**CT STATE**
COMMUNITY COLLEGE

**Master Course Outline**
**With Sample Syllabus**

**Children on the Autism Spectrum**

**ECED 252**

**Course Description:** In this course students examine autism spectrum disorder (ASD), theorized etiologies of the ASD's including genes/environment interaction, and strategies and interventions regarded as ASD best practices in the literature. The course emphasizes the identification process, appropriate traditional and nontraditional strategies, behavior interventions, and models focusing on, but not limited to, Applied Behavioral Analysis (ABA). Field work may be required in this course.

**Pre-Requisites**: ECED 215 or ECS 112 and ECED 182 or PSY 204, and eligibility for ENG 101 or permission of the coordinator.

**Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:**

| Course Objective | Alignment with Standards |
|---|---|
| 1. Autism Spectrum Disorder (ASD) its definition, history, characteristics, and implications. | **EI/ECSE:** Standard 1, 1.4<br>**NAEYC:** Standard 1, 1a and 1b, Standard 6: 6d<br>**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d<br>**CKC's:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 2. Frameworks and models associated with ASD. | **EI/ECSE:** Standard 1, 1.4<br>**NAEYC:** Standard 1, 1a and 1b, Standard 6: 6d<br>**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d<br>**CKC's:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 3. Ethical concerns and dilemma's related to working with children on | **OSEP:** Engaging and Communicating with Families, Transitions, Collaborating<br>**EI/ESCE:** Standard 4, 4.1 and Standard 7, 7.4 |

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| the autism spectrum and their families. | **NAEYC:** Standard 6, 6b<br>**PS&C:** All of Standard 6, 6b<br>**CKC's: All of** Domain 4, 4.B.2 and 7, 7.A.3 |
| 4. Diagnoses that are encompassed by the autism spectrum and the screening and referral process. | **OSEP**: Observing and Collecting Data for Progress Monitoring, Intervention and Instruction and Collaborating,<br>**EI/ESCE:** Standard 1, 1.4<br>**NAEYC:** Standard 1, 1a, Standard 3, 3a, 3b and 3d and Standard 6: 6c<br>**PS&C:** Standard 1a, Standard 3a, 3b Standard 6: 6d<br>**CKC's:** Domain 4, 4.A.1, 4.A.2, 4.A,3, 4.B.1, 4.B.2 , Domain 5, 5.B.2, and 5.C.1Domain 6, 6.A.5 and 7.A.2 |
| 5. Applied Behavioral Analysis (ABA) and other ASD therapies and interventions. | **OSEP:** Intervention and Instruction and Technology<br>**EI/ESCE:** Standard 1: 1.1 and Standard 7: 7.2<br>**NAEYC:** Standard 1: 1a,  Standard 4: 4b, and Standard 6: 6a and 6d<br>**PS&C:** Standard 1: 1a and Standard 6: 6d<br>**CKC's:** Domain 1: 1.A.1, Domain 2: 2.A.1, 2.B.2 and Domain 5:5.B. |
| 6. The variety of educational settings and the environmental components of each, including technology, for individuals in multiple age groups and across the autism spectrum. | **OSEP:** Transitions, Technology, Intervention, and Instruction,<br>**EI/ESCE:** Standard 5: 5.2 and Standard 6: 6.3 and 6.6<br>**NAEYC:** Standard 1: 1c, Standard 4: 4b, Standard 6: 6c<br>**PS&C:** Standard 1: 1c, Standard 4: 4c  Standard 6: 6c<br>**CKC's:** Domain 1: 1.A.2, 1.B.1, and 1.B.3, 2.B.1, Domain 3: 3.B.1 and 3.B.2 |
| 7. Cycle of Intentional Teaching | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families<br>**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2<br>**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d<br>**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e<br>**CKC's:** All of Domain 1 |

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| | All of Domain 2<br>All of Domain 3<br>All of Domain 4<br>Domain 5, 5.A.2, 5.A.3,<br>Domain 7: 7.B.1 |
| 8. Accommodations and adaptations of Learning Experience Plans (LEP) for children with ASD. | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families<br>**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2<br>**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d<br>**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e<br>**CKC's:** All of Domain 1<br>All of Domain 2<br>All of Domain 3<br>All of Domain 4<br>Domain 5, 5.A.2, 5.A.3,<br>Domain 7: 7.B.1 |

