FIU FLORIDA INTERNATIONAL UNIVERSITY

Syllabus
Nature and Needs of Students with Autism Spectrum Disorders
1148-EEX5095XDA1148_msspeol-91139

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GENERAL INFORMATION

PROFESSOR INFORMATION

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COURSE DESCRIPTION AND PURPOSE

The Nature and Needs of Students with Autism Spectrum Disorders (ASD) course is the first of four courses related to the education of students with ASD. This is designed to meet the following specific state requirements:

- Nature of autism (to include student characteristics, appropriate learning goals and curricula, teaching approaches, environmental structures, etc.), and
- Field-based experience with students with autism (20 hours of fieldwork experience).

Course Goal: In this course, students will develop the understanding, skills, and dispositions needed in the identification, etiology, best practices, and services for students with autism spectrum disorder.

COURSE OBJECTIVES

Upon completion of this course, students will have an understanding of the following:

Knowledge:

1. Understand the Pervasive Developmental Disorder Spectrum and the characteristics associated with each disorder.
2. Understand the identification, incidence, and etiology of Autism Spectrum Disorder.
3. Understand evaluation instruments used in diagnosis of ASD.
4. Understand formal and informal classroom assessments appropriate for students with autism.
5. Understand the importance of environmental structures and visual systems.
6. Understand issues related to the development and implementation of an Individualized Education Plan (IEP).
7. Understand the difference between (a) autism and related disabilities and (b) other severe disabilities.
8. Understand the social and communicative aspects of autism and related disabilities.
9. Understand the relations between (a) stereotypic and other maladaptive behavior and (b) multiple environmental, instrumental, and instructional variables, as well as environmental arrangements (task demands, teaching procedures, communication opportunities, classroom characteristics, etc.).

Skills:

1. Develop strategies for providing instructional support in general education settings for students with ASD.
2. Develop IEP goals and benchmarks based on formal and informal assessments.
3. Identify, distinguish, and discuss a variety of curricula for providing instruction to students with ASD.
4. Develop strategies for providing instructional support across settings.
5. Describe and evaluate current trends and methodologies in working with children with autism.
6. Identify principles and components of discrete trial instruction.
7. Develop skills in a variety of strategies for teaching students with autism.
8. Use existing literature to identify trends and controversies related to the social, communicative, academic, community, and

life skills of people with autism.

9. Develop recommendations for assessment, instruction, or community support that would impact the social, communicative, academic, community, and life skills of people with autism.

10. Design and implement a service of community-based experiences for people with autism that include social, communicative, academic, community and other life experiences.

Dispositions:

1. Develop the belief that students with autism including those who are culturally and linguistically diverse can be successful learners.

2. Develop the belief that students with cognitive, academic, behavioral, sensory, and language differences including those who are culturally and linguistically diverse can develop effective academic skills.

3. Develop the belief that appropriate assessment guides effective instruction for students with autism.

4. Develop the belief that learning is a lifelong process that impacts the academic and social development of individuals with autism.

COLLEGE OF EDUCATION & PROGRAM STANDARDS/COMPETENCIES

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

Program Standards/Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of the Council for Exceptional Children (CEC).

Council for Exceptional Children (CEC)

- #1 Foundations

- #2 Development and Characteristics of Learners

- #3 Individual Learning Differences

- #5 Learning Environments and Social Interactions

- #7 Instructional Planning

- #8 Assessment

- #9 Professional and Ethical Practice

- #10 Collaboration

IMPORTANT INFORMATION

POLICIES

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

This syllabus serves as both a contract and guide for this course. Some revisions, modifications, and/or substitutions may be made after discussion with students or after re-evaluation by the instructor to improve content and course delivery. It is highly recommended that students keep open and ongoing communication with the professor.

Attendance Policy: It is expected that all students will be in attendance and on time for all class sessions. This is a class that

requires active participation from each member. If you miss a class, you are responsible for any materials given or changes made. You should notify the professor via e-mail of your absence as a professional courtesy. Furthermore, during class time, place all electronic devices on silent mode.

Make-Up Exam/Assignment Due Date Policy: Opportunities for make-up exams and/or assignments are limited to documented medical emergencies or personal emergencies pre-approved by the professor. Any assignment turned in late and accepted by the instructor will result in an automatic point deductions as described above. Late is defined as the end of the class session in which the assignment is due.

Religious Holidays Policy: Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

Policy for Assigning an Incomplete "I" Grade: An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of "I".
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

[Academic Integrity Statement (July 2007)](#)

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including

Internet sources, is guilty of plagiarism.

Disability Resource Center (http://drc.fiu.edu/)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

EPS Code of Professional Decorum

The following expectations constitute the Code of Professional Decorum governing conduct in the Department of Educational & Psychological Studies (EPS). These expectations are essential to the department's goal of providing students with a quality education in an environment conducive to learning. A committee of EPS students and faculty developed this Code. Students and faculty in the department of EPS shall: a) be respectful of the learning environment; b) be respectful of all individuals in class; c) have a professional commitment to learning; and d) have professional integrity.

