



*Graduate Program in Education*

**INSTRUCTIONAL DESIGN AND ASSESSMENT FOR LEARNERS WITH AUTISM SPECTRUM  
DISORDERS (EDME 536-01)  
SPRING 2015**

---

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

**Course Dates:** January 11 to March 7, 2015

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

717-497-9846 (cell)

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

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

**Faculty Availability:** via chat discussion, email, text (717-497-9846), phone, Skype (nancyjpatrick) or FaceTime ([npatrick@msn.com](mailto:npatrick@msn.com)) or face-to-face by appointment.

**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 Discussion 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 you are expected to read the entire course syllabus, familiarize yourself with the course calendar and practice navigating the content in each of the Canvas tabs used in this course.

**Announcements:** Please make sure that you read the announcements every time you log in to the course and it is possible to set-up your email and/or smartphone to alerts of announcements posted in the course in Canvas. Announcements will be posted regularly with important course information. I will post a short announcement at the beginning of each week to provide an overview of the requirements for that particular week.

**Instructional Time:** In an eight-week course, 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:** In an eight-week course, students will spend between 8 and 10 hours (on average) per week engaging in tasks that are classified as non-instructional. Non-instructional tasks include reading the course materials, completing assignments, unsupervised group work, practice quizzes, preparing forum discussion responses, field placement hours and conducting research.

**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 Tuesday evenings. I am happy to talk on the phone, via the chat tool in Canvas, on Skype, on Facetime or in whatever way may be most convenient.

**Course Description:** This course is designed to prepare educators to conduct assessment and design instruction for students with Autism Spectrum Disorders. A strong emphasis is placed upon the use of assessment to guide instructional planning utilizing evidence-based practices and decision making for the purpose of providing appropriate programs in the least restrictive environment. This course includes a 20 hour field placement within an instructional setting that provides support and instruction to children and adolescents with autism spectrum disorders.

### **Graduate Program in Education Mapped Curriculum**

The fundamental educational task of Messiah College is to promote successful and meaningful learning and to help students attain the College-Wide Graduate Educational Objectives (CWGEOs) , [the Graduate Program in Education Program Objectives](#), and the objectives for each course in a student’s program.

The college and program objectives are measured through an [assessment plan](#) that allows the graduate faculty and college administrators to routinely evaluate and maintain the Graduate Program in Education’s effectiveness in meeting the required objectives. Student work samples are collected in accordance with the assessment plan and are anonymously evaluated using the assessment plan rubrics. You are invited and encouraged to read the objectives and assessment plan in the linked attachments.

### **Course Objectives:**

Students will be able to:

1. Identify and administer appropriate assessment tools for the purpose of establishing present levels of functioning for children and adolescents with autism spectrum disorders.
  - a. Identify the range of assessment domains (Comprehensive Autism Assessment Planning Tool, 2008) that may be relevant for planning instructional programs for students with ASD. ((PDE ASD Competency II-A)
  - b. Plan, structure, and conduct assessment for students with ASD. (PDE ASD Competency II-B)
  - c. Identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide (local) assessments for students with ASD. (PDE ASD Competency II-C)
2. Identify and administer ongoing data collection for the purpose of monitoring progress and adapting instruction
  - a. Describe, interpret, utilize, and evaluate data from ongoing progress monitoring and formative assessment methods to design and adapt programming for students with ASD. ( PDE ASD Competency II-D)

- b. Accommodate and/or modify specific instructional programs and materials to meet the needs of students with ASD in all environments.(PDE ASD Competency III-F)
3. Design instructional plans that utilize evidence-based interventions and instructional strategies.
  - a. Describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.(PDE ASD III-A)
  - b. Define and demonstrate skills related to verified evidence-based interventions and instruction established for students with ASD (National Standards Project, 2009). (PDE ASD III-D)
  - c. Describe the relative strengths and limitations of various augmentative communication systems as applicable to students' needs and the environment's requirements. (PDE ASD Competency III-G)
4. Provide systems of communication and organization that maximize learning for children and adolescents with autism spectrum disorder.
  - a. Organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels of instructional engagement for students with ASD. (PDE ASD Competency III-H)
  - b. Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with ASD. (PDE ASD Competency III-I)

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

Kearney, A. (2008) Understanding applied behavior analysis: An introduction to ABA for parents, teachers, and other professionals. London: Kingsley.

