# EEX 6298-001 CRN xxxxx
# Interventions for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders

Wednesday, 5:00 – 7:50pm
3 credits

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FAU
DEPARTMENT OF SPECIAL EDUCATION
College of Education
Florida Atlantic University

## Course Description

This is a comprehensive course covering effective instructional practices for teaching social, communication, academic, and functional skills to students with autism spectrum disorders (ASD).

## Instructional Method

This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

## Prerequisites/Corequisites

EEX 6095 (Nature and Characteristics of ASD) or EEX 5051 or EEX 2010 or EEX 4070 (Introduction to Special Education)

## Guidelines Used for Developing Course

- State of Florida Certification Standards for Exceptional Student Education (ESE)
- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- State of Florida Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)

(The applicable standards for this course are presented in Appendix A of this syllabus).

## Course Objectives/Student Learning Outcomes

The overall objective of this course is to equip educators with knowledge of the nature of ASD and specialized intervention skills enabling them to effectively meet the needs of students with ASD. Specifically, upon completion of this course the student will be able to:

1. Describe effective ways to collaborate with family members, including families from culturally and linguistically diverse backgrounds, of a child with ASD. (CEC cc10K4, cc10S3, cc10S10) (ESE 3.6) (ESOL 1.1e, 3.2h)

2. Identify evidence-based practices that are culturally responsive for teaching social, communication, academic, and functional skills to students with ASD. (CEC cc4K1, dd4K1, K2, 4K3, cc5K5) (ESE 3.5, 3.8, 3.11, 5.3, 5.8, 5.9, 6.1) (ESOL 3.2i, 3.3a, 3.3b, 4.2a)
3. Identify visual supports and other strategies for assisting students with ASD in functioning in a variety of environments to which they will be transitioning. (CEC cc4S6) (ESE 7.4)
4. Describe and use specialized teaching strategies (e.g., discrete trial, verbal behavior, error correction, incidental teaching) to meet the needs of students with ASD. (CEC dd4S1, dd5S3) (ESE 3.5)
5. Identify instructional strategies for acquisition, generalization, and maintenance of skills. (CEC c4S4) (ESE 3.3, 6.2)
6. Identify assistive technology, augmentative, and alternative communication systems available for students with ASD. (CEC dd5S3, cc6K4, cc6S1, dd6S1) (ESE 5.4)
7. Select relevant general education and alternate standards and curricula appropriate for a student's age, instructional needs, and functional performance across settings. (CEC dd1K2, dd5S5) (ESE 3.4)

## Assessment Procedures

| Assignment | Points | % of Course Grade |
|---|---|---|
| Visual and Organizations supports assignment | 10 | 8% |
| Evidence-Based Practice review | 10 | 8% |
| Teaching Activity | 10 | 8% |
| Video Self-modeling Project | 10 | 8% |
| Participation | 10 | 8% |
| Competency Assessment-Lesson Planning (4 @ 5 pts. ea.) | 20 | 15% |
| Quizzes/ Study Questions (6 @ 10 pts. ea.) | 60 | 45% |
| **TOTAL** | 130 | 100% |

## Department Grading Scale

Activity scores are cumulative and the grade scale represents percentage of total points earned.

| | | | |
|---|---|---|---|
| A = 93-100 | A- = 90-92 | B- = 87=89 | B = 83-86 |
| B- = 80-82 | C+ = 77-79 | C = 73-76 | C- = 70-72 |
| D+ = 67-69 | D = 63-66 | D- = 60-62 | F = Below 60 |

# Course Assignments

**1. COMPETENCY ASSESSMENT: LESSON PLANNING (20 pts.)**
In teams of two, students will develop a lesson plan(s) for each of the following domains:
A. social,
B. communication,
C. academic: two lesson plans (one for math and one for reading or language arts/writing),
D. functional daily living skills (addressing transition-vocational or safety/self-preservation skills)
*total of 5 lesson plans per team

**Each lesson must be a direct presentation of essentially new content**. A resource is provided by Rosenberg, O'Shea, and O'Shea to serve as a review of lesson planning for those who need it. The components of that document should be used to guide your lesson plan. It is expected that all plans will incorporate high rates of positive reinforcement. Make note of likely opportunities to use positive reinforcement in your lesson plan explicitly.

