

**AUTISM SPECTRUM DISORDERS (EDME 522-01)  
EARLY FALL / 2013**

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**Professor:** Nancy J. Patrick, Ph.D.

**Course Dates:** Aug. 25 to Oct.19, 2013

**Phone:** 717-769-1800 ext. 7239

717-497-9846 (cell)

**Email:** [npatrick@messiah.edu](mailto:npatrick@messiah.edu)

**Office hours:** Sunday evenings or by  
appointment

**Faculty Availability:** via forum, chat room, email, text, phone, or Skype (nancyjpatrick)

Contact: I will be checking in on the course several times per day during the work week (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email only if your question is of a personal nature. If you have questions about the course (assignments, dates, expectations, etc.) please post them on the General Course Forum so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you in 24 hours or less on weekdays. If you have an urgent question on the weekend, you may contact me on my cell phone (717) 497-9846.

**Faculty Expectations of Students:**

Orientation: At the beginning of the course the student is expected to read the entire course syllabus, familiarize him or herself with the course calendar and practice navigating the content in each of the Canvas tabs used in this course.

Instructional Time: Students will spend approximately 5.25 hours (on average) per week engaging in tasks that are classified as instructional (roughly equivalent to classroom seat time). Instructional tasks include watching required videos, watching and reading PowerPoints, reading class notes provided by the instructor, completing exams, reviewing instruction related to field experience, as well as reading posts and submitting posts online in the discussion forums.

Non-Instructional Time: Student will spend approximately 6 hours (on average) per week engaging in tasks that are classified as non-instructional (roughly equivalent to graduate level, out of class work). Non-instructional tasks include reading the course text(s) and articles, completing assignments, preparing forum discussion responses, field placement hours and conducting research.

Announcements: Please make sure that you read the announcements every time you log in to the course. These will be updated regularly with important course information. Any time I post an announcement I will also send an email notification for the announcement. I will also post a short video announcement at the beginning of each week to provide an overview of the requirements for that particular week.

Asynchronous/Synchronous learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least two synchronous learning experiences (via Adobe Connect) will

be scheduled during this eight week course (see course schedule). Students will be required to log on simultaneously so that the class can discuss the topic together. If you are unable to attend the session it will be taped for your viewing at another time.

I have also scheduled online “office hours” for Sunday evenings. I am happy to talk on the phone, via the chat tool in Canvas, on Skype or in whatever way may be most convenient.

**Course Description:** This course focuses on effective educational practices designed to meet the needs of children and early adolescents with autism spectrum disorders in the continuum of alternative educational settings. Specific emphasis will be placed on understanding the characteristics and impact of these disorders on learning, assessment for the purpose of designing instruction and monitoring progress, curriculum selection and development and implementation of evidence-based practices and strategies found to be effective in supporting students with autism spectrum disorders.

**Program Objectives:**

1. Locate, evaluate, and apply appropriate educational research.
2. Reflect on current practice and adapt as needed.
3. Apply relevant research-based learning theories to educational contexts.
4. Use quality assessment data to inform instructional practices.
5. Analyze, critique, and develop effective curriculum.

**Course Objectives:**

1. Identify the most prevalent patterns of behavior in children and early adolescents with autism spectrum disorders.
  - a. Describe the defining characteristics of and diagnostic criteria for the various Autism Spectrum Disorders (ASD's) and other associated disorders, including common manifestations within communication and verbal behavior, social skills and social adaptation, repetitive and stereotypical behaviors, and patterns of responses to various sensory stimuli. (PDE ASD Competency I-A)
  - b. Discuss key theoretical, actuarial and scientific hypothesis regarding the etiology of ASD. (PDE ASD Competency I-B)
  - c. Explain the relevant history of the changing definitions, interventions, and cultural attitudes regarding ASD and their relationship to educational services. (PDE ASD Competency I-C)
2. Describe the continuum of alternative placements and services that are available to learners with autism spectrum disorders;
3. Describe and identify the threats to learning that can occur for learners with autism spectrum disorders;
4. Select and administer appropriate assessment tools to establish present levels of functioning for children and early adolescents in the areas of social, behavioral, language, and cognitive, motor and sensory development.
  - a. Identify and describe various diagnostic instruments and procedures, including their strengths and limitations. (PDE ASD Competency I-D)
5. Use assessment data to prepare Individualized Education Program (IEP's), design effective of instruction and monitor progress for children and early adolescents with autism spectrum disorders.
6. Describe and apply the evidence-based practices for educating children with autism spectrum disorders including applied behavior analysis; structured teaching and discrete trail.

- a. Discuss characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD. (PDE ASD Competency III- A)
  - b. Evaluate the evidence base for educational interventions for students with ASD. (PDE ASD Competency III-B)
7. Select and apply appropriate positive support strategies and interventions that are most likely to support learning.
- a. Designing instructional programs with attentiveness to legal mandates and family considerations. (PDE ASD Competency IV-F)
8. Collaborate and consult with parents and other team members to maximize student progress.

