

SPED 4010/SPED 6010

Syllabus Instructing Children with Autism Spectrum Disorders Fall 2008

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Course Credit: 3 Semester Hours

Class Days and Times: Tuesday, 5:00 – 7:40 PM; Davison Life Sciences Complex in room C120

Course Description:

This course was designed to provide the learner with readings, class discussions and activities related to the definition of classic autism (AD) and Asperger Syndrome (AS), and to explore researched-based instructional strategies used with children diagnosed with autism spectrum disorders (ASD). Learners will examine why there is an increase in numbers of children diagnosed with the disorder, and how ASD differs from other conditions that have overlapping characteristics (intellectual disabilities, learning disabilities, and emotional behavioral disorders). Current research on the etiology of ASD will be reviewed. Topics include how to adapt instruction and the learning environment to the characteristics of children with ASD and will include: *physical organization of the instructional setting*; implementation of *visual schedules*; *adaptations and modifications* to address fine motor difficulties; and, *environmental modifications* to reduce *sensory challenges*. Instruction will also address the specific needs of students with Asperger Syndrome including preparing learners to recognize and understand the need for appropriate *organizational strategies* and *priming* activities. Learners will discuss how behaviors of students with ASD have functions that are not obvious. They will review how *applied behavioral analysis* (ABA) is used during all effective instruction.

Competency:

Upon completion of this course, the learner will be able to (a) identify the characteristics of children with ASD, (b) describe a classroom that is structured appropriately for students with ASD, and (c) identify instructional and behavioral strategies and methodologies appropriate for children with ASD.

Rationale:

Today many general education classes include students on the autism spectrum, therefore, it is important for all teachers to be able to recognize their learning and behavioral characteristics in order to provide appropriate accommodations and modifications during educational activities. A critical aspect of teaching is the ability to understand why specific strategies may or may not be appropriate for individual students. Without this information teachers commonly consider disruptive and interfering behaviors to be manipulative or attention getting (a characteristic of emotional behavior disorders). A thorough analysis of behavior can lead to an understanding of the purpose or function of aberrant behavior, which in turn can lead to teaching appropriate behaviors that accomplish the same purpose. It is important for teachers and other professionals who work with children with ASD not to underestimate a child's ability due to sensory issues or communication deficits that interfere with performance, or overestimate a child's ability due to isolated areas of exceptional skills. Appropriately addressing the educational, communication, social, psychological, and sensory needs of a child with ASD requires an in depth understanding of the individual differences of this spectrum disorder.

Objectives:

Upon completion of Instructing Children with Autism Spectrum Disorders, the learner will be able to:

1. Observe a student and identify information, which is, and is not characteristic of ASD.
2. Explain differences between students who have ASD and students with intellectual disabilities (ID), and emotional behavior disorders (EBD).
3. Explain the differences between Asperger Syndrome and classic autism.
4. Discuss why the incidence of ASD *appears to be* rising.
5. Describe an appropriate physical learning environment for a student with autism.
6. Describe *organizational strategies* for students with ASD.
7. Give examples of the functions of inappropriate and/or unusual autistic behaviors.
8. Describe ABA instructional strategies appropriate for children with ASD.
9. Describe and conduct functional behavior assessments (FBA) that result in the design of positive behavior interventions strategies for dealing with aberrant behavior
10. Critique common interventions associated with children with ASD based on the most current research.

Course Format:

This class will be conducted in a seminar format, and thus, students must come to class meetings thoroughly prepared to discuss readings and to interact with guest speakers. A variety of guest speakers (special educators, parents, psychologists, persons with ASD, siblings of individuals with ASD, speech pathologists, occupational therapists etc.) will present to the seminar and lead discussions on topics specific to individuals with ASD and their families. Some parts of classes will be characterized by lectures, other parts as discussions, still others as problem solving/application.

Recommended Prerequisite:

None required. This course is open to all students in good standing regardless of major and class level.