**Student Outcomes: Upon completion of this course, students will be able to:**

| Student Outcomes: | Alignment with Standards |
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| 1. Summarize Autism Spectrum Disorder (ASD) and its definition, history, characteristics, and implications. | **EI/ECSE:** Standard 1, 1.4<br>**NAEYC:** Standard 1, 1a and 1b, Standard 6: 6d<br>**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d<br>**CKC's:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |

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| 2. Describe frameworks and models associated with ASD. | **EI/ECSE:** Standard 1, 1.4 <br> **NAEYC:** Standard 1, 1a and 1b, Standard 6: 6d <br> **PS&C**: Standard 1, 1a and 1b, Standard 6. 6d <br> **CKC's:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 3. Recognize the ethical concerns and dilemma's related to working with children on the autism spectrum and their families. | **OSEP:** Engaging and Communicating with Families, Transitions, Collaborating <br> **EI/ESCE:** Standard 4, 4.1 and Standard 7, 7.4 <br> **NAEYC:** Standard 6, 6b <br> **PS&C:** All of Standard 6, 6b <br> **CKC's: All of** Domain 4, 4.B.2 and 7, 7.A.3 |
| 4. Compare and contrast the variety of diagnoses across the spectrum of ASD. Discuss the screening and referral process. | **OSEP**: Observing and Collecting Data for Progress Monitoring, Intervention and Instruction and Collaborating, <br> **EI/ESCE:** Standard 1, 1.4 <br> **NAEYC:** Standard 1, 1a, Standard 3, 3a, 3b and 3d and Standard 6: 6c <br> **PS&C:** Standard 1a, Standard 3a, 3b Standard 6: 6d <br> **CKC's:** Domain 4, 4.A.1, 4.A.2, 4.A,3, 4.B.1, 4.B.2 , Domain 5, 5.B.2, and 5.C.1Domain 6, 6.A.5 and 7.A.2 |
| 5. Examine and explain Applied Behavioral Analysis (ABA) and other ASD therapies and interventions. | **OSEP:** Intervention and Instruction and Technology <br> **EI/ESCE:** Standard 1: 1.1 and Standard 7: 7.2 <br> **NAEYC:** Standard 1: 1a,  Standard 4: 4b, and Standard 6: 6a and 6d <br> **PS&C:** Standard 1: 1a and Standard 6: 6d <br> **CKC's:** Domain 1: 1.A.1, Domain 2: 2.A.1, 2.B.2 and Domain 5:5.B. |

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| 6. Compare and contrast the components including technology of various educational settings for individuals in multiple age groups and across the autism spectrum. | **OSEP:** Transitions, Technology, Intervention, and Instruction, **EI/ESCE:** Standard 5: 5.2 and Standard 6: 6.3 and 6.6 **NAEYC:** Standard 1: 1c, Standard 4: 4b, Standard 6: 6c **PS&C:** Standard 1: 1c, Standard 4: 4c  Standard 6: 6c **CKC's:** Domain 1: 1.A.2, 1.B.1, and 1.B.3, 2.B.1, Domain 3: 3.B.1 and 3.B.2 |
| 7. Explain the Cycle of Intentional Teaching | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families **EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2 **NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d **PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e **CKC's:** All of Domain 1<br>All of Domain 2<br>All of Domain 3<br>All of Domain 4<br>Domain 5, 5.A.2, 5.A.3,<br>Domain 7: 7.B.1 |
| 8. Individualize a Learning Experience Plan (LEP) with:<br>• Observation and assessment<br>• Teaching and behavioral strategies<br>• Family connections<br>based on for a child with ASD. | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families **EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2 **NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d |

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| | **PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e<br>**CKC's:** All of Domain 1<br>All of Domain 2<br>All of Domain 3<br>All of Domain 4<br>Domain 5, 5.A.2, 5.A.3,<br>Domain 7: 7.B.1 |

