



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

Spring 2017

EDSE 635 001: Interventions for Students with Autism

CRN: 22142, 3 – Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 01/23/17 – 05/17/17
Phone: 703-993-6555	Meeting Day(s): Asynchronous
E-Mail: jduke4@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: By appointment	Meeting Location: Internet
Office Location: Finley 205B	Other Phone: 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.

Course Description

The course focuses on the research-based interventions that promote progress in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism. Methods for identifying the impact of interventions are identified and a variety of service delivery models are analyzed.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take, and later apply to a program? Students planning to complete a program should apply as soon as possible. Apply at <http://cehd.gmu.edu/admissions/steps>.

Course Delivery Method

This course will be delivered online using asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 12:01 a.m. on January 23, 2017.

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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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://windows.microsoft.com/en-us/windows/downloads/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 11:59 p.m.
- 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. Target appropriate interventions for teacher candidates/students with autism.
2. Design learning environments that promote gains in the areas of communication, social, academic, behavior, and sensory motor skills for teacher candidates/students with

autism.

3. Given the heterogeneity of teacher candidates/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 teacher candidates/students with autism.
4. Identify how to teach self-determination skills to teacher candidates/students with autism.
5. Describe career- and life-long goals and their corresponding skills, including daily living and leisure areas, to teach teacher candidates/students with autism during their school-age years.
6. Implement an intervention that has a research-base for teacher candidates/students with autism, and monitor the impact of the intervention on the student’s performance.
7. Describe ways for teams to collaborate so that teacher candidates/students with autism receive services in the least restrictive environment.
8. Compare and contrast the variety of intervention approaches that can be used with teacher candidates/students with autism, particularly related to matching the student’s characteristics.

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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2) & Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Textbooks

Prelock, P., & McCauley (Eds.) (2012). *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions*. Baltimore: Brookes.

Recommended Textbooks

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

Additional Readings

Brown-Lavoie, S.M., Vicili, M.A., & Weiss, J.A. (2014). Sexual knowledge and victimization in adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 44, 2185-2196. DOI 10.1007/s10803-014-2093-y.

- Carter, W., Lane, K.L., Cooney, M., Weir, K., Moss, C.K., & Machalicek, W., (2013). Determination among transition age youth with autism or intellectual disability: Parent perspectives. *Research and practice for persons with severe disabilities*, 38, 129-138.
- Gray, K.M., Keating, C.M., Taffe, J.R., Brereton, A.V., Einfeld, S.L., Reardon, T.C., & Tonge, B.J. (2014). Adult outcomes in autism: Community inclusion and living skills. *Journal of Autism and Developmental Disorders*, 44 (12) 3006-15.
- Hendricks, D. (2010). Employment and adults with autism spectrum disorders: Challenges and strategies for success. *Journal of Vocational Rehabilitation* 32, 125–134.
- Orsmond, G.I., Shattuck, P.T., Cooper, B.P., Sterzing, P.R., & Anderson, K.A. (2013). Social participation among young adults with an autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 43(11), 2710-19.
- 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.
- Sayman, D.M. (2015). I still need my security teddy bear: Experiences of an individual with Autism Spectrum Disorder in higher education. *Learning Assistance Review*, 20 (1), 77-98.
- Seltzer, M.M., Orsmond, G.I., & Esbensen, A.J. (2009). Siblings of individuals with autism spectrum disorders across the life course. *Autism*, 13(1), 59-80.
- Torres, C., Farley, C.A., & Cook, B.G. (2012). A special educator's guide to successfully implementing evidence-based practices. *TEACHING Exceptional Children*, 45(1), 64-73.
- Wehmeyer, M.L., Shogren, K.A., Smith, T.E.C., Zagar, D., & Simpson, R. (2010). Research-based principles and practices for educating students with autism: Self-determination and social interactions. *Education and training in autism and developmental disabilities*, 45(4), 475-486.