Assessment Descriptions and Grading

1 Professional Participation (64 points of Course Grade)

Students must come to class thoroughly prepared. The instructors' judgments will be used to determine this portion of a student's grade, which will include attendance, appropriate participation in class discussion, and preparedness for questions in class. Students will be evaluated at the end of each session and will be rated based on the following behaviors:

Exceptional (4) - Questions and comments that are relevant to the topic, greatly clarify issues/topics being discussed, and stimulate a line of relevant discussion. Questions, which cite data or other authors, are important here. Listening is also required. This rating is rarely given.

Professional (2-3) - Topic relevant questions and comments; experience-oriented comments, but ones that may not stimulate a line of topic related discussion. Listening is also required.

Marginal (1) - Repetitious comments, experience oriented comments, overgeneralizations, wandering from the topic, evidence of lack of preparation, monopolizing the discussion, and/or lack of participation in the discussion.

- 2 Visual Strategies Assignment (Undergraduate - 200 points of course grade: 100 for each visual activity assignment; Graduate - 100 points of course grade: 50 points for each visual activity assignment). You must choose two of the three visual assignments.

All students will design two visual instructional strategies for use with a child identified as having classic autism or Asperger Syndrome. Strategies to choose from include: (1) an individualized visual schedule for one day (classic autism or Asperger Syndrome); (2) one visual task analysis; (3) a visual strategy for reducing a behavior that interferes with a student meeting one or more IEP objectives. Option 3 may be a communication system, self-monitoring procedure, token or point system, etc. that has a visual component. Each visual strategy should be accompanied by a 2 page description of the visual strategy, characteristics of the student for whom the visual support was designed, and a description of implementation procedures. All papers must adhere to APA (2001) guidelines.

Due Dates: Visual Schedule: **September 30th**
 Visual Task Analysis: **October 21st**
 Visual Behavior or Communication Strategy: **November 4th**

- 3 Student Choice Assignments (500 points of course grade). You must choose and complete at least three of the six activities listed below.

Please complete and return Appendix A on or before **September 16th**. Classroom observations are limited and will be assigned on a first come basis.

- a. Classroom Observation (100 points):

Requirements for this assignment include an observation of at least one student with ASD, either with classic autism, high functioning autism, or Asperger Syndrome, in a public school classroom paying particular attention to the behaviors characteristics of the child observed. Observations must be scheduled in advance through the Graduate Assistant (Diana). The observation should include students participating in an instructional activity and a leisure time activity. Refer to Appendix B for a list of questions that should guide your observations. You should describe the child and discuss classroom arrangement and activities in a 4 - 5 page type written paper (double spaced) paper. Classroom observations are limited and will be assigned first come basis. *The observation activity must occur over a minimum of 1 day, clocking a minimum of 4 hours.*

- b. Comprehensive Local/Regional Resource Guide (200 points: 100 points for presentation/100 points for paper):

This assignment requires you to develop a local/regional resource guide according to the guidelines on Appendix C. You may work in pairs. The final resource guide should be a minimum of 4-5 pages, designed and numbered according to the outline in Appendix C. You will be required to make a 5-10 minute presentation to the class regarding resources identified. If you choose to complete this project with another class member, each person will receive the same grade for this assignment.

- c. Parent and Teacher Interview (100 points):

This assignment requires you to interview a parent of a child diagnosed with an ASD and a teacher who teaches children with ASD (any level). Use Appendix D as a guide on the types of questions you may want to ask parents and teachers. You will be required to submit a 4-5 page paper detailing responses to your questions and any conclusions you wish to draw from interviews.

d. Alternative Therapy Review (200 points: 100 points for presentation/100 points for paper):

A list of controversial therapies has been compiled that proclaim to treat, cure, or alleviate symptoms of autism. These are therapies in addition to the ones described in required readings. If you choose this assignment, you must choose a therapy on the approved list of therapies available from the Graduate Assistant (Diana). Topics are chosen on a first come basis and only one student will be assigned to a therapy. Upon completion of this assignment, you are required to write a 4-5 page paper which answers the following questions about the therapy:

1. Provide name and description of intervention.
2. What are the reported benefits/effects of intervention?
3. Who is qualified to implement intervention? How are qualified personnel trained? What are the expenses involved in training personnel?
4. What potential risks are associated with the intervention?
5. How accessible and cost effective is the intervention for parents/school systems?
6. What are your conclusions regarding the therapy?
7. How would you rate the intervention?