**Textbook and Other Course Materials:**Required:

Hall, L. (2009). *Autism spectrum disorders from theory to practice, 2 ed.* Upper Saddle River: Pearson.

Jackson, L. (2002). *Freaks, geeks & Asperger syndrome.* London: Jessica Kingsley.

Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Additional Readings (access provided through Canvas):

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Washington, DC: Author.

Frith, U. (1991). Asperger and his syndrome. U. Frith (Ed.), *Autism and Asperger syndrome* (pp.1-35). Cambridge: University Press.

Kanner, L.(1943). Autistic disturbances of affective contact. *Nervous Child*, 2: 217-50.

Kamp-Becker, I., Smidt, J., Ghahreman, M., Heinzl-Gutenbrunner, M., Becker, K., & Remschmidt, H. (2010). Categorical and Dimensional Structure of Autism Spectrum Disorders: The Nosologic Validity of Asperger Syndrome. *Journal of Autism & Developmental Disorders*, 40(8), 921-929. doi:10.1007/s10803-010-0939-5

Lundström, S., Haworth, C. A., Carlström, E., Gillberg, C., Mill, J., Råstam, M., & ... Reichenberg, A. (2010). Trajectories leading to autism spectrum disorders are affected by paternal age: findings from two nationally representative twin studies. *Journal of Child Psychology & Psychiatry*, 51(7), 850-856. doi:10.1111/j.1469-7610.2010.02223.x

National Autism Center. (2009). *The National Standards Project—Addressing the need for evidence based practice guidelines for autism spectrum disorders*. Randolph, Mass: Author.

Weintraub, K. (2011). Autism counts. *Nature*, 479(7371), 22-24. doi:10.1038/479022a

### **Course Requirements:**

#### Projects:

##### ASD Observation Assignment (Course Objectives 1 and 2)

You will create an observation chart, observe one young child, one school-aged children and one adolescent on You tube and then record your observations on the chart for each child. You will then write a narrative report on one of the children. The details of this assignment are available in Canvas under the ASD Observation Assignment Part I and Part II in the Week #1 and Week #2 Modules. The assignment is worth a total of 100 points.

##### Assessment Assignment (Course Objectives 4,5)

For this assignment you are going to get really familiar with the Mental Measurements yearbook. You will select two assessment tools and research the merits of each tool using the MMY and other resources. The details for this assignment are posted in the Week #5 Module. The assignment is worth 50 points.

##### Structured Teaching with Visuals (Objective 7)

You will design four visual schedules using objects, Boardmaker, and Word. You will also adapt one child's book, one social story and one lesson using Boardmaker. The details for the assignment are listed in the Week #7 Module. The assignment is worth 50 points.

The Boardmaker program will be provided to you free under the Semesterware program at Mayer-Johnson Boardmaker. The program is good for the semester so you will have access to it in this course and will be able to practice with it until December.

The directions for uploading Boardmaker are in Appendix B of the syllabus along with the access keys for PCs and Macs. The process is different depending on whether you have a PC or Mac.

#### Exams:

##### Midterm Exam (Course Objectives 1,2,3,4,& 5)

The midterm exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the blank, and essay format. The exam will cover material read or discussed in the course. The midterm exam is worth 100 points.

##### Final Exam (Course Objectives 6, 7,& 8)

The final exam will consist of questions in multiple choice, T/F, and short answer, fill-in-the blank, and essay format. The final exam will cover material read or discussed since the midterm and will include some comprehension questions to evaluate your mastery of the content. The final exam is worth 100 points.

#### Discussion Posts:

Class discussions will take place under the Discussion tab on Canvas. Typically, students find this to be one of the most engaging parts of the course as they have opportunity to read and respond to the ideas of others in the class.

One open-ended question, also called a prompt, will be presented in six out of the eight weeks and students will be expected to post one original response to the question by Wednesday of the week and a follow-up response to two other student postings by 11:55 PM on Saturday of that same week.

#### Original Responses: (Course Objectives 1-8)

The initial prompt will be provided by the instructor and all students must post a 250-300 word response to each prompt. All responses are to include references to the reading that must be cited in **APA Style**. <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.

Students can either type directly into the textbox on the Discussion page or they can type in MS Word and then paste their responses into the textbox.

#### Written Responses to Other Students: (Course Objectives 1-8)

You are to **read the original postings of every other student** in the course. You are **only required to write a response to two** other students. The purpose for the written response is to facilitate further conversation that contributes to a better understanding of the course materials.

#### Grading for Discussion Posts:

Original Posts are worth 25 points each will be based on your ability to write well formulated and organized responses that demonstrate good comprehension, analysis and application of the reading material to the open-ended prompts.

It is critical that you correctly incorporate course concepts and vocabulary in your responses and that you make connections between the course materials and relevant professional experiences.

Grading will be based upon the following: comprehension, analysis and application of readings to correctly answer the question (15 points), use of at least 2 resources- at least one of these must be an additional resource sought by the student (5 points), and APA style (5 points).

