

OCT 29

Courses	Request Tracking
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New Course Form

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Attachments:

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ID	Attachment
Delete: 683	EDS 661 Syllabus.docx

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Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: EDUCATION Today's Date: 10/29/2012
- b. * Department/Division: Early Childhood, Spec Ed, Rehab Counsel
- c. * Contact Person Name: Victoria Knight Email: vknight@uky.edu Phone: 859-257-9165
 * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year 1-2 Su 2013
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: EDS 661
- c. * Full Title: Advanced Instructional Strategies for Students with ASD
- d. Transcript Title (if full title is more than 40 characters): Adv Instruc Strat ASD
- e. To be Cross-Listed² with (Prefix and Number): n/a
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3.0
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:
 This course builds on topics previously learned in EDS 660. Teachers will learn to critically analyze current trends, issues, and therapies used with individuals with ASDs. Practical classroom strategies detailing what to teach based on assessment results, how to use data-based decisions to guide instruction, and an overview of alignment to state standards based on alternate assessments will also be reviewed. The primary goal of the course is to provide teachers with a comprehensive array of practical research-based instructional approaches for individuals with ASDs, criteria for determining which approaches to use, and planning for access to the general education curriculum for all students across the spectrum. Completion of this course sequence (in combination with EDS 660, EDS 662, and EDP 671) will prepare teachers for applications in the ASD Institute (EDS 663).
- k. Prerequisites, if any: EDS 601 and EDS 660
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected?

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 3.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery

⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

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EDS 661: Advanced Instructional Strategies for Individuals with ASD

Instructor:	Victoria Knight, Ph.D.
Office Location	227 F Taylor Education Building
Phone Number	859-257-9105
Email	v.knight@uky.edu
Virtual Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	E-mail
Anticipated Response Time	Within 48 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?web_ide=253&llib_id16
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	NA, Additional information will be on the Blackboard site. https://elearning.uky.edu

Course Description

This course builds on topics previously learned in EDS 660. Teachers will learn to critically analyze current trends, issues, and therapies used with individuals with ASDs. Practical classroom strategies detailing what to teach based on assessment results, how to use data-based decisions to guide instruction, and an overview of alignment to state standards based on alternate assessments will also be reviewed.

The primary goal of the course is to provide teachers with a comprehensive array of practical research-based instructional approaches for individuals with ASDs, criteria for determining which approaches to

use, and planning for access to the general education curriculum for all students across the spectrum. Completion of this course sequence (in combination with EDS 601, EDS660, and EDSxxx2) will prepare teachers for applications in the ASD Summer Institute (EDSxxx4).

Pre-requisites:

Graduate student status; EDS 601 pre-requisite.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning, and leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, Characteristics of Highly Effective Teaching and Learning, and the Praxis Knowledge and Content.

Learning Target/Outcomes: Special Education Content	Assessment (Formative/Summative)
Discuss the foundations of ASD, including current research related to etiology, definitions, history and the "epidemic" of ASD	Formative: Course readings, class discussions and activities Summative: quizzes, final exam
Design and implement an assessment plan, using the data from the plan to guide instruction, and to develop IEP goals and objectives.	Formative: Course readings, class discussions and activities Summative: Assessment project
Discuss and give examples of instructional strategies to promote communication, socialization, and behavior for persons with ASD	Formative: Course readings, class discussions and activities Summative: Visual strategies design, video modeling project, classroom design project, quizzes, final exam
Describe how to collaborate with families and other stakeholders for instructional planning	Formative: Course readings, class discussions and activities Summative: quizzes, final exam

Identify how to use early intervention strategies to promote success for individuals on the autism spectrum (e.g., joint action routines)	Formative: Course readings, class discussions and activities Summative: quizzes, final exam
Discuss issues related to transition, self-help, and independence for persons with ASD across the lifespan	Formative: Course readings, class discussions and activities Summative: quizzes, final exam
Identify evidence-based and research-based practices for students with ASD and be able to distinguish these from unfounded practices	Formative: Course readings, class discussions and activities Summative: quizzes and final exam
Identify ways to plan for generalization and maintenance of communication, socialization, and behavior skills	Formative: Course readings, class discussions and activities Summative: quizzes and final exam
Identify a range of environmental supports, particularly organization and structure, that can help create predictable environments to maximize learning	Formative: Course readings, class discussions and activities Summative: Assessment project, visual strategies design, video modeling project, quizzes and final exam

Course Delivery

This proposed course is designed in a synchronous online format.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts

Boutot, E. A., & Tincani, M. (2009). *Autism Encyclopedia: The complete guide to Autism Spectrum Disorders*. Waco, TX: Prufrock Press, Inc.

