



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SPED 516, Teaching Students with Autism

Course CRN # and Section 20546, 1AS

Semester Taught: Spring, 2019

Credit Hours: 3 hours

Prerequisites: SPED 515

Professor: Dr. Kathryn Tucker

Office Location: Marsh Hall, Rm 133A

Office Hours:

Monday 11:00-12:00, 1:00-2:00

Tuesday 1:00-2:00

Wednesday 1:00-2:00

Thursday 1:00-2:00

By appointment

Course Time: Online

Building and Room Number: Online

Email: kjtucker@concord.edu

Phone: Room 136, Marsh Hall

Office Fax: 304-384-5398

College/Department Website:

<https://www.concord.edu/education/>

Course Description/Rationale:

This course provides a foundation for qualitative inquiry with a focus on case study research, ethnographic description, designing and conducting qualitative research. The course includes collecting and analyzing data and reporting qualitative analysis.

This course will focus much attention on utilizing action research to identify a problem or issue within your classroom and systematically collecting and analyzing data, and most importantly utilizing the data to inform classroom decisions, policy, and pedagogy.

The course will also require that students identify professional organizations within their field and understand the contribution of the organization to the profession. In addition to identifying the organization's professional journals in which the student's action research could be published.

Course Objectives:

1. Candidate will develop an understanding of Autism Spectrum Disorder.
2. Candidates will develop an understanding of collaboration between special education and regular education to meet the needs of students.
3. Candidates will learn the importance of research and how to retrieve critical information for their classroom.
4. Candidates will develop ways to prevent inappropriate behaviors through data collection and positive behavior support.
5. Candidates will develop an understanding of the importance of data collection and how it affects the effectiveness of strategies.
6. Candidates will develop and apply strategies to address social skills deficits of individuals with autism.
7. Candidates will develop strategies and apply to address communication issues of individuals with autism.
8. Candidates will develop strategies and apply to address restrictive interests.
9. Candidates will develop an understanding of the sensory issues associated with individuals with autism.
10. Candidates will apply knowledge of basic strategies to address learning deficits of individuals with autism.
11. Candidates will understand the impact of acting as a positive role model for the acceptance, treatment and interaction with individuals with Autism Spectrum Disorder and their families.
12. Candidates will develop a case study.

Course Management System: Blackboard. *Note:* Students need access to and experience/proficiency with basic computer functions, to include use of the Internet, Blackboard, e-mail, and word processing.

Hardware/Software Needed: Microsoft Word is required for all assignments submitted on Blackboard

Text requirements: Methods for Teaching Students with Autism Spectrum Disorders: Evidence-Based Practices, Pearson eText with Loose-Leaf Version, Wheeler, Mayton & Carter ©2015 | SBN-13: 9780133833669

Concord University Educational Goal(s):

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. **Skills:** Demonstrate advanced skills in a student's respective program of study.
2. **Knowledge:** Demonstrate advanced knowledge in a student's respective program of study.
3. **Attitude:** Demonstrate advanced ethical principals in a student's respective program of study.

National Standards:

Upon successful completion of this course, each student will achieve the following course objectives:

CEC Standards & Outcomes for	Assessments
<i>Upon completion of this course, students will have addressed the CEC Standards listed below: Foundations, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, & Learning Environments and Social Interactions.</i>	<i>Instruments such as rubrics, specific written criteria, or standards will measure student learning outcomes</i>
KNOWLEDGE:	
IGC1K5: Continuum of placement and services available for individuals with exceptional learning needs	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC2K2: Educational implications of characteristics of various exceptionalities	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC3K2: Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development	Lessons, Assessments, Discussion Boards, Projects and Papers
IGC3K3: Impact of multiple disabilities on behavior	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC4K1: Evidence-based practices validated for specific characteristics of learners and settings	Lessons, Assessments, Discussion Boards, Projects and Papers
IGC4K1: Sources of specialized materials, curricula, and resources for individuals with exceptional learning needs	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC5K1: Demands of learning environments	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC5K2: Basic classroom management theories and strategies for individuals with exceptional learning needs	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC5K3: Effective management of teaching and learning	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC8S4 Develops or modifies individualized assessment strategies using the collaborative consultation process	Lessons, Assessments, Discussion Boards, Projects ,Papers
SKILLS:	
IGC3S1: Relate levels of support to the needs of the individual	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC4S1: Use strategies to facilitate integration into various settings	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC4S3: Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC4S4: Use strategies to facilitate maintenance and generalization of skills across learning environments	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC4S5: Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC4S6: Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs	Lessons, Assessments, Discussion Boards, Projects and Papers
IGC4S2: Use strategies from multiple theoretical approaches for individuals with exceptional learning needs	Lessons, Assessments, Discussion Boards, Projects and Papers
IGC4S7: Use appropriate adaptations and technology for all individuals with exceptional learning needs	Lessons, Assessments, Discussion Boards, Projects and Papers
ICC10S10 Communicate effectively with families and educators of individuals with exceptional learning needs from all backgrounds	Lessons, Assessments, Discussion Boards, Projects and Papers

