



ED 500

Autism Advocate: Supporting ASD Students

Course Format: Online

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Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

Additional Course Description:

The goal of this course is to provide participants with the skills necessary to advocate for and effectively teach students with Autism Spectrum Disorder (ASD). Those skills will be developed through an exploration of the defining components of ASD diagnosis, assessment, treatment, and services, as well as strategies, programs, and available services for addressing the key components of ASD through evidence-based practices. Throughout the course, participants will also be asked to reflect on their prior experience and apply the concepts and strategies they learn to improve current practices.

In the final project, participants will create a comprehensive student plan for an ASD-eligible student. The student plan will demonstrate the participant’s knowledge of the various concepts, practices, and resources explored throughout the course.

Required Text(s) and Other Materials: None.

Course Objectives:

- Define Autism Spectrum Disorder by its key components.
- Differentiate between medical diagnosis and school-based ASD eligibility.
- Examine the challenges that students with ASD face with social interactions, communication, and other behaviors.
- Apply programs, services, and classroom strategies for addressing the challenges faced by students with ASD .
- Create a plan for the effective implementation of various resources to provide a holistic experience for each and every student.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
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1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Week 1: Defining Autism Spectrum Disorder	Challenges in Social Interactions, Communication, and Repetitive/Restrictive Behaviors Medical Diagnosis and School Eligibility Treatment and Services (4 hours)	Observing Interactions (3 hours)	Assessment Plan (4 hours)	11
Week 2: Determining Goals and Making Accommodations	Individualized Education Plans (IEP) Present Level of Academic and Functional Performance Goals and Objectives	Goal Setting (3 hours)	Services and Accommodations (4 hours)	11

	Programs, Services, and Accommodations (4 hours)			
Week 3: Strategies for Addressing Social Interaction and Restrictive, Repetitive Behavior	Social Interaction: Establishing Peer Relationships, Social and Emotional Reciprocity, and Nonverbal Behaviors Behavior: Preoccupation, Inflexibility, and Sensory Challenges (4 hours)	Strategies in Practice (3 hours)	Individualized Education Plan (IEP) (4 hours)	11
Week 4: Strategies for Addressing Communication	Delay or Lack of Spoken Language, Pragmatic Language, and Stereotyped or Repetitive Language Review weeks 1-3 (2 hours)	Strategies in Practice (3 hours)	Comprehensive Student Plan Reflection (7 hours)	12
Total				45

Attendance/Participation:

In order to be in attendance during the week, you must post at least one message to the weekly thread on the discussion board by Thursday night of each week. Messages such as “I agree” or “Good job” do not qualify as substantive. I am looking for messages which further develop the content of discussion.

Grading:

Grading Breakdown:

Discussion (4 @ 10 pts/each)	40 points
Assessment Plan	20 points
Services and Accommodations	20 points
Individualized Education Plan	20 points

Comprehensive Student Plan	20 points
Reflection	20 points
Total	140 points

Grading Scale:

112-140 pts	Satisfactory
<112 pts	Unsatisfactory

Rubrics:

Discussions (10 points/each):

Criteria	Emerging	Competent	Proficient
Initial Post (5 pts)	Initial post fails to address all of the required prompts. 0-2 points	Initial post addresses all of the required prompts. Application of course content is sufficient. 3-4 points	Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 5 points
Responses (5 pts)	Responses to classmates are missing or insufficient. 0-2 points	Responses to classmates are sufficient. 3-4 point	Responses to classmates seek to further the discussion in meaningful ways. 5 points

Assessment Plan (20 points):

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Biographical Information (Step 1)	Clearly and articulately describes all of the required components of the	Succinctly describes basic components of the student's biographical	Identifies basic components of the student's biographical information but	Fails to identify basic components of the student's biographical information