Response Posts are worth 15 points each and will be graded based upon your focus on course content, making connections between what that student has written and the readings and/or your own professional experiences, and/or ask probing questions to solicit more information and reflection, and/or introduce relevant outside sources that enhance learning. Responses will be graded based upon these criteria.

Grading will be based upon the following: contributing to better understand of course materials and facilitating conversation (5 points), use of at least one source (5 points), and APA style (5 points).

#### Field Experience:

Description of Setting:

The field experience in this course consists of 20 hours of observation and assisting in a setting where individuals with autism spectrum disorders are present. This field experience could be called a getting to know you experience where people just spend time together learning about each.

If you are seeking the **ASD Endorsement** offered by the Pennsylvania Department of Education you are required to complete your 20 hours in a school setting and with an age group consistent with your current teaching certification.

If you are seeking the **Messiah College ASD Certificate** you are required to complete the same 20 hours of field placement; however, these hours may be completed in a ministry, community program, after school program, private school, or public school setting.

Setting up the Field Placement:

1. If you are already employed by a public school, it may be possible for you to complete this field experience in your own school or district, if you so desire. You may make initial inquiries within your building or district to find out if this is feasible. If responses are positive, email information to Amanda Sigel, [asigel@messiah.edu](mailto:asigel@messiah.edu) Field Placement Coordinator. Amanda will contact the district on your behalf and make the formal request.
2. If you do not work in a public school but need a school setting because you are earning the PDE ASD Endorsement email Amanda Sigel at [asigel@messiah.edu](mailto:asigel@messiah.edu) so that she can begin setting up a placement for you. You should contact Amanda as early as possible to begin the dialogue about your field placement. She will need time to make the appropriate arrangements.
3. If you are earning the Messiah College ASD Certification and not the PDE ASD Endorsement then you may complete your hours in any setting where an individual or group of individuals who have disclosed that they have an ASD congregate. This could be in your own home, at work, with a neighbor, at church, at a community group, or with friends.

***You must have your placement set up and approved through the field placement office by Aug 31, to begin your field experience the week of Sept. 3.***

Course Assignments connected to Field Experience:

- Field Placement Reflections (7 reflections 10 points each)
- Field Placement Interview (10 points)

Field Placement Reflections

A reflection is required for every field placement visit. If the dedicated time for the field experience is within your work day that counts as a visit. The reflections are to be typed, double-spaced, 12 pt. font and one to two pages in length. The entries will be graded according to the scope and depth of the response rather than the specific content.



It is important that in your reflection you go beyond a description of the scene. You are to briefly describe the scene and then write a reflection that addresses the ABC's list below.

A → Affect, attitude, emotions and feelings.

Answers the questions: How did you feel before the experience? How did you feel during the experience? How did you feel after the experience? How do you feel about what you have learned? Have your feelings and/or attitudes changed or remain the same? Have the feelings and/or attitudes of others changed or remain the same?

B → Behavior- past, current and future.

Answers the questions: How did your thoughts and feelings influence your behavior? How did the behaviors of others influence your behavior? Did your behavior change or remained the same during the experience?

C → Cognitive- connections, thoughts, and overt responses to the experience.

Answer the questions: What did you think? What did you learn? How did you connect new learning to past learning? How did you connect new learning to other course material? Have your thoughts changed or remained the same? Are you aware of different perspectives? What are your thoughts on those perspectives?

Sample reflection:

[http://www.google.com/url?sa=t&source=web&cd=2&ved=0CB0QFjAB&url=http%3A%2F%2Fwww.chaminade.edu%2Fservice\\_learning%2Fsample\\_reflection.php&rct=j&q=sample%20service%20learning%20reflection&ei=CCZMTr7nNc\\_AtgetveStCg&usq=AFQjCNEr0-U0FWIixImj9MMBLHhThhQBoQ&cad=rja](http://www.google.com/url?sa=t&source=web&cd=2&ved=0CB0QFjAB&url=http%3A%2F%2Fwww.chaminade.edu%2Fservice_learning%2Fsample_reflection.php&rct=j&q=sample%20service%20learning%20reflection&ei=CCZMTr7nNc_AtgetveStCg&usq=AFQjCNEr0-U0FWIixImj9MMBLHhThhQBoQ&cad=rja)

Field Placement Interview:

Identify someone in your field placement that has some experience with children, teens or adults with autism spectrum disorders. Ask that person if they will agree to be interviewed by you for this course.

This is an open-ended assignment. You may select the topic and questions you want to ask this individual based on what you want to know. If you are concerned about getting too personal you can always add a disclaimer that says something like this, "if I ask any questions that you do not want to answer just tell me".

You are to design the interview questions before the interview. Be sure to select a half-dozen open ended questions that will allow the person you interview to share and elaborate on the topics that are of interest to you.

Try to avoid questions that can be answered with a "yes" or "no". Start your questions with describe, why, how, what have you noticed? What is your favorite or least favorite? When you were in a certain situation what did you do? How did you handle the situation? Have you ever seen or know this? Etc.