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**Course Content: The following topics will be covered:**

| Course Content: | Alignment with Standards |
|---|---|
| 1. Autism Spectrum Disorder (ASD) | **EI/ECSE:** Standard 1, 1.4<br>**NAEYC:** Standard 1, 1a and 1b, Standard 6: 6d<br>**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d<br>**CKC's:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 2. Frameworks, and models associated with ASD. | **EI/ECSE:** Standard 1, 1.4<br>**NAEYC:** Standard 1, 1a and 1b, Standard 6: 6d<br>**PS&C**: Standard 1, 1a and 1b, Standard 6. 6d<br>**CKC's:** Domain 1, 1.A.1, 1.B.1, Domain 6, 6.A.5, and Domain 7, 7.A.2 |
| 3. Ethical concerns and dilemma's related to working with children on the autism spectrum and their families. | **OSEP:** Engaging and Communicating with Families, Transitions, Collaborating<br>**EI/ESCE:** Standard 4, 4.1 and Standard 7, 7.4<br>**NAEYC:** Standard 6, 6b<br>**PS&C:** All of Standard 6, 6b<br>**CKC's: All of** Domain 4, 4.B.2 and 7, 7.A.3 |
| 4. Diagnoses that are encompassed by the autism spectrum. The screening and referral process. | **OSEP**: Observing and Collecting Data for Progress Monitoring, Intervention and Instruction and Collaborating,<br>**EI/ESCE:** Standard 1, 1.4<br>**NAEYC:** Standard 1, 1a, Standard 3, 3a, 3b and 3d and Standard 6: 6c<br>**PS&C:** Standard 1a, Standard 3a, 3b Standard 6: 6d<br>**CKC's:** Domain 4, 4.A.1, 4.A.2, 4.A,3, 4.B.1, 4.B.2 , Domain 5, 5.B.2, and 5.C.1Domain 6, 6.A.5 and 7.A.2 |

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| 5. Applied Behavioral Analysis (ABA) and other ASD therapies and interventions. | **OSEP:** Intervention and Instruction and Technology<br>**EI/ESCE:** Standard 1: 1.1 and Standard 7: 7.2<br>**NAEYC:** Standard 1: 1a,  Standard 4: 4b, and Standard 6: 6a and 6d<br>**PS&C:** Standard 1: 1a and Standard 6: 6d<br>**CKC's:** Domain 1: 1.A.1, Domain 2: 2.A.1, 2.B.2 and Domain 5:5.B. |
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| 6. The variety of educational settings and the environmental components, including technology, for individuals in multiple age groups and across the autism spectrum. | **OSEP:** Transitions, Technology, Intervention, and Instruction,<br>**EI/ESCE:** Standard 5: 5.2 and Standard 6: 6.3 and 6.6<br>**NAEYC:** Standard 1: 1c, Standard 4: 4b, Standard 6: 6c<br>**PS&C:** Standard 1: 1c, Standard 4: 4c  Standard 6: 6c<br>**CKC's:** Domain 1: 1.A.2, 1.B.1, and 1.B.3, 2.B.1, Domain 3: 3.B.1 and 3.B.2 |
| 7. The Cycle of Intentional Teaching | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families<br>**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2<br>**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d<br>**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e<br>**CKC's:** All of Domain 1<br>    All of Domain 2<br>    All of Domain 3<br>    All of Domain 4<br>    Domain 5, 5.A.2, 5.A.3,<br>    Domain 7: 7.B.1 |

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| 8. Adaptations and accommodations of a Learning Experience Plan (LEP) for a child with ASD including:<br>• Observation and assessment<br>• Teaching and behavioral strategies<br>• Family connections | **OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families<br>**EI/ESCE:** Standard 1: 1.1, Standard 3: 3.3, All of Standard 4, All of Standard 5, All of Standard 6, and Standard 7: 7.2<br>**NAEYC:** Standard 1: 1a and 1c, Standard 2: 2a, All of Standard 3, Standard 4: 4b, 4c and 4d, Standard 5: 5c Standard 6: 6d<br>**PS&C:** All of Standard 1, Standard 2: 2a, All of Standard 3, Standard 4: 4b and 4c, , Standard 6: 6c and 6e<br>**CKC's:** All of Domain 1<br>　　　　　All of Domain 2<br>　　　　　All of Domain 3<br>　　　　　All of Domain 4<br>　　　　　Domain 5, 5.A.2, 5.A.3,<br>　　　　　Domain 7: 7.B.1 |

**Standards:**

CT State Core Knowledge and Competencies (CKC) https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf

The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers
that Support Adults who Work with Young Children and Families
https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf

Early Intervention/Early Childhood Special Education (EI/ECSE)
https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators

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National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

