

**MARIAN UNIVERSITY
SCHOOL OF EDUCATION**

COURSE NUMBER: TDE604

SEMESTER/YEAR: Spring 2012

COURSE TITLE: Visual, Behavior & Social Strategies: Discover the Latest Technology and Evidence-Based Solutions for the Student/Child with Autism

INSTRUCTOR: Michele Skarda

CREDITS: 1, 2 or 3 credit
option

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I. COURSE DESCRIPTION:

This class accompanies the AEP Connections Conference February 9 – 10, 2012 in Voorhees, New Jersey

Day one of this conference, "Practical Technology Solutions for the Student with Autism Spectrum Disorder," provides interactive, innovative and practical technology-based solutions for the student with Autism Spectrum Disorder. Participants will engage in activities to further expand their understanding of Apps, Web 2.0 solutions, and general technology tools applicable to challenges in the area of academic, functional, and social growth and development. This presentation will cover numerous technology solutions and a specific training device is not required by participants.

Sean Smith, Ph.D. is an associate professor in the Department of Special Education as well as an associate researcher with the Center for Research on Learning and the eLearning Design Lab at the University of Kansas.

Day two of this conference, "Strategies That Work: Creating Success for Students/Children with ASD," will provide current evidence-based ideas and strategies for teachers and parents that are useful in assisting each individual with ASD to reach his or her potential. Children and students with Asperger Syndrome, High Functioning Autism, pervasive developmental disorders-not otherwise specified (PDD-NOS), and related exceptionalities have great potential, but all too often their abilities are not realized. Brenda Smith Myles, is the second most productive applied researcher in the field of autism from 1997-2004. This presentation will highlight social, communication, self-regulation, sensory and academic interventions that teachers and parents can implement immediately! Also included is what can cause anxiety for the student with AS/HFA, how this can lead to decreased academic, social performance, attention to task, and potential increases in behavior problems.

Prerequisite(s): None

PURPOSE AND RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK:

The conceptual framework for professional preparation programs in the School of Education at Marian University is oriented toward the development of learning-centered educators. The framework is organized around five interconnected themes: *Values and Ethics, Knowledge, Reflection, Collaboration, and Accountability*.

The purpose of this course is to explore and reflect on the numerous components necessary for successful inclusion programs for the K-12 students with autism spectrum disorder. The course will also give an overview of current thinking in the area of social, communication, self-regulation, sensory and academic interventions. This course will also address how to appropriately use adult support to *teach* independent functioning skills. Finally, the course will highlight applications such as the iPhone/iTouch/iPad which can make a difference in supporting a person with ASD. Numerous, innovative applications that will revolutionize your intervention strategies for people with ASD will be demonstrated.

II. COURSE OBJECTIVES:

The participant will:

- A. Identify, describe and utilize consideration/implementation tools specific to technology solutions.
- B. Describe and utilize a framework for technology understanding and application, specific to the characteristics associated with individuals with autism spectrum disorder.
- C. Analyze, select, and integrate Apps specific to learning, adaptive and social development needs.
- D. Demonstrate knowledge in technology-based solutions in the area of academic, adaptive and social development for individuals with autism spectrum disorder.
- E. Critique, search, compare, and integrate technology-based solutions specific to the general learning and social/behavioral needs of students with autism spectrum disorder.
- F. Identify strategies that lay the foundation for student success.
- G. Describe how to implement these strategies in school and community settings.
- H. Match and modify strategies to match the needs of individuals on the spectrum.
- I. Identify evidence-based social and communication supports for individuals with ASD.
- J. Identify evidence-based self-regulation and sensory supports for individuals with ASD.

III. SEQUENTIAL CONTENT: This conference will explore the numerous strategies necessary for successful inclusion programs for the K-12 students with autism spectrum disorder. The course will also give an overview of current thinking in the area of social, communication, self-regulation, sensory and academic interventions.

