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

Spring 2019
EDSE 634 001 Section: Characteristics of Individuals with Autism
CRN: 18249, 3 – Credits

Instructor: Dr. Heidi Graff	**Meeting Dates**: 1/7/2019 – 3/3/2019
Phone: 703 993-8036	**Meeting Day(s)**: Online
E-Mail: hgraff@gmu.edu	**Meeting Time(s)**: NA
Office Hours: By appointment	**Meeting Location**: NA
Office Location: Krug 110C	**Other Phone**: (If applicable, if not N/A)

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

Prerequisite(s): None
Co-requisite(s): None

Course Description
Describes the varying characteristics of individuals with autism spectrum disorders across their lifespans including, (a) diagnosis, (b) early childhood, (c) school-age, (d) transition, (e) employment, and (f) aging. Examines definitions, eligibility criteria, incidence rates, and etiology of autism spectrum disorders. Analyzes perspectives from students, families, educational, community, and career personnel. Offered by Graduate School of Education. May not be repeated for credit.

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 teacher candidates/students should contact Student Services at (703) 348-5006 (Option 2) for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

Course Delivery Method
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

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available in accordance with the posted start date.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays at 12:01 a.m., and finish on Mondays at 11:55 p.m.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:

1. Describe the characteristics and diagnosis of autism spectrum disorder as defined by the most recent version of the Diagnostic and Statistical Manual of Mental Disorders.
2. Discriminate between and analyze varying perspectives on the etiology and prevalence of autism spectrum disorder.
3. Examine the characteristics of individuals with autism spectrum disorder throughout their lifespans.
4. Describe the wide range of skills and diversity of individuals with autism spectrum disorder across their lifespans.
5. Describe and evaluate responsive, research-based instructional techniques for individuals with autism spectrum disorder.
6. Review a variety of assessments to determine strengths and needs to formulate a comprehensive picture of an individual with autism spectrum disorder.
7. Distinguish between types of integration and activities that promote ideal sensory that promote ideal sensory levels with autism spectrum disorder.

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 skill competencies for professionals and paraprofessionals in Virginia supporting individuals with autism across the lifespan developed by the Virginia Autism Council. The competencies addressed in this class include General Autism Knowledge, Instructional Programming, and Social Skills.

Required Textbooks
Boutot, E.A. (2016). *Autism spectrum disorders: Foundations, characteristics, and effective strategies (2nd ed.)*. New York: Pearson.

Crawford, M.J., & Weber, B. (2016). *Autism interventions every day: Embedding activities in daily routines for young children and their families.* Baltimore: Brookes.

Hall, L.J. (2018). *Autism spectrum disorders: From theory to practice (3rd ed.)*. New York: Pearson.

Quill, K.A., & Stansberry-Brusnahan, L. (2017). *Do-watch-listen-say: Social and communication intervention for autism spectrum disorder.* Baltimore: Brookes.

Recommended Textbooks
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 634, the required PBA is the <u>Assessment Assignment</u>. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)
Assessment Assignment

You will be given a variety of assessments that have been done for Alli. You will be assigned a partner. Use the headings below to create a Word document. While APA format is not required, accurate, professional spelling and grammar is always deemed necessary. Parts I and II will be combined into one-word document and submitted for your Tk20 Assessment Assignment.

Part 1: Review all assessments and work with partner
1. Demographic Information
   a. Name
   b. DOB
   c. Current Age
   d. Current Grade
   e. Describe a minimum of three characteristics of Autism Spectrum Disorder that are evident in the video of Alli
2. Educational Evaluation Assessment data
   a. What tests done
   b. What scores earned
   c. Educational Implications (i.e., optimal group size, visual learner, etc.)
3. Medical Evaluation Assessment data
   a. What tests done

> b. What scores earned
> c. Educational Implications

4. IEP data

> a. What parts of the IEP were reviewed
> b. Summary of Alli's strengths
> c. Summary of Alli's needs
> d. Summary of goals
> e. Summary of services (including hours)
> f. Description of LRE
> g. Summary of accommodations

Part 2: Individual Synthesis
1. After completing Part 1 of this assignment, describe any findings that were surprising to you based on the video you have viewed of Alli. Discuss Alli's overall growth as noted by the assessments.
2. If Alli were a new student coming into your classroom or therapeutic setting, which of these assessment reports would be most helpful to you? Why?
3. Describe two additional informal assessments or pieces of information (at least one of the assessments should relate to social skills) that you would have liked to have in order to better understand Alli.