# KEY EXPERIENCES
## (These can be in-class activities, graded assignments, or anything in-between.)

(CO1)
Read this article and reflect on the history of Autism in America
The Early History of Autism in America
https://www.smithsonianmag.com/science-nature/early-history-autism-america-180957684/

(CO2)
Review the three websites and describe the various models and frameworks of ASD
Various Models of Autism
https://www.k12academics.com/disorders-disabilities/autism/models
https://www.verywellhealth.com/scerts-model-autism-4173802
Framework Documents
https://www.autismeducationtrust.org.uk/framework-documents

(CO3)
Review the link below and Contact the Family Support Network https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/family_health/children_and_youth/images/CTFSNSupportgroups2013pdf.pdf
representative in your area and plan to participate in one of the meetings
While at the meeting ask if the parents have encountered any ethical/unethical situations with their children's care and education?
Write a reflection on your findings connecting those situations to the ethical principles on this website.
Special Education Professional Ethical Principles
https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards

(CO4)
Research and identify the variety of diagnoses under the umbrella of ASD and discuss the screening and referral process.

(CO5)
View this video and then research other interventions for ASD
What is the Verbal Behavior Approach? - Applied Behavior Analysis Procedures
https://www.youtube.com/watch?v=qg52VbiurMc&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L&index=7

Applied Behavior Analysis (ABA), Early Start Denver Model (ESDM), Floortime, Occupational Therapy (OT), Pivotal Response Treatment (PRT), Relationship Development Intervention (RDI), Speech Therapy, TEACCH
https://www.autismspeaks.org/interventions-autism

(CO 6)
Listen and reflect on this podcast on Universal Design.
Universal Design for Learning for Autistic and Neurodivergent Children: A Conversation with Emily Rubin and Dr. Lindee Morgan
https://uniquelyhuman.libsyn.com/universal-design-for-learning-for-autistic-and-neurodivergent-children-a-conversation-with-emily-rubin-and-dr-lindee-morgan
Find two or three credible websites for setting up a classroom to accommodate children with ASD. Compare and contrast the information

(CO7)
Review the CT. Cycle of Intentional Teaching and how you would use it when working with a child(ren) with ASD. Make sure to address how early learning standards, the cultural context, children's interests, and family could influence a decision to make a referral.

(CO 8)
Given a variety of scenarios students will individualize (create adaptations and accommodations) a Learning Experience Plan (LEP) with teaching and behavioral strategies based on observation and assessment for a child with ASD making sure that the family connection is included.

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**RESOURCES**

**ARTICLES**

Autism Spectrum Disorders
https://piowlskidisabilityresearch.weebly.com/autism-spectrum-disorders.html

Articles and Blog
https://autismawarenesscentre.com/autism-news/

Early Intervention for Autism
National Institute of Child Health and Human Development
https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-intervention

Screening and Diagnosis of Autism Spectrum Disorder
https://www.cdc.gov/ncbddd/autism/screening.html

Journal of Autism and Developmental Disorders

10 Myths About Autism Spectrum Disorder
https://www.onecentralhealth.com.au/autism/10-myths-about-autism/

Support You Can See (and Feel): Teaching Children with Autism
https://www.naeyc.org/resources/pubs/tyc/oct2019/teaching-children-autism

Educating Children about Autism in an Inclusive Classroom
http://www.gov.pe.ca/photos/original/ed_autisminc.pdf

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20 Classroom Modifications for Students with Autism
https://studylib.net/doc/7194791/20-classroom-modifications-for-students-with-autism

The Early History of Autism in America
https://www.smithsonianmag.com/science-nature/early-history-autism-america-180957684/

Education of Individuals with Autism

History, Schools' Responses and Methods of Teaching, Goals and Purposes of Education
https://education.stateuniversity.com/pages/1779/Autism-Education-Individuals-with.html

## PODCASTS

American Autism Association: Top Podcasts on Autism
https://www.myautism.org/news-features/top-podcasts-on-autism

## VIDEO

10 Tech Resources for the Autism Community
https://mashable.com/archive/autism-resources

Innovative Ways the Autism Community Uses iPads
https://mashable.com/archive/innovative-autism-community-ipad

Proposed and Enacted Autism Legislation
https://www.cga.ct.gov/2019/rpt/pdf/2019-R-0277.pdf

Ethical Considerations when Working with Individuals with Autism
https://www.youtube.com/watch?v=dnpEF_zbFNQ

