

# Instructor/TA Info

## Instructor Information

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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 on identification and interventions, 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 only with permission from Dr. Gabrielsen. Undergraduates may only register if they are currently working in autism research with Dr. Gabrielsen or are working in the field of autism treatment. The number of undergraduate students admitted each year is very limited (e.g., 1-2).

### Materials

Item	Price (new)	Price (used)
 <u>Autism Spectrum Disorder 2E - Required</u> by Rosenblatt, P	16.95	12.75

## Learning Outcomes

### Comprehensive Knowledge

Students will demonstrate knowledge of history, scientific literature and current issues of autism from individual, family and educational perspectives

### Skill Development

Students will be able to identify evidence-based practices for improving outcomes, including training and other resources to support their own skill development in assessment and intervention related to autism.

### Intersectionality

**Consultation and Collaboration**

Students will be able to identify and demonstrate interdisciplinary collaboration and consultation skills (with parents, teacher, and other care providers) specific to issues important to families and students with autism.

**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 in assessment and treatment 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 assessment and treatment of 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, with a focus on behavioral 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, with a focus on behavioral interventions to improve function.

**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 behavioral 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%
F	50%

## 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 a minimum of 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 a minimum 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 (Early Intensive Behavioral Intervention using ABA) in Nebo school district.

### **3 hours of credit:**

(1) Attend classes, complete a minimum of 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 (Early Intensive Behavioral Intervention using ABA) in Nebo school district.

(3) Write a 15-20 page literature review on a current autism topic, preferably a behavioral intervention, 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 behavioral 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.

## School Psychology PRAXIS competencies

This course will prepare you for the following School Psychology PRAXIS Competencies:

A. Data-based Decision Making and Accountability

4. Assessment of special populations

- c. is familiar with assessment of students with low-incidence disabilities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairment).

II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)

A. Interventions and Instructional Support to Develop Academic Skills

B. Interventions and Mental Health Services to Develop Social and Life Skills

1. Primary and secondary and tertiary preventative strategies

- a. Is familiar with common classroom organization and management techniques  
b. Knows how to conduct individual and small-group programs (e.g., social skills training, conflict resolution)

2. School-based interventions and techniques

- b. knows about appropriate intervention techniques for various developmental levels  
c. understands applied behavioral analysis and intervention

IV. Foundations of School Psychological Service Delivery

A. Diversity in Development and Learning

1. Recognizes the importance of culture, background, and individual learning characteristics (e.g., age, gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes.

**Reporting Suspected Child Abuse**

You will not be providing any direct care to children as part of this course, so it is not expected that you will encounter any disclosure of child abuse. Keep in mind, however, that all adults in Utah are reporters for child abuse, and that as educators or clinicians, you are a mandated reporter as part of your job. Any suspected child abuse should be reported.

When is a report required? When any person has reason to believe that a child has been subjected to abuse or

Act, attends the birth of a child or cares for a child, and determines that the child, at the time of birth, has fetal alcohol syndrome, fetal alcohol spectrum disorder, or fetal drug dependency, the individual shall report that determination to the division as soon as possible. Where does it go? Utah Department of Human Services – Division of Child and Family Services (<http://dcfs.utah.gov/services/child-protective-services/>), the nearest peace officer, or law enforcement agency. Reports may be made by telephone to the Child Abuse/Neglect Hotline at 1-855-323-3237. Source: Mandatory Reporting Requirements: Children Utah <https://apps.rainn.org/policy/policy-state-laws-export.cfm?state=Utah&group=4> (<https://apps.rainn.org/policy/policy-state-laws-export.cfm?state=Utah&group=4>)

## **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.

### **Domain 5: School-Wide Practices to Promote Learning**

*School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

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### **Domain 6: Preventive and Responsive Services**

*School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

## **Domain 7: Family–School Collaboration Services**

*School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.*

Foundations of School Psychological Service Delivery

- Family consultation is covered in readings, observations, and class discussions across modules.

## **Domain 8: Diversity in Development and Learning**

*School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

- Individuals with autism are considered to be a neurodiverse population. Discussions and assignments, especially in the early years, discuss the barriers that may be encountered by diverse families.

## **Domain 9: Research and Program Evaluation**

*School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

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## **Domain 10: Legal, Ethical, and Professional Practice**

*School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

Ethical practices, best practices, and legal issues related to families with autism spectrum disorder are discussed throughout, but legal issues are addressed specifically in adolescent modules.

## **APA Guidelines**

Please refer to the following website

<http://www.apa.org/topics/autism/index.aspx> (<http://www.apa.org/topics/autism/index.aspx>)

For APA’s page on Autism and selected resources.

