

# Autism Disorder Methods Class

Spring 2010



Wednesday 6:00pm-8:45pm  
Catherine O'Brien, M.S., EIS, CCHC

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**Course Name: Children on the Autism Spectrum**

**Common Course Number: ECE\*252, 3 Credit Hours**

This course introduces students to the causes, prevalence, diagnosis and interventions across childcare and educational settings. Specific diagnostic categories of ASD will be identified and aligned with both traditional and nontraditional strategies to support engagement, learning and relationships. The identification process of ASD, general causes and symptoms and incidences of this disorder will be outlined before discussing classroom strategies. This course acquaints students with various approaches, use of ABA strategies and importance of data.

ENG\* K100 eligibility or permission of instructor, Exceptional Child, Intro. to Special Education or Abnormal Psychology.

**Course Outcomes:**

Upon completion of the course, the students will be able to:

- Identify and explain what is an autistic spectrum Disorder (ASD), what causes ASD and how children are screened for these disorders.
- Demonstrate ability to outline the principles of Intervention for Young Children on the ASD.
- Define and Integrate approaches and demonstrate ability to use variety of methods across settings
- Assess effectiveness of intervention approaches within a program and for an individual child.

**Key Learning Goals**

- Describe the diagnostic criteria of autism and PDD
- Identify the theorized etiologies of the ASD's including genes/environment interaction.

- Describe when ASD's and autism may become evident and how early this may take place
- Describe characteristics and issues surrounding autism in early childhood including impact of social communicative, cognitive and play skills and speech and language acquisition;
- Discuss Theory of Mind and its criticisms;
- Discuss educational issues related to autism and PDD's;
- Discuss the different interventions available for autism and PDD, their appropriateness, the pros and cons as it relates to the child and his setting. Some of the interventions discussed will be ABA, floortime social pragmatic approach, sensory integration;
- Recognize the ethical concerns and dilemma's related to working with children on the autism spectrum and their families
- Identify resources for determining state and federal legislation and its' effect on serving young children with autism and their families
- Demonstrate writing and literacy skills aligned with the State of Connecticut Teaching Competencies;

- Use Writing Center and library as needed to complete writing requirement

### **Method of Evaluation**

- Class participation and individual contribution.
- Short essay and matching terminology examinations.
- Childcare setting group presentation
- Notebook Reading Summaries
- Responsive Classroom Participation
- Current event presentations: newspapers, job situations, prof. journals and other appropriate events current to student experience



## Grading System for Children on the Autism Spectrum – Spring 2010

Requirements for Spring Children on the Autism Spectrum:		Your GRADE	Confirmed
1. Individual Presentation	250		
2. Midterm	200		
3. Notebook Chapter Summaries Chapters (20 pts apiece)	100		
4. Child care setting group presentation	150		
5. Current events 12.5 pts per event total of 16 due	200		
6. Advocacy & Professionalism: Attend public hearing on legislation relative to early childhood issues, or an AEYC meeting or Readiness Council meeting in Norwich, Groton or New London or attend meeting at local FRIENDSHIP School or charter school to Public School Choice when the agenda item is PDD, autism or Asperger's Syndrome. Bring back agenda and notes of discussion and how it relates to your learning.	Extra credit		
7. Attendance and participation <u>All missed classes, late arrivals and LATE ASSIGNMENTS work against your grade.</u> This is an intense course – participation and attendance are critical to your success. Each class missed will count against your grade. Off tasks behaviors, negative attitudes and unprofessional class time conversations will be taken from this point average. Outside research, assisting others outside of class, positive leadership and taking extra steps to read, study and investigate the observation process will warrant extra points. Each student will have a voice so please allow them this freedom by LISTENING – thanks.	100 points		
Ask QUESTIONS!!!!	Total	1000 divided by 10= grade	

## SPRING 2010

**Jan. 18** Martin Luther King Day - **College Closed**

**Jan. 19** New Student Orientation

**Jan. 20** Professional Day

Last Day for Full Tuition Refund

**Jan. 21** **Classes Begin**/Late Registration Begins

Add/Drop Period Begins

**Jan. 25** First 7-Week Mods Begin

**Jan. 28** Instructor Signature Required to Add Classes

**Feb. 3** Last Day of Add/Drop and Partial Tuition Refund

**Feb. 4** **College Professional Day – Classes Not in Session**

**Feb. 15** President's Day Observed – **Classes Not in Session**

**Feb. 18** Last Day to Select Audit Option

**Mar. 24** First 7-Week Mods End

**Mar. 25** Second 7-Week Mods Begin

**Mar. 7 - 13** Spring Break - **Classes Not in Session**

**Apr. 8** Last Day to Select Pass/Fail Option

Last Day to Submit Incomplete Work from Fall '09 semester and Intersession '10.

