



## College of Education

### SPED 7716 AUTISM: THEORIES AND CHARACTERISTICS

Class Meeting Time/Location

Instructor:

Office Location:

Office Hours:

Online hours (if applicable):

Telephone: (678) 839-6567

WestGa E-mail:

Fax: (678) 839-6162

#### Support for Courses

|   |  |
|---|--|
| <b>CourseDen D2L Home Page</b><br><a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>   | <b>Student Services</b><br><a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>               |
| <b>D2L UWG Online Help (M-F:8 AM – 5 PM)</b><br><a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a><br>Call: 678-839-6248 or 1-855-933-8946 or<br>email: <a href="mailto:online@westga.edu">online@westga.edu</a> | <b>Center for Academic Success</b><br><a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a><br>678-839-6280  |
| <b>24/7/365 D2L Help Center</b><br>Call 1-855-772-0423 or search:<br><a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>  | <b>Distance Learning Library Services</b><br><a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a> |
| <b>University Bookstore</b><br><a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>  | <b>Ingram Library Services</b><br><a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>  |

**COE Vision**

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC and GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

**COURSE DESCRIPTION**

Prerequisites: SPED 6706 or equivalent.

This class focuses on persons with autism. Topics to be addressed include features of specific conditions seen in this group; historical and philosophical issues related to autism spectrum disorders; theories of intelligence, executive function, and their impact on definition and identification of autism spectrum disorders; and patterns of normal development and patterns of exceptional development in major developmental areas.

**TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

Required Text: Hall, L. (2013). Autism spectrum disorders: From theory to practice (2nd ed.). Boston, MA: Pearson.

Suggested Text:

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

### Course References:

- Beirne-Smith, M., Patton, J. R., & Kim, S. H. (2006). *Mental retardation: An introduction to intellectual disabilities* (7th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Boutot, E.A., & Smith Myles, B. (2010). *Autism spectrum disorders: Foundations, characteristics, and effective strategies*. Boston, MA: Pearson.
- Collins, B. C. (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, NJ: Prentice Hall.
- Hall, L.J. (2012). *Autism spectrum disorders: From theory to practice* (2nd ed.). Boston, MA: Pearson.
- Scott, J., Clark, C., & Brady, M. P. (2000). *Students with autism: Characteristics and instructional programming for special educators*. San Diego, CA: Singular.
- Sicile-Kira, C. (2014). *The complete guide to understanding autism*. New York, NY: A Perigee Book

### APPROACHES TO INSTRUCTION

This class will

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

| Activity          | Instructional Equivalent |
|-------------------|--------------------------|
| Class Discussion  | 500 minutes              |
| Class Projects    | 500 minutes              |
| Online Activities | 500 minutes              |
| Class Readings    | 500 minutes              |
| Quizzes           | 250 minutes              |

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

### COURSE OBJECTIVES

Students will:

1. define autism spectrum disorders (ASD) and understand perspectives held by individuals with ASD (Boutot & Smith Myles, 2010; Scott, Clark, & Brady, 2000) (CEC standard 1 and 6) (GaPSC Endorsement Standard (i) (II); (vi) (I))