Recommended Texts

National Research Council (U.S.). Committee on Educational Interventions for Children with Autism. (2001). *Educating children with autism*. Washington, DC: National Academy Press.

Required readings

The required readings (in addition to the text chapters) are listed below.

EDS 661 Course Readings by Topic

Foundations of ASD

Bondy, A., Esch, B. E., Esch, J. W., & Sundberg, M. (2010). Questions on Verbal Behavior and its Application to Individuals with Autism: An Interview with the Experts. *Behavior Analyst Today*, 11(3), 186-205.

- Fombonne, E. (2005). The changing epidemiology of autism. *Journal of Applied Research in Intellectual Disabilities, 18*, 281-2994.
- Grow, L. L., & Kodak, T. (2010). Recent Research on Emergent Verbal Behavior: Clinical Applications and Future Directions. *Journal Of Applied Behavior Analysis, 43*(4), 775-778.
- Koyama, T., Tachimori, H., Osada, H., Takeda, T., & Kurita, H. (2007). Cognitive and symptom profiles in Asperger's syndrome and high- functioning autism. *Psychiatry and Clinical Neurosciences, 61*, 99-104.
- Snow, A. V., & Lecavalier, L. (2011). Comparing Autism, PDD-NOS, and Other Developmental Disabilities on Parent-Reported Behavior Problems: Little Evidence for ASD Subtype Validity. *Journal Of Autism And Developmental Disorders, 41*(3), 302-310.
- Sundburg, M. L, and Michael, J. (2001). The Benefits of Verbal Behavior for Children with Autism. *Behavior Modification, 25*, 698-724.
- Tyron, P. A., Maves, S. D., Rhodes, R. L., & Waldo, M. (2006). Can Asperger's disorder be differentiated from autism using DSM-IV criteria? *Focus on Autism and Other Developmental Disabilities, 21*(1), 2-6.
- Walker, D. R., Thompson, A., Zwaigenbaum, L., Goldberg, J., Bryson, S. E., Mahoney, W. J., & ... Szatmari, P. (2004). Specifying PDD-NOS: A Comparison of PDD-NOS, Asperger Syndrome, and Autism. *Journal Of The American Academy Of Child And Adolescent Psychiatry, 43*(2), 172.

Current and Controversial Trends:

- Mesibov, G. B., & Shea, V. (2011). Evidence-Based Practices and Autism. *Autism: The International Journal Of Research And Practice, 15*(1), 114-133.
- Odom, S. L., Collet-Klingenberg, L., Rogers, S. J., & Hatton, D. D. (2010). Evidence-Based Practices in Interventions for Children and Youth with Autism Spectrum Disorders. *Preventing School Failure, 54*(4), 275-282. doi:10.1080/10459881003785506
- Simpson, R. L., McKee, M., Teeter, D., & Beytien, A. (2007). Evidence-Based methods for children and youth with autism spectrum disorders: Stakeholder issues and perspectives. *Exceptionality, 15*(4), 203-217.
- Wolery, M., Barton, E. E., & Hine, J. F. (2005). Evolution of applied behavior analysis in the treatment of individuals with autism. *Exceptionality, 13*(1), 11-23.

Assessment:

- Gills, J. M., Callahan, E. H., & Romanczyk, R. G. (2011). Assessment of social behavior in children with autism: The development of the behavioral assessment of social interactions in young children. *Research in Autism Spectrum Disorders, 5*, 351-360.
- Kanne, S. M., Randolph, J. K., & Farmer, J. E. (2008). Diagnostic and assessment findings: A bridge to academic planning for children with autism spectrum disorders. *Neuropsychology Review, 18*, 367-384.
- Kodak, T., Fisher, W. W., Clements, A., Paden, A. R., & Dickes, n. R. (2011). Functional assessment of instructional variables: Linking assessment and treatment. *Research in Autism Spectrum Disorders, 5*, 1059 – 1077.
- Konstantareas, M., Rios, A., & Ramnarace, C. (2010). Intensive Behavioural Intervention (IBI) training: Cooperation and its relationship to language and social competence in children with Autism Spectrum Disorder (ASD). *Journal On Developmental Disabilities, 16*(2), 67-68.
- Ogletree, B. T., Pierce, K., Harn, W. E., & Fischer, M. A. (2001-2002). Assessment of communication and language in classical autism: Issues and practices. *Assessment for Effective Intervention, 27*, 61-71.
- Spears, R., Tollefson, N., & Simpson, R. (2001). Usefulness of different types of assessment data in diagnosing and planning for a student with high-functioning autism. *Behavioral Disorders, 26*, 227-242.