APA general guidelines for practice and be found at

<http://www.apa.org/about/policy/approved-guidelines.aspx> (<http://www.apa.org/about/policy/approved-guidelines.aspx>)

## **Best Practices for Positive Behavior Intervention and Support (PBIS) - NASP**

Please refer to the [Position Statement on the Integrated Model of Academic and Behavior Supports](http://file:///Users/terisap/Downloads/Integrated_Model_of_Academic_and_Behavioral_Supports.pdf) from the National Association of School Psychologists ([http://file:///Users/terisap/Downloads/Integrated\\_Model\\_of\\_Academic\\_and\\_Behavioral\\_Supports.pdf](http://file:///Users/terisap/Downloads/Integrated_Model_of_Academic_and_Behavioral_Supports.pdf))

# **Assignments**

## **Assignment Descriptions**

### **ASSERT in Nebo**

grades classrooms.

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 Michele Thompson <michele.thompson@nebo.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. PLEASE BRING THE SIGNED CONFIDENTIALITY FORM WITH YOU - you can print it out from the Content page "Classroom Visits."

### Spectrum Academy

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May  
28

Due: Thursday, May 28 at 11:59 pm

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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

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May  
29

Due: Friday, May 29 at 11:59 pm

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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

### Scenic View Academy (adults)

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Jun  
11

Due: Thursday, Jun 11 at 11:59 pm

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Scenic View Academy (Adults)

Contact Elein Sutherland <eleins@svacademy.org>

Classes end second week in June.

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### Books Written by Temple Grandin

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Jun  
12

Due: Friday, Jun 12 at 11:59 pm

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### Does My Child Have Autism?

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Jun  
12

Due: Friday, Jun 12 at 11:59 pm

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### The Activity Kit for Babies and Toddlers at Risk

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Jun  
12

Due: Friday, Jun 12 at 11:59 pm

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### Kids on the Move Autism Program

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Jun  
15

Due: Monday, Jun 15 at 11:59 pm

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KOTM is an ABA Early Intensive Behavioral Intervention autism treatment program.

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.

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### Final Training Log

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Jun  
15

Due: Monday, Jun 15 at 11:59 pm

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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.

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### 15-20 page paper

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Jun  
15

Due: Monday, Jun 15 at 11:59 pm

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See me for a list of topics to choose from. You may write about a current research project (literature review). A



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**Temple Grandin movie**

**Jun  
15**

Due: Monday, Jun 15 at 11:59 pm

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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.

**Diagnostic Evaluations**

**Jun  
15**

Due: Monday, Jun 15 at 11:59 pm

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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.

**Total Observation Hours**

**Jun  
15**

Due: Monday, Jun 15 at 11:59 pm

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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.

**GIANT STEPS Preschool**

**Jun  
15**

Due: Monday, Jun 15 at 11:59 pm

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Giant Steps is an ABA preschool.

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) 362-1639 Janeen McFadden [jmcfadden@wasatch.org](mailto:jmcfadden@wasatch.org)

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

**Jun  
15**

Due: Monday, Jun 15 at 11:59 pm

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

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**Jun**  
**15**

Due: Monday, Jun 15 at 11:59 pm

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### **Look Me in the Eye by John Elder Robison**

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**Jun**  
**15**

Due: Monday, Jun 15 at 11:59 pm

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

### **Additional Diagnostic**

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**Jun**  
**15**

Due: Monday, Jun 15 at 11:59 pm

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### **Kids on the Move Structure Play Group**

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**Jun**  
**15**

Due: Monday, Jun 15 at 11:59 pm

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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.

### **Other books**

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**Jun**  
**15**

Due: Monday, Jun 15 at 11:59 pm

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

## **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.

### **Belonging**

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity

overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

### **Sexual Misconduct**

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build

students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

### **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from 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

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

### **Tracking Hours**

Please track your hours on the spreadsheet that is provided. All of your hours, including hours when you are not face-to-face with a client do count (including report-writing hours). You can select the type of activity from the drop-down list in the spreadsheet, it will automatically separate and report everything for you automatically.