**Apr. 2 - 4** Spring Recess – **College Closed**

**Apr. 15** Last Day to apply for Summer (August '10) Graduation

**Apr. 16** Faculty System Professional Day – **Classes In Session**

**May 10** Last Day to Withdraw from Classes

**May 17** Last Day of 15 Week Session

**May 17** Second 7-Week Mods End

**May 18 - 19** Makeup/Supplemental sessions – **Instructor Discretion**

**May 21** Final Grades Due

**May 27** Student grades available on Web

**May 22** **Commencement**

**May 31** Memorial Day - **College Closed**

**June 15** Last day to apply for Fall Graduation (December '10)

### Grading System

The following numerical grade system will be used

Grade	Equivalent	Quality Points
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A	96-100	4.0
A-	90-95	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F		0.0

**Missed Classes:** For full credits, assignments must be submitted at class time, unless otherwise approved by the instructor. NO CREDIT will be given for late assignments past the grace period with the exception of extreme circumstances.

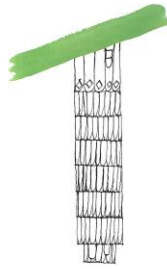
### Special Needs/Disabilities Statement

If you have a hidden or visible disability or special circumstance, which may require my attention or classroom or test taking modifications, please see me as soon as possible. If you have not already done so, please consult with Chris Scarborough, Disabilities Student Counselor or speak to me during the FIRST WEEK OF CLASS.

### College Resources

In order to pursue a career in teaching, you **MUST** be **literate**. To help you with your writing skills, we have the privilege of working with The Norwich Adult Education who will visit our classroom to give you the resources to improve your writing. **Please UTILIZE** this service; it is an investment of time that will help you tremendously.

### Cellular Phones and



### Beeper

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

This class has incorporated the following NAEYC standards into its' goals. Throughout your studies toward your ECE degree you will meet all of these requirements.

### E-mails

Please make sure you have a current email address on file with the Registrar's office. Please make sure

that you have a professional email not one that reads like a Nickelodeon special <"Ilovebobby@aol" or an R-rated version. Your emails should be professionally

Through out the course, our goal is to meet the following National Association of Young Children Standards

### NAEYC STANDARDS....

- Standard 1: Promoting child development and learning
- Standard 2: Building family and community relationships
- Standard 3: Observing, documenting, and assessing to support young children and families
- Standard 4: Teaching and learning
- Standard 5: Becoming a professional

### The Supportive Skills

- Supportive Skill 1: Self-assessment and self-advocacy
- Supportive Skill 2: Mastering and applying foundational concepts from general education
- Supportive Skill 3: Written and verbal communications skills
- Supportive Skill 4: Making connections between prior knowledge/experience and new learning
- Supportive Skill 5: Identifying and using professional resources presented.

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Supportive Skill 5: Identifying and using professional resources

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## Course Outline: Spring 2010

Week #	Dates		Assignments	Objective	NAEYC/NCATE Standards for Professional Preparation Programs
1	January 27	What is Autism and why does it occur?	Current event presentation	Identify and explain what is an autistic spectrum Disorder (ASD), what causes ASD	Standard 1: Promoting child development and learning Standard 4: Teaching and learning Standard 5: Becoming a professional
2	February 3	Continued Why does it occur: Environment and biology?	Current event presentation	Describe the diagnostic criteria of autism and PDD  And how children are screened for disorders	Standard 4: Teaching and learning Standard 5: Becoming a professional
3	February 10	How early can ASD occur?	Current event presentation Notebook summary due	Describe when ASD's and autism may become evident and how early this may take place	Standard 1: Promoting child development and learning Standard 4: Teaching and learning Standard 5: Becoming a professional
4	February 17	Infants to Three years old	Current event presentation	Describe characteristics and issues surrounding autism in infants and toddlers with attention to infancy, mid-infancy and late infancy including impact of social communicative, cognitive and play skills	Standard 4: Teaching and learning Standard 5: Becoming a professional