Collaboration for Instructional Planning

- Pottie, C. G. & Ingram, K. M. (2008). Daily stress, coping, and well-being in parents of children with autism: A multilevel modeling approach. *Journal of Family Psychology, 22*, 855-864.
- Rivers, J. W. & Stoneman, Z. (2008). Child temperaments, differential parenting, and the sibling relationships of children with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 38*, 1740-1750.

- Ruble, L., Birdwhistell, J., & Toland, M. D. (2011). Analysis of parent, teacher, and consultant speech exchanges and educational outcomes of students with autism during COMPASS consultation. *Journal of Educational & Psychological Consultation, 21*, 259–283.
- Stoner, J. B., Bock, S. J., Thompson, J. R., Angell, M. E., Heyl, B. S., & Crowley, E. P. (2005). Welcome to Our World: Parent perceptions of interactions between parents of young children with ASD and educational professionals. *Focus on Autism and Other Developmental Disabilities, 20*(1), 39-51.
- Symes, W., & Humphrey, N. (2011). School factors that facilitate or hinder the ability of teaching assistants to effectively support pupils with autism spectrum disorders (ASDs) in mainstream secondary schools. *Journal of Research in Special Education Needs, 11*(3), 153-161.

Collaboration for Instructional Planning and Promoting friendships and Inclusion

- Quinn, J. r. (2011, January 1). Impact of the Inclusion of Students with Autism on the Academic Achievement of General Education Students. *ProQuest LLC*.
- Stahmer, A. C., Akshoomoff, N., & Cunningham, A. B. (2011). Inclusion for Toddlers with Autism Spectrum Disorders: The First Ten Years of a Community Program. *Autism: The International Journal Of Research And Practice, 15*(5), 625-641.
- Ravet, J. (2011). Inclusive/Exclusive? Contradictory Perspectives on Autism and Inclusion: The Case for an Integrative Position. *International Journal Of Inclusive Education, 15*(6), 667-682.

Instructional Strategy Applications (early Intervention, communication, social skills, environmental arrangements)

- Banda, D., Dogoe, M., & Matuszny, R. (2011). Review of video prompting studies with persons with developmental disabilities. *Education And Training In Autism And Developmental Disabilities, 4*(4):514-527.
- Banda, D.R., & Grimmer, E. (2008). Enhancing social and transition behaviors of persons with autism through activity schedules: A review. *Education and Training in Developmental Disabilities, 43*, 324-333.
- Blum-Diamaya, A., Reeve, S. A., & Reeve, K. A. (2010). Teaching children with autism to play a video game using activity schedules and game-embedded video modeling. *Education and Treatment of Children, 33*, 351-370.
- Campbell A, & Tincani M. (2011). The Power Card Strategy: Strength-Based Intervention to Increase Direction Following of Children with Autism Spectrum Disorder. *Journal Of Positive Behavior Interventions, 13*(4), 240-249.
- Drew, A., Baird, G., Baron-Cohen, S., Cox, A., Slonims, V., Wheelwright, S., & ... Charman, T. (2002). A pilot randomised control trial of a parent training intervention for pre-school children with autism: Preliminary findings and methodological challenges. *European Child & Adolescent Psychiatry, 11*(6), 266.
- Duffy, C., & Healy, O. (2011). Spontaneous Communication in Autism Spectrum Disorder: A Review of Topographies and Interventions. *Research In Autism Spectrum Disorders, 5*(3), 977-983.
- Ganz, J. B., Earles-Vollrath, T. L., Heath, A. K., Parker, R. I., Rispoli, M. J., & Duran, J. B. (2012). A Meta-Analysis of Single Case Research Studies on Aided Augmentative and Alternative Communication Systems with Individuals with Autism Spectrum Disorders. *Journal Of Autism And Developmental Disorders, 42*(1), 60-74.
- Glaeser, B., Pierson, M., & Fritschmann N. (2003). Comic Strip Conversation: A Positive Behavioral Support Strategy. *TEACHING Exceptional Children, 36*(2-):14-19.
- Hilton, J. C., & Seal, B. C. (2007). Brief Report: Comparative ABA and DIR Trials in Twin Brothers with Autism. *Journal Of Autism & Developmental Disorders, 37*(6), 1197-1201. doi:10.1007/s10803-006-0258-z
- Holding, E., Bray, M. A., & Kehle, T. J. (2011). Does speed matter? A comparison of effectiveness of fluency and discrete trial training for teaching noun labels to children with autism. *Psychology in the schools, 48*, 166-183.
- Hume, K., & Reynolds, B (2010). Implementing work systems across the school day: Increasing engagement in students with autism spectrum disorders. *Preventing School Failure, 54*, 228-237.

