

Instructor/TA Info

Instructor Information

Name: Terisa Gabrielsen

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Course Information


Description

This course is designed to meet the needs of pre-service and inservice professionals from the many disciplines who serve individuals with autism spectrum disorder. Using a lifespan/lifecourse approach, autism issues are presented and explored through multiple media. Reading assignments, online lectures, online training modules, and visits to autism classrooms and treatment centers promote learning and exposure to autism outside of class. In-class experiences will include current scientific and educational research, video examples, and in vivo and video application of learning (assessment and intervention). History, controversies and future directions will also be addressed. The course is offered for 1- 3 credits, which means there is a tiered assignment structure to match the hours of credit.

Prerequisites

This is a graduate level course. No specific previous course completion is required. Undergraduates and professionals already working in the field may register with permission from Dr. Gabrielsen.

Materials

Item	Price (new)	Price (used)
 AUTISM SPECTRUM DISORDERS: WHAT EVERY PARENT - Required by AMERICAN ACADEMY OF PEDIA	14.95	11.25

Learning Outcomes

Knowledge

Students will demonstrate knowledge in Autism Spectrum Disorders.

Effective Writing

Students who take the course for 3 credits will write a 15-20 page literature review of a current topic in autism spectrum disorder.

Data Based Decision Making and Accountability

Students will demonstrate knowledge of evidence-based practice and make plans to promote evidence-based practice in school and other treatment settings.

Collaboration and Consultation

Consultation and Collaboration, Leadership and Collaboration, and Family-School Collaboration Services
 Students will demonstrate skills in collaboration and consultation with families and other professionals regarding individuals with autism at various ages across the lifespan.

Academics and Instruction

Academic Interventions and Instructional support, Professional Education Practices, School-Wide Practices to Promote Learning

Students will demonstrate knowledge of a range of evidence-based interventions and instructional supports for individuals across the autism spectrum.

Intervention/Mental Health Services; Life Skills

Students will demonstrate awareness of the mental health care needs of individuals with autism across the lifespan. Students will also demonstrate planning for evidence-based methods of improving life skills for individuals across the autism spectrum.

Preventive and Responsive Services

Students will demonstrate knowledge of preventative services, including screening for autism and co-morbid conditions. Students will also demonstrate clinical skills in designing intervention plans for targeted skill goals.

Diversity in Development and Learning

Students will demonstrate cultural competency in approaching screening, assessment, and intervention case studies.

Research and Program Evaluation, Current Issues in Sp. Ed.

Students will demonstrate knowledge of systematic methods to remain current in instructional and behavioral interventions for students with autism spectrum disorder. Principles of progress monitoring, including program evaluation, will also be demonstrated in class.

Research and program evaluation, Current Issues in Special E

Students will demonstrate application of legal rights and advocacy to case studies.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grades will be determined by participation in class activities, logs of learning activities outside of class, and (where required) written assignments.

This is a variable credit course. The following schedule shows expectations according to the number of hours of credit enrolled:

1 hour of credit:

(1) Attend classes, complete 1.5 hours of online lectures, online training modules, and reading for each of the 10 modules.

2 hours of credit:

(1) Attend classes, complete 1.5 hours of online lectures, online training modules, and reading for each of the 10 modules.

(2) Complete 10 hours of observations in autism treatment settings as listed in the syllabus. At least 2 of the 10 hours need to be completed at the ASSERT classroom in Nebo school district.

3 hours of credit:

(1) Attend classes, complete 1.5 hours of online lectures, online training modules, and reading for each of the 10 modules.

(2) Complete 10 hours of observations in autism treatment settings as listed in the syllabus. At least 2 of the 10 hours need to be completed at the ASSERT classroom in Nebo school district.

(3) Write a 15-20 page literature review on a current autism topic, approved by the instructor in advance.

Participation Policy

The nature of this course is to give you the most in-depth learning possible within a short period of instruction. To accomplish this goal, active participation in class and full participation in outside of class activities will be required. Because this is a flipped class, the discussions and activities in class will follow, not duplicate, the assignments outside of class. If participation outside of class is lacking, your experience in class will not produce the amount of learning designed for the session.