You will be required to make a 5-10 minute presentation to the class on the therapy researched.

e. Literature Review (100 points; Not open to Graduate Students)

Identify 5-8 research studies (journal articles) on a specific topic of interest related to ASD and write a 4-5 page review. This paper should be written in accordance with APA (2001) publication guidelines. A concisely stated written topic should be submitted and approved by the instructor no later than **September 16**.

f. Books (1 point per page):

A list of recommended books to choose from is provided in Appendix F. One (1) point is earned for each page in the book you read. For every 10 pages read, you must write a question and 3-4 sentences that answer the question. Questions must relate to the material read. Either of the instructors may ask to discuss any book read with you in an individual appointment. You may choose a book that is not on the list; however, it must be approved by the instructor or Graduate Assistant beforehand.

4 Weekly Reading Documentation (110 points of Course Grade)

Students will be required to document reading assigned material. You will be provided with various sentences from weekly readings and you will be required to fill in the page number indicating where the sentence can be found in the text. Weekly reading documentation assignments are worth 10 points each and will be collected at the beginning of each class. No late submissions will be accepted.

5 Mid-term Informational Exam (100 points of Course Grade)

All students are required to take a multiple-choice, "fill in the blank", and short answer mid-term exam that will assess your knowledge of topics in readings and discussed in class.

Mid-term Exam Date: October 14th, 2008

6 Final Informational Exam (100 points of Course Grade)

All students are required to take a multiple-choice, "fill in the blank", and short answer final exam that will assess your knowledge of topics presented in readings and discussed in class.

Exam Date: Thursday, December 11, 2008 - - 7:00pm-10:00pm

7 Graduate Student Requirement (100 points of Course Grade)

Identify 10 research studies on a specific topic of interest related to ASD and write an 8-10 literature review. This paper should be written in accordance with APA (2001) publication guidelines. Topics must be approved by the instructor no later than **October 14**.

Incompletes:

A grade of I (Incomplete) will be assigned only if a student has:

Obtained instructor permission in writing and completed an Incomplete Grade Record form.

The student will have a maximum of one semester to complete the course without loss of a grade. For each semester late the highest grade that can be earned for the course will be reduced by one letter grade. The decision of whether an Incomplete grade is submitted rests solely with the instructor.

Absences:

If it becomes necessary for a student to miss more than two classes, the course should be dropped. Absences will not be tolerated at any of the arranged public school classrooms where students have made arrangements to observe or volunteer except under extreme circumstances. The course instructor (dlgast@uga.edu) and classroom teacher must be notified in advance of any change in visitation schedule.

Late Assignments:

Assignments submitted late will not be graded.

Course Grading Scale:

<u>Grade</u>		<u>Percentage</u>	<u>Point Values</u>
A	=	93-100	999-1074
A-	=	90-92.9	998-967
B+	=	87-89.9	966-935
B	=	83-86.9	934-892
B-	=	80-82.9	891-860
C+	=	77-79.9	859-827
C	=	73-76.9	826-785
C-	=	70-72.9	784-752
D+	=	67-69.9	751-720
D	=	65-66.9	719-699
F	<	64.9	698-0

Honesty Policy

The University of Georgia has adopted policy and procedures to promote a culture of Academic honesty. You are advised to read A Culture of Honesty published by The University.

Learning Activities:

1. Read all assignments
2. Participate in class discussions
3. Review presentations by the instructor each class session.