- Ingersoll, B. R. (2010). Teaching Social Communication: A Comparison of Naturalistic Behavioral and Development, Social Pragmatic Approaches for Children with Autism Spectrum Disorders. *Journal Of Positive Behavior Interventions*, 12(1), 33-43.
- Kaale, A., Smith, L., & Sponheim, E. (2012). A Randomized Controlled Trial of Preschool-Based Joint Attention Intervention for Children with Autism. *Journal Of Child Psychology And Psychiatry*, 53(1), 97-105.
- Karkhaneh, M., Clark, B., Ospina, M. B., Seida, J. C., Smith, V., & Hartling, L. (2010). Social Stories[™] to Improve Social Skills in Children with Autism Spectrum Disorder: A Systematic Review. *Autism: The International Journal Of Research And Practice*, 14(6), 641-662.
- Kjellmer, L., Hedvall, A., Fernell, E., Gillberg, C., & Norrelgen, F. (2012). Language and Communication Skills in Preschool Children with Autism Spectrum Disorders: Contribution of Cognition, Severity of Autism Symptoms, and Adaptive Functioning to the Variability. *Research In Developmental Disabilities: A Multidisciplinary Journal*, 33(1), 172-180.
- Kurt, O., & Tekin-Iftar, E. (2008). A Comparison of Constant Time Delay and Simultaneous Prompting within Embedded Instruction on Teaching Leisure Skills to Children with Autism. *Topics In Early Childhood Special Education*, 28(1), 53-64.
- Matson, J.L., Matson, M.L., et al. (2007). Social-Skills Treatments for Children With Autism Spectrum Disorders. *Behavior Modification*, 31(5), 682-707.
- Meadan, H., Ostrosky, M. M., Triplett, B., Michna, A., & Fettig, A. (2011). Using Visual Supports With Young Children With Autism Spectrum Disorder. *Teaching Exceptional Children*, 43(6), 28-35.
- Meindl, J. N., & Cannella-Malone, H. I. (2011). Initiating and Responding to Joint Attention Bids in Children with Autism: A Review of the Literature. *Research In Developmental Disabilities: A Multidisciplinary Journal*, 32(5), 1441-1454.
- Nunes, D., & Hanline, M. (2007). Enhancing the Alternative and Augmentative Communication Use of a Child with Autism through a Parent-implemented Naturalistic Intervention. *International Journal Of Disability, Development & Education*, 54(2), 177-197. doi:10.1080/10349120701330495
- Ogletree, B.T. (2007). What Makes Communication Intervention Successful With Children with Autism Spectrum Disorders? *Focus on Autism and Other Developmental Disabilities*, 22, 190-192.
- Ostryn, C., & Wolfe, P. S. (2011). Teaching Children with Autism to Ask "What's That?" Using a Picture Communication with Vocal Results. *Infants And Young Children*, 24(2), 174-192.
- Pang, Y. (2010). Facilitating Family Involvement in Early Intervention to Preschool Transition. *School Community Journal*, 20(2), 183-198.
- Polychronis, S. C., McDonnell, J., Johnson, J. W., Riesen, T., & Jameson, M. (2004). A Comparison of Two Trial Distribution Schedules in Embedded Instruction. *Focus On Autism & Other Developmental Disabilities*, 19(3), 140-151.
- Reichow, B., & Volkmar, F. R. (2010). Social Skills Interventions for Individuals with Autism: Evaluation for Evidence-Based Practices within a Best Evidence Synthesis Framework. *Journal Of Autism & Developmental Disorders*, 40(2), 149-166. doi:10.1007/s10803-009-0842-0
- Schreibman, & Whalen, L. (2000). The use of video priming to reduce disruptive transition behavior in children with autism. *Journal Of Positive Behavior Interventions*, 2(1), 3.
- Sigafoos, J., O'Reilly, M., Ma, C. H., Edrisinha, C., Cannella, h., & Lancioni, G. E. (2006). Effects of embedded instruction versus discrete-trial training on self-injury, correct responding, and mood in a child with autism. *Journal of Intellectual & Developmental Disability*, 31(4) 196-203.
- Sigafoos, J., Green, V. A., Schlosser, R., O'eilly, M. F., Lancioni, G. E., Rispoli, M., & Lang, R. (2009). Communication Intervention in Rett Syndrome: A Systematic Review. *Research In Autism Spectrum Disorders*, 3(2), 304-318.
- Test, D. W., Richter, S., Knight, V., & Spooner, F. (2011). A Comprehensive Review and Meta-Analysis of the Social Stories Literature. *Focus On Autism And Other Developmental Disabilities*, 26(1), 49-62.
- Tincani, M. (2004). Comparing the Picture Exchange Communication System and Sign Language Training for Children with Autism. *Focus on Autism and Other Developmental Disabilities*, 19(3), 152-163.

