UNIVERSITY OF MARYLAND
Department of Counseling, Higher Education, and Special Education

EDSP 404/604 Introduction to Autism Spectrum Disorders

Fall, 2013, Monday, 4:15-7:00pm

Instructor: Andrew L. Egel, Ph.D.
Office: 1240C
Phone: 405-6487
Email: aegel@umd.edu
Office hours: Monday, Tuesday-1-3pm, after class on Mon. and by appointment

Course Description:
This course is designed to provide you with a background on the characteristics of children and youth with autism spectrum disorder (ASD). The initial ½ of the course will provide a review of the behavioral characteristics of students with ASD, different diagnostic and assessment methods, and theories of etiology. The second part of the course provides an overview of instructional issues, such as the application of various instructional technologies to language, social, and cognitive deficits, inclusion, and curriculum development for individuals with autism spectrum disorders across the age-range.

Course Competencies:

1. Describe characteristics of students with autism spectrum disorders (ASD).
   (InTASC #1-Learner Development; CEC #2-Development and Characteristics of Learners; CF-Knowledge of Learners).

2. Identify potential etiologies for ASD.
   (InTASC #1-Learner Development; CEC #2-Development and Characteristics of Learners).

3. Describe different methods for assessing/diagnosing students with ASD.

4. Define “evidence-based practice” and how it applies to selecting and implementing strategies for students with ASD.
   (InTASC #8-Instructional Strategies; CEC #4-Instructional Strategies; CF-Educational Goals and Assessment; EC 7-Specialist Competence).

5. Identify characteristics of different educational models for teaching students with ASD.
   (InTASC #7-Planning for Instruction, #8-Instructional Strategies; CEC #4-Instructional Strategies, #5-Learning Environments and Social Interactions, #7-Instructional Planning; CF-Learners, Curriculum, Educational Goals and Assessment).

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6. Identify characteristics of early childhood, elementary and secondary classrooms for students with ASD.
   (InTASC #7-Planning for Instruction, #8-Instructional Strategies; CEC #4-Instructional Strategies, #5-Learning Environments and Social Interactions, #7-Instructional Planning; CF-Learners, Curriculum, Educational Goals and Assessment).

7. Describe methods for assessing and responding to challenging behaviors.
   (InTASC #6-Assessment, #8-Instructional Strategies; CEC # 4-Instructional Strategies, #8-Assessment, #10 Collaboration; CF-Learners, Educational goals and Assessment).

8. Describe methods for teaching social and communication skills to students with ASD.
   (InTASC #3-Learning Environments, #7- Planning for Instruction, #8-Instructional Strategies; CEC #4-Instructional Strategies, #5-Learning Environments and Social Interactions, #6-Language; CF-Learners, Social and Cultural Contexts; EC 5-Innovation and Creativity).

9. Describe impact of ASD on families and individual family members and interventions that help lessen the impact
   (InTASC #6-Assessment, #8-Instructional Strategies, #10-Leadership and Collaboration; CEC #2-Development and Characteristics of Learners, CEC #4-Instructional Strategies, #5-Learning Environments and Social Interactions; CF-Learners).

10. Describe changes that can occur when students with ASD reach adolescents and adulthood.
    (InTASC #7-Planning for Instruction, #8-Instructional Strategies; CEC #2-Development and Characteristics of Learners, #5-Learning Environments and Social Interactions; CF-Learners, Curriculum).

Assignments:
A. Exams: Two exams (1 midterms, 1 final) will be administered during the semester. The exams will cover the material (lecture and reading) presented up until the test date. Questions typically will be at the comprehension, application, analysis, and/or synthesis level, and will be presented in a multiple choice/short answer essay format.

B. Assessments: You will rate a child in your practicum placement using the Childhood Autism Rating Scale (CARS). Subsequently, you will write a report detailing the results of the assessment and your interpretation(s). Your paper will begin with a brief description of the student (e.g., age, grade level, general characteristics, etc.) that you are assessing. You will subsequently rate the student in each of the 15 categories that are part of the CARS and provide a justification for the rating. Your paper will end with a summary of your experience using the CARS.

C. Review Paper: You must submit to me via email a proposal for your review paper BY 10/14/13. You must provide an outline of your paper plus three references that are research-based, related to your topic, and published between 2007 and 2013.

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Based on the topic area selected, each student will write an 8-10 page paper that reviews the current status of research in your topic area. This review paper will be comprehensive in nature, with a minimum of 10 references, five of which must be described in detail (e.g., purpose, participants, methodology, results, implications). The paper must be typed and written in a style consistent with the 6th edition of the publication manual for the American Psychological Association. Please make sure that you have access to a copy of this manual or use the following site:  http://owl.english.purdue.edu/owl/resource/560/01/

E. Functional Assessment and Positive Behavioral Support Plan: Each student will conduct a functional assessment of a problematic behavior in their practicum placement and, based on the assessment, develop a positive behavioral support plan. The first part of the project involves conducting an ABC which must have at least 10 observations across at least two days.

E. Discussion: A packet of readings will be used instead of a textbook. We will discuss in class each of the assigned articles and/or material related to the article, and all students are expected to have read the material prior to class.

UM Policies

**Accommodations for Students with Disabilities:** If you have a documented disability, contact Disability Support Services (301-314-7682) to ascertain the specific accommodations that may need to be provided. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at http://www.counseling.umd.edu/DSS/receiving_serv.html

It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities so reasonable accommodations can be made to assist learning and evaluation in the class.