	<p>student's biographical information</p> <p>4 points</p>	<p>information</p> <p>3 points</p>	<p>may not provide enough information for a complete profile</p> <p>1-2 points</p>	<p>0 points</p>
<p>Observed Challenges (Step 2)</p>	<p>Details at least one observation in each of the areas identified</p> <p>Provides clear and specific examples to illustrate each observation</p> <p>4 points</p>	<p>Identifies at least one observation in each of the areas identified and provides general examples or details to illustrate each observation</p> <p>3 points</p>	<p>Identifies observations in two of the areas identified</p> <p>AND/OR</p> <p>Fails to clearly detail observations in a way that provides a clear picture</p> <p>1-2 points</p>	<p>Identifies observations in only one of the areas identified</p> <p>AND/OR</p> <p>Fails to provide evidence or examples in support of observations</p> <p>0 points</p>
<p>Assessment Plan (Step 3)</p>	<p>Clearly indicates all required components of the assessment plan (members, tools, environments)</p> <p>Thoughtfully considers the role and purpose of each required component</p> <p>4 points</p>	<p>Generally addresses all required components of the assessment plan (members, tools, environments)</p> <p>Consideration was given to the role and purpose of the plan, but may be lacking in some areas</p> <p>3 points</p>	<p>Provides most of the required components of the assessment plan (members, tools, environments)</p> <p>AND/OR</p> <p>Provides general considerations to most, but not all, of the plan components</p> <p>1-2 points</p>	<p>Fails to adequately address the required components of the plan</p> <p>AND/OR</p> <p>Fails to adequately address the role and purpose of plan components</p> <p>0 points</p>
<p>Anticipate Findings (Step 4)</p>	<p>Details potential results of the plan in a way that</p>	<p>Identifies potential results of the plan</p>	<p>Generally identifies a result of the plan, but</p>	<p>Fails to clearly identify realistic results of the</p>

	demonstrates a holistic understanding of the student, as well as all components of the assessment plan 4 points	Identified results are realistic potential outcomes based on plan components 3 points	those results may not be directly or inherently connected to the plan as described 1-2 points	assessment plan 0 points
Reflection (Step 5)	Clearly addresses the potential opportunities and challenges of executing the assessment plan Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs 4 points	Generally addresses both the potential opportunities and challenges of executing the assessment plan Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs 3 points	Addresses basic opportunities and challenges of executing the assessment plan Fails to adequately address personal strengths and weaknesses in relation to the student's needs 1-2 points	Fails to address opportunities and/or challenges of executing the assessment plan AND/OR Fails to address personal strengths and weaknesses in relation to the student's needs 0 points

Services and Accommodations (20 points)

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Special Education Services	Clearly and accurately identifies two distinct special education services for students with ASD Thoughtfully	Identifies two special education services for students with ASD Identifies the benefits of each 6-8 points	Identifies general services, but may fail to make a clear distinction between services, AND/OR only identifies and discusses one	Fails to clearly identify or discuss any special education services for students with ASD 0-2 points

	discusses how each may make an impact on students 9-10 points		service 3-5 points	
Special Education Accommodations	Clearly and accurately identifies two distinct special education accommodations for students with ASD Thoughtfully discusses how each may make an impact on students 9-10 points	Identifies two special education accommodations for students with ASD Identifies the benefits of each 6-8 points	Identifies general accommodations, but may fail to make a clear distinction between services, AND/OR only identifies and discusses one accommodation 3-5 points	Fails to clearly identify or discuss any special education accommodations for students with ASD 0-2 points

Individualized Education Plan (20 points):

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Biographical Information (Step 1)	Clearly and articulately describes all of the required components of the student's biographical information 3 points	Succinctly describes basic components of the student's biographical information 2 points	Identifies basic components of the student's biographical information but may not provide enough information for a complete profile 1 point	Fails to identify basic components of the student's biographical information 0 points
Observed Challenges (Step 2)	Details at least three observations pertinent to the	Identifies at least three observations pertinent to the	Identifies two observations pertinent to the	Identifies fewer than two observations

	<p>challenges described in Step 1</p> <p>Provides clear and specific examples to illustrate each observation</p> <p>3 points</p>	<p>challenges described in Step 1 and provides general examples or details to illustrate each observation</p> <p>2 points</p>	<p>challenges described in Step 1</p> <p>AND/OR</p> <p>Fails to clearly detail observations in a way that provides a clear picture</p> <p>1 point</p>	<p>pertinent to the challenges described in Step</p> <p>AND/OR</p> <p>Fails to provide evidence or examples in support of observations</p> <p>0 points</p>
<p>PLAFP Statement and Strategies (Step 3)</p>	<p>Provides a clear and concise PLAFP statement</p> <p>Includes three appropriate strategies and thoughtfully defends the use of each in the context of the student's unique needs</p> <p>4 points</p>	<p>Provides an appropriate PLAFP statement</p> <p>Includes three appropriate strategies and explains why each was chosen</p> <p>3 points</p>	<p>PLAFP statement may be unclear or incomplete</p> <p>AND/OR</p> <p>Includes two appropriate strategies with explanations for each</p> <p>1-2 points</p>	<p>PLAFP statement is missing, inaccurate, or otherwise inappropriate</p> <p>AND/OR</p> <p>Includes fewer than two strategies and explanations</p> <p>0 points</p>
<p>Goals and Objectives (Step 4)</p>	<p>Provides a clear and concise goal that is appropriate for the unique needs of the student</p> <p>Includes two objectives and clearly ties each to the overall goal</p> <p>3 points</p>	<p>Provides a goal that is appropriate for the student as described</p> <p>Includes two objectives associated with the goal</p> <p>2 points</p>	<p>Provides a general goal for the student</p> <p>Includes two objectives, but they may not be clearly associated with the goal</p> <p>1 point</p>	<p>Fails to provide an appropriate goal for the student</p> <p>AND/OR</p> <p>Includes fewer than two associated objectives</p> <p>0 points</p>