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Autism Behavioral Strategies
https://www.youtube.com/watch?v=kXa4GzFsKQg&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L&index=5


What is the Verbal Behavior Approach? - Applied Behavior Analysis Procedures
https://www.youtube.com/watch?v=qg52VbiurMc&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L&index=7

Interview with Temple Grandin
https://www.youtube.com/watch?v=MvYkVlCu6Sk&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L

Universal Design for Learning for Autistic and Neurodivergent Children: A Conversation with Emily Rubin and Dr. Lindee Morgan
https://uniquelyhuman.libsyn.com/universal-design-for-learning-for-autistic-and-neurodivergent-children-a-conversation-with-emily-rubin-and-dr-lindee-morgan

The Sensory Room: Helping Students With Autism Focus and Learn
https://www.edutopia.org/video/sensory-room-helping-students-autism-focus-and-learn

**WEBSITES**

National Institute of Mental Health
https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd

Various Models of Autism
https://www.k12academics.com/disorders-disabilities/autism/models
https://www.verywellhealth.com/scerts-model-autism-4173802

What are the 5 Types of Autism
https://www.integrityinc.org/what-are-the-5-types-of-autism/
https://www.integrityinc.org/autism-myths-and-misconceptions/

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Framework Documents
https://www.autismeducationtrust.org.uk/framework-documents

CDC Autism Spectrum Disorder
       https://www.cdc.gov/ncbddd/autism/treatment.html
       https://www.cdc.gov/ncbddd/autism/hcp-screening.html
       https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf

Birth to Three
https://www.birth23.org

What are the DSM-5 diagnostic criteria for autism?
https://www.autismspeaks.org/autism-diagnosis-criteria-dsm-5

Autism-Help.org
Key Elements to Successful Education Fact Sheet
http://www.autism-help.org/autism-education-school-effects.htm

Applied Behavioral Analysis Program Guide
       https://www.appliedbehavioranalysisprograms.com/lists/5-easy-to-implement-behavior-strategies-for-children-with-autism/
       https://www.appliedbehavioranalysisprograms.com/history-autism-treatment/

Special Education Professional Ethical Principles
https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards

Evidence-Based Teaching Strategies for Individuals with Autism Spectrum Disorder
https://www.cigna.com/assets/docs/behavioral-health-series/autism/2017/autism-april-handout.pdf

Evidence-based Practices from 2014 NPDC Review
https://autismpdc.fpg.unc.edu/evidence-based-practices

Special Needs Project
https://piowlskidisabilityresearch.weebly.com/

Autism Awareness Com
https://autismawarenesscentre.com/autism-news/

Connect to Talk: Your Autism Therapy Connection
https://connec-to-talk.com/ctt-blog/
Understanding ABA: An 8 Step Guide For Caregivers
https://connec-to-talk.com/understanding-aba-an-8-step-guide-for-caregivers/

Supporting Individuals on the Autism Spectrum and their Families
https://portal.ct.gov/DPH/Family-Health/Children-and-Youth/Connecticut-Collaborative-to-Improve-Autism-Services

Autism Speaks
https://www.autismspeaks.org
https://www.autismspeaks.org/interventions-autism

Raising Children
https://raisingchildren.net.au/autism/therapies-guide/video-modelling

Classroom Design: The Ultimate Guide to Autism Classroom Setup
https://autismclassroomresources.com/classroom-design/

**Simulation Scenarios:**

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Autism Simulations: five autism simulations to help you experience sensory overload
https://mashable.com/archive/autism-simulations

Autism Simulations These autism simulations help you feel what it is like
https://www.bfeye.com/autism-simulations-help-feel-like/

Autism Spectrum Disorder Simulation
https://duckduckgo.com/?t=ffab&q=Activity+3a+Autism+Spectrum+Disorder+Simulation&ia=web

TNW
https://thenextweb.com/news/can-now-experience-feels-like-autism#gref

Learning & ASD Characteristics Simulation Activity
https://handsinautism.iupui.edu/wp-content/uploads/Sensory-Explanation_3PowerHouseSystems.pdf

Autism Simulation
This is a 360-degree video designed to represent the lunchroom of a standard high school for an autistic person. This specific experience is called extrasensory input.
https://www.youtube.com/watch?v=2arNKLWYu40

**CHILDREN'S BOOKS**
My Brother Charlie, by Ryan Elizabeth Peete

**OTHER RESOURCES**

Temple Grandin Movie
https://en.wikipedia.org/wiki/Temple_Grandin_(film)