4. Complete class activities pertaining to presentations.
5. Complete observation and related assignment.
6. Write paper demonstrating a basic understanding of ASD.

Required Reading:

Heflin, J.L. & Alaimo, D. (2006). *Autism Spectrum Disorders: Effective Instructional Practices*. Upper Saddle River, NJ: Prentice Hall.

National Education Association (2006). *The Puzzle of Autism*. Washington, D.C.: NEA

Simpson, R. L. (2005). *Autism Spectrum Disorder: Interventions and treatments for children for children and youth*. Thousand Oaks, CA: Corwin Press

Supplemental Required Readings

Readings other than those noted above will be required based on recently published research in refereed professional journals (*Journal of Autism and Developmental Disorders; Focus on Autism and Other Developmental Disabilities; Journal of Applied Behavior Analysis; Autism; Education and Training in Developmental Disabilities*) and/or the popular press.

SPED 4010/6010 Proposed Course Schedule
(Topics and Primary Textbook Chapter Assignments)

Date Week	Topic	Reading Assignment	Due Dates In Class Activities
1 Aug. 19th	Introduction to Course & ASD Review of Syllabus Characteristics of ASD	Syllabus	David Gast Diana Hammond
2 Aug. 26th	Characteristics Continues High Functioning/Asperger's Classic Autism	Chapter 1 (T) NEA Section 1, 9	Diana Hammond Characteristics Video
3 Sept. 2nd	Historical Perspective and Etiology	Chapter 2 (T) Simpson (Chapter 1)	David Gast
4 Sept. 9th	Creating Contexts For Instruction	Chapter 4 (T) NEA Section 7	Diana Hammond Visual Supports Video
5 Sept. 16th	Collaboration for Effective Programs Parenting a Child with ASD	Chapter 3 (T) Simpson (Chapter 2,5)	Claire Dees/Mary Grace Diana Hammond
6 Sept. 23rd	Teaching Social Competence	Chapter 9 (T) NEA Section 5	Deanna Luscre Lunch Bunch Video #1 Visual Assignment Due (schedule)
7 Sept. 30th	Applied Behavior Analysis and ASD	Chapter 6 (T)	Lovaas Video David Gast
8 Oct. 7th	Addressing Challenging Behavior	Chapter 7 (T) NEA Section 6	Kevin Ayres Parent/Teacher Interview Paper
7 Oct. 14th	Midterm Examination	Midterm Examination	Midterm Examination
10 Oct. 21st	How Asperger Syndrome Impacts Education	Student with ASD Presentation Simpson (Chapter 3)	AS Video #2 Visual Strategy Due (TA)
11 Oct. 28th	Communication in ASD	Chapter 8 (T) NEA Section 3	Jessica Richardson PECS Video Classroom Observation Paper
12 Nov. 4th	Sensory Issues	Chapter 5 (T) Simpson (Chapter 4) NEA Section 4	Cindy Terry #3 Visual Strategy Due (behavior/communication)
13 Nov. 11th	Promoting Academic Acquisition	Chapter 10 (T) NEA Section 2	Melinda Hollandsworth Undergraduate Literature Review
14 Nov. 18th	Organizing Instruction and Early Intervention	Chapter 11 (T)	Jennifer Ledford Play Video Resource Guide Therapy Review
15 Dec. 2nd	Best and Promising Practices: Putting It All Together	Review Presentation and Discussion NEA Section 8	Graduate Student Assignment Due Presentations
16 Dec. 9th	Final Examination Review University runs Friday Schedule		Remaining Presentations Last Day for Book Questions
Thu, Dec 11 7:00 - 10:00 pm	Final Examination		Final Examination

(T) = Heflin, L. J., & Alaimo, D. F. (2007). *Students with Autism Spectrum Disorders: Effective Instructional Practices*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

(NEA) = National Education Association (2006). *The Puzzle of Autism*. Washington, D.C.: NEA

Appendix B Suggested observation guidelines

Please include the following information in your observation:

1. Type of classroom (Resource, Self-contained, Collaborative)
2. Number of adults (Teachers and paraprofessionals)
3. Number, age and disabilities of students served in classroom.