Programs and Services (Step 5)	Program or service described is appropriate for the student, clearly explained, and demonstrates thoughtful examination 4 points	Program or service described is appropriate for the student and justified 3 points	Program or service is generally appropriate for improving social interactions, but may not be clearly tied to the student's needs 1-2 points	Program or service is inappropriate, unjustified, or missing 0 points
Reflection (Step 6)	Clearly addresses the potential opportunities and challenges of executing the IEP Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs 3 points	Generally addresses both the potential opportunities and challenges of executing the IEP Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs 2 points	Addresses basic opportunities and challenges of executing the IEP Fails to adequately address personal strengths and weaknesses in relation to the student's needs 1 point	Fails to address opportunities and/or challenges of executing the IEP AND/OR Fails to address personal strengths and weaknesses in relation to the student's needs 0 points

Comprehensive Student Plan (20 points)

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Student Profile	Clearly and articulately describes all of the required components of the student profile 4 points	Succinctly describes basic components of the student profile 3 points	Identifies basic components of the student profile but may not provide enough information for a complete profile 1-2 points	Fails to identify basic components of the student profile 0 points

<p>PLAFP Statement and Strategies</p>	<p>Provides a clear and concise PLAFP statement</p> <p>Includes three appropriate strategies and thoughtfully defends the use of each in the context of the student's unique needs</p> <p>4 points</p>	<p>Provides an appropriate PLAFP statement</p> <p>Includes three appropriate strategies and explains why each was chosen</p> <p>3 points</p>	<p>PLAFP statement may be unclear or incomplete</p> <p>AND/OR</p> <p>Includes two appropriate strategies with explanations for each</p> <p>1-2 points</p>	<p>PLAFP statement is missing, inaccurate, or otherwise inappropriate</p> <p>AND/OR</p> <p>Includes fewer than two strategies and explanations</p> <p>0 points</p>
<p>Goals</p>	<p>Provides a clear and concise goal for each area that is appropriate for the unique needs of the student</p> <p>4 points</p>	<p>Provides a goal for each area that is appropriate for the student as described</p> <p>3 points</p>	<p>Provides a general goal for each area, with only vague explanation or justification</p> <p>1-2 points</p>	<p>Fails to provide an appropriate goal for each area</p> <p>0 points</p>
<p>Original Materials</p>	<p>Provides three original, evidence-based materials that demonstrate thoughtful consideration of the student's needs and goals</p> <p>4 points</p>	<p>Provides three original, evidence-based materials that are appropriate for meeting the student's needs and goals</p> <p>3 points</p>	<p>Provides two evidence-based materials associated with the student's needs and goals</p> <p>1-2 points</p>	<p>Provides fewer than two evidence-based materials associated with the student's needs and goals</p> <p>0 points</p>
<p>Reflection</p>	<p>Clearly addresses all required prompts.</p> <p>Demonstrates thoughtful</p>	<p>Generally addresses all required prompts</p> <p>3 points</p>	<p>Addresses required prompts, but lacks detail or focus</p> <p>1-2 points</p>	<p>Fails to address all required prompts</p> <p>0 points</p>

	consideration of the audience and course content			
	4 points			

Reflection (20 points)

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order. 3 or more errors in formatting 0-5 points	Reflection is smooth and placed in order. 1-2 errors 6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria. No errors 9-10 points
Question Responses (10 pts)	Minimal response to question criteria. 0-5 points	Criteria covered. 6-8 points	Descriptive detail justifying the response to all questions. 9-10 points

Late Work:

An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 20% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education

"solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).