- Weiss, M.J. and Harris, S.L. (2001). Teaching Social Skills to People With Autism. *Behavior Modification*, 25(5), 785-802. NAC (2010)
- Wieder, S., Greenspan, S., & Kalmanson, B. (2008). Autism Assessment and Intervention: The Developmental Individual-Difference, Relationship-Based (DIR [R])/Floortime [TM] Model. *Zero To Three*, 28(4), 31-37.

Issues for transition

- Denkyirah, A., & Agbeke, W. (2010). Strategies for Transitioning Preschoolers with Autism Spectrum Disorders to Kindergarten. *Early Childhood Education Journal*, 38(4), 265-270. doi:10.1007/s10643-010-0407-z
- Gerhardt, P. F. (2007). Effective Transition Planning for Learners with ASD. *Exceptional Parent*, 37(4), 26-27.
- Holtz, K. D., Owings, N. M., Ziegert, A. K., & Organization for Autism, R. (2006). Life Journey through Autism: A Guide for Transition to Adulthood. *Organization For Autism Research*.
- Muller, E., Schuler, A., Burton, B., & Yates, G. B. (2003). Meeting the vocational support needs of individuals with Asperger syndrome and other autism spectrum disabilities. *Journal of Vocational Rehabilitation*, 18, 163-175.

Managing Behavior

- Banda, D. R., & Kubina, R. (2006). The Effects of a High-Probability Request Sequencing Technique in Enhancing Transition Behaviors. *Education & Treatment Of Children (ETC)*, 29(3), 507-516.

Issues for Generalization and Maintenance

- Kuhn, L. R., Bodkin, A. E., Devlin, S. D. & Doggett, R. A. (2008). Using pivotal response training with peers in special education to facilitate play in two children with autism. *Education & Training in Developmental Disabilities*, 43, 37-45.
- Lydon, H., & Healy, O. (2011). A comparison of video modeling and pivotal response training to teach pretend play skills to children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 5, 872-884.
- Myles, B. S., Grossman, B. G. Aspy, R., Henry, S. A., & Coffin, A. B. (2007). Planning a comprehensive program for students with autism spectrum disorders using evidence-based practices. *Education and Training in Developmental Disabilities*, 42, 398-409.
- Renshaw, T. L., & Kuriakose, S. (2011). Pivotal Response Treatment for Children with Autism: Core Principles and Applications for School Psychologists. *Journal Of Applied School Psychology*, 27(2), 181-200.

