



**Special Education 540.401**  
**Autism: Assessment and Intervention**  
**Metroplex Center-Mesquite Tuesday 4:30-7:10 p.m.**  
**COURSE SYLLABUS: Fall 2013**

**Instructor:** Patricia A. Parrish, Ed.D.

Director, Educational Diagnostician Program/Interim Assistant Professor

**Office Location:** TAMU-C—Binnion 216, Metroplex Center-Mesquite, & Virtual

**Office Hours:**

- Tuesdays @ 3:15-4:15 p.m. (Metroplex Center-Mesquite)
- Wednesdays @ 4:00-6:00 p.m. (virtual)
- Thursdays @ 6:00-7:00 p.m. (Metroplex Center-Mesquite/TAMU-C—Binnion 216)
- First Friday of each month @ 11:15 a.m.-12:15 p.m. (TAMU-C—Binnion 216)
- Other times & locations by appointment

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<b>COURSE INFORMATION</b>
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**Materials—Textbook & Supplementary Reading**

Textbook—Required:

Prelock, P. A. (2006). *Autism spectrum disorders: Issues in assessment and intervention*. Austin: Pro-Ed, Inc. ISBN 1-4164-0129-6.

Supplementary Reading—Optional:

Parrish, P. A. (2010). *A wake up call for schools: A new order in public education*. Lanham, Maryland: Rowman & Littlefield Education. ISBN 978-1-60709-705-1.

**Course Description:** This is an introductory course about individuals with an autism spectrum disorder. The course examines characteristics within autism spectrum disorders, assessment, and issues and trends in schools.

*For enrolled students who are completing graduate level courses in preparation for TExES, Educator Certification Standards associated with SpEd 540 are as follows:*

**Pedagogy and Professional Responsibilities (EC-Grade 12)**

The teacher

- designs instruction appropriate for all students that reflects understanding of relevant content and is based on continuous and appropriate assessment.

- creates a classroom environment of respect and rapport that fosters positive climate for learning, equity, and excellence.
- promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **Special Education (EC-Grade 12)**

The special education teacher

- understands and applies knowledge of philosophical, historical, and legal foundations of special education.
- understands and applies knowledge of professional roles and responsibilities adhering to legal and ethical requirements of the profession.
- knows how to communicate and collaborate effectively in a variety of professional settings.
- understands and applies knowledge of characteristics and needs of individuals with disabilities.
- understands formal and informal assessment procedures and knows how to evaluate student competencies for instructional decisions.
- understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.
- understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
- understands assistive technology as defined by state and federal regulations.
- understands and applies knowledge of transition issues and procedures across the life span.
- promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

### **Educational Diagnostician**

The educational diagnostician

- understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.
- understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

- develops collaborative relationships with families, educators, the school, the community, outside agencies, and related services personnel.
- understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
- knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
- selects, administers, and interprets appropriate formal and informal assessments and evaluations.
- understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.
- knows and demonstrates skills necessary for scheduling, time management, and organization.

### **Student Learning Outcomes:**

1. The student will demonstrate an understanding of assessment of autism spectrum disorders and additional selected disorders/disabilities including

- identification of trends in diagnosis and neurobiologic considerations,
- working with families to support children with an autism spectrum disorder,
- examination of interdisciplinary, family-centered, and community-based assessment models for children with an autism spectrum disorder,
- assessment of communication of children with an autism spectrum disorder,
- assessment of play of children with an autism spectrum disorder,
- assessment of social-emotional development of children with an autism spectrum disorder,
- distinguishing sensory and motor considerations in assessment of children with an autism spectrum disorder.

2. The student will analyze research-based interventions for children with an autism spectrum disorder including

- decisionmaking to better serve children with an autism spectrum disorder and their families,
- support for communication development of children with an autism spectrum disorder,
- support for play of children with an autism spectrum disorder,
- support for social-emotional needs of children with an autism spectrum disorder,
- assessment of health care considerations for children with an autism spectrum disorder,
- weighing inclusionary practices for children with an autism spectrum disorder.

3. The student will examine historical and current issues in diagnostic criteria and clinical studies of individuals with an autism spectrum disorder including, but not limited to,

- Asperger syndrome,
- autism psychopathy in childhood,
- relationship between Asperger syndrome and Kanner's autism,
- clinical and neurobiological aspects of Asperger syndrome,
- Asperger syndrome across the lifespan.

4. The student will produce a research-based document addressing issues and trends in effective educational programming for students functioning within autism spectrum disorders, as well as all students.

## COURSE REQUIREMENTS

### **Instructional Methods/Activities/Assessments**

SpEd 540 includes a series of learning activities and assessments to assist enrolled students in achieving outcomes for this course. A variety of weekly readings from the textbook and supplementary reading, including research from scholarly sources, provides the student with a multidimensional learning experience.

Mid Term and Final Exams: 100 points each

*Student Learning Outcomes 1, 2, and 3* (The student will demonstrate an understanding of assessment of autism spectrum disorders and additional selected disorders/disabilities. The student will analyze research-based interventions for children with an autism spectrum disorder. The student will examine historical and current issues in diagnostic criteria and clinical studies of individuals with an autism spectrum disorder.)

Examinations focus on concepts included in the textbook, supplementary readings and assignments, discussions, and distributed information.