You are to type your questions and the interview answers into a word document, write a paragraph stating the reason for selecting the specific topic or topics and a statement that

tells us whether or not the interview answered your questions satisfactorily, if not then what else might you do to get answers to your questions.

You are to upload your interview and questions for your **Week #7 Original Post**. It is due by **Wed. 10/9**. Every student will read two other posts and respond to the posts according to the response post criteria we are using all semester. **The assignment is worth 25 points for the Original Post and 30 points for responses.**

### Grading:

Introduction	5				
CEC SmartBrief Sign-up	5				
Wild Boy of Averyon	10				
Part I ASD Observation Chart	20				
Part II ASD Charts and Narrative	80				
Visual Structure Project	50	A	93-100%	B-	80-82%
Assessment Project	50	A-	90-92%	C+	77-79%
Discussion Posts	330	B+	87-89%	C	73-76%
Mid-Term Exam	100	B	83-86%	F	72 or less
Final Exam	100				
Field Experience Reflections	70				
Course Evaluation	20				
<b>Total Points</b>	<b>840</b>				

### Course Policies:

Extra Credit – No extra credit options will be provided.

Late Assignments – Assignments are expected to be submitted on time. If you need to submit an assignment late, please notify the instructor to make arrangements. A 5% deduction in the points available for each assignment will occur for each day an assignment is late (unexcused). No credit will be given for unexcused late posts on the forum. Failure to complete any assignment by the end of the course could result in the student failing the whole course.

Missed Exams – Exams will be available online for a period of time. If you are not able to complete the exam within that window of time, please notify the instructor to make arrangements.

Returned Assignments – Assignments are to be submitted via the Assignments tool in Canvas. Students will receive written feedback and grades in Canvas using the Speedgrader. Assignments will be returned with feedback within one week of the submission date.

### Written Work:

It is important that your written work meet graduate level standards. Papers submitted digitally should meet the same criteria that hard copy papers must meet. Any paper you submit should look like you would want it to look if it were printed out. Please follow these guidelines:

- A typical page of writing is 12 pt font, double-spaced, with one-inch margins. Only a full page of writing counts as a page.



- Use APA style for citations and referencing. This is a useful resource on APA style: <http://owl.english.purdue.edu/owl/section/2/10/>
- All papers must have your name and the name of the assignment at the top, or on a title page.
- All papers should have titles.
- Longer papers normally require headings, following APA guidelines.
- Grammar, spelling and punctuation are very important. Edit your paper well.
- Lack of clarity in writing, lack of coherence in organization or reasoning, and redundancy which extends the paper beyond its substance will all result in a lower grade. Creating and following an outline when you write can help you avoid some of these problems.

All assignments will be graded Speedgrader using rubrics that are available for you to review with every assignment.

### **Program Policies:**

#### **Academic Integrity**

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism. Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

Fabrication. Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records. Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

Facilitating Academic Dishonesty. Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses. Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

**Unfair Advantage.** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

[http://www.messiah.edu/offices/student\\_affairs/student\\_handbook/resources/0708/studenthandbook.pdf](http://www.messiah.edu/offices/student_affairs/student_handbook/resources/0708/studenthandbook.pdf)

### **Americans with Disabilities Act**

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. For an overview of the services provided by Disability Services check out the website <http://www.messiah.edu/offices/disability/index.html> or contact Amy Slody, Director of Disability Services at [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu) or by phone at (717) 796-5382.

### **Library and Librarian Assistance**

The Library is an obvious source of information for many of your class projects. Currently, Beth Mark is the specific library liaison assigned to the education discipline. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments as she is more than willing to help you. For her specific work schedule, contact her directly at [BMark@messiah.edu](mailto:BMark@messiah.edu) or by calling (717)796-1800, ext. 3590. [Click here for resources and databases that relate to this field](#)

### **Writing Center**

You may include a paragraph about the writing center here if you would like.

[http://www.messiah.edu/academics/writing\\_center/](http://www.messiah.edu/academics/writing_center/)

### **Statement of Copyright Protection**

*"The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated."*

### **Statement of Confidentiality**

*"Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content."*

### **Graduate Program in Education Listserve**

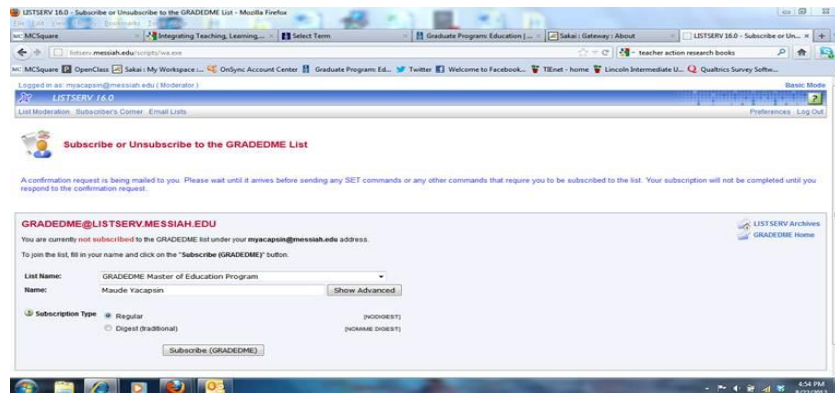
We invite you to join our listserv-- it is a trusted tool that is dedicated to you, as a means to receive professional information about the program at Messiah, conferences, job openings, as well as an avenue for you to post any questions you may have for your peers and faculty. They, in turn, will respond to your questions via the listserv.