Required Tradebooks

Gray, C. (2010). The new social story book, revised and expanded 10th anniversary edition. Arlington: Future Horizons

Greenspan, S. & Wieder, S. (2006). Engaging autism: Using the Floortime approach to help children relate, communicate, and think. Philadelphia: Da Capo Press.

Kranowitz, C. (2005). The out-of-sync child. New York: Penguin Group.

Newman, B., Reeve, K., Reeve, S. & Ryan, C. (2003). Behaviorspeak: A glossary of terms in applied behavior analysis (Volume 1).

Reports and Other Materials

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

Phase 1: Findings and Conclusions (you will need to complete a short information form to access the download, the download is free):

[http://may.convio.net/NAC\\_Downloads](http://may.convio.net/NAC_Downloads)

Phase 2 will be released early in 2015.

Pennsylvania Department of Public Welfare (2008). *Comprehensive Autism Assessment Planning Tool*.

[http://www.dhs.state.pa.us/cs/groups/public/documents/document/s\\_001619.pdf](http://www.dhs.state.pa.us/cs/groups/public/documents/document/s_001619.pdf)

Comprehensive Autism Assessment (CAA) Examples of Tests and Tools Resource List.

[http://www.dpw.state.pa.us/cs/groups/public/documents/document/s\\_001618.pdf](http://www.dpw.state.pa.us/cs/groups/public/documents/document/s_001618.pdf)

#### Recommended

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

### **Course Requirements:**

**Projects:** All projects are to be completed using information from your field experience. Not every assignment will be a perfect fit, but you need to begin thinking about each project with the information you are gathering from your field experience. The specifics for each project are posted on Canvas along with a rubric for each assignment.

#### Assessing Motivation and Interests (Course Objective 1.b.)

For this assignment, you will create a reinforcement assessment and an interest survey. The reinforcement assessment will include four parts, a parent interview, student interview, and student observation sheet and student reinforcement trail.

The Interest Survey will assess a student's interests and will include a survey for the student and parent. Both assessments will require that you identify a student by age, developmental level, and reading level. This assignment is worth 50 points.

#### Assistive, Augmentative and Alternative Communication Technology Project (Course Objectives 2.b. & 3.c.)

For this assignment, you are going to familiarize yourself with various forms of assistive technology used for students with ASD. The uses include motivation, instruction, organization, self-regulation and augmentative communication. The kinds of technology include, but are not limited to Smartphones, iPads, Picture Communication, DynaVox, and laptops. This assignment is worth 50 points.

#### The Social Story™ 10.1 Tutorials Criterion Activities (Course Objectives 3.b.)

For this assignment, you are to complete the 10 Criterion tutorials for writing social stories. You will find these at the beginning of the Carol Gray book, *The New Social Story™ Book*. You will complete the 11 activities that are in blue or green. If the activity requires that you complete a task with using social stories in the book you do not need to include the actual stories, but do include the number for the story from the book. After completing, the activities please scan and upload the completed activities to Canvas under this assignment. Please print carefully so that I can read your handwriting. This assignment is worth 50 points.

#### Social Competence and Social Stories Project (Course Objectives 2.b. & 4.b.)

For this assignment, you are going to design a program that will help to develop the social skills for a student or small group of students with ASD. Some ideas for a program might involve playground time at recess, a social club during or after school or a special

interest club. For instance the special interest group could be a chess club, a technology group, a robot making group, acting or theatre group, studying certain genres of literature, or a music group.

This assignment requires that you design a program, the guidelines for training other professional and nonprofessional staff and cross age or peer tutors if you choose to enlist other children for the program and the instructional supports, to include at least one social story, for the student you targeted for the program. This assignment is worth 50 points.

#### Sensory Processing Case Study (Course Objectives 2.b., 3.b., 4.a. & 4.b.)

For this assignment, you are going to identify the sensory problems that a child is having from a case study using information from the *Out-of-Sync Child* text. You will then design an in-school program to address the student's sensory difficulties. You will also design a training program for the other professional and non-professionals working with the student. This assignment is worth 50 points.