#### *Assessment Method*

Examinations require short answer multiple choice and true-false responses. Students provide scantron cards.

Research Report: 100 points

*Student Learning Outcome 4* (The student will produce a research-based document addressing issues and trends in effective educational programming for students functioning within autism spectrum disorders, as well as all students.)

Each student will demonstrate ability to summarize, apply, analyze, synthesize, and evaluate research-based findings from professional sources by developing one written report. Required components are (1) source, (2) summary of information/abstract [knowledge & comprehension/*Bloom's Taxonomy*], (3) relevance of information for 21<sup>st</sup> century schools [application, analysis & synthesis/*Bloom's Taxonomy*], and (4) professional position [evaluation/*Bloom's Taxonomy*]. Sources for reports include professional journals, approved Internet sites, and selections from books other than the textbook and/or supplementary reading. Each source cited in SpEd 540 is through APA Style. Total content review of each report will be presented by enrolled students.

#### *Assessment Method*

The Research Report is scored through *Research Report Scoring Rubric*, distributed in the first class session.

### **Grading**

Scores of the following on a scale from 0 to 100 are averaged to obtain a mean score:

Examinations/Research Report	Total Possible Points
Mid Term Examination	100
Final Examination	100 (averaged as 2 scores [=200])
Research Report	100

Mean Score	Semester Grade
100-90	A
89-80	B
79-70	C
69-60	D
59-below	F

<b>TECHNOLOGY REQUIREMENTS</b>
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SpEd 540 requires the following technologies:

- Internet
- Email
- Word Processor

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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*Academic Honesty Policy*

Texas A&M University-Commerce does not tolerate plagiarism nor other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and communicating them as one's own), cheating on exams or other course assignments, collusion (unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials. For additional information about plagiarism click <http://www.plagiarism.org>, <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>, or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

*Examination Policy*

SpEd 540 Mid Term Exam and Final Exam are closed book. Exams will occur during designated class sessions specified in Syllabus.

*Attendance Policy*

Attendance expectations adhere to information in *Class Attendance Rule* included in Graduate Catalog, Texas A&M University-Commerce.

*Assignment Policy*

Due dates for Exams and Research Report are included in Syllabus. Exams are submitted during scheduled class sessions, as included in Syllabus. Research Report is accepted for grading until midnight of the due date.

*Course Drop*

A student may drop a course by logging into myLEO and clicking *Drop A Class*.

### *Incomplete Grade*

Incomplete grade policy adheres to information in *Incomplete Courses* included in Graduate Catalog, Texas A&M University-Commerce.

### *Administrative Withdrawal*

Administrative withdrawal of a student as a result of excessive absences adheres to information in *Class Attendance Rule* included in Graduate Catalog, Texas A&M University-Commerce.

### *Students with Disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other regulations, this legislation requires all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the following:

Office of Student Disability Resources & Services, Room 132  
Texas A&M University-Commerce  
Phone 903-886-5150 or 903-886-5835  
Fax 903-468-8148

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

### *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See [Student Guidebook](#).)

## **COURSE OUTLINE/CALENDAR**

### **Session 1 8/27/13**

Syllabus/Schedule, Bloom's Taxonomy, APA Style, State & Federal Legislation and Court Decisions Impacting Education

### **Session 2 9/3/13**

Chapter 1—*Autism and Related Disorders: Trends in Diagnosis and Neurobiologic Considerations*

*Eligibility Criteria* <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html#89.1040>

### **Session 3 9/10/13**

Chapter 2—*Learning to Work with Families to Support Children with ASD*

*Gifted/Talented Education* <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089a.html>

### **Session 4 9/17/13**

Chapter 3—*An Interdisciplinary, Family-Centered, & Community-Based Assessment Model for Children with ASD*

*Research Report #1*

**Session 5 9/24/13**

Chapter 4—*Understanding and Assessing the Communication of Children with ASD*

*Research Report #2*

**Session 6 10/1/13**

Chapter 5—*Understanding and Assessing the Play of Children with ASD*

*Research Report #3*

**Session 7 10/8/13**

Chapter 6—*Understanding and Assessing the Social-Emotional Development of Children with ASD*

**Session 8 10/15/13**

**MID TERM EXAM—Chapters 1-6 and accompanying information**

**Session 9 10/22/13**

Chapter 7—*Sensory and Motor Considerations in the Assessment of Children with ASD*

**Session 10 10/29/13**

Chapter 8—*Making Intervention Decisions to Better Serve Children with ASD and Their Families*

*Research Report #4*

**Session 11 11/5/13**

Chapter 9—*Interventions to Support the Communication of Children with ASD*

*Research Report #5*

**Session 12 11/12/13**

Chapter 10—*Interventions to Support the Play of Children with ASD*

*Research Report #6*

**Session 13 11/19/13**

Chapter 11—*Interventions to Support the Social-Emotional Needs of Children with ASD*

*Research Report #7*

**Session 14 11/26/13**

Chapter 12—*Health-Care Considerations for Children with ASD*

*Research Report #8*

**Session 15 12/3/13**

Chapter 13—*Inclusionary Practice for Children with ASD*

**Session 16 12/10/13**

**FINAL EXAM—Chapters 1-13 and accompanying information**