Specific Learning Outcomes

Course Requirements:

This course requires a 30 hour placement to be conducted with a child with autism. You must arrange this on your own. Logs must be kept and turned in at the end of the semester. In addition, you will write a paper and complete an FBA and BIP on the observation. Your classroom is sufficient for this, provided you have access to a child with Autism Spectrum Disorder.

Grading Policy and Scale, Make-up Policy, Late Work

Late Assignment Policy

- Any assignment not submitted via Blackboard (date/time) is subject to a 25% deduction of the overall point value per day. No assignment will be accepted and no points will be awarded after four (4) calendar days from the due date (including weekends).
- If there are technical problems submitting an assignment, email the professor through the regular email (ktucker@concord.edu) immediately and explain the situation. Attach the assignment to the email (if applicable).
- If email is not possible, call the professor's office phone at (304) 384-5293 or on her cell at (806) 252-8068 immediately and leave a detailed voicemail message explaining the situation.
- It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy.

Quality of Written Work

- **All** work is to be typed in **Microsoft Word**. The format is as follows: double-spaced, 1-inch margins, 12 point font, Times New Roman, double spacing. **Follow APA formatting.**
- Please grammar-check, spell-check, and proofread your work. It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a document. Quality of writing and writing mechanics (i.e., spelling, punctuation, grammar, sentence and paragraph structure, language usage) will impact your grade on all assignments.
- Rewrites are greatly encouraged and even expected. Students will be allowed to rewrite any one section of their paper to improve their grade.
- You should be knowledgeable of APA format and it should be utilized in your paper. There is no excuse for not using APA, as the manual is a required text for this course, you should have been exposed to it in prior courses, and it is the standard format in education and the social sciences.

Plagiarism: Plagiarism: It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. **Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism.** Any paper, or section of a paper, that is reproduced for the class, from any source, without or without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university. TURNITIN, a plagiarizing program, will be used in this course in determining authenticity of the paper.

Grading Scale

Grade	Percentage	Points
A	90-100%	657-730
B	80-89%	584-656
C	70-79%	511-583
D	60-69%	438-510
F	0-59%	437 and below

	Assignments	Each	Total Points
1.	Reading Assignment Homework (12)	25	300
2.	Small Projects (2)	30	60
3.	Case Study Project (3-parts)	30.40.30	100
4.	Discussion Board Threads (6)	20	120
5.	Journal (12 entries)	2 +1	25
6.	Field Placement	100	100
7.	Case Study Vignette	25	25
	Total		730

All assignments are due the following Sunday at 10:00 pm.