**Academic Integrity:** The Code of Academic Integrity and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The following UMD Honor Pledge is to be on the front cover of all papers, projects, or academic assignments submitted for evaluation in this course along with your signature:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment). The Student Honor Council administers compliance with the code and allegations of academic dishonesty are reported directly to the Honor Council (301-314-8204).

**Religious Observance/Illness:** University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precludes the possibility of rescheduling, OR to perform a substitute assignment without penalty. The student must notify his or her instructor of the reason for absence as soon as possible. Where the reason for absence from a scheduled assessment is known well in advance (for example, in cases of religious
observance or participation in university activities at the request of University authorities), the student must inform the instructor by the end of the schedule adjustment period.

**College of Education Foundational Competencies:** The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with the candidate’s performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies (8/3/05; updated 8/18/11).

**CourseEvalUM:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Approximate Points</th>
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<tbody>
<tr>
<td>Paper proposal submitted by due date</td>
<td>5</td>
</tr>
<tr>
<td>Exam 1, 2 (60 each)</td>
<td>120</td>
</tr>
<tr>
<td>CARS assessment</td>
<td>20</td>
</tr>
<tr>
<td>Paper</td>
<td>50</td>
</tr>
<tr>
<td>Functional Assessment and Positive Behavioral Support Plan</td>
<td>32</td>
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<td><strong>---------------</strong></td>
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<tr>
<td><strong>Total Points</strong></td>
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<tr>
<th>Grading Scale</th>
<th>% of total points &amp; corresponding letter grade</th>
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<tr>
<td>98 - 100 = A+</td>
<td>78 - 79 = C+</td>
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<tr>
<td>92 - 97 = A</td>
<td>72 - 77 = C</td>
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<td>90 - 91 = A-</td>
<td>70 - 71 = C-</td>
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<td>88 - 89 = B+</td>
<td>68 - 69 = D+</td>
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<tr>
<td>82 - 87 = B</td>
<td>62 - 67 = D</td>
</tr>
<tr>
<td>80 - 81 = B-</td>
<td>60 - 61 = D-</td>
</tr>
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**Assignment Due Dates**
1. CARS assessment 10/11

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2. Proposal for paper 10/14


4. Paper due 12/07

## Topical Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>9/09</td>
<td>Introduction to class Description of autism spectrum disorders</td>
<td>12</td>
</tr>
<tr>
<td>9/16, 9/23</td>
<td>Assessment/diagnosis Early identification</td>
<td>16, 9, 1, 17</td>
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<td>9/30</td>
<td>Parent training</td>
<td>26, 2, 4</td>
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<td>10/7</td>
<td>Etiology of autism</td>
<td>22</td>
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<td>10/14</td>
<td>Early intervention Inclusion</td>
<td>15, 7, 24, 25, 20</td>
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<td>10/21</td>
<td>Exam</td>
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<td>10/28</td>
<td>Educational programs: Discrete trial training TEACCH program</td>
<td>19, 13, 21, 18</td>
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<tr>
<td>11/04</td>
<td>Characteristics of evidence-based educational programs Preschool</td>
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<td></td>
<td>Elementary Middle/High</td>
<td>10</td>
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<tr>
<td>11/11</td>
<td>NO CLASS; IMMERSION WEEK</td>
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<tr>
<td>11/18</td>
<td>Assessing and responding to: Challenging behaviors Functional assessment Positive behavioral support Language and communication</td>
<td>14, 11, 6, 27</td>
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<td>11/25</td>
<td>Instructional strategies Pivotal response training</td>
<td>23</td>
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### ADDITIONAL READINGS


10. Livelli, P. (2012). The development and implementation of school programs for


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PAPER GRADING SYSTEM

Student:

1. Appropriate Length (8-10 pages) ____________ (5 points)

2. APA Format ____________ (10 points)
   • Title page
   • Page numbers
   • References (including citation style)
   • In text references
   • Headings
   • Quotations
   • Etc.

3. Written Organization ____________ (15 points)
   • Syntax
   • Formal (written) language
   • Proofreading/spellcheck
   • Overall organization

4. Review of Topic ____________ (20 points)
   • Appropriate literature, topic
   • Linking information together
   • Demonstrated a comprehensive knowledge of topic
   • Covered information related to topic adequately and clearly
   • Included most up to date and prevalent information related to topic
   • Reviewed topic thoroughly, including supporting and refuting information related to topic

TOTAL: ____________ (50 points)

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Scoring sheet for Functional Assessment and Positive Behavioral Support Plan

Part I: ABC

1. Identifies behavior 2

2. Provides operational definition 4

3. Identifies time/setting 2

4. ABC data sheet
   a. Identifies data collector .5
   b. Identifies participant (no use of real names) .5
   c. Provides operational definition .5
   d. ABC data sheet has four columns (date/time, antecedents, behavior, consequence) 2
   e. Uses only observable, measurable terms 2

5. Analysis of ABC
   a. Identifies possible function of behavior 2
   b. Provides justification based on antecedents/consequences 2

6. Completion of checklist for identifying possible functions (e.g., MAS)
   a. Summarizes data (table ok) 1
   b. Identifies possible function based on data 1

Part II: Positive behavior support plan

1. Identifies behavior .5

2. Identifies proposed function of behavior based on ABC and checklist. 1

3. At least three general supports to be put in place to maintain high rates of appropriate behavior 3

4. Response plan
   a. Identifies an appropriate replacement behavior based on proposed function (i.e., provides justification) 4
   b. Describes teaching plan for replacement behavior 4