The listserv is also available as an avenue to sell your books and network with others.

To assure ease and trust, we are asking everyone to comply with some simple rules. Use good [Netiquette](#). Also be respectful and considerate of one other. We can all benefit by having a secure, trustworthy site to share ideas, ask questions, and make announcements related to the graduate program in education and our professions.

We encourage you to join, and get in on the conversation. The GRADEDME list is configured so that you can subscribe/unsubscribe at will.

1. Use the following address to subscribe to the list:  
listserv.messiah.edu/scripts/wa.exe?SUBED1=GRADEDME
2. You will be asked to supply your Messiah email and password
3. Then you will come to a screen like this. Select “subscribe to GRADEDME” by clicking on the box.



4. When you receive a confirmation email, click on the link in that confirmation email to join the listserv. And then you will be all set!

### Minimum Hardware and Software Requirements

- **Internet Connection:** High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used
- **Browser:**
  - Mozilla Firefox 3.0 or higher (required)
- **Operating System Version:**
  - Windows® XP (recommended), or
  - Windows® Vista, or
  - Windows® 7, or
  - MAC OS 10.4 or higher
- **Processor:** 2.0 – 4.0 GHz

- Memory (RAM):
  - Windows® XP: 512 MB or more; or
  - Windows® Vista: 1024 MB or more; or
  - MAC OS: 1024 MB or more
- Hard Disk Space: 40 GB or more of free space
- CD-ROM CD-RW drive (DVD or combo drive helpful)
- Any Office Suite:
  - MS Office 2007 or newer, or
  - OpenOffice 3.1, or
  - Google Docs
- Webcam and headset

### **Minimum Computer Skills Requirements**

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- A working knowledge of word processing
- Navigate the internet using different search engines
- Email (Compose, Attach, Send, Read)
- Utilize Microsoft Office programs (Word & PowerPoint)
- Copy and Paste

### **Technical Support for Students**

For your convenience, a telephone hotline is available seven days a week in order to provide assistance for technological problems. This hotline is staffed by the College's Information and Technology Services staff and provides "real person" assistance during the following times:

- By phone at (717) 796-1800 ext. 3333
  - 7am-11pm EST - Monday thru Friday
  - 8am-11pm EST - Weekends & Holidays
- Via email [helpdesk@messiah.edu](mailto:helpdesk@messiah.edu)

In the event you need to leave a message, please provide your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

You also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, Canvas – Help(for Students) tab.

For your convenience, while you are taking an online course, "real person" assistance will be available in "real time" if a technological program arises. A telephone hotline and instant messaging will be staffed from 8:00 AM to 11:00 PM, Eastern Standard Time, seven days a week, by the College's Information and Technology Services staff.

Please leave a message providing your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

- Via instant messaging (AIM) @ SCS5901
- By phone at (717) 796-1800 ext. 5901 or (717) 796-5039 [Weekdays 8am-5pm]
- By phone at (717) 796-1800 ext. 3333 [Evenings 5pm-11pm and Weekends 8am-11am]

- Via email at [bthompso@messiah.edu](mailto:bthompso@messiah.edu) or [ResNet@messiah.edu](mailto:ResNet@messiah.edu)

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, Canvas.

