total assignment points are deducted for each 24-hour period that passes after the class start time for the due date. All assignments must be typed. The APA format for clear and excellent written language and technical aspects for citations and formatting must be used. Refer to the APA Publication Manual 6th edition. A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the Instructor.

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester’s Schedule of Classes.

Grading Scale

A = 94 - 100
A- = 90 - 93
B+ = 87 - 89
B = 84 - 86
B- = 80 - 83
C = 70 - 79

Assignments

NCATE/TaskStream Assignments.

Planning & Implementation Intervention

Planning & Implementation Intervention requires selection of a student with autism with whom you implement a comprehensive sequence of tasks representing excellent practices in informal assessment (the focus for Planning) and intervention (the focus for Implementation Intervention). You must be able to work with this student over a period of time (e.g., three sessions per week for about 4 weeks). People who are not currently working with students with autism may network with colleagues in the course or other personal/professional contacts to ensure they have an individual to work with during the semester for this assignment. A brief overview follows:

Planning == 20 points

- Prior to working directly with the student, gather sufficient background information so that you are better able to target academic and/or affective assessments / levels with the student and provide motivating and meaningful instruction via the intervention you select.
- Conduct initial informal assessments (e.g., informal inventories located in your textbooks, curriculum-based assessments) to determine appropriate instructional levels and interventions. Data representing specific strengths and areas of concern are identified at this stage. Some of these data represent the student's baseline data. Gather enough preliminary information about the student and the student's skill levels so that you're ready to examine the results, analyze the student's learning, and target a specific skill area that you will teach to the student for Implementation Intervention.
- Paper (approximately 3-5 pages) should contain student pseudonym (1pt), demographic information (2pts), background of student's educational placement (4pts), description of informal inventory (3pts), results of that assessment (5pts), and preliminary interventions being considered (5pts).

Implementation Intervention == 50 points

- Using information from this course and at least two recent (2009, 2010, 2011, 2012, and 2013) peer-reviewed journal articles, design an intervention.
- Implement the intervention three sessions per weeks for 4 weeks.
- Continue to collect data to monitor the student's performance during the intervention.
- Your paper should summarize the impact of the intervention, including your reflection and recommendations. Make sure to include your data and graph as an appendix.
- Prepare a one-page description of the intervention (to include citations for the source), and make photocopies to distribute to peers in the course.
- On the due date for **Planning & Implementation Intervention**, briefly describe the intervention (with your handout) and the impact of the intervention (including sharing a graph indicating student performance) with peers in the course.

Planning & Implementation Intervention / NCATE/ TaskStream Assignment

*Skill competencies are taken from the Virginia Autism Council Skill Competencies document

(revised 9.15.10)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Background Information on the Target Student Skill Competencies 1	Candidates provide an incomplete list and explanation of the defining characteristics and diagnosis of autism based on the most recent version of the Diagnostic and Statistical Manual and definition/description of the Virginia Department of Education.	Candidates will list and explain the defining characteristics and diagnosis of autism based on the most recent version of the Diagnostic and Statistical Manual and definition/description of the Virginia Department of Education.	Candidates will list and explain the defining characteristics and diagnosis of autism based on the most recent version of the Diagnostic and Statistical Manual and definition/description of the Virginia Department of Education. Candidates will describe typical child development (ex: communication, sensory motor, cognitive, behavior, and social skill development).
Conduct Informal Assessment Skill Competencies 3, 6, 8	Candidates do not identify and use appropriate informal assessment tools to evaluate the individual's strengths, needs, and interests.	Candidates identify and use appropriate informal assessment tools to evaluate the individual's strengths, needs, and interests.	Candidates identify and use appropriate informal assessment tools to evaluate the individual's strengths, needs, and interests. Candidates will develop goals that lead to the increase of positive behaviors and the reduction of problem behavior. Candidates use strategies and supports that meet individuals' academic and adaptive needs in the core curriculum; promote the development of life skills across all domains; promote communication and social interaction; encourage generalization and maintenance of skills across programs and settings.
Review the Results and Make Recommendations for the Intervention Skill Competencies, 2, 4, 5, 7	Candidates do not use data and informal assessments to recommend modified strategies in environmental structures and visual support, communication, social skills, and sensory motor.	Candidates use data and informal assessments to recommend modified strategies in environmental structures and visual support, communication, social skills, and sensory motor.	Candidates use data and informal assessments to recommend modified strategies in environmental structures and visual support, communication, social skills, and sensory motor. Candidates develop a recommendation for an intervention plan targeting cognitive and learning skills that is based on individual needs.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Implement the Intervention Skill Competencies 3	Candidates do not implement explicit instructional methods that are systematic and promote active engagement.	Candidates implement explicit instructional methods that are systematic and promote active engagement.	Candidates implement explicit instructional methods that are systematic and promote active engagement. Candidates implement explicit instruction methods that are clear and concise. Candidates break skills down into small teachable parts and focuses on systematic presentation of new skills.
Analyze the Data & Summarize the Impact Skill Competencies 3, 8	Candidates do not analyze and review data to measure progress to determine the effectiveness of the strategy Candidates do not make recommendations for short and long term strategies to promote skill development and independence	Candidates analyze and review data to measure progress to determine the effectiveness of the strategy Candidates make recommendations for short and long term strategies to promote skill development and independence	Candidates analyze and review data to measure progress to determine the effectiveness of the strategy Candidates make recommendations for short and long term strategies to promote skill development and independence. Candidates recommends strategies to support academic skills that address the individual's learning style (ex. modeling, prompting, shaping, discrete trial instruction, natural environment teaching, and task analysis)

Common Assignments.