2. discuss the cognitive, academic, social/emotional, and behavioral learning characteristics of children and adolescents with autism spectrum disorders, including co-existing conditions (Boutot & Smith Myles, 2010; Scott, Clark, & Brady, 2000;) (CEC standard 1 and 6) **(GaPSC Endorsement Standard (i) (VII); (vi) (I))**
3. compare and analyze historical and philosophical issues related to autism spectrum disorders (Knowledgeable, Reflective; NBPTS 1; NBPTS EN I; CEC 2, 3); (Beirne-Smith et al., 2006; Collins, 2007; Hall, 2012; Sicile-Kira, 2014) (CEC standard 6) **(GaPSC Endorsement Standard (vi) (III))**
4. compare trends and practices in the field of autism spectrum disorders (Boutot & Smith Myles, 2010; Hall, 2012) (CEC standard 6) **(GaPSC Endorsement Standard (vi) (IV))**
5. discuss theories of intelligence, executive function, and their impact on definition and identification of autism spectrum disorders (Boutot & Smith Myles, 2010; Hall, 2012) (CEC standard 1) **(GaPSC Endorsement Standard (i) (VI))**
6. identify patterns of normal development and patterns of exceptional development in major developmental areas (e.g., motor, social-affective, cognitive, sensory, communication, neurological) and their implications for service delivery (Boutot & Smith Myles, 2010; Hall, 2012) (CEC standard 1) **(GaPSC Endorsement Standard (i) (VII))**
7. discuss, analyze, and use tests and other strategies designed to assist in identification of autism spectrum disorders, as well as identification of pertinent educational characteristics and support needs of children and youth with autism spectrum disorders (Boutot & Smith Myles, 2010; Hall, 2012) (CEC standards 1, 4, 6) **(GaPSC Endorsement Standards (i)(I); (i)(II); (iv)(I); (iv)(III); (vi)(I))**
8. understand, analyze, and discuss the influence of cultural and racial group membership, as well as socioeconomic and linguistic diversity, on identification of autism spectrum disorder, perception of disability and services, and provision of services (Boutot & Smith Myles, 2010; Hall, 2012; Sicile-Kira, 2014) (CEC standards 2 and 6) **(GaPSC Endorsement Standards (ii); (iv)(I))**

CEC Initial Specialty Set: Developmental Disabilities and Autism Spectrum Disorder:  
<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20Developmental%20Disabilities%20and%20Autism%20Spectrum%20Disorder.pdf>

### **Assignments and Evaluation Procedures**

1. **Resources Project:** Individuals, pairs, or small groups of students will collect information pertaining to a topic of interest related to an important topic for this class – e.g., supports for ethnically, culturally, and socioeconomically diverse families of individuals with severe disabilities; age-related characteristics, service needs, and interventions for persons with severe disabilities of a particular age/status (e.g., youth transitioning out of school, children in preschool and primary grades). Elements to be incorporated will include information reflecting/regarding terminology, influential historical factors, and professional resources. Products will include a professional resources base (e.g., an annotated bibliography) and a product for presentation (e.g., power point presentation, brochure). Specific guidelines will be developed, reviewed, and discussed.  
 (Objectives 1-8 depending on topic selected; paper, self/peer evaluation form, rubric)

2. Influences Project: Given names of designated influential events and/or persons, etc., students will investigate and report on those items and their relevance to services for persons with severe disabilities. Specific guidelines will be provided and discussed.  
(Objectives 1 , 2; short projects, rubric)
3. Assessment Project: Students will participate in activities designed to familiarize them with appropriate assessment used in the identification of children with ASD. Specific guidelines will be provided and discussed.  
(Objectives 7; paper, rubric)
4. Supplemental Activities: A variety of specific activities designed to reinforce class content or provide a context for class content will be identified. Specific guidelines will be distributed and discussed.  
(Objectives #1-8; mini-projects submitted in written form or electronically, rubrics)

#### Evaluation Procedures:

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions provided in written guidelines and/or discussed in class. Assignments will be graded according to number of points earned. Portions of assignments 1-4 in the chart below may be resubmitted for additional points after given corrective feedback, if desired. Portions are not likely to be “resubmittable.” Also see the CLASS POLICIES section of this syllabus.

| Assignment                 | # of Points     |
|----------------------------|-----------------|
| 1. Resources Project       | 25 points total |
| 2. Influences Project      | 25              |
| 3. Assessment Project      | 25              |
| 4. Supplemental Activities | 25              |

#### Grading Policy:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- F = <70 points

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class.

#### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the

**Common Language for Course Syllabi** documentation at

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*. As a program policy, if an Ed.S. student plagiarizes an assignment, the assignment will be a zero without opportunity to resubmit. Plagiarizing may result in a zero for the course. It may also result in dismissal from the EdS program.

Attendance:

Extra Credit: There are no extra credit opportunities for this course.

Late Work: Late assignments will have a 20% deduction off the earned grade each day the assignment is late unless arrangements are made in advance.

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:  
[http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Opportunities for extra credit will not be provided for this class.