Week	Assignments	Hours*		Obj.	Pages
		IT	N-IT		
<b>Week #1 8/25</b>	<b>Characteristics of and Diagnostic Criteria for Autism Spectrum Disorders</b>				
<b>Reading Due</b>	Hall Chapter 1: Classification and the Physiological Approach		1.5	1,2,3	19
<b>Learning Module</b>	Week 1: People First Language, Characteristics of ASD, Diagnostic Criteria for ASD DSM-IV-TR, DSM-5 and World Health Organization.	2.5			
	Introduce yourself to the class	.5			
	Sign-up for CEC SmartBrief		.5		
<b>Assignments Due</b>	Part-I ASD Characteristic Observation Checklist due <b>Sat. 8/31</b>		2	1,2,3	
	Week #1 Original Post due <b>Wed. 8/28</b>	1	1.5		
	Week #1 Response Posts due <b>Sat. 8/31</b>	1	1		
<b>Week #2 9/1</b>	<b>History and Etiology of Autism Spectrum Disorders</b>				
<b>Learning Module</b>	Week 2: History of Autism and Etiology of Autism, Vaccinations, Genetics, Environment, Toxins, Parental Age.	3		4,5	
<b>Assignments Due</b>	Wild Boy of Aveyron Assignment due <b>Sat. 9/7</b>		3	4,5	
	Week #2 Original Post due <b>Wed. 9/4</b>	1	1		
	Week #2 Respond Posts due <b>Sat. 9/7</b>	1	1		
	Part II- ASD Characteristic Observations Completed and Narrative Written due <b>Sat. 9/7</b>		3		
	Field Placement and Reflection due <b>Sat. 9/7</b>		2.5		
<b>Week #3 9/8</b>	<b>Prevalence, Prognosis and Impact of Autism on Children and Adolescents</b>				
<b>Adobe Connect</b>	<b>Class Meeting Sun. 9/8 8:00 PM</b>	1			
<b>Reading Due</b>	Read: Freaks, Geeks & Asperger Syndrome		3.5	6,8	96
<b>Learning Module</b>	Week 3: Prevalence, Prognosis and Impact of Autism on Children and Teens.	3	1		
<b>Assignments Due</b>	Week#3 Original Post due <b>Wed. 9/11</b>	1	1		
	Week #3 Respond Posts due <b>Sat. 9/14</b>	1	1		
	Field Placement and Reflection due <b>Sat. 9/14</b>		2.5		

<b>Week #4</b> 9/15	<b>Assessment and Diagnostic Instruments</b>				
<b>Reading Due</b>	Hall Chapter 2: Assessment Freaks, Geek & Asperger Syndrome		1 3.5	6,7	20 96
<b>Learning Module</b>	Week 4: Screening, Diagnostics, Progress Monitoring, Evidence-Based Assessment of Autism Spectrum Disorders in Children and Adolescents	3		6,7	
<b>Assignments Due</b>	Mid-Term Exam due <b>Sat. 9/21</b> Field Placement and Reflection due <b>Sat. 9/21</b>	1	2 2.5		
<b>Week #5</b> 9/22	<b>Evidence Based Practices</b>				
<b>Adobe Connect</b>	<b>Class Meeting Sunday 9/22 8:00 PM</b>	1			
<b>Reading Due</b>	Hall Chapter 3: Collaborating for Effective Implementation of Evidence-Based Practices		3	5,6,7	
<b>Learning Module</b>	Week 5: NCLB Scientific Evidence, Research on Evidence Based Practices for students with ASD, and Premier Research Groups	3		5,6,7	
<b>Assignments Due</b>	Week #5 Original Post due <b>Wed. 9/25</b> Week #5 Respond Posts due <b>Sat. 9/28</b> Assessment Assignment due <b>Sat. 9/28</b> Field Placement and Reflection due <b>Sat. 9/28</b>	1 1	1 1 3 2.5	5,6,7	
<b>Week #6</b> 9/29	<b>Behavioral Approaches Applied Behavior Analysis</b>				
<b>Reading Due</b>	Hall Chapter 4: Applied Behavior Analysis: Increasing Skills Hall Chapter 5: Applied Behavior Analysis: Replacing Behavior		3	5,6,7	49
<b>Learning Module</b>	Week 6: Everything applied behavior analysis, positive behavior support, functional behavior analysis, discrete trial, operant conditioning.	3		5,6,7	
<b>Assignments Due</b>	Week #6 Original Post due <b>Wed. 10/2</b> Week #6 Respond Posts due <b>Sat. 10/5</b> Field Placement and Reflection due <b>Sat. 10/5</b>	1 1	1 1 2.5	5,6,7	
<b>Week #7</b> 10/6	<b>Developmental, Social-Relational and Cultural Approaches</b>				
<b>Reading Due</b>	Hall Chapter 6: Developmental and Social Relational Approaches Hall Chapter 7: Cultural Approaches		2.5	5,6,7	44
<b>Learning Module</b>	Week 7: Structure, TEACCH, DIR Floor-Time, environmental engineering, visual supports	3		5,6,7	
<b>Assignments</b>	Week #7 Original Post due <b>Wed. 10/9</b>	1	1	5,6,7	



<b>Due</b>	Week #7 Respond Posts due <b>Sat. 10/12</b>	1	1		
	Boardmaker Assignment due <b>Sat. 10/12</b>			3	
	Field Placement and Reflection due <b>Sat. 10/12</b>			2.5	
<b>Week #8 10/13</b>	<b>Communication, Social Skills and Social Relationships</b>				
<b>Reading Due</b>	Hall Chapter 8: Focus on Communication Hall Chapter 9: Building Social Skills and Social Relationships		3	5,6,7	52
<b>Learning Module</b>	Week 8: Communication, language development, augmentative communication, PECS, Verbal Behavior, video modeling and social interventions.	2.5		5,6,7	
<b>Assignments Due</b>	Final Exam due <b>Sat. 10/19</b>	2	2		
	Field Placement and Reflection due <b>Sat. 10/19</b>		2.5		
	Course Evaluation due <b>Sat. 10/19</b>	.3			
	<b>Total Hours</b>	<b>42.3</b>	<b>61.5</b>		