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)
N/A

Other Assignments
Modules
All modules will begin on Tuesdays at 12:01 a.m. and must be concluded with work submitted by Monday at 11:55 p.m. **Each module will have an assignment to complete by the end of the module based upon that week's learning. The assignments noted on the schedule are more labor intensive and are designated in bold so you can manage your time wisely.**

Course Policies and Expectations
Attendance/Participation
All course work will be online in an Asynchronous format. There will be no face-to-face meeting.

Late Work
Work is considered on time if it is submitted by 11:59 p.m. on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* **from the due date, assignments will not be accepted.** Thus an assignment that is three days late is able to obtain only 70% of the points for

the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Other Requirements

Communication.
The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

> **Grading Scale** (traditional rounding principles apply)
> 93-100% = A
> 90-92% = A-
> 87-89% = B+
> 83-86% = B
> 80-82% = B-
> 70-79% = C
> < 69% = F

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/ .

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module	Topic	Readings and Assignments

		Please be aware that there will be additional articles or reading information posted under each module. The readings noted below are only from your texts.
1	Characteristics	• Crawford, Chapter 4, Model for Addressing the Core Deficits of Autism • **Information Sheet Due**
2	History	• Boutout, Chapter 1 - Overview of Autism Spectrum Disorders • **Timeline Due**
3	DSM 5	• Hall, Chapter 1 - Classification and the Physiological Approach
4	Assessment	• Hall, Chapter 2 – Assessment • **TK 20 Part I Assessment Assignment**
5	Perspectives in Media	• **Media Perception Video Due** • **Mid-Couse Evaluation**
6	Social Play	• Hall, Chapter 7 - Focus on Communication • **Audio Play Clips Due** • **TK 20 Part II Assessment Assignment Due** • **Put TK 20 Parts I & II in One Document** • **Post Under the Assessments Tab**
7	Module 7 - Cognition	• Quill, Chapter 1, Understanding the Complexity of Autism • Hall, Chapter 3, Collaborating for Effective Implementation of Evidence-Based Practices • **Class Wiki Due**
8	Module 8 – Sensory Integration	• Crawford, Chapter 7, Building Skills to Support Flexibility • **Class Sensory Environment Project** • **End of Couse Evaluation**

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
• Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

• Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Appendix

      Assessment Rubric(s)

	Does Not meet Expectations - 1-5 points	Meets Expectations - 6-10 points	Exceeds Expectations - Up to 2 Bonus Points