Suggested questions to guide your observations:

1. Are visual strategies being used in the classroom? What types of visuals are being included in instruction?
2. What modifications have been made to the environment to account for sensory issues displayed by students with ASD?
3. Are classroom areas clearly marked and defined? Was it easy to distinguish between areas of the classroom?
4. Does the classroom environment consist of individual and group areas? How are the individual areas set up?
5. What types of communication systems are being used and are they used throughout various instruction times?
6. How are data collected? Where are the data sheets kept? How often is data collected on each objective? How are personnel who work with student trained to collect data?
7. Are students participating in mainstreaming activities? If so, how often and which activities are included for mainstreaming?
8. What type of reinforcement system is used in the classroom?
9. Are classroom rules clearly posted so that adults and students can read them?
10. Did the teacher use any systematic instructional procedures during your observation?
11. What activities did the students participate in while you were in the room?
12. Did the teacher use priming techniques?
13. Did the teacher use the computer with the students? If so for what purpose?
14. Is discrete trial incorporated into the day?
15. How were activities ordered throughout the day and how did the teacher make activity order determinations?
16. What programs are in place to teach social skills?

Appendix C

Local Resource Guide

The local county resource guide project must contain the following information:

- A. Community Autism Supports for Individuals with Autism
Statewide Resources for Individuals with Autism
 1. DHR
 2. Developmental Disabilities Network
- B. Autism Related Resources
 1. Organizations
 2. Support Groups/Parent Groups
 3. Autism Resource/Evaluation Centers
 4. Autism Training Centers
 5. Speech-Language Pathologists (Private Therapy)
 6. Occupational Therapists (Private Therapy)
 7. Recreation/Leisure Services/Social Programs/Camp Programs
 8. Supported Employment
 9. Dentists
 10. Pediatricians
 11. Psychologists
 12. School system contact information
 13. Print/Web resources
 14. National organizations contact information
 15. Advocates/Lawyers
 16. Financial Planning (For parents on behalf of child's future)
- C. References Related to Autism
- D. Autism Publications
 - a. Books
 - b. Professional Journals
- E. Laws Affecting Disability Services
- F. Resource Guide Conclusions (Prognosis)

Appendix D

Parent/Teacher Interview

Potential Teacher Questions: Adapted from <http://www.samford.edu/groups/cardev/teacherfaqs.pdf>