Along with your lesson plan, provide the materials that will be necessary to teach the skill in the way you propose in your lesson. If, for example, you will be using colored chips and a spinner, include these.

Note that this is the Critical Assignment for this course and it is being done on a team basis. Both members of the team will share the grade. Should one or more team members fail to live up to their team responsibilities, it is the student's responsibility to inform the instructor in a timely basis of the problem (A timely basis does not mean telling the instructor at the time the assignment is due to be turned in. Please communicate about such issues should they occur.)

***Competency Assessment and Florida Educator Accomplished Practices***

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the DSE Master's Degree Program**. For this course, the Educator Accomplished Practices (EAP 10.1, 10.2) will be measured by the Lesson Planning assignment, which is the Competency Assignment.** Please read carefully the DSE departmental policy on Critical Assignments.

**DSE Departmental Policy on CRITICAL ASSIGNMENT(S):**

**Competency Assessments, *Live Text*, and the COE Assessment System:**
Many courses in the DSE Department contain Competency Assessments or Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For ***this*** course however, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

**Assessment criteria:**
A student must earn a **minimum grade of 83%** of the points allotted for the Competency Assessment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the Competency Assessment.

**Remediation policy:**
1. **If a student is passing the course**, but has failed to pass the Competency Assessment with a minimum of 83% of the possible points for the assignment, the student will receive an "I" in the

course until the Competency Assessment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the DSE sequence of courses. The original points earned for the initial attempt at the Competency Assessment will be used to calculate the final grade in the course. **If the resubmitted Competency Assessment is not successfully passed,** the grade for the course will be B- or below regardless of the total points earned in the course.

2. **If a student is not passing the course,** and has failed to pass the Competency Assessment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

## 2. VISUAL AND ORGANIZATIONAL SUPPORTS FOR THE ASD CLASSROOM (10 pts)

One of the things that may separate an ASD classroom from the classrooms of those for other students is the reliance on visual and organizational supports. Using Kabot and Reeve as a guide, each student is to compile the following:

1. 10 photos of things you do in your ASD class to maximize visual strengths or to support organization. For each photo, provide a brief description (25 words or less), noting the purpose of the visual and the rationale for its use;
2. One photo of your class scheduling system with a description and the rationale for its use;
3. A carefully drawn (using a ruler or straight edge or computer drawn) classroom layout for your ASD classroom. Label major areas.
4. Provide the policy or practice used in your class or at your school for staff to follow in the event that a child is reported missing. If none is used, draft a sample policy indicating that none is currently in place at your school.

Compilation of supports will be developed into a presentation (e.g., PowerPoint, Prezi, etc.). Presentations will be submitted to Canvas and presented in class (no more than 10 minutes).

*If you are not teaching in an ASD classroom, you should find someone with an ASD classroom and arrange to take photographs of their classroom. (**No children should be photographed!)
- Follow the expectations outlined above.
- For the classroom layout, develop the layout on an ASD classroom you hope to have or might have in the future.
- Specify a grade level or grade range.

If you are doing middle or high school, consider substituting some student specific visual supports like a specialized student's agenda, Power Cards, or identification cards in place of the classroom visuals. For the layout, develop this on a secondary class model classroom that you would recommend. (The Els Center for Excellence, Palm Beach School for Autism and many Palm Beach and Broward district schools will likely offer good models for this if needed.)

**3. EVIDENCE-BASED PRACTICES (10 pts.)**

**Part 1.** For this assignment we will use the National Autism Center, *Evidence-based practices and autism in the schools*, *2nd ed.* Each student will be assigned one of the 14 *Established Intervention.* (Students assigned to teams of two will also be tasked with addressing one of 18 *Emerging Interventions*.) Your task is to review the content on how these interventions are selected and then report on the evidence base for the interventions you have been assigned. While you can report on the National Autism Center document, you will need to review two or more additional supporting articles to support your paper.
Your final report will be a two-page summary of the evidence base for the assigned intervention supplemented by a PowerPoint or other supporting visual (within 2-3 slides), which will be shared in class.

**Part 2.** Review Chapter 4 of the National Autism Center, *Evidence-based practices and autism in the schools*, *2nd ed.*
1. Provide a one-page summary of the key recommendations
2. Develop a series of six (6) study questions for this chapter along with the answers to these questions.