Part 1 -			
Part 1: Demographic Information Competency 1.1.2S	Candidate incorrectly identifies the case study student's name, date of birth, current age, and current grade level. Candidate fails to describe a minimum of three characteristics of Autism Spectrum Disorder (ASD) that are evident in the video of the case study individual.	Candidate accurately identifies the case study student's name, date of birth, current age, and current grade level. Candidate describes a minimum of three characteristics of Autism Spectrum Disorder that are evident in the video of the case study individual.	Candidate accurately identifies the case study student's name, date of birth, current age, and current grade level. Candidate describes a minimum of three characteristics of Autism Spectrum Disorder that are evident in the video of the case study individual. The candidate also describes associated cognitive and learning style characteristics of ASD from the video.
Educational Evaluation Assessment data Competency 1.1.4S	Candidate incorrectly describes the educational assessments done for the case study individual and the scores earned as compared to neurotypical individuals. Candidate fails to discuss the educational implications of the scores.	Candidate accurately describes the educational assessments done for the case study individual and the scores earned as compared to neurotypical individuals. Candidate discusses the educational implications of the scores.	Candidate accurately describes the educational assessments done for the case study individual and the scores earned as compared to neurotypical individuals. Candidate discusses the educational implications of the scores. The candidate also discusses the impact of the assessment data on behavioral and social domains.
Medical Evaluation Assessment data Competency 1.2K	Candidate incorrectly describes the medical assessments done for the case study individual and the scores earned as compared to neurotypical individuals. Candidate fails to discuss the impact of medical issues and treatments for the case study individual.	Candidate accurately describes the medical assessments done for the case study individual and the scores earned as compared to neurotypical individuals. Candidate discusses the impact of medical issues and treatments for the case study individual.	Candidate accurately describes the medical assessments done for the case study individual and the scores earned as compared to neurotypical individuals. Candidate discusses the impact of medical issues and treatments for the case study individual. Candidate documents medications that the individual is taking and the side effects they might experience.
IEP data Competency 3.1K	Candidate inaccurately lists the parts of the IEP that were reviewed and accurately summarizes the case study individual's IEP goals, services (including hours), Least Restrictive Environment, and accommodations. Candidate fails to describe the case study individual's strengths and needs based on the IEP	Candidate lists the parts of the IEP that were reviewed and accurately summarizes the case study individual's IEP goals, services (including hours), Least Restrictive Environment, and accommodations. Candidate describes the case study individual's strengths and needs based on the IEP.	Candidate lists the parts of the IEP that were reviewed and accurately summarizes the case study individual's IEP goals, services (including hours), Least Restrictive Environment, and accommodations. Candidate describes the case study individual's strengths and needs based on the IEP. In addition, candidate discusses whether or not the IEP goals are reflective of the desires of the individual.
Overall writing and mechanics	Four or more spelling errors and/or grammatical errors.	Three misspellings and/or grammatical errors.	Paper is free of misspellings and grammatical errors. Paper is written in professional tone.
Part 2 -			
Part 2: Individual Synthesis #1 Competency 1.1.7S	Candidate inaccurately any findings that were surprising based on the video viewed of the case study individual. Candidate fails to describe	Candidate describes any findings that were surprising based on the video viewed of the case study individual. Candidate describes the case study	Candidate describes any findings that were surprising based on the video viewed of the case study individual. Candidate describes the case study

	the case study individual's development over time as noted in the assessments.	individual's development over time as noted in the assessments.	individual's development over time as noted in the assessments. Candidate predicts a range of possible behaviors and skills for the case study individual in the future.
Part 2: Individual Synthesis #2 Competency 3.1.3S	Candidate inaccurately identifies and fails to provide a rationale for which assessment would be useful when beginning to work with the case study individual.	Candidate identifies and provides a rationale for which assessment would be useful when beginning to work with the case study individual.	Candidate identifies and provides a rationale for which assessment would be useful when beginning to work with the case study individual.
Part 2: Individual Synthesis #3 Competency 5.1.1S	Candidate fails to recommend and describe two additional informal assessments or pieces of information. Candidate fails to include at least one assessment related to social skills.	Candidate recommends and provides a brief description of two additional informal assessments or pieces of information (at least one of the assessments should relate to social skills) to conduct with the case study individual.	Candidate recommends and provides a brief description of three additional informal assessments or pieces of information (at least one of the assessments should relate to social skills) to conduct with the case study individual.
Overall writing and mechanics	Four or more spelling errors and/or grammatical errors.	Three misspellings and/or grammatical errors.	Paper is free of misspellings and grammatical errors. Paper is written in professional tone.
Total Points Possible: **Part 1: 60 points** **Part 2: 40 points**			**Total Bonus Points Possible:** **Part 1: 10 Points** **Part 2: 8 Points**