

**University of North Texas College of Education
NCATE Accredited Programs in Special Education
Educators as Guides for Engaged Learners**



Course Syllabus – Spring 2018

EDSP 3410.001 (Developmental Disabilities and Autism: Identification and Intervention) - (3 Credits)

Mondays, Wednesdays & Fridays - 10:00 to 10:50 PM - BLB 073

INSTRUCTOR: Chelsi Pruitt, Doctoral Student in Autism Intervention, UNT
OFFICE: Matthews Hall, 322
PHONE: 214-695-1179
E-MAIL: Chelsi.pruitt@unt.edu (*Please contact me through Blackboard Messaging*)
OFFICE HOURS: Monday and Wednesday, 11:00 AM to 2:00 PM

1. Course Description:

This course will provide students with a background in the characteristics, causes, prevalence, and identification of individuals with developmental disabilities and autism. Maximum consideration will be given to classification categories as defined by the federal regulations, integration of assessment and educational planning, and specific interventions for facilitating the education and training for this target population.

2. Course Objectives: Upon completion of this course, students will:

- 2.1. Define Autism Spectrum Disorder (ASD) and describe related characteristics.
- 2.2. Understand the concept of evidence-based practices (EBPs) for individuals with ASD.
- 2.3. Demonstrate knowledge of the causes of ASD.
- 2.4. Develop awareness of the methods for assessment to diagnose ASD.
- 2.5. Develop awareness of the EBPs for instruction in social skills, communication, daily living skills, play, and motor movements.
- 2.6. Understand family perspectives associated with raising a child with ASD.

2.7. Develop awareness of issues related to transition to post-secondary settings.

3. **Required Textbooks and Materials:**

3.1. Boutot, A. E. (2017). *Autism Spectrum Disorders: Foundations, characteristics, and effective strategies* (2nd edition). Upper Saddle River, NJ: Pearson/Prentice Hall.

4. **Administrative Policies and Requirements:**

- 4.1. Attendance. Consistent attendance is expected of all students (monitored through class roster). Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. You should not miss more than two class meetings throughout the semester. **If you are absent for more than 2 class days, 2 points will be deducted from your final grade for each day you are absent.** In addition, you will be ineligible to use any extra-credit or bonus points (other than SPOT evaluation bonus points). Professional courtesy also dictates that you notify me ahead of time, if possible.
- 4.2. Make-up. There will be NO make-up exam for this course. Having a headache, traffic delays, forgetting, work conflicts, personal appointments, etc. are not valid reasons for missing an exam. If you miss an exam, you will be *required to submit relevant documentation (e.g., doctor's report)*. *Make-up exams only in the case of an emergency*. Understand that the make-up exam will be different from the original exam.
- 4.3. Acceptance of Late Submissions. Late submission will result in loss of 2 points per calendar day for course assignments. Late submissions will be accepted only until one week past the due date after which it will not be accepted (except in an emergency). In case of an emergency, you will be *required to submit relevant documentation (e.g., doctor's report)*.
- 4.4. Written assignments must (a) have a cover page, a running head and subsequent page numbers; (b) be double-spaced lines (may use single-space for tables); (c) have a 1-inch margin on all sides, and (c) reflect a professional quality in terms of scope, depth, writing mechanics (e.g., spellings, grammar, formatting, references and writing style as per the APA 6th Edition guidelines for formatting and listing references) as expected of students at a prestigious university.
- 4.5. Blackboard Learn: Visit the course website for updates on content, handouts of PowerPoint presentations, posting questions that you were unable to ask in class due to lack of time, and general communication. Understand that the course website is my method of communicating with you between classes. Please make it a point to check the website the day before each class for important information and announcements that may be relevant to the next class.
- 4.6. A grade of "Incomplete" will be granted *only if* a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. *The student and I will negotiate* a due date and requirements for successful completion. If a student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Poor academic performance is not good enough reason for requesting an Incomplete.