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 9:00 am. on the due date as listed in the syllabus and on CourseDen. **Late assignments will have a 20% deduction off the earned grade each day the assignment is late unless arrangements are made in advance.**

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. The student should also periodically check their CourseDen D2L email for correspondence. The Instructor will also communicate through CourseDen D2L email system.

### **Additional Support Information**

#### **Center for Academic Success**

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is [cas@westga.edu](mailto:cas@westga.edu).

#### **UWG Cares**

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

#### **Student Services**

Click on the following link **Student Services** for a listing of all services available to students at UWG.

## Communication Rules

### Communication Rules:

**Network Etiquette** - *Communication in an online environment takes special consideration.*

*Consider including a list of tips as described below.*

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

### Expected Response Times

*I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time. Additionally, you can expect that Monday – Friday I will return emails within 24-48 hours.*

### CLASS OUTLINE (Schedule) (planned)

| Week | Topic  | Reading* | Evaluation**  |
|------|--|----------|---|
| 1    | <ul style="list-style-type: none"> <li>● Course Overview</li> <li>● Get Acquainted</li> </ul>  |          |   |
| 2    | <ul style="list-style-type: none"> <li>● Severe Disabilities and Related Terminology</li> <li>● Program Standards</li> <li>● Intro to SS “strand”</li> </ul> |          | <b>assignment:</b> Resources Project (and Artifact Reflection)  |
| 3    | <ul style="list-style-type: none"> <li>● Specific Conditions and Etiology</li> </ul>   |          | <b>assignment:</b> Conditions Fact Sheets & Scavenger Hunt (I)  |
| 4    | <ul style="list-style-type: none"> <li>● Political, Social, and Professional Influences</li> </ul>   |          | <b>assignment:</b> Influences Proj.                             |
| 5    | <ul style="list-style-type: none"> <li>● Foundations of Appropriate Education, Collaboration, and Support</li> <li>● more SS “strand”</li> </ul>             |          | <b>assignment:</b> Conditions Fact Sheets & Scavenger Hunt (II) |
| 6    | <ul style="list-style-type: none"> <li>● Identification</li> </ul>   |          |   |



|    |  |  |   |
|----|--|--|---|
|    | <ul style="list-style-type: none"> <li>• Guest speaker</li> </ul>  |  |   |
| 7  | <ul style="list-style-type: none"> <li>• Identification, continued</li> <li>• Intelligence and Its Assessment</li> </ul>                       |  |   |
| 8  | <ul style="list-style-type: none"> <li>• Nondiscriminatory and Specialized Assessment</li> <li>• Normal and Exceptional Development</li> </ul> |  | <b>INFLUENCES PROJ.DUE</b><br><b>assignment:</b> Assessment Project               |
| 9  | <ul style="list-style-type: none"> <li>• more Assessment</li> <li>• Individualized Planning</li> </ul>   |  |   |
| 10 | <ul style="list-style-type: none"> <li>• (continued)</li> <li>• Specific Topics</li> <li>• more Program Standards</li> </ul>                   |  |   |
| 11 | <ul style="list-style-type: none"> <li>• Specific Topics</li> </ul>  |  | <b>Draft of Artifact Reflection DUE</b>   |
| 12 | <ul style="list-style-type: none"> <li>• Specific Topics – Resources Projects Presentations</li> </ul>   |  | <b>RESOURCES PROJECTS (some) DUE</b>  |
| 13 | <ul style="list-style-type: none"> <li>• Assessment activities</li> </ul>  |  | Portions of <b>ASSESSMENT PROJECT DUE</b>   |
| 14 | <ul style="list-style-type: none"> <li>• Specific Topics</li> </ul>  |  | <b>Artifact Reflections DUE</b>   |
| 15 | <ul style="list-style-type: none"> <li>• Specific Topics – Resources Projects Presentations</li> <li>• Assessment “Debriefing”</li> </ul>      |  | <b>RESOURCES PROJECTS (some) DUE</b><br>Portions of <b>ASSESSMENT PROJECT DUE</b> |
| 16 |  |  | Last Day for resubmissions  |