\*Instructional Time (IT) 42 hrs. / 3 credits

\*Non-Instructional (N-IT)"Homework"

## Appendix A

### Movies with Themes Related to Autism Spectrum Disorders

1. [\*\*Rain Man\*\*](#). This movie took Academy honors for best director, screenplay, picture and actor (Dustin Hoffman) in 1988. It's a touching story about two brothers, an autistic one played by Dustin Hoffman who inherits 3 million dollars from their father, and a car dealer played by Tom Cruise who's been estranged from his family. The two brothers go on a cross-country journey after their father's death. **On Netflix.**

2. [\*\*Dad's in Heaven with Nixon\*\*](#). Documentary filmmaker Tom Murray chronicles the struggle of his mother to heal his brother's brain damage and autism, while delving into his family's sad history of mental illness and creative brilliance. **On Netflix.**

3. [\*\*Mozart & The Whale\*\*](#). Josh Hartnett and Radha Mitchell star in this romance between a boy and a girl who both have Asperger's Syndrome.

4. [\*\*What's Eating Gilbert Grape\*\*](#). Johnny Depp, Leonardo DiCaprio, Juliette Lewis, and Mary Steenburgen star in this 1993 movie about family loyalty, sadness and the power of love. **On Netflix.**

5. [\*\*The Asperger's Difference\*\*](#). This 30-minute documentary was produced for teens and young adults with High-Functioning Autism and Asperger Syndrome and those who interact and work with them. The film features the personal stories, challenges and triumphs of three students —

middle-school, high-school and college-age. Also included is a discussion guide with a list of resources to assist young people with Asperger's in building self-awareness, self-esteem and self-advocacy skills.

6. **Killer Diller**. Lucas Black, Fred Willard, William Lee Scott, and Ashley Johnson star in this 2004 film based on Clyde Edgerton's highly acclaimed novel. When guitar-playing car thief Wesley Benfield meets Vernon, an autistic savant with rocking piano skills, they transform themselves into the Killer Diller Blues Band.

7. **A Mile in His Shoes**. An inspiring story about a loving family, a special boy with an amazing gift, and the coach who believed in him. Dean Cain and Luke Schroder star in this heartwarming story about Mickey Tussler, a sheltered farm boy with Aspergers Syndrome and a killer fast-ball who's recruited by minor league manager "Murph" to play for his struggling baseball team. **On Netflix.**

8. **The Boy Who Could Fly**. Jay Underwood, Lucy Deakins, and Fred Savage star in this 1986 movie about an autistic teenager who goes to live with his uncle after both his parents die.

9. **Mercury Rising**. Bruce Willis, Alec Baldwin, and Miko Hughes star in this movie about a 9-year-old boy with autism who has a knack for breaking codes. He becomes a target of assassins after he breaks a top government code.

10. **A Mother's Courage: Talking Back to Autism**. This documentary by Fridrik Thor Fridriksson tells the story of a mother who has done everything in her power to help her son. Along the way, she meets other families and hears their unique stories about how they too have been touched by autism.

11. **David's Mother**. Kirstie Alley, Sam Waterston, Stockard Channing, and Chris Sarandon star in this 1994 movie about the mother of an autistic boy. When her devotion drives away her husband and daughter, she's approached by a social worker (Phylicia Rashad), who suggests placing the child in a special school.

12. **Autism: The Musical**. Following five L.A. children over the course of six months, director Tricia Regan captures the struggles and triumphs of their family lives and observes how this musical production gives the performers a comfort zone in which they can explore their creative sides.

13. **Fly Away**. This powerful film directed by Emmy Award winner Janet Grillo ("Autism: The Musical") follows the story of Jeanne and her autistic teenage daughter, Mandy. As the pressures of work and her child's needs increase, she must decide whether or not to enroll Mandy in a therapeutic residential facility. Greg Germann, Ashley Rickards, and Beth Broderick star. **On Netflix.**

14. **George**. Documentary filmmaker Henry Corra gave his 12-year-old autistic son a video camera to document his own life. "George," the film that emerged, is a moving look at autism. The film originally aired on HBO in 2000.