Use rubric (Appendix A) as your guide in the development of this assignment.

**4. VIDEO SELF-MODELING PROJECT (10 pts.)**

**Develop video self-modeling material for a student with ASD and write a brief report**
You are to develop, script, title, shoot and edit video self-modeling (VSM) material suitable for a student with ASD. You may use friends or family members to assist you in acting out roles in your scenes. (NOTE: In lieu of using real children, you are to use adults who will act out the roles of the children with ASD and those helping them.)

The video should feature both the expected behavior in two scenes, and one scene in which problem behavior is featured. While this is contrary to the Bellini model of VSM, note that others, including Brady et al. (2016) emphasize the benefits of showing the incorrect behavior coupled with discrimination training so that the student can be fully aware of the difference between what they are being asked to do and what they have been doing in the past.
Additionally, your video should have simple titles indicating the actors, title of the video, nature of the scene to be shown (correct behavior or incorrect behavior) and other credits. Be prepared to show your video to the entire class.
**Video Topic:** The focus of this video should be bullying. You can focus on identification of bullying, how to avoid being bullied, how to respond to a bullying situation, or some other aspect of the topic that would be beneficial to a student with ASD in the context of school programs.
Your team is responsible for providing one report (no more than two pages in length) in which you provide answers to each of the following:

1. How you selected the social skill challenge you selected
2. How you selected the correct model for the behavior you wished to teach
3. How you selected the non-example of the target behavior (i.e., the problem behavior)
4. How you would implement the VSM with the student (when, in what formats, how to present it, etc.)

5. What you would expect to see change with the student's behavior and how you would measure this, accompanied by a data collection sheet.
6. A graph with both baseline data showing the current (real or hypothetical) data of the target student and then a first intervention phase in which you would expect to see the changes in the student behavior.

**5. TEACHING ACTIVITY (10 pts)**
Students are expected to present the essential features of one core teaching approach or skill. Each teaching presentation will feature (a) a description of the skill, (b) attributes, (c) best or most efficient uses and limitations (strengths or weaknesses of the evidence) and (d) any ethical cautions or concerns that may have been noted in the literature for that skill.

Additionally, you are to provide an APA formed reference list of at least 5 journal articles that offer evidence that the teaching approach is effective with students with ASD or students with disabilities. Include a demonstration of how the skill will be used with students with ASD in a classroom setting. You may model this yourself and share your recorded video in class or you can include a supplemental video in your presentation. The choice is yours.

Presentation topic options are:

| | | |
|---|---|---|
| Interest-based lessons | Picture schedules | Virtual reality programs |
| Proloquo2Go (or equivalent) | Transition *Discovery* | PECS |
| Fluency based teaching/PT | Prompting strategies | Handwriting without Tears |
| Pivotal response teaching | Direct instruction | Computer-based instruction |
| Self-monitoring/recording | Video self-modeling | Self-correcting materials |
| Cooperative Learning | Tasks analysis | Reverse Mainstreaming |
| Facilitated or guided play | Instructing peers on ASD | EIBI |
| Vizzle or Teach Town | Verbal Behavior | Animal-assisted instruction |
| Mentoring or peer mentoring | Think Aloud for reading | Smart Board |
| TEACCH–basic components | PEERS Social Skills Curriculum | |

**6. PARTICIPATION (10 pts.)**
Students will be expected to participate in live class discussions and demonstrate knowledge gained from assigned readings. Students will also be expected to answer short questions at the beginning and/or end of live class meeting and from class recordings reflecting their understanding of the week's lesson. All questions must be answered to receive credit for participation. Students must be physically present in class to earn participation points during live class meetings.

**7. QUIZZES (30 pts.)**
There will be 6 online quizzes taken throughout the semester. Quizzes are closed-book and will reflect content of the assigned readings and class lecture presented in the weeks prior. Quizzes

will be taken in class and will be timed. Students will have 20 minutes to complete the quiz, which will consist of 10 multiple choice and/or open-ended questions.

**PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS**

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the DSE program. DSE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

## Classroom Etiquette Policy

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." ***Please be respectful of your instructor and classmates by adhering to this policy.***

## Professional Ethics/Policies and Expectations (if applicable)

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the DSE program.