5	February 24	Preschool years	Current event presentation Notebook summary due	Describe characteristics and issues surrounding autism in preschool aged children including impact of social communicative, cognitive and play skills	Standard 1: Promoting Child Development and Learning: -Knowing and understanding young children's characteristics and needs
6	March 3rd (March 10 <sup>th</sup> no class )	Early school years	Current event presentation	Describe characteristics and issues surrounding autism in school aged children including impact of social communicative, cognitive and play skills	-Know and understand the multiple influences on development and learning
7	March 17th	Interventions: ABA	Current event presentation Guest speaker: Tyler Fovel, BCBA, MS, author, consultant Notebook summary due	Discuss ABA as an interventions and the data available for autism and PDD, its appropriateness for I/T, preschool and school aged children and their families, the pros and cons as it relates to the child's setting.	Standard 4: Teaching and learning Standard 5: Becoming a professional
8	March 24th	Interventions: Social	Take Home EXAM  Current event presentation Guest Speaker: Staff from The Friendship School Autism Support Class that uses SCERTS and other models	Discuss SCERTS, floortime/DIR and RDI as interventions and the data available for autism and PDD, its appropriateness for I/T, preschool and school aged children and their families, the pros and cons as it relates to the child's setting.	Standard 4: Teaching and learning Standard 5: Becoming a professional
10	March 31	Interventions: Sensory Diet Alternatives	Current event presentation  Guest OT and SLP speaker presently working school and home setting in autism program	Discuss Sensory, Diet, Visual technologies and other alternatives as interventions and the data available for autism and PDD, its appropriateness for I/T, preschool and school aged children and their families, the pros and cons as it relates to the child's setting.	Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

11	April 7	Working with FAMILIES	Current event presentation Notebook summary due	Recognize the ethical concerns and dilemma's related to working with children on the autism spectrum and their families	Standard 3: Building family and community relationships
12	April 14	Theory of Mind	Current event presentation	Discuss Theory of Mind and its criticisms	-Know and understand the multiple influences on development and learning
13	April 21	Educational Issues/Concerns	Current event presentation	Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions;  Discuss educational issues related to autism and PDD's;	Standard 4: Teaching and learning  Standard 5: Becoming a professional
14	April 28	Classroom, home and childcare settings to support children on the spectrum and their families	Present in Groups Current event presentation Notebook summary due	Debate the different interventions available for autism and PDD, their appropriateness, the pros and cons as it relates to the child and his setting. Some of the interventions discussed will be ABA, floortime social pragmatic approach, sensory integration;	Standard 1: Promoting child development and learning  Standard 4: Teaching and learning
15	May 5	Student presentations	Individual presentations Current event presentation		
16	May 12	Student presentations	Current event presentation Student presentations		
17	May 19 FINAL EXAM				

### **Websites and Readings**

**Required text: Learners on the Autism Spectrum: Preparing Highly Qualified Educators** Publisher: Autism/Asperger's Publishing;  
Editors: Kari Dunn Buron and Pamela Wolfberg Ph.D.

Additional readings will be made available during each class for the next class discussion:

[http://www.ninds.nih.gov/disorders/autism/detail\\_autism.htm](http://www.ninds.nih.gov/disorders/autism/detail_autism.htm)  
<http://www.nimh.nih.gov/health/publications/autism/complete-index.shtml><http://www.mugsy.org/pmh.htm>  
<http://www.autism-pdd.net/checklist.html>  
<http://www.autism-pdd.net/autism-books.html>

Rabin BS. [Stress, Immune Function, and Health: The Connection](#). New York, NY: Wiley-Liss & Sons Inc; 1999

<http://www.healing-arts.org/children/autism-overview.htm>  
<http://www.nlm.nih.gov/medlineplus/ency/article/001526.htm> (excellent)