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 635, the required PBA Background (Part 1); Planning Instruction (Part 2). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

Assessment 1: Intervention Assignment (150 points)

This assignment requires candidates to develop a plan for the implementation of an evidence-based intervention based on a case study of a student with autism. *Candidates who wish to base their work on this assignment on an individual with autism with whom they have direct contact may submit a request to the instructor.*

Part 1: Background Information (This portion is likely to be about 3-5 pages in length) (30 points)

1. You will be given three case studies of students with autism to use for this assignment. Review all of the information in each case study and select one of the students to focus on throughout the Assessment and Intervention assignment this semester.
 - a. *If you have an individual with autism that you work with or know personally and you would prefer to use your own student in lieu of one of the case study students, please email the instructor with this request before beginning this work.*
2. Your task is to write APA formatted paper containing your analysis and summary of demographic and background information significant to your student including the following:
 - Describe the student’s home life including cultural background.
 - Describe areas of typical and atypical development including diagnoses and etiology.
 - Describe the form of communication used by the student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student
 - Describe student characteristics with respect to communication, patterns of stereotypical behavior, socialization and social skill development and the impact of these characteristics on the individual.

- Describe the student’s academic background including special interventions and/or programs that have been previously used

*If you find that your case study does not provide you with the information you need to write these descriptions, you may add information to your case study as needed.

Part 2: Intervention Plan (90 points)

The second part of this assignment requires you to create an intervention plan for your target student. You will select a skill or behavior to increase or decrease and write a clear, measurable, and appropriate goal. You will then use the background information, information from this course, and a *minimum of two* recent (2005-present) peer-reviewed journal article to develop an intervention plan to increase or decrease the target skill with the student.

Your task is to write APA formatted paper containing your analysis and summary of demographic and background information significant to your student including the following:

1. Identify one target skill or behavior that you want to increase or decrease with your student and provide a rationale for this selection. Describe elements of the background information and hypothetical assessment data within your rationale.
2. Review the interventions that you have learned about in this course and select one that could be used to address the target skill or behavior.
3. Write a clear, measurable, and appropriate goal statement for the skill or behavior. This goal should clearly indicate whether you are trying to increase or decrease the skill/behavior and name your selected intervention. (Example: Given daily use of PECS, John will use a PECS card to request snack each day.) Make sure that your goal statement includes:
 - a. Student behavior: Make sure to use an action verb (e.g., demonstrate, write, choose) to name the behavior as opposed to a more passive verb like understand or learn.
 - b. Conditions: Name any specific conditions or context under which the behavior will be performed (e.g., in a reading group, at home, on the school bus)
 - c. Performance Criteria: Describe the level to which the behavior should be performed (e.g., with 90% accuracy, on 4 out of 5 occasions)
4. Locate a *minimum of two* recent (2005-present) peer-reviewed journal articles that focus on the intervention that you have selected. You are looking for research that provides you with additional information about the selected intervention so that you can see what it looks like in context (school, home, or community).
 - a. When you are searching in the library databases, note the search terms you are using, so that if you email us for assistance, you can tell us what you have tried.
 - b. You do not need to summarize the entire research article. Rather, you should think about describing the essential elements that match your intervention and explaining what those are.

- i. For example, if you are planning to use a PECS intervention, you would look for research studies that use PECS and *describe essential elements of their intervention*. This will then support the development of your intervention.
 - c. Make sure to paraphrase (put material in your own words) rather than using the exact wording from the article. Avoid the use of direct quotes.
 - d. Remember to always provide an APA formatted citation within your paper and a reference page at the end of your paper.
5. Consider each element of the intervention and describe the following:
 - a. Any modifications that you would make to the intervention to meet the specific needs of your student.
 - b. How you would integrate an element of visual support within the selected intervention.
 - c. Any other considerations (social, behavioral, communicative, environmental and other needs) that may impact the effectiveness of the intervention.
 - d. How you would collect data to monitor the student's progress.
6. Write a jargon-free explanation of the intervention that you would be able to use to share with the student's parents and other service providers.

Part 3: Video Presentation (30 points)

For the final part of this assignment, you will prepare a short video (~5 minutes) presentation of your intervention plan to share online with peers in the course.