## Technology

Email: Your FAU email address will be used.
Canvas: This course may be web assisted through FAU Canvas site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: https://canvas.fau.edu/ (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Canvas is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

## Course Communication Policy

Please allow your instructor 24-48 hours to respond to an email. Teachers and school staff constantly use email as they communicate so please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.___) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? (https://odr.dc.gov/page/people-first-language)

## Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. **If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.**
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. **Attendance is required**. Any more than 3 unexcused absences will result in a failing grade. Viewing of recorded class lessons does not supplant class attendance.
5. Due dates for assignments are provided in the course outline and will be enforced. **Late assignments will not be accepted**.
6. University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities and religious accommodation will be made for students who request them. **You must request accommodations before you are absent from class**.
7. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
8. Grades of Incomplete ("I") are very rarely provided and are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.
9. ***Computers/laptops are allowed for note taking purpose only.***

## Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to www.fau.edu/counseling/

## Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

## Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which all students enjoy an equal opportunity to succeed. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see University Regulation 4.001.

## Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

# Required Texts/Readings

Kluth, P. (2010). *You're Going to Love This Kid! Teaching Children with Autism in the Inclusive Classroom- 2nd edition.* Baltimore, MD: Paul Brookes.
ISBN-10: 159857079X ISBN-13: 978-1598570793

*Kabot, S., & Reeve, C. (2010). Setting up classroom spaces that support students with autism spectrum disorders. Shawnee Mission, KS: AAPC.

*National Autism Center. (2015). *Evidence-based practice and autism in the schools, 2nd ed.* Randolph, MA: National Autism Center.

*to be provided by instructor

**Each of the journal articles listed in the bibliography are the required readings for this course. The course schedule identifies the order in which the articles are to be read. You can access each of the journal articles through the FAU library system. If you are not yet familiar with electronic retrieval, this may be the right time to learn how to access these resources.

Other material as identified in the schedule of topics and in the reference list.

**Required viewing:** *Be Safe the Movie: How to Interact Safely with the Police* (2013). This is an instructional video on how adolescents with ASD can be taught in the context of a secondary program to interact safely and functionally with the police. This material will be shared in class with a set of study questions to guide your viewing. Viewing time approx. 25 minutes

# Bibliography

Adreon, D., & Durocher, J. S. (2007). Evaluating the college transition needs of individuals with high-functioning autism spectrum disorders. Intervention in School and Clinic, 42(5), 271–279.

Barnett, J. H., Frankel, A, J., & Fisher, K. W. (2018). Systematic review of evidence-based interventions in science for students with autism spectrum disorders. Education and training in Autism and Developmental Disabilities, 53(2), 128-145.

Barry, M. L., & Burlew, B. S., (2004). Using social stories to teach choice and play skills to children with autism. Focus on Autism and Other Developmental Disabilities, 19(1), 45-51.

Bellini, S., Akullian, J., & Hopf, A. (2007). Increasing social engagement in young children with autism spectrum disorders using video self-modeling. School Psychology Review, 36, 80-90.

Chiang, H., & Lin, Y. (2007a). Reading comprehension for students with autism spectrum disorders: A review of the literature. Focus on Autism and Other Developmental Disabilities, 22(4), 259-267.

Chiang, H., & Lin, Y. (2007b). Mathematical ability of students with Asperger Syndrome and high-functioning autism: A review of the literature. Autism, 11, 547-556.

Dunlap, G., Kern, L., & Worcester, J. (2001). ABA and academic instruction. Focus on Autism and Other Developmental Disabilities, 16(2), 129–136.

Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for children with autism spectrum disorder. Focus on Autism and Other Developmental Disabilities, 18(3), 150-165.

Kassardjian, A., Leaf, J.B., Ravid, D., Leaf, J. A., Alcalay, A., Dale, S.,…Oppenheim-Leaf, M. (2014). Comparing the teaching interaction procedure to social stories: A replication study. Journal of Autism Developmental Disorders, 44, 2329–2340.

King, S. A., Lemons, C. J., & Davidson, K. A. (2016). Math interventions for students with autism spectrum disorder: A best-evidence synthesis. Exceptional Children, 82(4), 443–462.