Course Timeline

COURSE TIMELINE

Learning Module/Week of	Chapter/Topics	Assignments- **All Assignments are due at 10:00 p.m. on the date listed, which is typically the next Sunday.	Due Date by 10:00 pm
Introductory Module January 14th		<ul style="list-style-type: none"> Log on to the SPED 516 Blackboard Course and “look around.” (Note the requirements for the final Module Case Study Activity. You will begin this early in the semester) Discussion Board 1-More detail is provided on BB-10 points E-mail your instructor with any questions about the Syllabus, Course Assignments or Policies. 	January 20 th
Module 1 January 21st	Chapter 1: Understanding Autism	<ul style="list-style-type: none"> Read Wheeler et al, Chapter 1: Understanding Autism (p. 1-29) Complete Reading Assignment HW 1 (25 points) Introductory Phase: Case Study- Project 1 (30 points) 	January 27 th
Module 2 January 28th	Chapter 2: Determining Evidence-Based Interventions	<ul style="list-style-type: none"> Read, Wheeler et al, Chapter 2: Determining Evidence-Based Interventions (p. 30 – 71) Complete Reading Assignment HW 2 Complete Discussion Board 2-20 points 	February 3 rd
Module 3 February 4th	Chapter 3: Assessment and Early Intervention	<ul style="list-style-type: none"> Read Wheeler et al, Chapter 3: Assessment and Early Intervention (p. 72 – 88). Complete Reading Assignment HW 3 Begin Part 1 of the Case Study Project (Due in Module 5) 	February 10 th
Module 4 February 11th	Chapter 4: Teaming with Families	<ul style="list-style-type: none"> Read Wheeler et al, Chapter 4: Teaming with Families (p. 89-126). Complete Reading Assignment HW 4-25 points Complete Discussion Board 3-20 points 	February 17 th
Module 5 February 18th	Chapter 5: Teaching Communication Skills	<ul style="list-style-type: none"> Read Wheeler et al, Chapter 5: Teaching Communication Skills (p. 127 – 165). Complete Reading Assignment HW 5-25 points Part 1 of the Case Study Project. (30 points) 	February 24 th
Module 6 February 25th	Chapter 6: Methods for Developing Social Competence	<ul style="list-style-type: none"> Read Wheeler et al, Chapter 6: Methods for Developing Social Competence (p. 166-188) Complete Reading Assignment HW 6 Complete Project 2 (30 points) 	March 3 rd

		<ul style="list-style-type: none"> • Begin Phase 2 Case Study Project (Due Module 9) 	
Module 7 March 4th	Chapter 7: Building School-Based Behavioral Repertoires	<ul style="list-style-type: none"> • Read Wheeler et al, Chapter 7: Building School-Based Behavioral Repertoires (p. 189 – 210) • Complete Reading Assignment HW 7 	March 10 th (Notice the Due date)
XXX	March 11th-15th	<ul style="list-style-type: none"> • Spring Break—Enjoy! 	XXX
Module 8 March 18th	Chapter 8: Collaboration & Consultation	<ul style="list-style-type: none"> • Read Wheeler et al, Chapter 8: Collaboration and Consultation (p. 211 – 239) • Complete Reading Assignment HW 8 • Complete Discussion Board 4 	March 24 th
Module 9 March 25th	Chapter 9: Facilitating Academic Skills	<ul style="list-style-type: none"> • Read Wheeler et al, Chapter 9: Facilitating Academic Skills (p. 240-280) • Complete Reading Assignment HW 9 • Part 2 of the course Case Study Project. (40 points) 	March 31 st
Module 10 April 1st	Chapter 10: Fostering Self-Determination Skills	<ul style="list-style-type: none"> • Read Wheeler et al, Chapter 10: Fostering Self-Determination Skills (p. 281-297) • Complete Reading Assignment HW 10 • Discussion Board 5. • Begin Phase 3 Case Study Project (Due Module 13) 	April 7 th
Module 11 April 8th	Chapter 11: Transition to Adulthood	<ul style="list-style-type: none"> • Read Wheeler et al, Chapter 11: Transition to Adulthood (p.298-317) • Complete Reading Assignment HW 11 • Complete Vignette 11.1 	April 14 th
Module 12 April 15th	Chapter 12: Enhancing Quality of Life for Persons with ASD	<ul style="list-style-type: none"> • Read Wheeler et al, Chapter 12: Enhancing Quality of Life for Persons with Autism Spectrum Disorder (p. 318 – 338) • Complete Reading Assignment HW 12 • Complete Discussion Board 6 	April 21 st
Module 13 April 22nd	Case Study	<ul style="list-style-type: none"> • Submit Phase 3 of the Case Study Project (30 points) 	April 28 th
Module 14 April 29th	Final Items-Field Placement	<ul style="list-style-type: none"> • Submit Field Placement hours and evaluation to LiveText. • Submit Journal to BlackBoard 	May 5 th

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the

Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."