5. Performance Evaluation:

- 5.1. Syllabus Quiz: Students are required to complete a short quiz on the Syllabus to ensure that you have read it thoroughly and are familiar with the general information and various academic and administrative requirements. **[10 points]**
- 5.2. Exams: In order to ensure a complete understanding of the course content, you will be required to take three (3) exams spread across the semester. Exams will be based on content from the textbook, class lectures, and other class activities. **[75 points]**
- 5.3. Assignment 1: Book Review OR Movie Review OR IRIS Module ASD (Part I): You have a choice to complete any one of these three options individually. Assignment should be submitted via Turnitin under the assignments tab on Blackboard. **[25 points]**
 - 5.3.1. Option 1 - Book Review: Read any one book of your choice (either a biography or an autobiography) related to the life or story of a person with a developmental disability or autism. Bring the book to class for others to view. Submit via Blackboard a 3-5 page summary of the characters, plot, major themes, outcome and your learning experience.
 - 5.3.2. Option 2 - Movie Review: Watch any one movie of your choice related to the life or story of a person with a developmental disability or autism. Bring the DVD or online link to share with others. Submit via Blackboard a 3-5 page summary of the characters, plot, major themes, outcome and your learning experience.
 - 5.3.3. Option 3 - Complete the IRIS STAR Legacy Module on ASD (Part I): Review this module by accessing this website (<http://iris.peabody.vanderbilt.edu/module/asd1/>). To navigate the Module, click on the *Challenge* tab at the top of the cycle. Movement throughout the sections of the module can be managed by using the navigation bar at the right side of the page or by following the links at the top or bottom of each individual page. Work through each page of module in the order presented (i.e., *Challenge, Initial Thoughts, Perspectives and Resources, Wrap Up, and Assessment*). Throughout the module, there are questions for you to answer. Please type your answers to each question and submit via BlackBoard (3-5 pages).
- 5.4. Assignment 2 – Autism Awareness Plan (Group): Students will work in a small group (3 approximately) to develop and implement a plan for creating awareness regarding autism with a specific target group. It could be staff or personnel in a daycare center, instructional assistants in a school, a group of respite care providers, UNT police, your university peers from a different department or college, or any other. The purpose is to provide them with accurate information about autism, address any myths, and share a few key online resources for more information. So, first conduct a presentation to the class regarding your plan to present to the community. Second, present the awareness activity at the site of the target group. Must bring signed documentation of presentation in community to instructor following the due dates on the schedule. Target audience selection and general idea of plan should also be submitted to instructor by **February 2**. **[50 points]**

- 5.5. In-Class Activities: The subject matter of this course, in particular, with its emphasis on the practical application of theoretical concepts requires student participation and discussions. You will be expected to come to class well prepared to engage in discussions and complete in-class activities. However, you will need to be present in class to earn the in-class activity points (5 points each). **[30 points]**
- 5.6. Professional Conduct: Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT's Programs in Special Education. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to guidelines addressing student conduct, professionalism includes: **[10 points]**:
- 5.6.1. Use Person-First language at all times when referring to people with disabilities. Please do not use labels like “*disabled*”, “*Autistic*”, “*Aspies*” or “*Retarded*” because of negative connotations even if others use such labels.
 - 5.6.2. Turn off cell phones before class starts and put it out of view out of respect for your classmates and professor. Any cell phone use (e.g., texting, internet use, game playing, etc.) will result in a loss of participation/activity points for that day.
 - 5.6.3. Use of technology (e.g., laptops, iPads, etc.) should facilitate not impede active engagement in learning. I do take offense to e-mail communication, texting and Facebook posts during class time.
 - 5.6.4. Be punctual in arriving to class. If late, ensure that you settle quietly without disturbing others.
 - 5.6.5. Be well prepared for class by reviewing the chapter ahead of time. Participate actively while allowing time and opportunity for others to participate.
 - 5.6.6. During class instruction, avoid sleeping, excessive talking without permission, or doing things not related to the course. Also, I will listen when you talk in class and I expect the same of you. Please avoid side-conversations during instruction.
 - 5.6.7. Talk respectfully with everyone in case of issues or disagreements. Please let me know if something is not working out for you.
 - 5.6.8. Read assignment instructions carefully before starting and/or submitting to ensure accuracy. Complete and submit assignments on time via BBL (not e-mail).
 - 5.6.9. Understand that your overall grade will be dependent on the *quality* of your products and not on the amount of effort or your relationship with the instructor.
- 5.7. Performance Evaluation Tracking: Your final grade will be computed on the basis of the cumulative points earned at the end of the semester:

<u>Grading Criteria:</u>	90 to 100% = A;	80 to 89% = B;	70 to 79% = C
	180-200	160-179	140-159
	60 to 69% = D	59% and below = F	
	120-139	119 and below	

--	--

Assessments	Maximum
Syllabus Quiz	10
Exams (3 x 25 points)	75
Assignment 1 – Book OR Movie Review OR IRIS Module (I)	25
Assignment 2 – Autism Awareness Plan (Group)	50
In-Class Activities (6 x 5 points)	30
Professionalism	10
TOTAL (check for any changes at end of semester)	200*

*Please note that this total could change at the end of the semester based on the number of in-class activities conducted.

6. UNT Administrative Policies:

- 6.1. Succeed at UNT: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. To succeed at UNT (<http://success.unt.edu/>), you must show up; find support; take control; be prepared; get involved; and be persistent.
- 6.2. Academic Integrity and Dishonesty: Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: (a) use of any unauthorized assistance in taking quizzes, tests, or examinations; (b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or (e) any other act designed to give a student an unfair advantage.

The term "plagiarism" includes, but is not limited to: (a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or credit; and (b) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>. I reserve the right to determine if academic dishonesty occurred and will refer such cases to the appropriate office as per the University's policy.

- 6.3. Student Behavior in the Classroom: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and may be referred to the Center for Student Rights and Responsibilities to consider whether his/her conduct violated the Code of Student Conduct. UNT's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.

