EDSE 678
Strategies for Students with Autism/Significant Needs
3 credit hours
Spring 2019

Instructor: Dr. Marlo Payne Thurman
Phone: 720-887-8407
Email: marlo.thurman@unco.edu
Class Meets: Online
Office Hours: Online by appointment

A. COURSE DESCRIPTION:
This course provides a historical perspective and an overview of assessment, planning and instructional strategies for working with students on the autism spectrum as well as students with significant support needs in K-12 settings.

B. PREREQUISITE/CO-REQUISITE: None

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:
The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:

- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.

The focus of this course is to provide an in-depth perspective related to coaching and mentoring teachers that work with students that have significant support needs in K-12 schools and in transition programs for 18-21 year-old students. The emphasis includes skills to guide novice teachers who teach grade-level academics, social, communication, self-care, community immersion skills, and facilitate agency linkages to enhance access and inclusion in general education curriculum and environments in the community at large.
D. PROFESSIONAL STANDARDS MET: Colorado Department of Education (CDE)
Standards for the Special Education Specialist: CDE 9.01 (1)(a), (b),(c), (d), (f), (g), (h), (j), (k), (l); (2)(a), (b), (c),(d); (3)(a), (b), (c), (d), (e), (f), (g); (4) (a), (b), (c), (d); (6)(a), (b), (c), (d), (e); (7) (c), (d), (k)

E. GOALS AND OBJECTIVES OF THE COURSE:

1. Identify and discuss program and service models from the past and present and describe how a teacher can implement a change in service models within a school for students with significant needs and/or autism. This includes the ability to:
   a. Understand the historical perspective of providing services to students with autism/significant support needs.
   b. Describe needed support for students with autism/significant support needs, and promoting inclusive programming to enhance their experiences in school and community settings;
   c. Describe evidence-based instructional practices, including:
      i. The potential implications of response to intervention -- including how to balance universal, targeted, and intensive instructional processes -- for student learning in relation to literacy and other areas of instruction
      ii. A variety of instructional practices that may be implemented to improve schoolwide practices.
   d. Identify and describe evidence-based practices and the role of the special education teacher as an intervention specialist working with students with autism/significant support needs.
   e. Describe effective collaborative models for including the parent in special education placement and instructional decisions.
   f. Gain information from professional development opportunities in order to learn evidence-based practices and to ensure knowledge of current strategies.

2. Demonstrate skills for facilitating comprehensive assessment and data-driven instruction for students with autism/significant support needs when developing IEPs and instruction. This includes teaching others how to develop and/or use the following processes/assessments:
   a. Person-centered planning procedures (e.g., MAPS & PATH) taking into account the influence of economic, cultural, sociological and linguistic factors on learning.
   b. Content standards, key components and Access skills.
   c. Formal (e.g., COACH, School Function Assessment, ABLLS) and informal assessments.
   d. Measure skills, retention, and generalization across settings and environments.

3. Coach others on how to develop and implement age-appropriate IEPs, instructional content and adapt the curriculum as needed. This includes modeling interventions and coaching special education teachers to:
   a. Implement lessons based on general education standards and curriculum, including:
      i. Grade-level standards, key concepts, and the Colorado Access Skills
      ii. Typical content in selected grades with accommodations and modifications
      iii. Incorporating Learner Outcomes into instructional planning
      iv. Deconstructing content and concepts for learners of different abilities
b. Assess and adapt environments for a variety of levels of integration and immersion to meet the physical, social, activity, content, and extended opportunity needs of students (e.g., extra-curricular activities)

c. Develop adaptations for students linking instruction to the content standards using a variety of adaptation models (e.g., parallel, alternative curriculum, environmental)

d. Coach others on how to design and implement instructional units and lessons incorporating the following:
   i. Design differentiated lessons and universal design procedures
   ii. Develop accommodations and modifications for lessons
   iii. Create a library of adaptations available for others to access

e. Coach others on how to implement and progress-monitor goals and objectives in relation to general education curriculum:
   i. Supervise and mentor others in the development of IEPs
   ii. Use a standards matrix to deconstruct content standards and develop goals and objectives
   iii. Utilize student interests and strengths as vehicles for greater learning and improved access to the general education curriculum

f. Coach others on how to develop literacy skills and select materials for students with significant needs/autism:
   i. Identify student needs with respect to literacy instruction.
   ii. Assess students’ current literacy skills and building on those skills based on strengths.
   iii. Incorporate the five components of comprehensive reading instruction throughout the student’s individualized program.

g. Develop structured learning environments to support students in order to be successful in general education environments:
   i. Develop and implementing meaningful structured teaching procedures to facilitate inclusion.
   ii. Monitor and assessing the students’ progress in order to design instruction based on general education standards.
   iii. Create support procedures and objectives for critical nonacademic skills, including using restrooms, mealtime, self-care, following routines, and independent travel.

h. Design and select adaptive equipment (e.g., software, switches) and assist with the selection of assistive technology to promote participation, skill acquisition, and independence.