Attendance Policy

Attendance is expected in each class session. Notification of any necessary absences is also expected.

Classroom Procedures

This is a "flipped" course, which means lectures and other learning activities take place online. Our class time will be spent addressing questions from the outside assignments, discussing current issues in autism, sharing experiences from observations, and in video or live demonstrations of autism assessment, family and individual experiences, and treatment strategies.

Teaching Philosophy

This is a graduate level training course meant to give you skills to serve a targeted population. These skills have broader application, and it is hoped that you will find immediate application to generalize your new skills and knowledge. For this to happen, I intend to give you as much experience "in the driver's seat" as possible. This may be uncomfortable at first, but is the type of learning that is required for you to become proficient in your clinical and teaching skills.

BCBA Competencies

This course fulfills a minimum of 15 hours of Discretionary coursework for Board Certified Behavior Analyst. It may fulfill more, depending on the number of credits registered.

NASP Domains

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- This course addresses data-based screening and assessment, as well as progress monitoring for decision making.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

- Talking with parents and consulting with teachers about autism symptoms and difficulties is a part of each of the lifespan stages discussed in the course.

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

- Academic interventions are addressed in the school age, adolescent, transition, and adult years modules.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Systems-Level Services

- Social skills interventions are discussed in school age, adolescent, transition, and adult years modules.

Module 1

**May
02**Due: Wednesday, May 02 at 11:59 pm

Module 1

Module 2

**May
07**Due: Monday, May 07 at 11:59 pm

Module 3

**May
09**Due: Wednesday, May 09 at 11:59 pm

Module 4

**May
14**Due: Monday, May 14 at 11:59 pm

Module 4

ASSERT in Nebo

**May
24**Due: Thursday, May 24 at 11:59 pm

YOU MUST WRITE UP YOUR OBSERVATIONS -- 1 PG-- TO GET CREDIT.

I WILL BE LOOKING FOR YOU TO INTEGRATE WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR OBSERVATIONS.

Contact Lorraine.Becerra@aggiemail.usu.edu

Additional Information:

Address:

Hobble Creek Elementary School -
1145 E 1200 N, Mapleton, UT 84664

Foothills Elementary
412 S 810 E, Salem, UT 84653)

Students should check in at the front office to sign in and get a name badge. If you or any students have an questions please feel free to email me at Lorraine.Becerra@aggiemail.usu.edu or call me at (xxx) xxx-xxxx.

Module 5

**May
28**Due: Monday, May 28 at 11:59 pm

Module 6

**May
30**Due: Wednesday, May 30 at 11:59 pm

Spectrum Academy

May

31

Due: Thursday, May 31 at 11:59 pm

You will need to write up your observations in a one-page paper.

I am looking for integration of what we have learned in class with what you observed.

Spectrum Academy is a charter school that serves students with autism and some typically developing peers (usually siblings). It serves students in grades K-9, with a new grade added every year until they have K-12.

Contact Liz Banner, Principal of the Pleasant Grove Campus

Liz Banner <lbanner@spectrumcharter.org>

Alpine School District

Jun

01

Due: Friday, Jun 01 at 11:59 pm

YOU MUST WRITE UP YOUR OBSERVATIONS -- 1 PG-- TO GET CREDIT.

I WILL BE LOOKING FOR YOU TO INTEGRATE WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR OBSERVATIONS.

Contact

Roslyn Nelson

Special Education Coordinator

Alpine School District

rnelson@alpinedistrict.org

801-610-8508

Module 7

Jun

04

Due: Monday, Jun 04 at 11:59 pm

Module 8

Jun

06

Due: Wednesday, Jun 06 at 11:59 pm

Module 9

Jun

11

Due: Monday, Jun 11 at 11:59 pm

Module 10

Jun

13

Due: Wednesday, Jun 13 at 11:59 pm

Scenic View Academy (adults)

Jun

14

Due: Thursday, Jun 14 at 11:59 pm

Scenic View Academy (Adults)

Contact Elein Sutherland <eleins@svacademy.org>

Classes end second week in June.