1. Shall be Respectful of the Learning Environment

Be punctual: Arrive to class and return from breaks on-time

Keep beepers and cellular phones off or on silent mode during class

Avoid disruptive conduct (i.e., any behavior that interferes with class functions)

2. Shall Be Respectful of All Individuals in Class

Appropriately participate in classroom discussions and activities

Allow equal opportunity for all class members to participate

Have respect for the opinions of others by voicing disagreements in a professional manner

3. Shall Have a Professional Commitment to Learning

Complete and turn in assignments on time

Make personal efforts to get assistance from fellow classmates/faculty to facilitate learning

Strive for perfect class attendance

4. Shall Have Professional Integrity

- Engage in academic honesty
- If absent from class, take personal responsibility for missed content
- Professionally represent yourself and the university at all intern sites

How Specific Policies Affect Grades

1. Academic Dishonesty/Plagiarism

Cases of suspected cheating will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being guilty of dishonest academic practice, the instructor shall   make an academic judgment about the students' grade on that work and in the course. Plagiarism will be monitored by Turnitin.

2. Punctuality

(a) Assignments are due on the date set; points will be deducted for late work, and may not be accepted.

(b) Attendance at class discussions is important. Attendance counts as part of class participation.

3. Quality of Written Work and Presentations

(a) Written work must be typed, double-spaced, 12- point font, and include appropriate references. Proper acknowledgement must be given for all facts, borrowed ideas, and quotes.

(b) APA Format is to be used for written papers.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Adobe Connect (headphones, microphone)

Please visit our Technical Requirements webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Blackboard's Commitment Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

COURSE PREREQUISITES

There are no prerequisites for this course.

PROCTORED EXAM POLICY

Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our Student Proctored Exam Instructions webpage for important information concerning proctored exams, proctoring centers, and important forms.

TEXTBOOK

Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies
Boutout, E.A. & Myles, B.S.
Merrill: Upper Saddle River, NJ 2010
ISBN-10
ISBN-978-0205545759
You may purchase your textbook online at the FIU Bookstore.

Additional readings from the peer-reviewed literature will be assigned for topical discussions.

Tincani, M., Travers, J., & Boutot, A. (2009). Race, culture, and autism spectrum disorder: Understanding the role of diversity in successful educational interventions. *Research & Practice for Persons with Severe Disabilities, 34*, 81-90.

Article: Texas Guidelines for Direct Instruction

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course 2x per week
- Respond to discussion boards, blogs and journal postings by due date]
- Respond to messages within 2 days
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course 4x per week
- Respond to discussion boards, blogs and journal postings within 5 days
- Respond to messages within 1 day
- Grade assignments within 5 days of the assignment deadline

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via Messages.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

You are required to respond to discussion questions throughout each module. Your responses are due before the module closes. Discussion posts cannot be made up unless you have an excused reason for not completing the assignment on time. Each discussion post is worth 5 points. The following is the rubric that will be used to evaluate the posts.

a. Accuracy of the answer (2 pts.)
b. Originality of the answer (2 pts.)
c. Grammar (1 pt.)

For due dates, refer to each module within Blackbaord

ASSESSMENTS

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

1. **Midterm Exam:**

   The midterm exam will consist of 25 questions (multiple choice and true/false). You will have 30-minutes to complete the exam. You are NOT to use books, notes, or any other information for this exam. Once you answer an item, you will not be able to change your answer. Your score will be available immediately following the exam. The correct answers will be available once the exam closes. The exam must be taken during the timeframe provided. You will not be able to make up the exam unless there is an excused reason.

   Available: 9/19 7:00 am thru 9/21 11:59 pm

2. **Final Exam:**

   The midterm exam will consist of 25 questions (multiple choice and true/false). You will have 30-minutes to complete the exam. You are NOT to use books, notes, or any other information for this exam. Once you answer an item, you will not be able to change your answer. Your score will be available immediately following the exam. The correct answers will be available once the exam closes. The exam must be taken during the timeframe provided. You will not be able to make up the exam unless there is an excused reason.

   Available 10/15 7:00 am thru 10/17 11:59 pm

ASSIGNMENTS

Participation:

Participation is required throughout this course. You are required to view all videos, audio clips, websites, etc. that are assigned. You are also required to read all required material and respond to the discussion questions. This is all to be completed before the close of each module. Once a module closes, you cannot go back and make up the work unless you can supply documentation excusing your absence from the module. There are 5 points available for each of the 4 modules. Viewing all required information earns 5 points. Missing 1 required viewing will result in one lost point. Missing a second required viewing will result in an additional lost point. Missing 3 or more required viewings will result in all points being lost.

Field Experience and Field Experience Report (TaskStream Assignment):

Due by 10/05 by 11:59 pm

Each student is required to complete 20 hours of observation in a classroom where there is at least one student with autism spectrum disorder. See the instructions below for setting up your field experience and documenting your hours of observation.