1. Why do you want to teach?
2. What is your philosophy of education?
3. If students are having difficulty learning a skill or concept, what do you do?
4. Describe your style of teaching.
5. Would you like to be involved or are you involved in school (community) activities?
6. What do you plan to be doing in five years? What are your career goals?
7. Describe your student teaching experiences.
8. What was your biggest problem in student teaching? How did you resolve it?
9. What three words would your students use to describe you as a teacher?
10. How do you individualize your teaching?
11. What techniques would you use to keep students actively involved and motivated during a lesson?
12. What are the rules of your classroom? How are they established?
13. What are the qualities of an excellent teacher? Which of these qualities do you have?
14. How would you work with students who perform below grade level, especially those from disadvantaged socio-economic backgrounds?
15. What coursework have you taken that you feel has made you an especially competent teacher?
16. How would you use teacher aides and parent volunteers?
17. Are parent/teacher conferences important?
18. Why do you want to work in this district?
19. What materials have you used that you find most effective for the slow learners? The quick learners?
20. Why should our school district hire you?
21. Describe an ideal classroom.
22. A student is consistently late to your class. How do you handle the situation?
23. What would you do, or how would you treat a student who refused to do the work you assigned?
24. How would you handle a student who continually "acted up" in your class?
25. How do you engage a parent in the education of his or her child?
26. How should a student's educational achievement and progress be measured?
27. What do you expect from your supervisor? Your Principal?
28. How do you stay organized?
29. Why do you want this job and what do you expect to get from it?
30. How do you keep from getting burned out?
31. What didn't you like about your last position?
32. What would you do if your Principal made a decision you didn't like?
33. What do you dislike about teaching?
34. Give an example of how you handle conflicts.
35. If you had an idea for improving the school, how would you sell it to colleagues and the Principal?
36. If you weren't a teacher, what would you be and why?
37. What gives you job satisfaction?
38. How do you get ready to teach a lesson?
39. Describe the best lesson you ever taught and explain why it worked.
40. Describe the worst lesson you ever taught and explain why it went badly.
41. How do you find out what students need to know?
42. If a lesson flops, what do you do?
43. How do you handle angry parents?
44. Give examples of how you handle pressure and stress.
45. Describe an ideal teaching-learning situation.
46. What kind of technology do you use in the classroom?
47. How do you manage the diverse learning styles in your classroom as well as diverse learning abilities?
48. Describe how you evaluate your lessons (summative evaluation)
49. Evaluation methods other than tests.
50. What learning styles have you used?
51. What is your goal?
52. Do you use cooperative learning?
53. Tell me in detail a reading lesson you developed, the reason why you planned this lesson, the children's reactions, specific learning tools utilized and things you taught through the lesson and why.
54. Explain your classroom management policies.
55. What do you think are parents' expectations of today's teachers? What do you think of these expectations, agree/disagree?
56. Why are you staying in this area?

If you are serious about teaching in the district where you are interviewing a teacher, you may also want to consider the following questions.

1. What is the teacher/student ratio in your district?
2. Do you encourage teachers to earn graduate degrees?
3. How many classes a day will I be expected to teach?
4. What types of school activities promote parent-teacher-student interaction?
5. Tell me about the students who attend this school.
6. What textbooks does the district use in this subject area?
7. Do teachers participate in curriculum review and change?
8. Does your district promote staff development activities and conferences?
What types of programs have the teachers attended in the last year?
9. How does the teaching staff feel about new teachers?
10. What discipline procedures does the district use?
11. Do parents support the schools? Does the community?
12. Do your schools use teacher aides or parent volunteers?
13. To what extent do staff members work collaboratively to solve problems and respond to the needs of students?
14. How are teachers assigned to extracurricular activities? Is compensation provided?
15. Does the district have a statement of educational philosophy or mission?
16. What are prospects for future growth in this community and its schools?

Potential Parent Questions:

1. What were some of the first things you noticed in your child which worried you?
2. What was the diagnostic process like? How long did the process take? Who did you go see?
3. How did the diagnosis affect you and other family members (siblings, grandparents) initially? What about now?
4. Who guided you after diagnosis on what to do?
5. Can you explain what it is like working with the school system (teachers, therapist, administrators, etc.)?
6. What are your child's strengths/weaknesses?
7. What are your future goals for your child?
8. What types of support is available to you in the community? Do you attend any support groups?

Appendix E

Visual Strategies Rubric

Student: _____			
All pieces attached? _____			
Was project modified? _____ If yes, is original attached? _____			
Classic Autism/Asperger's			
	Available Points	Assigned Points	Comments
Description:	45		
APA Style-Mechanics (Spelling/Grammar)	5		
Student Description	15		
Description of how visuals are implemented	15		
Visual Materials Described	5		
Organization/Clarity	5		
Visual Project:	55		
Appropriate for student description	10		
Durable	5		
Neat	5		
Practical	10		
Creative	5		
Clear	10		
Quality	10		

1. Unless you plan to use an example shown in class, be sure if you modify a project, you cite the original source and submit a copy of the visual.
2. Sample visuals shown in class may be used as models; however, you can not turn in exact duplicates.
3. You can choose to tape your pictures/photos onto the visuals, however, please note that a portion of your grade is related to durability and if pieces should fall off, points are deducted. I can only grade what I receive.