Kluth, P. (2003). You're going to love this kid: Teaching student with autism in the inclusive classroom. Baltimore, MD: Paul Brookes.

Knight, V., McKissick, B.R. & Saunders, A. (2013). A review of technology-based interventions to teach academic skills to students with autism spectrum disorder. Journal of Autism Developmental Disorders, 43, 2628–2648.

Koegel, K. L., Koegel, L. R., Frea, W., and Green-Hopkins, I. (2003). Priming as a method of coordinating educational services for students with autism. Language, Speech, and Hearing Services in Schools, 34, 228-235.

Leaf, J., Oppenheim-Leaf, M., Leaf, R., Taubman, M., McEachin, J., Parker, T., . . . Mountjoy, T. (2015). What is the proof? A methodological review of studies that have utilized social stories. Education and Training in Autism and Developmental Disabilities, 50(2), 127-141.

Laugeson, E. A., Ellingsen, R., Sanderson, J., Tucci, L., & Bates, S. (2014). The ABC's of teaching social skills to adolescents with autism spectrum disorder in the classroom: The UCLA PEERS program, Journal of Autism and Developmental Disorders, 44(9), 2244-2256.

MacDuff, G.S., Krantz, P. J., & McClannahan, L.E. (1993). Teaching children with autism to use photographic activity schedules: Maintenance and generalization of complex response chains. Journal of Applied Behavior Analysis, 26, 89-97.

Mercer & Mercer. (2005). Teaching academic skills: Chapter 12: Teaching math. (*excerpt provided by instructor)

Mirenda, P. (2001). Autism, augmentative communication, and assistive technology: What do we really know? Focus on Autism and Other Developmental Disabilities,16(3), 141-151.

Myles, B. S., Huggins, A., Rome-Lake, M., Hagiwara, T., Barnhill, G. P., & Griswold, D. E. (2003). Written language profile of children and youth with asperger syndrome: From research to practice. Education and Training in Developmental Disabilities, 38, 362-369.

Organization for Autism Research. (2014). Life journey through autism: A guide to safety

Patton, J. R., Cronin, M. E., Bassett, D. S., & Koppel, A. E. (1997). A life skills approach to mathematics instruction: preparing students with learning disabilities for the real-life math demands of adulthood. Journal of Learning Disabilities, 30(2).

Pierce, K., & Schreibman, L. (1994). Teaching daily living skills to children with autism in unsupervised settings through pictorial self-management. Journal of Applied Behavior Analysis, 27, 471-481.

Smith, T. (2001). Discrete trial training in the treatment of autism. Focus on Autism and Other Developmental Disabilities, 16(2), 86-92.

Wehman, P., Brooke, V.A., & Revell, W. G. (2007). Inclusive employment: Rolling back segregation for people with disabilities. In real work for real pay. Eds. Wehman, P., Inge, K. J., Brooke, V.A., & Revell, W. G. Baltimore, MD: Paul Brookes. (*excerpt provided by instructor)

Wetherby, A. M., & Prizant, B. M. (2005). Enhancing language and communication development in autism spectrum disorders: Assessment and intervention Guidelines. In D. Zager, (Ed) Autism spectrum disorders: Identification, education and treatment. Mahwah, NJ: Lawrence Erlbaum. (*excerpt provided by instructor)

Volkmar, F. R., & Wiesner, L.A. (2009). A practical guide to autism. (Chapter 11, Safety). New York, NY: John Wiley. (*excerpt provided by instructor)

# Appendix A

**GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.**

**The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.**

**COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS for EEX 6298**

*What every special educator must know: The international standards for the preparation and certification of special education teachers*, 1995. Reston, VA: CEC Publications.