Other Assignments.

Intervention Summary == 15 points

Use a PowerPoint modality to discuss selected intervention by focusing on the following points (3 points each):

- a) Describe intervention. Use visuals if helpful.
- b) What is the history?
- c) What population is the intended target
- d) What key strategies would be needed to implement this intervention?
- e) Discuss a research study where this intervention was employed.

The PowerPoint should include references. Presentation of the PowerPoint should be 15-20 minutes. Students may but are not required to work in pairs.

Participation, Attendance, & In-Class Activities == 15 points (.5-2.0 per class)

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one’s own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. This will require all students to complete the required readings, activities, and assignments for that specific class meeting. **If you are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and cannot be made up at another time.** Occasionally, during an in- class activity, there will be the option to accumulate bonus points. These points may be used to offset any points deducted on an assignment.

Schedule

COURSE SCHEDULE		
<p>* Additional required readings, typically internet resources, will be announced either via Bb and/or during class sessions. These resources supplement the text(s) and facilitate your completion of activities during the semester. If a topic is not covered due to time limitations of a class session, that topic will be carried over to the next class. Assignment due dates never change.</p>		
Session / Date	Topics	Preparation* and Assignments Due
1. Jan 23	<ul style="list-style-type: none"> • Facilitate introductions • Overview the syllabus • Summarize the heterogeneity of students with autism • Discuss commercially-available programs and research-based interventions for students with autism 	<p>Read</p> <p>Ch. 3 from Hall</p>
2. Jan 30	<ul style="list-style-type: none"> • Describe how to arrange the environment so that students with autism are more likely to experience success 	Ch. 5 from Kluth
3. Feb 6	<ul style="list-style-type: none"> • Identify ways to informally assess and teach academic skills • Discuss Planning and Intervention Implementation 	Ch. 4 and 5 from Hall
4. Feb 13	<ul style="list-style-type: none"> • Analyze the role of language and communication related to interventions • Identify ways to informally assess and teach language and communication skills 	<p>Ch. 8 from Hall</p> <p>Begin work with your Planning and Intervention Implementation student</p>

5. Feb 20	<ul style="list-style-type: none"> Discuss methods for informally assessing, teaching, and monitoring improvements for social skills 	<i>DUE: Intervention Summary-1/3 Students</i> Ch. 9 from Hall Ch. 11 from Kluth
6. Feb 27	<ul style="list-style-type: none"> Analyze scenarios about service delivery models, and identify ways for students with autism to receive services in the least restrictive environment Discuss information learned from the journal summary assignment 	<i>DUE: Intervention Summary-1/3 Students</i> Ch. 7 from Hall
7. March 6	<ul style="list-style-type: none"> Describe ways to teach students with autism to interact appropriately in social situations with others 	<i>DUE: Intervention Summary-1/3 Students</i> Ch. 9 from Kluth
8. March 13	<ul style="list-style-type: none"> No Class/Spring Break 	<i>DUE: Planning Part of Intervention Implementation</i>
9. March 20	<ul style="list-style-type: none"> Compare and contrast the most popular programs used to teach students with autism Discuss results from <i>Planning Part of Intervention Implementation</i> Describe interventions that can be used to include students with autism in general education settings 	Ch. 10 from Kluth
10. March 27	<ul style="list-style-type: none"> Identify ways that students with autism may process social-emotional feelings and interactive situations 	Ch. 6 from Kluth
11. April 3	<ul style="list-style-type: none"> Describe interventions that may enable the students, their peers, and other adults to develop more authentic relationships 	Ch. 10 from Hall
12. April 10	<ul style="list-style-type: none"> Guest Speaker: Service delivery models and identify ways for students with autism to receive services in the least restrictive environment 	
13. April 17	<ul style="list-style-type: none"> Discuss ways to prioritize the skills for intervention Describe the importance of teamwork for intervention implementation 	Ch. 12 from Kluth
14. April 24	<ul style="list-style-type: none"> Peer Review Drafts of Planning and Intervention Implementation Review standards and graphing 	<i>DUE: Planning & Implementation Intervention Draft</i>
15. May 1	<ul style="list-style-type: none"> Share interventions and the impact of the interventions on the student with autism you worked with for Planning and Intervention Implementation 	<i>DUE: Planning & Implementation Intervention Paper</i>