As a result of your observations, you are to write a report describing the following elements of the classroom/school setting (5 points each).

a. Physical structure of the classroom/school setting.
b. Visual schedules used (e.g., group schedules, individual schedules, full day/half day schedules, task schedules, etc.)
c. Visual cuing and prompting systems used (e.g., visual task analyses, check in stations, behavior management strategies, etc.)
d. Ratio of students to teachers.
e. Behavior management system (including the system itself and how the system is taught.
f. A description of specific teaching strategies used (e.g., direct instruction, fluency instruction, natural environment teaching, incidental teaching, discrete trial teaching).
g. The use of assistive technology for communication (e.g., PECS, voice output devices).
h. The use of assistive technology for academic and functional life skills instruction.
i. The teacher's data collection system to monitor student progress.

This assignment is to end with a reflection written about all the systems observed in the classroom. This part of the assignment is worth 15 points. Include your analysis the following information (5 points each)

a. Strengths and areas of need of the classroom.
b. Your recommendations to improve the classroom.
c. Strategies and tactics that you would include in your own classroom

Task Stream Rubric:

	Mastery (3 pts.)	Proficient (2 pts.)	Limited (1 pt.)

Paper that receives a minimum of 90% of the total points	Paper that receives a minimum of 80% of the total points	Papers that receive less than 80% of the total points

*You are encouraged to turn assignments in on time. Failure to do so will result in 1-point lost for each day the assignment is late. The following is a sample of documentation that should be submitted with any late assignment: a doctor's statement, jury duty service, accident report, or other appropriate documentation.

Taskstream Artifact and 3-point Rubric

TaskStream is the College of Education's (COE) web-based electronic portfolio application that will allow you to upload and share selected work via the world wide web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. Since the Fall 2008, all students enrolled in the COE are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the College. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website:
http://education.fiu.edu/taskstream/

The enrollment code will be sent to you via Course Announcements.

Field Experience Requirement

Students must complete a minimum of twenty (20) hours of field experience in a school assigned by the Office of Field Experiences in the COE. The Field Experience Log is to be signed by the supervising teacher and all hours must be completed no later than the due dates noted. You will keep the hardcopy of the Field Experience Log for your personal records. The electronic version of the Field Experience Log must be completed on TaskStream and uploaded once you have satisfied your field hours. Field entries must describe in detail what you did during the visit. Edit your work carefully. Failure to complete the field experience hours will result in an "F" for the semester.

To receive an appropriate field placement, visit the Office of Field Experiences in ZEB 220 (305-348-2082). The following steps should be followed:

1. Bring a copy of your course schedule and your security clearance card. (If you don't have one, you will receive the required information and paperwork.)
2. Select a school site from the approved list on the bulletin boards outside ZEB 220.
3. On your course schedule, write you're: Panther ID, e-mail address, and reliable phone number.
4. You will receive a placement card for your assigned school, with a mandatory orientation date and an official "Field Experience Attendance Log" for each course that requires field hours.

GRADING

Course Requirements	Number of Items
Participation	20
Discussion Posts	40
Midterm Exam	25
Final Exam	25
Field Experience and Report	60
Total	**170**

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B-	81 - 83	D+	67 - 70
A-	91 - 92	C+	77 - 80	D	64 - 66
B+	87 - 90	C	74 - 76	D-	61 - 63
B	84 - 86	C-	71 - 73	F	< 61

COURSE CALENDAR

MODULE WEEKLY SCHEDULE

Module 1

Weeks 1, 2

Supports Learning Objectives:

- Knowledge: 1, 2, 3, 4, 7, 8, 9
- Skills: N/A
- Dispositions: 3

Tasks:

- Readings (1, 2, and 9; Ticani et al. 2009 article)
- Website Reviews (view the 4 CDC websites)
- Video Reviews (view the CDC video; view the 3 ASD video glossary videos)
- Answer the 3 module discussion questions

Module 2

Weeks 3, 4

Supports Learning Objectives:

- Knowledge: 5
- Skills: 1, 4, 9, 10
- Dispositions: N/A

Tasks:

- Readings (chapters 3 and 4)
- Video Reviews (watch the 4 videos on environmental planning and task organization; watch the 3 ASD video glossary videos)
- Answer both module discussion questions
- Take the midterm exam available 9/19 7:00 am thru 9/21 11:59 pm

Module 3

Weeks 5, 6

Supports Learning Objectives:

- Knowledge: 9
- Skills: 1, 3, 5, 6, 7, 8, 9
- Dispositions: 1, 2, 4

Tasks:

- Readings (chapters 6,7, and 8)
- Video Reviews (view the 7 videos and read the descriptions provided on Blackboard)
- Answer both module 3 discussion quesitons
- Complete your Field Experience hours and turn in the Field Experience report by uploading it into TaskStream

Module 4

Weeks 7, 8

Supports Learning Objectives:

- Knowledge: 6
- Skills: 1-5, 7
- Dispositions: 1-3

Tasks:

- Readings (chapter 10; read the Texas Guidelines for Effective Instruction)
- Video Reviews (watch both videos)
- Answer the module 4 question
- Take the Final Exam (10/15 7:00 am thru 10/17 11:59 pm)