***1. Foundations***

dd1K2 Continuum of placement and services available for individuals with developmental disabilities

***4. Instructional Strategies***

cc4K1 Evidence-based practices validated for specific characteristics of learners and settings.

dd4K2 Evidence-based practices for teaching individuals with pervasive developmental disabilities, autism, and autism spectrum disorders

dd4K3 Specialized curriculum specifically designed to meet the needs of individuals with pervasive developmental disabilities, autism, and autism spectrum disorders

cc4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments

cc4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs

dd4S1 Use specialized teaching strategies matched to the need of the learner

***5. Learning Environments/Social Interactions***

cc5K5 Social skills need for educational and other environments

dd5S3 Use and maintain assistive technologies

dd5S5 Plan instruction for individuals with developmental disabilities in a variety of settings

***6. Language***

cc6K4 Augmentative and assistive communication strategies

cc6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs

dd6S1 Plan instruction on the use of alternative and augmentative communication systems

***10. Collaboration***

cc10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members

cc10S3 Foster respectful and beneficial relationships between families and professionals

cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

## *STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION*

3.3 Identify instructional strategies for acquisition, generalization, and maintenance of skills (e.g., functional and applied academic skills, workplace and career skills, independent living skills) across school, home, work, and community settings.

3.4 Select relevant general education and alternate standards and curricula appropriate for a student's age, instructional needs, and functional performance across settings.

3.5 Identify methods for differentiating, accommodating, and modifying assessment, instruction, and materials in order to meet individual student needs (e.g., related to age, gender, cultural and linguistic background, preferred communication mode).

3.6 Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals, including students, families, and team members from culturally and linguistically diverse backgrounds, as equal members of the educational team.

3.8 Identify effective instructional methods (e.g., explicit and systematic instruction, scaffolding, modeling) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula.

3.11 Identify effective instructional methods and supports (e.g., direct instruction, visual supports, manipulatives) for teaching mathematics and integrating mathematics across the curricula.

5.3 Select strategies for integrating communication instruction to meet individual student needs across educational settings.

5.4 Select appropriate assistive technology and alternative communication systems to facilitate communication.

5.8 Identify characteristics of reading difficulties.

5.9 Identify and select prevention and intervention methods for addressing reading difficulties.

6.1 Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.

6.2 Identify methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, in the community).

7.4 Identify resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning.

## *FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP)*

10.1 Plans activities with identified performance and learning outcomes

10.2 Plans activities that help participant develop knowledge through a variety of strategies

## *FLORIDA SUBJECT MATTER COMPETENCIES ESOL (ESOL)*

1.1e Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

3.3a Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

3.2i Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.3b Use a variety of materials and other resources, including L1 resources for ELLs to develop language and content-area skills.

4.2a Select and adapt culturally responsive/sensitive, age-appropriate and linguistically accessible materials.

# Appendix C

## Rubric for Visual and Organizational Supports

Visual and Organizational Supports

| | |
|---|---|
| | 10 visual/organization support (with description and rationale) (0.5 pts. each) |
| | Class scheduling system (with description and rationale) (1 pt.) |
| | Classroom layout (2 pts.) |
| | Missing child policy (1 pt.) |
| | Adherence to expectations (i.e., minimum words on slides, 10 min. time limit) (1 pt) |

**A**

## Rubric for Evidence-based Practices Assignment

**EBP Grading Rubric**

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Completeness | 5 pts<br>Exemplary: Thorough review on assigned EBP, including description of intervention and at least 2 supporting articles; Chapter 4 summary highlights critical recommendations and at least 6 accompanying study questions are clearly developed and well-rounded; accompanying responses are thorough and reflect an understanding of the content. | 3 pts<br>Proficient: Review on assigned EBP includes description of intervention and/or at least 1 supporting article; Chapter 4 summary highlights some recommendations and/or less than 6 accompanying study questions are developed and/or accompanying responses do not demonstrate a thorough understanding of content. | 1 pts<br>Below Expectations: The information presented is vague, does not describe the intervention accurately, and/or does not summarize most of the relevant information presented in the selected chapter. | 5 pts |
| Presentation Format and Style | 3 pts<br>Exemplary: Presentation was clearly audible and slide transitions were coherent and addressed key features of intervention, including brief description and examples. | 2 pts<br>Proficient: Presentation was somewhat audible and slide transitions were fairly coherent and addressed some of the key features of intervention, and/or included a description and some examples. | 1 pts<br>Below Expectations: Presentation was barely audible and slide transitions were not consistently coherent; key features of intervention, description and examples not included. | 3 pts |
| Requirements & Mechanics | 2 pts<br>Exemplary: Page requirements met; no or minimal grammar and spelling errors. Writing is fluent. References are cited correctly. | 1 pts<br>Proficient: Page requirements not met; a few minor grammar and spelling mistakes. Writing is fluent. Most references are cited correctly. | 0 pts<br>Below Expectations: Page requirements not met and writing is incoherent and full of grammar and spelling mistakes. No references are made. | 2 pts |
| | | | | Total Points: 10 |

