Master Course Outline
With Sample Syllabus

Children on the Autism Spectrum

ECED 2552

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.	**DEC/EI/ECSE:** 1.4 **PS&C**: 1a, 1b, and 6d **CKC's:** 1.A.1, 1.B.1, 6.A.5, and 7.A.2
2. Frameworks and models associated with ASD.	**DEC/EI/ECSE:** 1.4 **PS&C**: 1a, 1b, and 6d **CKC's:** 1.A.1, 1.B.1, 6.A.5, and 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 **DEC/EI/ESCE:** 4.1 and 7.4 **PS&C:** 6b **CKC's:** 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 **DEC/EI/ESCE:** 1.4 **PS&C:** 1a, 3a, 3b and 6d **CKC's:** All of Domain 4, 5.B.2, 5.C.1, 6.A.5 and 7.A.2
5. Applied Behavioral Analysis (ABA) and other ASD therapies and interventions.	**OSEP:** Intervention and Instruction, and Technology **DEC/EI/ESCE:** 1.1 and 7.2 **PS&C:** 1a and 6d **CKC's:** 1.A.1, 2.A.1, 2.B.2 and 5.B.2
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 **EI/ESCE:** 5.2, 6.3 and 6.6 **PS&C:** 1c, 4c, and 6c **CKC's:** 1.A.2, 1.B.1, 1.B.3, 2.B.1, 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 **DEC/EI/ESCE:** 1.1, 3.3, All of Standards 4, 5, 6, and 7.2 **PS&C:** All of Standard 1, 2a, All of Standard 3, 4b, 4c, 6c and 6e **CKC's:** All of Domains 1, 2, 3, 4, and 5.A.2, 5.A.3, 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 **DEC/EI/ESCE:** 1.1, 3.3, All of Standards 4, 5, 6, and 7.2 **PS&C:** All of Standard 1, 2a, All of Standard 3, 4b, 4c, 6c and 6e **CKC's:** All of Domains 1, 2, 3, 4, and 5.A.2, 5.A.3 and 7.B.1

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

Student Outcomes:	Alignment with Standards
1. Summarize Autism Spectrum Disorder (ASD) and its definition, history, characteristics, and implications.	**DEC/EI/ECSE:** 1.4 **PS&C**: 1a, 1b, and 6d **CKC's:** 1.A.1, 1.B.1, 6.A.5, and 7.A.2
2. Describe frameworks and models associated with ASD.	**DEC/EI/ECSE:** 1.4 **PS&C**: 1a, 1b, and 6d **CKC's:** 1.A.1, 1.B.1, 6.A.5, and 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 **DEC/EI/ESCE:** 4.1 and 7.4 **PS&C:** 6b **CKC's:** 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 **DEC/EI/ESCE:** 1.4 **PS&C:** 1a, 3a, 3b and 6d **CKC's:** All of Domain 4, 5.B.2, 5.C.1, 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 **DEC/EI/ESCE:** 1.1 and 7.2 **PS&C:** 1a and 6d **CKC's:** 1.A.1, 2.A.1, 2.B.2 and 5.B.2
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:** 5.2, 6.3 and 6.6 **PS&C:** 1c, 4c, and 6c **CKC's:** 1.A.2, 1.B.1, 1.B.3, 2.B.1, 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 **DEC/EI/ESCE:** 1.1, 3.3, All of Standards 4, 5, 6, and 7.2 **PS&C:** All of Standard 1, 2a, All of Standard 3, 4b, 4c, 6c and 6e **CKC's:** All of Domains 1, 2, 3, 4, and 5.A.2, 5.A.3, 7.B.1
8. Individualize a Learning Experience Plan (LEP) with: • Observation and assessment • Teaching and behavioral strategies • Family connections based on for a child with ASD.	**OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families **DEC/EI/ESCE:** 1.1, 3.3, All of Standards 4, 5, 6, and 7.2 **PS&C:** All of Standard 1, 2a, All of Standard 3, 4b, 4c, 6c and 6e **CKC's:** All of Domains 1, 2, 3, 4, and 5.A.2, 5.A.3 and 7.B.1

Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
1. Autism Spectrum Disorder (ASD)	**DEC/EI/ECSE:** 1.4 **PS&C**: 1a, 1b, and 6d **CKC's:** 1.A.1, 1.B.1, 6.A.5, and 7.A.2
2. Frameworks, and models associated with ASD.	**DEC/EI/ECSE:** 1.4 **PS&C**: 1a, 1b, and 6d **CKC's:** 1.A.1, 1.B.1, 6.A.5, and 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 **DEC/EI/ESCE:** 4.1 and 7.4 **PS&C:** 6b **CKC's:** 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 **DEC/EI/ESCE:** 1.4 **PS&C:** 1a, 3a, 3b and 6d **CKC's:** All of Domain 4, 5.B.2, 5.C.1, 6.A.5 and 7.A.2
5. Applied Behavioral Analysis (ABA) and other ASD therapies and interventions.	**OSEP:** Intervention and Instruction, and Technology **DEC/EI/ESCE:** 1.1 and 7.2 **PS&C:** 1a and 6d **CKC's:** 1.A.1, 2.A.1, 2.B.2 and 5.B.2
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 **EI/ESCE:** 5.2, 6.3 and 6.6 **PS&C:** 1c, 4c, and 6c **CKC's:** 1.A.2, 1.B.1, 1.B.3, 2.B.1, 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 **DEC/EI/ESCE:** 1.1, 3.3, All of Standards 4, 5, 6, and 7.2 **PS&C:** All of Standard 1, 2a, All of Standard 3, 4b, 4c, 6c and 6e **CKC's:** All of Domains 1, 2, 3, 4, and 5.A.2, 5.A.3, 7.B.1
8. Adaptations and accommodations of a Learning Experience Plan (LEP) for a child with ASD including: • Observation and assessment • Teaching and behavioral strategies • Family connections	**OSEP:** Observing and Collecting Data for Progress Monitoring, Intervention, and Instruction, and Engaging and Communicating with Families **DEC/EI/ESCE:** 1.1, 3.3, All of Standards 4, 5, 6, and 7.2 **PS&C:** All of Standard 1, 2a, All of Standard 3, 4b, 4c, 6c and 6e **CKC's:** All of Domains 1, 2, 3, 4, and 5.A.2, 5.A.3 and 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
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.

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

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

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/

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:

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

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. 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 The Early History of Autism in America 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 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

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

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: • Observation and assessment • Teaching and behavioral strategies • Family connections	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.

13	LEP cont.		
14			
15	Recap and conclusions		
16	Finals		

* Key Experiences.