

Mayville State University

SPED 388, Autism Spectrum Disorders

Spring, 2025

3 Semester Hours

Course and Instructor Information

Instructor Name: Cortney Shuley

Contact Information: Office (116P) (701)788-4685, cortney.e.shuley.2@mayvillestate.edu (preferred)

Hours of Availability: M-F (9:00 a.m.- 3:30 p.m.)

Instruction Mode: Online, Asynchronous

Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: Online 1st 8 Weeks January 13th- March 9th

How to address your instructor: You can call me Cortney.

Course Description

This course will examine the historical perspectives of the autism spectrum, etiology, and characteristics associated with the wide range of disorders. Instructional strategies to be studied include academic skill acquisition, early communication, language acquisition and development, socialization, applied behavior analysis, and challenging behaviors. Instructional opportunities in non-education settings will be explored. Students will conduct research topics and review lesson plans on the internet.

Pre-/Co-requisites: Prerequisite: SPED 289.

Purpose:

This course is designed to provide educators with an in-depth look at Autism Spectrum Disorders, also referred to as pervasive developmental disorders. Educators need to recognize the wide disparities portrayed by children with ASD in relationship to deficits in social interaction, verbal and non-verbal communication, interests and activities. They must understand that positive interaction, including sensitivity and patience, with children with ASD is imperative. Building a relationship with the entire family is crucial; it requires respect, listening, caring, and acceptance. It requires allowing parents and siblings to express their feelings and assuring them that it is acceptable to express annoyance and disappointment with children's behaviors and progress; while at the same time helping them to identify dangerous behaviors that could place children at risk and helping them to identify effective ways of dealing with crisis in a variety of environments.

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Special Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#))/ESPB:

1. Describe and define Autism Spectrum Disorders (ASD) and distinguishing characteristics between each diagnosis.
2. Recognize characteristics of students that demonstrate social skill deficits and strategies to remediate social skills deficits.
3. Select appropriate instruction and interventions to support individuals.

4. Describe and distinguish various behavioral challenges, communication differences, and sensory integration disorders and recognize how they play a role in behavior.
5. Compare and evaluate a variety of current research for individuals with ASD
6. Create a program plan for inclusive education for students with ASD
7. Identify resources available to families of individuals with ASD

InTasc Principles:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Council for Exceptional Children Standards (2020):

Standard 2: Understanding and Addressing Each Individuals Developmental and Learning Needs. Candidates use their understanding of human growth and development, the multiple influences of development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making.

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Standard 6: Supporting Social, Emotional, and Behavioral Growth. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Standard 7: Collaborating with Team Members. Candidates apply team processes and communication strategies to collaborate in culturally responsive manner with families, paraprofessionals, and other professionals within the school, other education settings, and the community to play programs and access services for individuals with exceptionalities and their families.

Early Interventionist/Early Childhood Special Education (EI/ECSE) Standards (2020):

Standard 1: Child Development and Early Learning. Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Standard 2: Partnering with Families. Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction. Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

ND Early Childhood Teacher Education Standards:

Standard 2: Curriculum. The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

Standard 7: Families. The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

NAEYC Professional Standards and Competencies:

Standard 1: Child Development and Learning in Context. Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

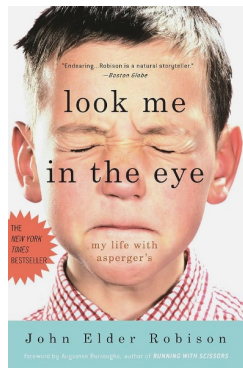
Standard 2: Family-Teacher Partnerships and Community Connections. Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

Standard 3: Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.

Introduce/Reinforces SLO #1: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

Introduce/Reinforces SLO #4: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

Required/Recommended Materials and Technologies



Robison, J. E., & Burroughs, A. (2008). *Look me in the eye: My life with asperger's*. Broadway Books.

Field Related Websites

Council for Exceptional Children: <http://cec.sped.org>

National Autism Association <http://nationalautismassociation.org>

Autism Speaks <http://www.autismspeaks.org>

National Autism Center <http://nationalautismcenter.org>

What Works Clearinghouse <http://www.whatworks.ed.gov/>

Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.

- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section at least daily.
- When I need to communicate with students individually, I will do so through an email. Students are accountable for all academic communications sent to their MSU email address.
- I will check my email and Blackboard Monday-Friday. If an email is sent during working hours, I will usually respond within a few hours. If it is sent after working hours, I will respond by the following morning. I try to not respond to emails over weekends.

Assignments and Assessments

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification.
- **Be prepared and complete assignments.** To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. Each week will open on Monday morning and assignments will be due the following Sunday at 11:59 pm. responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. If assignments are not submitted by due dates and the instructor is not notified, a Starfish flag will be raised to alert you of your missing assignment.
- **Participate.** To be successful in this online course, your participation is required. Participation in an online learning environment includes taking part in class discussions as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
- **Software Requirements:** Updated versions of Chrome, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents. All assignment documents need to be submitted as either a Word document or a PDF.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct** found in the MSU Student Handbook: <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Method of Evaluation/Grading

Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. The instructor will review assignments and due dates as class proceeds. It is the learner's

responsibility to meet assignment deadline dates. This demonstrates the learner's ability to acknowledge dispositions required for teacher candidates.

Grading Policies:

- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the Dropbox, and is the method used to determine if an assignment is late. The Dropboxes close 7 days after the due date, and the assignment is no longer accepted.
- Please do not email your work, Dropbox your work on Blackboard. If you have difficulty submitting, please make me aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time.
- Discussion Boards are not able to be made up if missed, review due dates, and make plans accordingly.

Assignments

Course Lessons (155 points)

Due: Various Due Dates

You will be completing 8 lessons through this session which will include readings, assignments, videos, worksheets, reflection and online discussions. Detailed instructions are on Blackboard. Discussion boards and Voice Threads will be the tools that you will use to respond to course content and to interact with your classmates. Components of each lesson will be graded. Grades for lessons will be submitted as they come due (see course calendar).

- Describe and define Autism Spectrum Disorders (ASD) and distinguishing characteristics between each diagnosis.
- Recognize characteristics of students that demonstrate social skill deficits and strategies to remediate social skills deficits.
- Select appropriate instruction and interventions to support individuals.
- Describe and distinguish various behavioral challenges, communication differences, and sensory integration disorders and recognize how they play a role in behavior.
- Create a program plan for inclusive education for students with ASD
- Identify resources available to families of individuals with ASD

Look Me In the Eye Matrix (100 points)

Due: February 23rd

Students will need to loan or purchase the selected book *Look Me in the Eye* by John Elder Robinson. You will read this book while keeping a running record of connections to course materials (e.g., historical factors, etiology, student characteristics, behavior, assessment, placement, social skills, sensory and communication issues and interventions). These connections will be cross-referenced with course and outside materials and reflected upon for integration into future work with individuals on the Autism Spectrum. A detailed assignment sheet with rubric is provided in Blackboard.

Assignment Objectives:

- Recognize characteristics of students that demonstrate social skill deficits and strategies to remediate social skills deficits
- Describe and distinguish various behavioral challenges, communication differences, and sensory integration disorders and recognize how they play a role in behavior.

ASD Program Plan (120 points)

Due: March 9th

This is a problem-based learning assignment. Based on a case study student with ASK, you will develop a quality program that addresses the student's needs. A detailed assignment sheet and template is provided in Blackboard.

Assignment Objectives:

- Create a program plan for inclusive education for students with ASD

Mini ASD Research Paper (36 points)

Due: March 9th

Read two research articles from professional journals on a single topic related to Autism Spectrum Disorders (e.g., specific disorders, assessment, effective programs, sensory issues, instruction, behaviors, and socialization). Summarize the findings of each article. Then compare/contrast the findings with information from the course and course resources. Describe the relevance of this information to your understanding of working with individuals with Autism Spectrum Disorders. You must include a title page, reference page and complete the paper using APA format. This paper should be 5-8 pages including the cover and reference pages. A detailed assignment sheet is provided in Blackboard.