Ethics: Teaching Students with Autism Spectrum Disorder

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https://www.slideshare.net/suziw/ethics-teaching-student-with-asd-13579584

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**SAMPLE SYLLABUS**

**Instructor:** _____ **Office:** _____

**Telephone:** _____ **Office Hours:** _____ or by app't

**E-mail:**

**Text:** _____

**Evaluation and grading:**

## Assessments and Assignments:

| Date | Topic and Learning Experiences | Alignment with Course Objectives | Alignment with Student Outcomes |
|------|-------------------------------|----------------------------------|--------------------------------|
| 1 | Introduction | | |
| 2 | Autism Spectrum Disorder (ASD) Definition, history, characteristics, and implications.<br><br>National Institute of Mental Health https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd | CO1 | Read this article and reflect on the history of Autism in America<br>The Early History of Autism in America<br>https://www.smithsonianmag.com/science-nature/early-history-autism-america-180957684/ |
| 3 | Frameworks and models associated with ASD. | CO2 | Review the three websites and describe the various models and frameworks of ASD<br>Various Models of Autism<br>https://www.k12academics.com/disorders-disabilities/autism/models<br>https://www.verywellhealth.com/scerts-model-autism-4173802<br>Framework Documents<br>https://www.autismeducationtrust.org.uk/framework-documents |

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| 4 | Frameworks, and models associated with ASD. continued | | Review the link below and Contact the Family Support Network https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/family_health/children_and_youth/images/CTFSNSupportgroups2013pdf.pdf representative in your area and plan to participate in one of the meetings<br>While at the meeting ask if the parents have encountered any ethical/unethical situations with their children's care and education? |
| 5 | Ethical concerns and dilemma's related to working with children on the autism spectrum and their families. | CO 3 | Write a reflection on your findings connecting those situations to the ethical principles on this website.<br>Special Education Professional Ethical Principles: https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards |
| 6 | Diagnosis of ASD for individuals in multiple age groups and across the autism spectrum. | CO4 | Research and identify the variety of diagnoses under the umbrella of ASD |
| 7 | Discuss the screening and referral process. | | |
| 8 | Applied Behavioral Analysis (ABA) and Verbal Behavioral approach. | CO 5 | View this video and then research other interventions for ASD<br>What is the Verbal Behavior Approach? - Applied Behavior Analysis Procedures https://www.youtube.com/watch?v=qg52VbiurMc&list=PL0_NcGwhzOkhLyLHhlyhzEAW1DlD2Qp5L&index=7 |

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| 9 | Other ASD therapies and approaches | CO 5 | Early Start Denver Model (ESDM), Floortime, Occupational Therapy (OT), Pivotal Response Treatment (PRT), Relationship Development Intervention (RDI), Speech Therapy, TEACCH https://www.autismspeaks.org/interventions-autism |
| 10 | The variety of educational settings and the environmental components for individuals in multiple age groups and across the autism spectrum. | CO6 | Listen and reflect on this podcast on Universal Design. Universal Design for Learning for Autistic and Neurodivergent Children: A Conversation with Emily Rubin and Dr. Lindee Morgan https://uniquelyhuman.libsyn.com/universal-design-for-learning-for-autistic-and-neurodivergent-children-a-conversation-with-emily-rubin-and-dr-lindee-morgan Find two or three credible websites for setting up a classroom to accommodate children with ASD. Compare and contrast the information |
| 11 | The Cycle of Intentional Teaching | CO7 | Review the CT. Cycle of Intentional Teaching and how you would use it when working with a child(ren) with ASD. Make sure to address how early learning standards, the cultural context, children's interests, and family could influence a decision to make a referral. |
| 12 | Adaptations and accommodations of a Learning Experience Plan (LEP) for a child with ASD including: <br> • Observation and assessment | CO 8 | Given a variety of scenarios students will individualize (create adaptations and accommodations) a Learning Experience Plan (LEP) with teaching and behavioral strategies based on observation and assessment for a child with ASD making sure that the family connection is included. |

| | • Teaching and behavioral strategies<br>• Family connections | | |
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| 13 | LEP cont. | | |
| 14 | | | |
| 15 | Recap and conclusions | | |
| 16 | Finals | | |

**\* Key Experiences.**

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