#### ABA Instructional Plan (Course Objectives 1.a., 3.a. & 3.b.)

For this assignment, you are to design and deliver an instructional session with a student with ASD from your field experience using Applied Behavior Analysis (ABA). You may use the instructional plan format from your previous educational training. If you are not a certified teacher, you may use the template that I will provide in the course on Canvas.

The instructional plan must include the instructional goal, the exact steps you will use to teach the skill, the materials you will need, the reinforcements you will use, the schedule of reinforcements you plan to use, and a sample of the assessment and/or data collection tool you plan to use. This assignment is worth 50 points.

#### TEACCH Instructional Plan (Course Objectives 1.a., 2.b. & 3.b.)

For this assignment, you are to design and deliver an instructional session with a student with ASD from your field experience using the TEACCH approach. You may use the instructional plan format from your previous educational training. If you are not a certified teacher, you may use the template that I will provide in the course on Canvas.

The instructional plan must include the instructional goal, the exact steps you will use to teach the skill, the materials you will need, the reinforcements you will use, the schedule of reinforcements you plan to use, and a sample of the assessment and/or data collection tool you plan to use. This assignment is worth 50 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 seven 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 7:00 PM on Sunday of that same week.

#### Original Responses: (Course Objectives 1-4)



*Graduate Program in Education*

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.

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 provided by the student that was not included in the reading for the week (5 points), and both must be presented in APA style (5 points).

Response Posts are worth 10 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) and include at least one additional source in 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 Wednesday, January 14, to begin your field experience the week of January 18, 2015.***

### **Grading:**

Introduction	10				
Reinforcement and Interest Surveys	50				
Assistive Technology Project	50				
Social Competence Project	50				
Social Stories Criterion Activities	50				
Sensory Processing Case Study	50	A	93-100%	B-	80-82%
ABA Instructional Plan	50	A-	90-92%	C+	77-79%
TEACCH Instructional Plan	50	B+	87-89%	C	73-76%
Discussion Posts	315	B	83-86%	F	72 or less
Course Evaluation	20				
<b>Total Points</b>	<b>695</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.



## Graduate Program in Education

**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 **imperative** that your written work meet graduate level standards.

Discussion posts including original and response posts must answer the prompt fully, be clear, cohesive, well-organized and free from grammar, spelling and punctuation errors.

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**

The [Academic Integrity Policy for Graduate Students](#) is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

#### **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](#). Contact [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu), (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**

The [Writing Center](#) is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

### **Hardware and Software Recommendations**

Student [technology recommendations](#) are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

### **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**

[Technological support](#) is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the College's Learning Management System.

### **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."*

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.

Week	Assignments	Hours*		Obj.	Pages
		IT	N-IT		
<b>Week #1 1/11</b>	<b>Comprehensive Autism Assessment (CAA) Planning Tool</b>				
<b>Reading Due</b>	Zuddas, A. (2013). Autism assessment tools in the transition from DSM-IV to DSM-5. <i>European Child &amp; Adolescent Psychiatry</i> , 22(6), 325-327. doi:10.1007/s00787-013-0424-8		1.5		4
<b>Learning Module</b>	Week 1: Review of syllabus, DSM-5 Criteria for ASD, IDEA 2004 ASD Criteria, Comprehensive Autism Assessment (CAA) Tool, Teaching and Assessment.	2.5			
	Introduce yourself to the class <b>Tues. 1/13</b>	.5			
<b>Assignments Due</b>	Watch and summarize videos for discussion to use in original post due <b>Wed. 1/14</b>		2		
	Week #1 Original Post due <b>Wed. 1/14</b>	1	1.5	1	
	Week #1 Response Post due <b>Sun. 1/18</b>	1	1		
<b>Week #2 1/18</b>	<b>Family Needs &amp; Priorities, Preferences &amp; Motivators and Interests and Strengths</b>				
<b>Learning Module</b>	Week 2: Parenting Stress Index Presentation, Family Needs Survey, Reinforcer Assessment, Interest Inventory, Parent involvement in IEP process, Planning for parent needs	3			
<b>Reading Due</b>	Greenspan and Wieder Chapters 1 to 3	2			35
<b>Assignments Due</b>	Reinforcement and Interest Surveys due <b>Sun 1/25</b>		3		
	Week #2 Original Post due <b>Wed. 1/21</b>	1	1	1	
	Week #2 Response Post due <b>Sun. 1/25</b>	1	1		
	Field Placement		2.5		
<b>Week #3 1/25</b>	<b>Communication, Assistive Technology and Communication Models</b>				
<b>Reading Due</b>	Greenspan and Wieder Chapters 4 to 8		3.5		68
<b>Learning Module</b>	Week 3: Communication, Communication Models, including Verbal Behavior, PECS, and assistive and augmentative communication technology.	3	1		
<b>Assignments Due</b>	Week#3 Original Post due <b>Wed. 1/28</b>	1	1		
	Week #3 Response Post due <b>Sun. 11/16</b>	1	1	2,3	
	Assistive Technology Project due <b>Sun. 11/16</b>		2		
	Field Placement		2.5		
<b>Week #4 2/1</b>	<b>Social Competence</b>				
<b>Reading Due</b>	Gray Read and study The Social Story 10.1 Tutorials pgs. ix to 7 Gray Scan and read pg. 11 to pg. 231	3	3 2		51 220
<b>Learning</b>	Week 4:	2			