Structured teaching and sensory issues

- Blubaugh, N., & Kohlmann, J. (2006). TEACCH Model and Children with Autism. *Teaching Elementary Physical Education*, 17(6), 16-19.
- Callahan, K., Shukla-Mehta, S., Magee, S., & Wie, M. (2010). ABA Versus TEACCH: The Case for Defining and Validating Comprehensive Treatment Models in Autism. *Journal Of Autism & Developmental Disorders*, 40(1), 74-88. doi:10.1007/s10803-009-0834-0
- Hogg, J., Cavet, J., Lambe, L., & Smeddle, M. (2001). The use of 'Snoezelen' as multisensory stimulation with people with intellectual disabilities: a review of the research. *Research In Developmental Disabilities*, 22(5), 353-372.
- Klintwall, L., Holm, A., Eriksson, M., Carlsson, L., Olsson, M., Hedvall, A., & ... Fernell, E. (2011). Sensory Abnormalities in Autism: A Brief Report. *Research In Developmental Disabilities: A Multidisciplinary Journal*, 32(2), 795-800.
- Lotan, M., & Merrick, J. (2004). Rett syndrome management with Snoezelen or controlled multi-sensory stimulation. A review. *International Journal Of Adolescent Medicine And Health*, 16(1), 5-12.
- McKee, S. A., Harris, G. T., Rice, M. E., & Silk, L. (2007). Effects of a Snoezelen Room on the Behavior of Three Autistic Clients. *Research In Developmental Disabilities: A Multidisciplinary Journal*, 28(3), 304-316.
- Rogers, S. J. & Ozonoff, S. (2005). Annotation: What do we know about sensory dysfunction in autism? A critical review of the empirical evidence. *Journal of Child Psychology and Psychiatry*, 46, 1255-1268.

Grades

All grading will be done as objectively as possible. Grades will be based on the scores accumulated by the student weighted by the following percentages.

Assignment	Percent of Grade
Assessment Project	20%
Visual Strategies Design	10%
Video Modeling Project	10%
Classroom Design Project	10%
Quizzes	30%
Final Exam	20%
Total	100%

Assignment of course grades. Grades will be awarded on the following scale:

100 – 90% = A

89 - 80% = B

79 - 70% = C

69 and below = E

Final Exam Information

Student presentations will be given during the final exam period from 4:30-6:30 on Blackboard.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

N/A

Submission of Assignments

All written assignments must be prepared in a professional manner. "Professional" is defined as following APA guidelines (6th ed., 2010). All final products must be typed and an electronic copy submitted to the instructor by 11:59 pm on the due date via Blackboard. **Late assignments are not accepted without prior approval of the instructor. "Prior approval" is defined as at least 24 hours notice before the due date/time. No course points will be recorded for assignments submitted late. However, all assignments must be submitted to complete the course.** Students with excused absences are responsible for getting the assignment to the professor by the due date.

Attendance

Students are expected to attend all scheduled sessions for the course.

The purpose of the seminar meetings is to discuss issues pertaining to the characteristics and instructional strategies for individuals with ASD. Topics discussed each week need not be directly related to assigned readings. Learners are encouraged to raise questions and discuss issues directly related to those with whom they are presently working or observing. At a learner's request, the instructor will bring specific materials (curricula) that a learner would like to review and discuss. Each seminar will consist of the instructor overviewing key points discussed in the readings. In addition,

questions will then be answered and points summarized. Your active participation is encouraged and expected.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Learning/Classroom Accommodations

If you have a documented disability that requires academic accommodations, please contact me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Special Education and Rehabilitation Counseling is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the special education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Belva Collins, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of

Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism will result in a course grade of E and referral to the MSD or IECE Program Faculty for disposition.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

The Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky’s schools is directly and indirectly affected by UK’s Special Education program’s beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in functional and content areas that can then be used by them as citizens to enhance their communities and participate in the state’s ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in education. “Lack of knowledge of these differences can lead to the overrepresentation of students from diverse backgrounds in special education and to the underrepresentation of these students in gifted and talented programs”

([http://www.cec.sped.org/AM/Template.cfm?Section=Cultural and Linguistic Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541](http://www.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541)). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

Commitment to Technology

The Initial Preparation Certification Program in Special Education is committed to teaching canuidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

The following is a list of the assignments that will be required in the course, a brief description, and the Praxis knowledge and skills that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Assignment
Assessment Project
Visual Strategies Design
Video Modeling Project
Classroom Design Project

Quizzes
Final Exam

Task	Task Description	Content Standards Alignment
Assessment Project	<p>Create a case study of a target student (real or imagined). The case study should include information that demonstrates an awareness and understanding of how to choose an effective assessment and goals that are derived from the assessment. Student will use both formal (i.e., criterion-referenced/curriculum-based test) and informal measures (e.g., behavior rating scale, checklist) to assess an individual with ASD.</p> <p>Provide documentation to support that the student has the pre-requisite skills and that the goals are directly related to the assessment. Also, identify how goals will be objectively measured, how data will be collected and analyzed, and how the information will be used to develop IEP goals and objectives, and classroom accommodations and modifications. Include a data collection sheet as part of this project.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>Council for Exceptional Children DD&A Standards 2, 4, 5, 6</p> <p>EPSB Kentucky Teacher Standards 1, 2, 5</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 4, 7</p>
Visual Strategies Design	<p>Using your case study as a guide, choose and design one mock up of a visual strategy you believe will support your target student in the target environment.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 5</p> <p>Council for Exceptional Children DD&A Standards 3, 4, 5</p> <p>EPSB & COE Technology Standards</p>

