

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, 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 Disorder 2E - Required by Rosenblatt | 16.95 | 12.75 |

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

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:

(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.

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.

- Screening and interventions are discussed in class, covered in assignments, and are observed for student with 2-3 credits.

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

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>)

Assignments

Assignment Descriptions

ASSERT in Nebo

May
23

Due: Thursday, May 23 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 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

May
30

Due: Thursday, May 30 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

May
31

Due: Friday, May 31 at 11:59 pm

OBSERVATIONS.

Contact

Roslyn Nelson

Special Education Coordinator

Alpine School District

rnelson@alpinedistrict.org

801-610-8508

Scenic View Academy (adults)

**Jun
13**Due: Thursday, Jun 13 at 11:59 pm

Scenic View Academy (Adults)

Contact Elein Sutherland <eleins@svacademy.org>

Classes end second week in June.

Neurotribes

**Jun
14**Due: Friday, Jun 14 at 11:59 pm

Books Written by Temple Grandin

**Jun
14**Due: Friday, Jun 14 at 11:59 pm

The Activity Kit for Babies and Toddlers at Risk

**Jun
14**Due: Friday, Jun 14 at 11:59 pm

Does My Child Have Autism?

**Jun
14**Due: Friday, Jun 14 at 11:59 pm

Final Training Log

**Jun
17**Due: Monday, Jun 17 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.

15-20 page paper

JunDue: Monday, Jun 17 at 11:59 pm

Kids on the Move Autism Program**Jun
17**

Due: Monday, Jun 17 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.

GIANT STEPS Preschool**Jun
17**

Due: Monday, Jun 17 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) 362-1639 Janeen McFadden jmcfadden@wasatch.org

Additional Diagnostic**Jun
17**

Due: Monday, Jun 17 at 11:59 pm

Temple Grandin movie**Jun
17**

Due: Monday, Jun 17 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.

Kids on the Move Structure Play Group**Jun
17**

Due: Monday, Jun 17 at 11:59 pm

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
17

Due: Monday, Jun 17 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.

Total Observation Hours

Jun
17

Due: Monday, Jun 17 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.

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

Jun
17

Due: Monday, Jun 17 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.

Diagnostic Evaluations

Jun
17

Due: Monday, Jun 17 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.

Other books

Jun
17

Due: Monday, Jun 17 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.

Books about Girls and Women with Autism

Jun
17

Due: Monday, Jun 17 at 11:59 pm

Point Breakdown

| Categories | Percent of Grade |
|------------|------------------|
|------------|------------------|

| | |
|--|--------|
| Training Log | 32.68% |
| Classroom/ Clinic Observ. for 2 cr. 10 hrs | 23.75% |
| 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 should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <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. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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 character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work

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.

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 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

| Date | Today's Discussion Topic | Reading Assignments | Online Resources |
|--------------------|--|--|--|
| Week 1 | | | |
| W May 01 Wednesday | <p>No CLASS -- I am at IMFAR</p> <p>You need to log at least 5 hours this week. You are not limited to this week's priorities, but please make sure you complete them first.</p> <p>Module 1</p> <p>I RESERVE THE RIGHT TO ADJUST THE SCHEDULE AS NEEDED ACCORDING TO AVAILABILITY OF GUESTS</p> | <p>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.</p> <p>THESE ARE THE ONLY REQUIRED READINGS.</p> <p>Other readings are listed in each Module. All are good, any that should be prioritized will be listed here.</p> <p>Prioritize National Standards Project 2</p> | <p>Prioritize Autism Speaks Video Glossary Overview of Autism (Autism Navigator)</p> <p>Prioritize University of Missouri Training Module on Understanding Autism in a Young Child</p> <p>Prioritize Storming the Ivory Tower by David Mandell</p> |
| Week 2 | | | |
| M May 06 Monday | MODULE 1: What is Autism? | Chapter 1: What is Autism Spectrum Disorder? | Continue to explore Module 1 resources |
| W May 08 Wednesday | MODULE 2: Etiology and Epidemiology of Autism Spectrum Disorder, Global and Cultural Perspectives | Chapter 2: What Causes ASD? (Rosenblatt & Carbone) | <p>Prioritize Grinker Lecture on Culture and Autism: Anthropological Perspectives on the U.S., Korea, and South Africa</p> <p>Keep CDC/ADDM report for reference, we will talk in class</p> |
| Week 3 | | | |

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|--------------------|--|--|---|
| M May 13 Monday | 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) |
| W May 15 Wednesday | Introduction to the ADOS and other assessments for ASD | Autism Assessment in the Schools chapter | TBD -- WILL BE FILLED IN |
| Week 4 | | | |
| M May 20 Monday | MODULE 4: Early intervention | Chapter 4: Behavioral and Developmental Services | |
| W May 22 Wednesday | 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. | Chapter 10: Accessing Care Chapter 9: Services in Your Community | |
| Week 5 | | | |
| M May 27 Monday | Memorial Day | | |

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|--------------------|---|--|--|
| W May 29 Wednesday | MODULE 5: Pre-school years | Chapter 13: Autism Spectrum Disorders and Our Family | |
| F May 31 Friday | Spring Instructor Ratings Open | | |
| Week 6 | | | |
| M Jun 03 Monday | MODULE 6: Elementary Years | Chapter 6: When Other Therapies Aren't Enough: The Role of Medication Chapter 5: Tapping Educational Services | |
| W Jun 05 Wednesday | Module 11: Girls and Women with Autism 6 pm -- Live (Zoom) interview with Mr. and Mrs. Austen Snow | Chapter 12: Putting It All Together: Everyday Strategies for Helping Your Child | |
| Week 7 | | | |
| M Jun 10 Monday | MODULE 7: Adolescents | Chapter 11: Adolescence and Beyond Prioritize the video lectures | |
| W Jun 12 Wednesday | MODULE 8: Transition Planning and Post-Secondary Education Options Interview with adolescent or adult who has autism | Chapter 15: Advocating for Children with ASD | |
| Week 8 | | | |
| M Jun 17 Monday | MODULE 9: Adults with autism MODULE 10: Looking Forward | Chapter 14: The Future of Autism Spectrum Disorders | |
| T Jun 18 Tuesday | Spring Exam Preparation (06/18/2019 - 06/18/2019) | | |

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|---------------------------|--|--|--|
| <p>W Jun 19 Wednesday</p> | <p>First Day of Spring Final Exams (06/19/2019 - 06/20/2019)</p> <p>Final Exam:</p> <p>331 MCKB 5:00pm - 6:50pm</p> | <p>No Final. Mon. Jun 17 is the last day of class.</p> | |
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