15. **The Horse Boy**. This movie chronicles the journey of the Isaacson family as they travel through Mongolia in search of a mysterious shaman who they believe can heal their autistic son. Delving into the world of autism, horses, shamanism, and Mongolia, it tells the story of a family that will go to the ends of the earth to find a way into their son's life. Directed by Michel Orion Scott, this movie stars Rupert Isaacson and Temple Grandin. **On Netflix.**
16. **Loving Lampposts**. What would you call a 4-year-old who caresses all the lampposts in the park? Quirky? Unusual? Sick? Such labels are at the center of the debate about autism: is it a disease or a different way of being or both? "Loving Lampposts" explores the debate with parents, doctors, therapists, and autistic people. **On Netflix.**
17. **The Red Kite Project**. This documentary follows Jacqueline Russell, Artistic Director of Chicago Children's Theater, as she sets out to create the first interactive, multi-sensory theatrical performance installation for children with autism. Having spent 13 years volunteering in classrooms of autistic children, Russell's mission is to assemble a team of artists, educators and parents to create a program that brings joy, excitement and education to autistic children.
18. **Temple Grandin**. Directed by Mick Jackson and starring Claire Danes and Julia Ormond, this HBO movie paints a picture of a young woman's perseverance and determination while struggling with the isolating challenges of autism at a time when it was still quite unknown. The film chronicles Temple's early diagnosis; her turbulent growth and development during her school years; the enduring support she received from her mother, aunt and her science teacher; and her emergence as a woman with an innate sensitivity and understanding of animal behavior.
19. **Snow Cake**. This 2006 drama focuses on the friendship between a high-functioning autistic woman and a man who is traumatized after a fatal car accident. Directed by Marc Evans, it stars Alan Rickman, Sigourney Weaver, Carrie-Anne Moss, and Emily Hampshire.
20. **Adam**. Directed by Max Mayer and starring Hugh Dancy, Rose Byrne, Peter Gallagher and Amy Irving, this 2009 movie follows the story of a lonely man with Asperger's Syndrome who develops a relationship with his upstairs neighbor.
21. **Molly**. A bachelor becomes the unwilling guardian of his autistic sister; then an experimental treatment works a dramatic change in her brain and his attitude. Directed by John Duigan, this movie stars Elisabeth Shue, Aaron Eckhart, Jill Hennessy and Thomas Jane.
22. **I Am Sam**. Directed by Jessie Nelson and starring Sean Penn, Michelle Pfeiffer, Dakota Fanning and Dianne Wiest, this movie follows an autistic man who fights for custody of his 7-year-old daughter, and in the process teaches his cold-hearted lawyer the value of love and family.
23. **The Other Sister**. Directed by Garry Marshall and starring Juliette Lewis, Diane Keaton, Giovanni Ribisi and Tom Skerritt, this 1999 movie follows an autistic girl who proves herself to be every bit as capable as her "perfect" sister when she moves into an apartment and begins going to college.

24. **Extremely Loud and Incredibly Close**. Thomas Horn plays a nine-year-old amateur inventor who searches New York City for the lock that matches a mysterious key left behind by his father, who died in the World Trade Center on September 11, 2001. Directed by Stephen Daldry, Tom Hanks, Sandra Bullock and Max von Sydow also star.

25. **Touch of Truth**. A battle between a mother and a psychologist for the heart and mind of an autistic boy turns into a desperate fight for justice in this powerfully compelling drama, based on a true story. Michael Switzer directed this 1994 TV movie which stars Patty Duke, Melissa Gilbert, Bradley Pierce, and Markus Flanagan

Appendix B

**Boardmaker Plus! Semesterware CD  
(Windows)**

**Activating the Boardmaker trial CD:**

**Note: This registration code forces the program to launch as Boardmaker Plus! regardless of what product you chose to install from the CD.**

Launch the program by double-clicking on the program icon found on your computer's desktop or in the Start menu. As the program launches, you will be asked to register the program. Click on the "Register Now" button and enter your registration information **EXACTLY** as it appears below. Once you enter this information, you will not be asked for it again.

**Registration Information:**

Name: 12/31/13 SEMESTERWARE  
Organization: MESSIAH COLLEGE  
Registration Number: 6PW073113 9966 5436 9234 6213

***Special purchase offer to Semesterware students!***

Purchase a full version of Boardmaker, Boardmaker Plus!, or Boardmaker with SD Pro by 12/31/07 and you will receive a 30% discount on the purchase price. To qualify for the 30% discount, you must return your Semesterware Boardmaker Plus! trial CD and provide proof of your student status (copy of a transcript or valid student ID). This offer is valid only through Mayer-Johnson.

**Boardmaker Plus™ v6 Semesterware  
(Macintosh)**

**You must enter the information below EXACTLY as it appears!  
Use the 'Tab' key on your keyboard to move from field to field.**

**Registration Information:**

Name: 12/31/13 SEMESTERWARE  
Organization: MESSIAH COLLEGE  
Registration Number: 6PM073113 4039 1420 4751 8503

**Running Boardmaker Plus for the first time:**



To launch the program, double-click on the "Boardmaker Plus" icon found on your computer's desktop. As the program starts up, you will be asked to register the program. Click on the "Register Now" button and enter your registration information EXACTLY as it appears above. Once you enter this information, you will not be asked for it again.

***Special purchase offer to Semesterware students!***

Purchase a full version of Boardmaker, Boardmaker Plus!, or Boardmaker with SD Pro by 12/31/08 and you will receive a 30% discount on the purchase price. To qualify for the 30% discount, you must return your Semesterware Boardmaker trial CD and provide proof of your student status (copy of a transcript or valid student ID). This offer is valid only through Mayer-Johnson.