Appendix F
Presentation Feedback Form

Speaker: _____

Assignment Choice: _____

Topic: _____

Date: _____

To the left of each of the following statements, write a number from 1 to 5, with 5 signifying strong agreement and 1 signifying strong disagreement.

Organization and Development

- 1. In the introduction, the speaker tried to relate the topic to the audience/course material.
- 2. In the introduction, the speaker explained the main points he or she wanted to make in the presentation.
- 3. In the introduction, the speaker explained the organization of the presentation.
- 4. Throughout the presentation, I found it easy to understand the organization of the presentation.
- 5. Throughout the presentation, the speaker used appropriate and sufficient evidence to clarify the subject.
- 6. In the conclusion, the speaker summarized the main points effectively.
- 7. In the conclusion, the speaker thanked the audience for their courtesy in listening.
- 8. In the conclusion, the speaker invited questions politely.
- 9. In the conclusion, the speaker answered questions effectively.
- 10. The speaker stayed within the stipulation time requirements.

Verbal and Physical Presence

- 11. The speaker used interesting, clear language to get the points across.
- 12. The speaker used clear and distinct enunciation.
- 13. The speaker seemed relaxed and poised.
- 14. The speaker exhibited no distracting vocal mannerisms/physical mannerisms.
- 15. The speaker made eye contact throughout the presentation.
- 16. The speaker seemed to be enthusiastic throughout the presentation.

Use of Graphics

- 17. The speaker used presentation graphics effectively to reinforce and explain the main points.
- 18. The presentation graphics were easy to see.
- 19. The presentation graphics were easy to understand.
- 20. The presentation graphics looked correct and professional.

On the other side of this sheet, answer the following two questions.

- 21. What did you particularly like about this presentation?
- 22. What would you have done differently if you had been the speaker?

Grade:

Presentation: _____ out of 100.

Written Product: _____ out of 100.