The Activity Kit for Babies and Toddlers at Risk

Jun
15

Due: Friday, Jun 15 at 11:59 pm

Does My Child Have Autism?

Jun
15

Due: Friday, Jun 15 at 11:59 pm

Books Written by Temple Grandin

Jun
15

Due: Friday, Jun 15 at 11:59 pm

Neurotribes

Jun
15

Due: Friday, Jun 15 at 11:59 pm

Final Training Log

Jun
18

Due: Monday, Jun 18 at 11:59 pm

Your Final Training Log (see content: Training Log) is a record of how many hours you spent viewing/reading online resources (listed in each Module). Expectations are that you spend 3-6 hours per week outside of class. Each Module suggests a way to prioritize your time. Lectures are typically one hour or more, online training modules are more. You should also log your observations (if 2-3 credit hours), hours spent on your literature review paper (if 3 hours) and reading time.

Additional Diagnostic

Jun
18

Due: Monday, Jun 18 at 11:59 pm

Total Observation Hours

Jun
18

Due: Monday, Jun 18 at 11:59 pm

Report the total number of hours you spent observing. You will receive 20 points for each hour observed. Upload your observations, identifying the location and elapsed time of the observation -- combine all in one report.

Diagnostic Evaluations

Jun
18

Due: Monday, Jun 18 at 11:59 pm

YOU MUST WRITE UP YOUR OBSERVATIONS -- 1 PG-- TO GET CREDIT.
I WILL BE LOOKING FOR YOU TO INTEGRATE WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR OBSERVATIONS.

Please contact me for available times and dates.

Autism's False Prophets by Paul Offit (extra credit)

Jun

18

Due: Monday, Jun 18 at 11:59 pm

Read the book by Paul Offit, write a 1-page summary, OR do a 5-minute report on the book to the class.

Kids on the Move Autism Program

Jun

18

Due: Monday, Jun 18 at 11:59 pm

YOU NEED TO WRITE UP YOUR OBSERVATIONS TO GET CREDIT--1 PAGE. I WILL BE LOOKING FOR INTEGRATION OF WHAT YOU HAVE LEARNED IN CLASS SO FAR INTO WHAT YOU OBSERVED.

Contact:

Autism Services Director:

Phone number: 801-221-9930

Email:

Kids on the Move

475 West, 260 North, Orem, UT

Kids on the Move is an early intervention agency, but they provide other services as well.

Other books

Jun

18

Due: Monday, Jun 18 at 11:59 pm

Just let me know the title and autism content. Must be documentary, first person account, or historical. Fiction is not included.

Temple Grandin movie

Jun

18

Due: Monday, Jun 18 at 11:59 pm

This counts as a book (or you could actually read the book). You need to do a one-page write up of what you learned about autism from the viewpoint of the individual with autism. OR do an oral book report (5 minutes) in class.

15-20 page paper

Jun

18

Due: Monday, Jun 18 at 11:59 pm

See me for a list of topics to choose from.

Kids on the Move Structure Play Group

Jun

18

Due: Monday, Jun 18 at 11:59 pm

YOU MUST TURN IN A 1-PAGE SUMMARY OF YOUR OBSERVATION FOR CREDIT. I WILL BE LOOKING FOR INTEGRATION OF WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR WRITE UP.

Contact Heather Waters

Heather Waters <HWaters@kotm.org>

Playgroup runs Tues and Thurs for 90 minutes. I don't know the time(s). Participants are suspected to have autism, but are not diagnosed.

Look Me in the Eye by John Elder Robison

Jun

18

Due: Monday, Jun 18 at 11:59 pm

Write up a one-page summary of the book for extra credit OR present a 5 minute summary of the book in class.

Books about Girls and Women with Autism

Jun
18

Due: Monday, Jun 18 at 11:59 pm

GIANT STEPS Preschool

Jun
18

Due: Monday, Jun 18 at 11:59 pm

YOU MUST WRITE UP YOUR OBSERVATIONS -- 1 PG-- TO GET CREDIT.

I WILL BE LOOKING FOR YOU TO INTEGRATE WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR OBSERVATIONS.