Assignment Objective:

- Compare and evaluate a variety of current research for individuals with ASD

Assignment	Points	Due Date
Course Lessons	155	Check course outline for submission deadlines
Look Me in the Eye Matrix	100	February 23 rd
ASD Program Plan	120	March 9 th
Mini ASD Research Paper	36	March 9 th
Total	411	

Grading Scale

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

A= 94 – 100%	→	388– 411 points
B= 87 – 93%	→	356 – 387 points
C= 80 – 86%	→	329– 355 points
D= 70 – 79%	→	288 – 328 points
F= < 70%	→	0 – 287 points

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment

verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course or this course.

Important Student Information

Instructions: In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Starfish

This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish.

Please see the Starfish webpage for additional details: <https://mayvillestate.edu/academics/starfish/>.

AI Use:

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and specific assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor).

Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course.

Instructional Strategies

- Cooperative Learning
- Independent Study
- Questioning
- Direct Instruction
- Discovery Learning
- Reflection

Learning Experiences

- Critical Analysis
- Modeling
- Guided Practice
- Discussions
- Social Learning
- Problem Solving
- Skill Building
- Professional Decision Making

References/Bibliography

Autism spectrum disorder (part 1): An overview for educators. IRIS Center. (n.d.).
https://iris.peabody.vanderbilt.edu/module/asd1/cr_assess/#content

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Family engagement: Collaborating with families of students with disabilities. IRIS Center. (n.d.-b).
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Grandin, T. (2020, August 6). *Helping students with autism transition from school to work*. IBCCES.
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Melson, D. (2023, September 14). *Life skills: A vital part of Autism Education*. Sarah Dooley Center for Autism. <https://www.sarahdooleycenter.org/news/life-skills-for-autism-education/>

North Dakota Department of Public Instruction. (2014). ND Guidelines for Serving Students with Autism Spectrum Disorders in Educational Settings. Bismarck.

Odom, S. L., Hall, L. J., Morin, K. L., Kraemer, B. R., Hume, K. A., McIntyre, N. S., Nowell, S. W., Steinbrenner, J. R., Tomaszewski, B., Sam, A. M., & DaWalt, L. (2021). Educational interventions for children and youth with autism: A 40-Year perspective. *Journal of Autism and Developmental Disorders*, 51(12), 4354–4369. <https://doi.org/10.1007/s10803-021-04990-1>

Ohio Center for Autism and Low Incidence. (n.d.). *Introduction to ASD*. OCALI. https://www.ocali.org/project/asd_intro

Partnership for extraordinary minds. Classroom & learning accommodations for autistic students. (n.d.). <https://xminds.org/accommodations>

Social Skills Resources for elementary. The Pathway 2 Success. (n.d.). <https://www.thepathway2success.com/social-skills-for-elementary/>

Szidon, K., Ruppert, A., & Smith, L. (2014). Five steps for developing effective transition plans for high school students with autism spectrum disorder. *TEACHING Exceptional Children*, 47(3), 147–152. <https://doi.org/10.1177/0040059914559780>

The National Center for Learning Disabilities. (2013, March 5). *What is autism spectrum disorder?*. YouTube. <https://www.youtube.com/watch?v=0Pp8jcQ97pY>

Course Timeline/Schedule

COURSE OUTLINE – SPED 388

The following is a tentative schedule and may be subject to change. Weekly readings and assignments will be posted on Blackboard as well. Assignments are due on Sunday at midnight. ie. Week 1 is due at midnight on Jan 14th.

Lesson	Topics	Due
1	Welcome What is ASD?	• Due Jan. 19 th
2	Student Description	• Due Jan 26 th
3	Interventions	• Due Feb 2 nd
4	Academics	• Due Feb 9 th
5	Behavior	• Due Feb 16 th
6	Social Skills	• Due Feb. 23 rd

7	Career/ Life Skills/ Transition	• Due March 2 nd
8	Family Involvement	• Due March 9 th
Assignment	Description	• Due Date
Look Me In The Eye	See above in Course Requirements	• February 23 rd
ASD Program Plan	See above in Course Requirements	• March 9 th
Mini Research Paper	See above in Course Requirements	• March 9 th