### **Child Abuse Reporting**

#### **Reporting Suspected Child Abuse and Neglect**

**Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)**

**Toll free number in Utah: 1-800-678-9399**

**Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS).**

**Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.**

**All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.**

**It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.**

**During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.**

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

[http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf)

([http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf))

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

## Schedule

Date	Column 1	Column 2	Online Resources
Week 1			
W Apr 29 Wednesday	MODULE 1: What is Autism? What is ABA? I RESERVE THE RIGHT TO ADJUST THE SCHEDULE AS NEEDED ACCORDING TO AVAILABILITY OF GUESTS	All "Chapters" listed in this column are in Carbone & Rosenblatt (2019) <i>Autism Spectrum Disorders: What Every Parent Needs to Know, Second Edition</i> , American Academy of Pediatrics. THESE ARE THE ONLY REQUIRED READINGS. Other readings are listed in each Module. All are good, any that should be prioritized will be listed here. Chapter 1: What is Autism Spectrum Disorder? Prioritize National Standards Project 2	Prioritize Autism Speaks Video Glossary Overview of Autism (Autism Navigator) Prioritize University of Missouri Training Module on Understanding Autism in a Young Child Prioritize Storming the Ivory Tower by David Mandell
Week 2			

M May 04 Monday	MODULE 2: Etiology and Epidemiology of Autism Spectrum Disorder, Global and Cultural Perspectives	Chapter 2: What Causes ASD? (Rosenblatt & Carbone)	Prioritize Grinker Lecture on Culture and Autism: Anthropological Perspectives on the U.S., Korea, and South Africa  Keep CDC/ADDM report for reference, we will talk in class
W May 06 Wednesday	MODULE 3: Early Signs, Screening, and Diagnosis	Chapter 3: How Do I know if My Child Has an ASD?  Chapter 8: Partnering with Your Pediatrician	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)
Week 3			
M May 11 Monday	Introduction to the ADOS and other assessments for ASD	Autism Assessment in the Schools chapter	
W May 13 Wednesday	MODULE 4: Early intervention  Early Intensive Behavioral Intervention and ABA for young children	Chapter 4: Behavioral and Developmental Services	
F May 15 Friday			
Week 4			

M May 18 Monday	<p>THIS IS NOT HAPPENING 2020 - SORRY Holding for live ADOS - Toddler -- meet in JFSB 1086 at 430. (inside the child and family studies lab (BYU preschool). If the main door to suite 1100 is locked, go to the south entrance lobby of the JFSB (just down the hall) and knock on the door that is labeled 1100 (3). You will be live coding the ADOS. Dress to be crammed into a small observation booth (layers!). If too claustrophobic, we can set up a remote viewing screen in another room.</p>	<p>Chapter 10: Accessing Care Chapter 9: Services in Your Community</p>	
W May 20 Wednesday	<p>MODULE 5: Pre-school years ABA treatments in preschool classrooms (full inclusion and pull-out)</p>	<p>Chapter 13: Autism Spectrum Disorders and Our Family</p>	
Week 5			
M May 25 Monday	<p><b>Memorial Day</b> Campus Closed</p>		
W May 27 Wednesday	<p>MODULE 6: Elementary Years ABA-based interventions for classroom and home settings</p>	<p>Chapter 5: Tapping Educational Services Chapter 6: When Other Therapies Aren't Enough: The Role of Medication</p>	
F May 29 Friday	<p><b>Instructor Ratings Open</b></p>		
Week 6			
M Jun 01 Monday	<p>Module 11: Girls and Women with Autism</p>	<p>Chapter 12: Putting It All Together: Everyday Strategies for Helping Your Child</p>	



W Jun 03 Wednesday	<p><b>MODULE 7:</b> Adolescents</p> <p>ABA treatments for adolescents with ASD and age appropriate cognitive and language abilities</p>	Chapter 11: Adolescence and Beyond	Prioritize the video lectures
Week 7			
M Jun 08 Monday	<p><b>MODULE 8:</b> Transition Planning and Post-Secondary Education Options</p> <p>Interview with adolescent or adult who has autism</p> <p>ABA and the workplace</p>	Chapter 15: Advocating for Children with ASD	
W Jun 10 Wednesday	<p><b>MODULE 9:</b> Adults with autism</p>	Chapter 14: The Future of Autism Spectrum Disorders	
Week 8			
M Jun 15 Monday	<p><b>MODULE 10:</b> The Future of Autism</p> <p><b>MODULE 12:</b> Autism in Your Family and Community</p>		
T Jun 16 Tuesday	<p><b>Spring Exam Preparation (06/16/2020 - 06/16/2020)</b></p>		
W Jun 17 Wednesday	<p><b>First Day of Spring Final Exams (06/17/2020 - 06/18/2020)</b></p>	<p>We typically watch a film together, but so far, the technology for that may not be good enough.</p> <p>Stay tuned - We might be able to work it out . . .</p>	