Giant Steps Pre-School

Orem location at Foothill Elementary, 921 N. 1240 E. The program runs Tuesday-Friday from 9-3:30. Mornings are usually best to observe since that is when we are doing our ABA sessions. We go through June, but the last day for observations would probably be June 18.

Contact

Janeen McFadden

GIANT Steps Supervisor,BS,CCM

Office: (801) 226-5437

Cell: (801) 362-1639Janeen McFadden jmcfadden@wasatch.org

Point Breakdown

Categories	Percent of Grade
Digital Dialog Participation	0%
Literature Review for 3 credits	10%
Training Log	65%
Classroom/ Clinic Observ. for 2 cr. 10 hrs	25%
Book Club	0%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct

another that the reader might mistake for the author's own. **Plagiarism Mosaic**-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. **Insufficient Acknowledgement**-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
W May 02 Wednesday	MODULE 1: What is Autism?	All "Chapters" listed in this column are in Carbone & Rosenblatt (2013) <i>Autism Spectrum Disorders: What Every Parent Needs to Know</i> , American Academy of Pediatrics. Prioritize Autism Speaks Video Glossary Overview of Autism (Autism Navigator) Prioritize Dr. Mandell's lecture on Storming the Ivory Tower
Week 2		
M May 07 Monday	No CLASS -- I am at IMFAR	Prioritize Grinker Lecture on Culture and Autism: Anthropological Perspectives on the U.S., Korea, and South Africa Prioritize Carbone Chapter Keep CDC/ADDM report for reference, we will talk in class You need to log at least 10 hours this week. You are not limited to this week's priorities, but please make sure you complete them first. Chapter 2: What Causes ASD? (Rosenblatt & Carbone)

W May 09 Wednesday	No Class, still at IMFAR -- please log 10 hours this week instead of 4 to cover the class time missed.	<p>Prioritize Chapter 2 Rosenblatt and Carbone</p> <p>Prioritize Autism in Toddlers (Autism Navigator): AIM Module (short) and CDC Resources -- Watch Me!, What to Do If I Am Concerned, and Developmental Milestones (parent version) or CDC AutismCase Training Videos (lots to choose from -- professional)</p> <p>Chapter 8: Partnering with Your Pediatrician</p>
Week 3		
M May 14 Monday	MODULE 2: Etiology and Epidemiology of Autism Spectrum Disorder, Global and Cultural Perspectives	Chapter 3: How Do I know if My Child Has an ASD?
W May 16 Wednesday	MODULE 3: Early Signs, Screening, and Diagnosis	Chapter 4: Behavioral and Developmental Services
Week 4		
M May 21 Monday	Introduction to the ADOS and other assessments for ASD	Autism Assessment in the Schools chapter
W May 23 Wednesday	MODULE 4: Early intervention	Chapter 10: Accessing Care Chapter 9: Services in Your Community
Week 5		
M May 28 Monday	Memorial Day Campus Closed	
W May 30 Wednesday	MODULE 5: Pre-school years	Chapter 13: Autism Spectrum Disorders and Our Family
Week 6		
M Jun 04 Monday	MODULE 6: Elementary Years	Chapter 6: When Other Therapies Aren't Enough: The Role of Medication Chapter 5: Tapping Educational Services
W Jun 06 Wednesday	Holding for live ADOS Girls and Women with Autism	Chapter 12: Putting It All Together: Everyday Strategies for Helping Your Child
Week 7		
M Jun 11 Monday	MODULE 7: Adolescents	Chapter 11: Adolescence and Beyond Prioritize the video lectures

W Jun 13 Wednesday	MODULE 8: Transition Planning and Post-Secondary Education Options	Chapter 15: Advocating for Children with ASD
Week 8		
M Jun 18 Monday	<p>MODULE 9: Adults with autism</p> <p>Autism in Love or How to Dance in Ohio (video during class)</p> <p>MODULE 10: Looking Forward</p> <p>Live interview</p>	Chapter 14: The Future of Autism Spectrum Disorders
T Jun 19 Tuesday	Spring Exam Preparation (06/19/2018 - 06/19/2018)	
W Jun 20 Wednesday	First Day of Spring Final Exams (06/20/2018 - 06/21/2018)	