- 6.4. Disability Accommodation: The University of North Texas (UNT) makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify eligibility. If a disability is verified, ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation each semester and must meet with each faculty member prior to implementation in each class. For additional information visit the ODA website at disability.unt.edu. You may also contact them by phone at 940-565-4323.
- 6.5. EagleConnect: All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material sent to you via Blackboard Learn e-mail.
- 6.6. Emergency Notification & Procedures: UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at MyUNT. Some helpful emergency preparedness actions include: (a) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held; (b) determine how you will contact family/friends if phones are temporarily unavailable, and (c) identify where you will go if you need to evacuate suddenly. In the event of UNT closure, please refer to BBL for contingency plans for covering course materials.
- 6.7. Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws at: essc.unt.edu/registrar/ferpa.html.
- 6.8. Course Evaluation: Completing a course evaluation is required for all organized classes at UNT. A short survey through SPOT will be available at the end of the semester. I am very interested in your opinions for continuous improvement in content delivery. At the end of the semester and by the due date, if you forward documentation of completed this course evaluation survey, I will give you 2 bonus points.

- 6.9. Per [UNT Policy 15.2.16](#), pre-finals days refers to the two calendar days preceding the Reading Day of each fall and spring semester and is designated so that students can adequately prepare for their final exams. During these days (May 5), no new curricular content will be disseminated; student organizations do not meet; and no extracurricular activities will be required. Any deviation from these requirements must be approved in advance by the appropriate dean or director. Please note that no classes are held on Reading Day, May 5, 2017.

UNT Administrative Deadlines (<https://www.unt.edu/catalogs/2016-17/calendar>)

1/16/18	First Class Day at UNT
1/30/18	Instructor's written consent to drop course required starting on this date
2/23/18	Last day to drop with either W or WF
2/24/18	Instructors may drop students with a grade of WF for nonattendance
4/9/18	Can Begin to Request Incomplete
4/20/18	Last day to Withdraw (drop all classes)
5/3/18	Last Class day (5/5/17- Reading day)
May 5-11	Finals Week

UNT Resources

UNT Police Department	940-565-3000 or 911 in an emergency
Dean of Students	940-565-2648 or x2039
Counseling and Testing	940-565-2741
Substance Abuse Center	940-565-2747
Veterans Center	940-369-8021
National Suicide Hotline	1-800-273-TALK

Class Schedule for EDSP 3410 – Spring 2018

DATE		TOPIC, READINGS and DUE DATES
Week 1 January	17, 19	Introduction to the course, field and people – Syllabus; description of assignments; BBL website – Syllabus Quiz on 1/19/18
Week 2 January	22, 24, 26	– Overview of ASD (Chapter 1)
Week 3 Jan-Feb	29, 31, 2	– EBPs for Educating Students with ASD (Chapter 2) – Target Audience and Idea due 2/2/18
Week 4 February	5, 7, 9	– Working with Families of Children with Autism (Chapter 3)
Week 5 February	12, 14, 16	– Guest Speaker: Suzie Verdin 2/12 – Visit to the Kristin Farmer Autism Center and Discussion of Learning Experiences 2/16 – APA
Week 6 February	19, 21, 23	– Teaching Students with Autism Using the Principles of Applied Behavior Analysis (Chapter 5) – (Exam 1- Chapters 1,2,3,5) 2/23/18
Week 7 Feb-March	26, 28, 2	– Teaching Students with Autism to Communicate (Chapter 6)
Week 8 March	5, 7, 9	– Social Challenges of Children and Youth with Autism Spectrum Disorders (Chapter 7) – Assignment 1 due 3/9/18
Week 9 March	12, 14, 16	SPRING BREAK
Week 10 March	19, 21, 23	– Daily Living Skills (Chapter 8)
Week 11 March	26, 28, 30	– Play-Focused Interventions for Young Children with Autism (Chapter 10) – (Exam 2- Chapters 6,7,8,10) 3/30/18
Week 12 April	2, 4, 6	– Motor Consideration for Individuals with Autism Spectrum Disorders (Chapter 12) – Guest Speaker: Will Barron 4/2
Week 13 April	9, 11, 13	– In-class presentations (Groups 1 & 2 on 2nd, Groups 3 & 4 on 4th, Groups 5 & 6 on 6th)
Week 13 April	16, 18, 20	– Assistive Technology for Learners with Autism Spectrum Disorders (Chapter 11)

Week 14 April	23, 25, 27	– Transition to Postsecondary Environments for Students with Autism Spectrum Disorders (Chapter 14)
Week 15 May	30, 2	– Review and Exploration of Resources – Signed documentation due of awareness presentation
Week 16 May	5 at 8 AM	FINALS (Exam 3- Chapters 12,11,14)

NOTE: I reserve the right to make changes in this schedule given unusual circumstances. Guest speakers may be added to the schedule to further explain course material.