IV. TEACHING STRATEGIES

- A. Lecture
- B. Discovery Learning
- C. Demonstration
- D. Reflection

V. EVALUATION METHODS:

A. Attend all sessions of the conference	70%
B. Reflective Paper	30%
Total	100%

Reflective Paper Requirements and Tips

- A. List the speaker(s) name and write a line or two on what they will speak about at the event. Provide their current position and the background that gives them the authority to speak on their chosen subjects.
- B. Write down the original goal of the conference. Why you attended the conference. For example, I am an elementary teacher and I wanted to learn more about That would be the theme statement of your report.
- C. Write down the highlights from the speaker(s). If you are unclear about any of the speaker's main points, ask them about them afterwards or talk to other key people at the conference and get their opinion on the most important topics discussed.
- D. Write your reflective paper and finish it within 72 hours of the conference. It is important to get the information on paper while it is still fresh in your mind (plus there is also a deadline of one week after the conference ends to email your paper to mlskarda57@marianuniversity.edu within 7 days after the end of the conference.
- E. Read over your paper at least twice before you send it in and be sure to check your grammar, spelling and key facts. It's always better to let another pair of eyes check your work before you submit it.
- F. For 1 Graduate Credit Option.**
One Day Attendance and Reflective Paper
Paper should be 2 – 3 pages, 12 point font, doubled spaced.
- G. For 2 Graduate Credit Option.**
One Day Attendance and Reflective Paper
Paper should be 6 – 7 pages, 12 point font, doubled. The paper required for this 2 credit option should also include some additional research that you do on the topic covered at the conference. Use APA style formatting, including a works cited page for the additional research that you did on this topic.
OR
Two Day Attendance and Reflective Paper
Paper should be 2 – 3 pages, 12 point font, doubled.
- H. For 3 Graduate Credit Option.**
Two Day Attendance at the conference plus Reflective Paper
Paper should be 6 – 7 pages, 12 point font, doubled. The paper required for the 3 credit option should also include some additional research that you do on the topic covered at the conference. Use APA style formatting, including a works cited page for the additional research that you did on this topic.

VI. Academic Honesty Policy:

A policy of academic honesty is consistent with the mission statement of Marian University by ensuring academic integrity and thereby furthering the personal, moral, and intellectual development of the learning community. The intent of this policy is to establish consistency and to heighten the responsibility of the entire University community (faculty, staff and students) by identifying areas that would violate the concept of academic honesty. Little distinction is made between the student who is actually guilty of academic dishonesty and anyone who aids the student (e.g. by providing a copy of a stolen exam or by writing a paper for another student). An instructor and the University may change a student's grade at any time, even after a course has been completed, if the student has violated the Academic Honesty Policy.

The rules and procedures for academic honesty are set forth in the Academic Honesty Policy Sections of the Marian *University Graduate Educational Studies Information Guide*. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If an assignment is prepared by a student for this class, it is expected that it be the student's own work and that any use of the work of another in a student's paper be properly quoted and cited pursuant to the American Psychological Association (APA) Manual.

VII. INCOMPLETE POLICY (CHANGE OF GRADE)

The rules and procedures for academic honesty are set forth in the Incomplete Policy Section of the Marian *University Graduate Educational Studies Information Guide*. Upon the assignment of an incomplete (I), the student will have until the end of the following semester to complete the course work. An extension may be granted by the Chair of Educational Studies. If the work is not completed by the end of the following semester, the incomplete will be changed to an "F". (This does not apply to practicum courses or to Action Research courses.)

VIII. ATTENDANCE POLICY

Marian University has at the heart of its core values that it is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from class by a student not only limits that student's learning, but it also limits the learning of the entire class which is deprived of that student's input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus. Such criteria are supported by Marian University. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

IX. DISABILITY STATEMENT

Marian University will provide reasonable accommodations to qualified individuals with disabilities. If you feel you need accommodations to fully participate in this course, please contact Lisa Olig, Coordinator of Disability Services and Academic Support at 920-923-8951 or lmolig65@marianuniversity.edu

X. REQUIRED READINGS

Optional

XI. GRADE INFORMATION AND TRANSCRIPTS

Marian University, like most Institutes of Higher Education do not mail out individual grade reports anymore. Instead they make it available to request an official transcript or download an unofficial one to verify course completions. Once a new student registers for a class, they are entered into the Marian Registration system; you will then be sent information from our IT Department to set up a username and password to allow you to access our online student services system known as SabreNet. If you have any trouble with this process you can email the help desk at helpdesk@marianuniversity.edu and they will walk you through it. This system will allow you to print off an unofficial transcript with your grade on it, once grades have been posted. You can also get an official copy of your transcript through Marian by going to the Registrar's page at <http://www.marianuniversity.edu/registrar/> and filling out the transcript request form. Marian does not charge for official transcripts at this time, so if you need a copy of your grade for tuition remission or other such purposes, I would recommend going to this link and mailing in the form to request an official copy for your records, which you can then copy for your records and submit to your school district.