<http://www.nlm.nih.gov/medlineplus/ency/article/001526.htm> (look at video glossary for strategies)  
<http://www.health-reports.com/autism.html?gclid=CNSbkcg0vp8CFYNo5QodA1Pg3Q> What parents and families are up against, no studies cited.  
[www.grandin.com](http://www.grandin.com)

<http://www.pbis.org>

<http://www.lovaas.com>

<http://www.teacch.com>

[http://www.play-to-learn.com/dir\\_floortime.htm](http://www.play-to-learn.com/dir_floortime.htm)

<http://abcnews.go.com/Health/AutismOverview/><http://www.pacificnet.net/~mandel/SpecialEducation.html>

<http://www.necc.org/>

<http://www.feat.org/>

[http://www.state.ct.us/sde/deps/Early/Preschool Assessment Framework.pdf](http://www.state.ct.us/sde/deps/Early/Preschool%20Assessment%20Framework.pdf)

<http://www.naeyc.org>

#### Bibliography:

Bredekamp, S. (1997). Developmentally appropriate practice: The early childhood educator as decision maker. In S. Bredekamp & C. Copple (Eds.), Developmentally appropriate practice in early childhood programs. Washington, DC: NAEYC.

Bredekamp, Sue, and Copple, Carol. (Eds.). (1997) Developmentally Appropriate Practice in Early Childhood Programs. - Revised edition. NAEYC: Washington, D.C.

Chatfield, Mimi Brodsky. (1993) Teaching is the Key of Life. NAEYC: Washington, D.C.

City of Reggio Emilia (1985). The Hundred Languages of Children. Reggio Emilia, Italy: Author.

Dodge, Diane Trister and Colker, Laura. (2002) The Creative Curriculum for Preschool. Fourth Edition. Teaching Strategies Inc.: Washington, D.C.

Dodge, Diane Trister, Dombro, Koralek, Derry Gosselin, Pizzolongo, P. (2004) Caring for Preschool Children. Third Edition. Teaching Strategies Inc.: Washington, D.C.

Gardner, H. (1995). Frames of Mind: Multiple Intelligence. New York: Basic Books.

Jones, Elizabeth, and Nimmo, John. (1994) Emergent Curriculum. NAEYC: Washington, D.C.

Herr, Judy. (2005) Working with Young Children. The Goodheart-Wilcox Company, Inc.: Illinois.

Landy, S. Pathways To Competence: Promoting Healthy Social And Emotional Development In Young Children. Paul H. Brooks, 2002.

Levin, Diane. Teaching Young Children In Violent Times, 2<sup>nd</sup> Edition. NAEYC, 2003

Mitchell, Anne, and David, Judy (Editors). (1992) Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education. Gryphon House: Maryland.

### **Other Resources:**

Early Start Denver Model for Young Children with Autism, Sally Rogers, Ph.D.

Harris, S. L. & Handleman, J. S. (1994). *Preschool education programs for children with autism*. Austin, TX: Pro-ed.

Harris, Sandra L. & Weiss, Mary Jane (1998). *Right from the start - Behavioral intervention for young children with autism*. Bethesda, Md.: Woodbine House.

Koegel, Lynn, & LaZebnik. (2004). *Overcoming autism*. New York: Viking.

Koegel, Robert L., & Koegel, Lynn Kern. (2006). *Pivotal Response Treatments for Autism: Communication, Social, & Academic Development*. Baltimore: Paul H. Brookes Publishing Company.

Leaf, R., and McEachin, J. (Eds.) (1999). *A Work In Progress: Behavior Management Strategies and a Curriculum for Intensive Behavioral Treatment of Autism*. DRL Books.

Lovaas, O.I. (1981). *Teaching Developmentally Disabled Children: The ME Book*. Pro-Ed, Inc.

Maurice, C., Green, G., & Luce, S.C. (Eds) (1996). *Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals*. Pro-Ed, Inc.

Maurice, C., Green, G., & Foxx, R.M. (Eds.) (1996). *Making a Difference: Behavioral Intervention for Autism*. Pro-Ed, Inc.

Sundberg, M.L., & Partington, J.W. (1998). *Teaching Language to Children with Autism or Other Developmental Disabilities*. Behavior Analysts, Inc., Pleasant Hill, CA.

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