**Rubric for VSM Project**

| VSM Project | | | | |
|---|---|---|---|---|
| **Criteria** | **Ratings** | | | **Pts** |
| Content | **5.0 pts**<br>**Exemplary**<br>Video segments appropriately address topic of bullying across 2 different scenarios and includes a non-example; is clearly audible and visible; includes titles and credits. Report thoroughly addresses each of the 6 required components | **3.0 pts**<br>**Proficient**<br>Video segments appropriately address topic of bullying in at least one scenario and includes a non-example; is somewhat audible and visible; includes some titles or credits. Report addresses some of the 6 required components. | **0.0 pts**<br>**Below Expectations**<br>Video segments do not address the topic of bullying; are inaudible and/or not clearly visible; does not include titles or credits. Report addresses less than 3 of the required components. | 5.0 pts |
| Presentation Format and Style | **3.0 pts**<br>**Exemplary**<br>Video segments are clearly audible and visible and include titles and credits. | **3.0 pts**<br>**Proficient**<br>Video segments are somewhat inaudible and/or not clear to the viewer and/or do not include titles and credits. | **1.0 pts**<br>**Below Expectations**<br>Video segments are inaudible and/or not clear to the viewer and/or do not include titles and credits. | 3.0 pts |
| Requirements/Mechanics | **2.0 pts**<br>**Exemplary**<br>No or minimal grammar and spelling errors in video or report; page requirements met; writing is fluent. | **1.0 pts**<br>**Proficient**<br>A few minor grammar and spelling mistakes in video and/or report; page requirements not met; writing is somewhat fluent. | **0.0 pts**<br>**Below Expectations**<br>Many grammar and spelling mistakes in video and/or report; page requirements not met; writing is not fluent. | 2.0 pts |
| | | | | Total Points: 10.0 |

# EEX 6298 Competency Assessment Rubric

**Name:**_____**Date:**_____ **Overall Rating / Points Earned:**____/_____

**Results of this Competency Assessment: ___ Exceeds Expectations ___ Meets Expectation ___ Does not Meet Expectations**

**Course Name:** Intervention for Social, Communication, Academic, and Functional Skills **Title: Lesson Planning**
**Florida Educator Accomplished Practice: Standard10** **Indicator: 10.1 & 10.2**
**Description of Competency Assessment:** Student will select one of the following domains: social, academic, communication, safety and self-preservation or functional daily living skills and prepare five lesson plans to teach a skill in that domain. Lesson must reflect at three of the following: discrete trial training techniques, errorless teaching strategies, verbal behavior techniques, pivotal response techniques, assistive technology, PECS, cultural/linguistic diversity.

| Components of Assignment | Exceeds Expectations 92-100% | Meets Expectations 91- 84% | Does Not Meet Expectations <83% |
|---|---|---|---|
| **Content of lesson plans**<br><br>Value= 80% | The domain (social academic, communication or functional daily living skill) of the lesson plans is evident. Lessons reflect more than three of the following:<br>• discrete trial training technique<br>• cooperative learning strategies<br>• verbal behavior techniques<br>• pivotal response technique<br>• assistive technology<br>• cultural/linguistic diversity<br>• fun-based activity | The domain (social academic, communication or functional daily living skill) of the lesson plans is evident. Lessons reflect at least three of the following:<br>• discrete trial training technique<br>• cooperative learning strategies<br>• verbal behavior techniques<br>• pivotal response technique<br>• assistive technology<br>• cultural/linguistic diversity<br>• fun-based activity | Parts of the lesson plan are missing and/or lessons do not reflect at least three of the following:<br>• discrete trial training technique<br>• cooperative learning strategies•<br>• verbal behavior techniques<br>• pivotal response technique<br>• assistive technology<br>• cultural/linguistic diversity<br>• fun-based activity |
| **Mechanics**<br><br>Value = 15% | Text is clearly written with no errors in grammar, capitalization, punctuation, and spelling. | Text is clearly written with little or no editing required for grammar, capitalization, punctuation, and spelling. | Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required. |