Your video should include:

- A brief **description of your target learner** including:
 - Name
 - Age
 - Form of communication used by the student (ex: verbal, gestures, visuals) and any augmentative communication options that are used by the student
- A brief **description of your goal statement** (What is the skill/behavior and were you trying to increase or decrease it?)
 - Briefly describe elements of the background information and hypothetical assessment data that led to the selection of this goal
- A clear **description of the intervention**. This description should include:
 - A summary of the intervention (explain the steps so that we could use it)
 - Any modifications that you would make to the intervention to meet the specific needs of your student
 - Any other considerations (social, behavioral, communicative, environmental and other needs) that may impact the effectiveness of the intervention
- Show and **describe the visual support** that you used in your intervention
 - Make sure that the entire visual support is clearly visible in your video
 - Describe how you integrated this support into the intervention
- A brief **description of your data collection plan**

- Describe how you would collect data to monitor the student's progress

College Wide Common Assessment (Tk20 submission required)

None

Performance-based Common Assignments (No Tk20 submission required.)

None

Other Assignments

Assessment 2: Module Assignments (30 points each)

All modules will open on Tuesdays at 12:01 a.m. and must be concluded with work submitted by Mondays at 11:59 p.m. Please plan accordingly. Best practices will have you open the module on Tuesdays to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week. All modules will be worth 30 points and the tasks will be listed on the first screen of each module.

Each module will include at least one assignment that will be due at the end of the module's week. These assignments will vary but may include research reviews, reading checks, or other assignments.

Course Policies and Expectations

Attendance/Participation

All course work will be online in an Asynchronous format. There will be no face-to-face meetings.

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.

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

A	95 – 100%
A-	90 – 94%
B	80 – 89%
C	70-79%
F	69% and below

Professional Dispositions

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

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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 follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Class Schedule

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

Weeks and Beginning Dates	Module Topic	Readings and Assignments Due
Week 1 1/23/17	Module 1- Introduction and Characteristics of ASD	National Autism Council Manual Ch. 1 Prelock & McCauley Ch. 1
Week 2 1/30/17	Module 2- What is an evidence-based practice?	National Autism Council Manual Introduction Torres et al. (2012)

Weeks and Beginning Dates	Module Topic	Readings and Assignments Due
Week 3 2/6/17	Module 3- Assessment and Intervention: Academic Development <i>Interventions: Discrete Trial Teaching</i>	Prelock & McCauley Ch. 4
Week 4 2/13/17	Module 4- Assessment and Intervention: Language and Communication <i>Interventions: Augmentative and Alternative Communication; Picture Exchange Communication System</i>	Prelock & McCauley Chs. 3 & 11
Week 5 2/20/17	Module 5- Assessment and Intervention: Social-Emotional and Behavior <i>Intervention: Functional Communication Training</i>	Prelock & McCauley Ch. 6
Week 6 2/27/17	Module 6- Assessment and Intervention: Social Skills <i>Intervention: Story Based Interventions</i>	Prelock & McCauley Ch. 13 Intervention Project Part 1: Background Info Paper Due
Week 7 3/6/17	Module 7- Environment and LRE <i>Intervention: Visual Supports</i>	Readings TBA
Spring Break* for George Mason University Monday March 13 to Sunday March 19		
Week 8 3/20/17	Module 8- Inclusion <i>Interventions: Peer Mediated Support</i>	Prelock & McCauley Ch. 10
Week 9 3/27/17	Module 9- Early Intervention and Play Therapy <i>Interventions: Joint Attention Intervention; Developmental, Individual- Difference, Relationship-Based (DIR) Model/Floortime</i>	Prelock & McCauley Chs. 5 & 7

Weeks and Beginning Dates	Module Topic	Readings and Assignments Due
Week 10 4/3/17	Module 10- Independence and Career/Life Goals <i>Intervention: Modeling (Live and Video)</i>	Prelock & McCauley Ch. 14
Week 11 4/10/17	Module 11- Home and School Collaboration <i>Intervention: Pivotal Response Training</i>	Prelock & McCauley Ch. 12 Intervention Project Part 2: Intervention Plan Paper Due
Week 12 4/17/17	Module 12- Self-determination	Carter et al. (2013) Wehmeyer et al. (2010)
Week 13 4/24/17	Module 13- Considerations for Adulthood	Gray et al. (2015) Hendricks (2010) Orsmond et al. (2013) Sayman (2015) Seltzer et al. (2009)
Week 14 5/1/17	Module 14- Safety Issues and Interventions	Brown et al. (2014) Pennington et al. (2012) Intervention Project Part 3: Video Presentation Due
Week 15 5/8/17	Guest Speakers: Personal Experiences: What Worked and What Didn't	

Assessment Rubric(s)

All rubrics are posted on Blackboard.