		<p>6</p> <p>EPSB Kentucky Teacher Standards 1, 2, 10</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2, 7</p>
<p>Video Modeling Project</p>	<p>Students will write a script that targets the behavior they want to teach. Students will then video tape someone (e.g., themselves, a child with ASD, a child who is typically developing) performing the behavior that is to be taught.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 5</p> <p>Council for Exceptional Children DD&A Standards 3, 4, 5</p> <p>EPSB & COE Technology Standards 6</p> <p>EPSB Kentucky Teacher Standards 1, 6, 10</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading,

		<p>Informational Reading, Writing, Speaking and Listening, Language)</p> <ol style="list-style-type: none"> 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<p>Classroom Design Project</p>	<p>Students will design a classroom for either (a) students with ASD or (b) an inclusion classroom for a student with ASD. Students will be expected to incorporate the skills they have learned throughout the course (e.g., visual strategies and structured teaching, access to general education) to design a classroom. You will present your ideas for classroom design to the rest of the students.</p>	<p>University of Kentucky Functional Skills and Dispositions 1-5</p> <p>Council for Exceptional Children DD&A Standards 4, 6</p> <p>EPSB Kentucky Teacher Standards 1, 8, 10</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness

		<p>(Reading, Writing)</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2, 6</p>
Quizzes	<p>Students will take a 10-15 minute quiz at the beginning of class each week for a total of 4 quizzes. The quizzes will include short answer, fill-in-the-blank, multiple choice, and true/false. Quizzes are designed to build on each other, meaning you will have some cumulative questions on each quiz. These cumulative questions will focus on the most pertinent information covered in the class. THE LOWEST QUIZ GRADE WILL BE DROPPED. Make up quizzes will only be allowed when I have been notified in advance (email) that you will be absent.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3, 5</p> <p>Council for Exceptional Children DD&A Standards 2, 3, 4, 5</p> <p>EPSB Kentucky Teacher Standard 1</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
Final Exam	<p>Students will be expected to take a final, comprehensive exam on the topics covered in the course. Answers will be a mixture of multiple choice, short answer, and essay questions.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3, 5</p> <p>Council for Exceptional Children DD&A Standards 2, 3, 4, 5</p> <p>EPSB Kentucky Teacher Standard 1</p>

		<p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
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THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Course Schedule and Outline

Class	Topic	Readings and Assignments Due
1	<ul style="list-style-type: none"> • Introductions • Syllabus Overview 	
2	<ul style="list-style-type: none"> • Foundations of ASD • Brief review of definitions, history, • Discussion on epidemic of ASD • History and review of verbal behavior 	B&T Ch 1 &2 Walker et al. (2004) Snow et al. (2011) Fombonne (2005) Koyama et al. (2007) Tyron et al. (2006) Sundberg (2001) VB Bondy et al. (2010) VB Grow & Kodak (2010) VB
3	<ul style="list-style-type: none"> • Current and controversial trends • Overview of Evidence based practices for individuals with ASD 	Simpson et al. (2007) Odom et al. (2010) Wolery et al. (2005) Mesibov et al. (2011) NAC (2010) Findings & Conclusions
4	<ul style="list-style-type: none"> • Assessments (e.g., ABLLS, VB-MAPP) 	Gills et al. (2011) Kanne et al. (2008) Kodak et al. (2011) Ogletree et al. (2001-2002) Spears et al. (2001) Konstantareas et al. (2010)
5	<ul style="list-style-type: none"> • Assessments cont. 	*see above
6	<ul style="list-style-type: none"> • Collaboration for Instructional Planning 	Pottie & Ingram (2008) Rivers & Stoneman (2008) Ruble et al. (2011) Stoner et al. (2005) Symes & Humphrey (2011)
7	<ul style="list-style-type: none"> • Collaboration for Instructional Planning cont. /Promoting friendships and Inclusion 	B&T CH 8 *see above, and: Quinn (2011) Stahmer et al. (2011) Ravet (2011)
8	<ul style="list-style-type: none"> • Early Intervention strategies • Overview of Joint action routines, joint attention, facilitation of play skills • Trial training (discrete, distributed, embedded) • DIR/Floortime 	B&T Ch 3 Sigafoos et al. (2006) Holding et al. (2011) Kurt, O., & Tekin-Iftar (2008) Polychronis et al. (2004) Drew et al. (2002) Kaale et al. (2012)