<b>Module</b>	Screening, Diagnostics, Progress Monitoring, Evidence-Based Assessment of Autism Spectrum Disorders in Children and Adolescents				
<b>Assignments</b>	Scan and submit the completed activities in The Social Story 10.1 Tutorial <b>Sun. 2/8</b>		.5		
<b>Due</b>	Social Competence and Social Stores assignment due <b>Sun. 2/8</b>		2	1,2,3,4	
	Field Placement		2.5		
<b>Week #5 2/8</b>	<b>Neurocognition, Sensory Processing and Emotional Regulation</b>				
<b>Reading Due</b>	Kranowitz Chapters 1 and 2 and How to Use This Book pg.xxvii		3		79
<b>Learning Module</b>	Week 5: Organization, Sensory Processing, Sensory Integration and Emotional Regulation	3			
<b>Assignments Due</b>	Week #5 Original Post due <b>Wed. 2/11</b>	1	1		
	Week #5 Response Post due <b>Sun. 2/15</b>	1	1	1,2,3,4	
	Sensory Processing Case Study due <b>Sun. 2/15</b>		3		
	Field Placement		2.5		
<b>Week #6 2/15</b>	<b>Adaptive Functioning and Perceptual Motor Development</b>				
<b>Reading Due</b>	Kearney Part 1 and Part 2		4		109
<b>Learning Module</b>	Week 6: Assessing adaptive skills, using ABA to teach adaptive skills, assessing perceptual motor development, applied behavior analysis and discrete trial.	3			
<b>Assignments Due</b>	Week #6 Original Post due <b>Wed. 2/18</b>	1	1		
	Week #6 Response Post due <b>Sun. 2/22</b>	1	1	1,3	
	Field Placement		2.5		
<b>Week #7 2/22</b>	<b>Teaching Academics</b>				
<b>Reading Due</b>	Newman book <i>Behaviorspeak</i> TEACCH Approach		3 1.5		126 24
<b>Learning Module</b>	Week 7: Academic instruction using ABA and TEACCH, visual supports, reinforcement, data collection and analysis.	3			
<b>Assignments Due</b>	Week #7 Original Post due <b>Wed. 2/25</b>	1	1		
	Week #7 Conversation with Nancy due <b>Sun. 3/1</b>	1	1	1,2,3	
	ABA Instructional Plan due <b>Sun. 3/1</b>		2		
	Field Placement		2.5		
<b>Week #8 3/1</b>	<b>Teaching for Transition and Post-Secondary Life</b>				



Graduate Program in Education

<b>Reading Due</b>	Teaching for Transition for Students with ASD		2		38
<b>Learning Module</b>	Week 8: Teaching for Transition and Post-Secondary Life	3			
<b>Assignments Due</b>	TEACCH Instructional Plan <b>due Sat. 3/7</b>		2		
	Week #8 Original Post due <b>Wed. 3/4</b>	1	1	1,2,4	
	Week #8 Response Post due <b>Sat. 3/7</b>	1	1		
	Course evaluation <b>Sat. 3/7</b>	.3			
	<b>Total Hours</b>	<b>42.3</b>	<b>70.5</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



*Graduate Program in Education*

## **Appendix B**

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