Appendix G
Books for Student Choice Assignment

- Barbera, M. L. (2007). *The verbal behavior approach*. Jessica Kingsley Publishers: Philadelphia, PA.
- Anderson, S. R., Jablonski, A. L., Thomeer, M. L., Knapp, M. (2007). *Self-help skills for people with autism: A systematic teaching approach*. Woodbine House: Bethesda, MD.
- Attwood, T., Grandin, T. (2006). *Asperger's and girls*. Future Horizons, Inc.: Arlington, TX.
- Bondy, A. & Frost, L. (2002). *A picture's worth : PECS and other visual communication strategies in autism*. Woodbine House: Bethesda, MD.
- Bondy, A. & Frost, L. (2008). *Autism 24/7: A family guide to learning at home and in the community*. Woodbine House: Bethesda, MD.
- Bondy, A. S. & Sulzer-Azaroff, B. (2002). *The pyramid approach to evaluation in autism*. Pyramid Educational Products, Inc.: Newark, DE.
- Cafiero, J. M. (2005). *Meaningful exchanges for people with autism: An introduction to augmentative and alternative communication*. Woodbine House: Bethesda, MD.
- Cohen, M. J. & Sloan, D. L. (2007). *Visual supports for people with autism: A guide for parents and professionals*. Woodbine House: Bethesda, MD.
- Delmolino, L., & Harris, S.L. (2004). *Incentive for change: Motivating people with autism spectrum disorders to learn and gain independence*. Woodbine House: Bethesda, MD.
- Dubin, N. (2007). *Asperger's syndrome and bullying: Strategies and solutions*. Jessica Kingsley Publishers: Philadelphia, PA.
- Fein, D. & Dunn, M. A. (2007). *Autism in your classroom: A general educator's guide to students with autism spectrum disorders*. Woodbine House: Bethesda, MD.
- Glasberg, B. A. (2005). *Functional behavior assessment for people with autism: Making sense of seemingly senseless behavior*. Woodbine House: Bethesda, MD.
- Harris, S. L., & Weiss, M. J. (2007). *Right from the start: Behavioral intervention for young children with autism*. Woodbine House: Bethesda, MD.
- Harris, S. L. & Glasberg, B. A. (2003). *Siblings of children with autism: A guide for families (2nd Eds.)*. Woodbine House: Bethesda, MD.
- Johnson, J., & Rensselaer, A. V. (2008). *Families of adults with autism (Eds)*. Jessica Kingsley Publishers: Philadelphia, PA.
- Koegel, L. K. & LaZebnik, C. (2004). *Overcoming autism*. Penguin Books: NY
- Koegel, R. L., Koegel, L. K. (2006). *Pivotal Response Treatments for Autism*. Brookes Publishing: Baltimore, MD.
- McClannahan, L. E. & Krantz, P. J. (2005). *Teaching conversation to children with autism: Scripts and script fading*. Woodbine House: Bethesda, MD.
- McClannahan, L. E. & Krantz, P. J. (1998). *Activity Schedules for children with autism*. Woodbine House: Bethesda, MD.
- Myles, B. S. (2005). *Children and youth with Asperger's Syndrome: Strategies for success in inclusive settings*. Corwin Press: Thousand Oaks, CA.
- Myles, B. S., Trautman, M. L., Schewan, R. L. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations*. Autism Asperger Publishing Co.: Shawnee Mission, KS.
- Ozonoff, S., Dewson, G., & McPartland, J. (2002). *A parent's guide to Asperger's Syndrome: High functioning autism*. The Guilford Press: New York: NY.
- Ozonoff, S., Rogers, S. J., & Hendren, R. L., (2003). *Autism Spectrum Disorders: A research review for practioners*. (Eds.) American Psychiatric Publishing, Inc.: Washington, DC.
- Volkmar, F. R., Wiesner, L. A. (2004). *Healthcare for children on the autism spectrum*. Woodbine House: Bethesda, MD.
- Weiss, M. J., & Harris, S. L. (2001). *Reaching out, joining in: Teaching social skills to young children with autism*. Woodbine House: Bethesda, MD.

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Appendix H
 SPED 4010/6010 Evaluation Summary (Fall 2008)
 Total points available: 1074

Name: _____ E-mail: _____

Advisor: _____ Day Phone: _____

- 1.0 Professional Participation (64 points)
- 2.0 Weekly Reading Assignment (110 points)

Date	Weekly Reading	Participation	Date	Weekly Reading	Participation	Date	Weekly Reading	Participation
8/19			9/30			11/11		
8/26			10/07			11/18		
9/02			10/14			12/02		
9/09			10/21			11/18		
9/16			10/28			12/02		
9/23			11/04			Total	/110	/64

- 2.0 Visual Strategies and Descriptions (Undergrad 200 points/Graduate 100 points)

Undergraduate: Choose 2 Visual Assignments

Graduate Students: Choose 3 Visual Assignments

9/30 Visual Product: Schedule ____/100

9/30 Visual Product: Schedule ____/50

10/21 Visual Product: Task Analysis ____/100

10/21 Visual Product: Task Analysis ____/50

11/04 Visual Product: Behavior/Communication ____/100

11/04 Visual Product: Behavior/Communication ____/50

- 4.0 Student Choice Assignment (500 points)

Classroom Observation: ____/100

Local Resource Guide/Presentation: ____/200

Parent/Teacher Interview: ____/100

Alternative Therapy Review/Presentation: ____/200

Literature Review (Undergraduates only): ____/100

Books: Total Points: _____

- 5.0 Mid-term Examination (100 points)

_____/100

- 6.0 Final Examination (100 points)

_____/100

- 7.0 Graduate Student Requirement (100 points)

_____/100

Total Points: ____/1074 x 100 = ____%