		Wieder et al. (2008) Hilton et al. (2007) Meindl & Cannella-Malone (2011).
9	<ul style="list-style-type: none"> • Communication • Naturalistic teaching opportunities • Incidental/Milieu teaching 	B&T Ch 4 Tincani (2004) Ogeltree (2007) Gantz et al. (2012) Nunes & Hanline (2007) Kjellmer et al. (2012) Duffy & Healy (2011) Ostry, C., & Wolfe, P. S. (2011) Ingersoll, B. R. (2010) Sigafos (2009)
10	<ul style="list-style-type: none"> • Social Skills • Social stories • Comic strip conversations • Power cards 	B&T Ch 6 Matson & Matson (2007) SST Weiss & Harris (2001) SST Test et al. (2011) SS Glaeser et al. (2003) Cambell & Tincani (2011)
11	<ul style="list-style-type: none"> • Environmental Arrangements - application • Structure of the classroom • Organization and routine • Schedules • Student schedules (including activity-based schedules, routines) • Staff schedules • Visual supports (including video modeling) 	Banda & Grimmer (2008) AS Blum-Diamaya et al. (2010) VM Banda et al. (2011) review of VM Hume & Reynolds (2010) work syst.
12	<ul style="list-style-type: none"> • Issues for transition, self-help and independence • Self-management and self-regulation • Techniques for independent living, accessing community, and recreation • Priming 	B&T Ch 9 & Ch 7 Muller et al. (2003) voc needs Holtz et al. (2006) pp. 25-54 transition to adult Denkyirah & Agbeke (2010) Transition to preschool Gerhardt (2007) Transition planning Schreibman & Whalen (2000) priming
13	<ul style="list-style-type: none"> • Managing behavior, • Examples: • Visual supports • PREMACK principle • Token systems • High P • Priming 	B&T Ch 5 Review of studies and Banda & Kubina (2006)
14	<ul style="list-style-type: none"> • Issues for generalization and 	Kuhn et al. (2008) PRT peers

	<p>maintenance</p> <ul style="list-style-type: none"> • For all strategies • Example: PRT 	<p>Lydon & Healy (2011) compare PRT Myles et al. (2003) comprehensive Renshaw et al. (2011) PRT how to</p>
15	<ul style="list-style-type: none"> • Structured teaching and Sensory Issues • TEACCH • Work systems • Sensory Issues 	<p>Rogers et al. (2005) McKee et al. (2007) Lotan & Merrick (2004) Klintwall et al. (2011) Hogg et al. (2001) sensory Callahan et al. (2010) TEACCH Blubaugh & Kohlmann (2006)</p>
16	<ul style="list-style-type: none"> • Final Examination 	

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.



Good morning Janie

Sign Off

Launch Pad Employee Self-Service Enterprise Services myUK

Workflow 1: Vacancies & Service Request

eCATS (Curricular Proposal)

Detailed Navigation

- Workflow Items
- eCATS (Curricular Proposal)
- OSPA eMAR Form
- Financial Disclosure

Related Links

- Browser Compatibility

Courses Request Tracking

eCATS Request Tracking

No Filter
 Filter By: College Name
 Filter By: CourseID
 Filter By: Date Range
 FromDate: ToDate:

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
<input checked="" type="radio"/> EDS 660	Display Form	Course	New	EDUCATION	9/26/201
<input checked="" type="radio"/> EDS 661	Display Form	Course	New	EDUCATION	9/26/201

Details of Course/Program ID(EDS 661)

WORKITEM ID	Workflow Status	Date	Time
000010923500	Department Received	2012-09-26	15:09 PM
000016925515	Department Approved	2012-09-26	15:17 PM
000016929677	Received by College	2012-09-26	15:17 PM
000010927621	Received by GC	2012-09-26	15:31 PM
000010929579	Approved by College	2012-09-26	15:31 PM
000016927623	Approved by GC	2012-10-29	11:16 AM

<input checked="" type="radio"/> EDS 662	Display Form	Course	New	EDUCATION	9/26/201
<input checked="" type="radio"/> EDS 663	Display Form	Course	New	EDUCATION	9/26/201