4. Demonstrate skills for coaching others about how to plan, manage, and collaborate in the delivery of instruction. This includes following strategies:
   a. Facilitate the creation of schedules for general education participation and other services.
   b. Instruct others how to schedule, train, and supervise para-educators, volunteers, and peer helpers.
   c. Facilitate the interaction and collaboration of general and special education teachers and related services personnel in the delivery of instruction.
   d. Teach others how to problems solve issues that may arise with integrated delivery.
e. Mentor others and teach strategies to support students to be more autonomous in the school environment, including teaching students how to self-monitor behavior and how to increase self-advocacy and self-determination skills.

5. Coach and model for teachers of students with autism/significant support needs how to provide support through scaffolding and specific adaptations.
   a. Teach others how to teach using incidental and direct instruction models (e.g., natural environment teaching, structured teaching procedures).
   b. Scaffold and/or adapt evidence-based instruction in relation to literacy development, math skills, and content instruction (science, social studies, etc.).
   c. Apply the principles of response to intervention to instruction for students with autism/SSN.
   d. Select appropriate reading texts and materials, including materials that use evidence-based methods and strategies for scaffolding literacy skills, including but not limited to phonemic awareness/phonics, vocabulary acquisition, fluency, and text comprehension.
   e. Use prompt hierarchies to encourage least-to-most progressions.
   f. Coordinate instruction with the general education teacher (balancing in-class with pull-aside).
   g. Increase the use of self-management and self-instructional procedures.
   h. Create age-appropriate parallel and scaffolding instruction in same-ability classroom situations.

6. Monitor and collaborate with other professionals and paraprofessionals in response to students’ physical/motor and sensory (hearing/vision) development and medical management plans. This includes ensuring special education teachers demonstrate the following:
   a. Collaboration with related service providers to identify physical/motor, and sensory support needs.
   b. Ability to monitor medical management plans in collaboration with the school nurse, itinerant specialists, and paraprofessionals.
   c. Teach students to self-manage medical issues.
   d. Safe use of positioning and transferring strategies, and equipment.

F. CONTENT OF THE COURSE

1. Understanding program and service models.
   a. Historical perspective of service delivery
   b. Support for students with autism/significant support needs
      i. Inclusive programming
      ii. The continuum of services.
   c. Evidence-based instructional practices.
   d. Response to intervention for students with Autism/significant support needs.
   e. Identifying evidence-based practices for students with autism.
   f. Identifying evidence-based practices for students with significant support needs.
   g. Role of the special education teacher as an intervention specialist.
   h. Collaboration models for inclusive practices with general education and with paraprofessionals.
   i. Learning new skills through effective professional development opportunities.
2. Demonstrating skills to complete comprehensive assessment and data-driven instruction.
   a. Facilitating person-centered planning procedures (e.g., MAPS & PATH).
   b. Influences of economic, cultural, sociological and linguistic factors on learning and assessment.
   c. Formal and informal assessments.
   d. Measuring skills, retention, and generalization across settings and environments.

3. Coaching to ensure effective implementation of age-appropriate IEPs, instructional content and adaptations.
   a. Assessing students and adapting environments to meet a variety of needs.
   b. Teaching others to use a standards matrix to deconstruct content standards and develop goals and objectives.
   c. Supervising the development of IEPs & monitoring.
   d. Coaching others to monitor student growth on goals and objectives.
   e. Coaching others to design and implement instructional units and lessons incorporating differentiated instruction and universal design procedures based on general education standards and curriculum, including key concepts and access skills.
   f. Developing instructional adaptations based on Learner Outcomes and linking to the content standards using a variety of adaptation models (e.g., parallel, alternative curriculum, environmental).
   g. Coaching others how to develop literacy skills and select materials for students with significant needs/autism through the following:
      i. Identifying student needs with respect to literacy instruction.
      ii. Assessing the student’s current literacy skills and build on those skills based on strengths.
      iii. Incorporating the five components of comprehensive reading instruction throughout the student’s individualized program.
   h. Developing structured learning environments implementing meaningful structured teaching procedures.
   i. Creating support procedures and objectives for critical nonacademic skills.
   j. Designing and selecting adaptive equipment (e.g., software, switches) and assisting with the selection of assistive technology to promote participation, skill acquisition, and independence.

4. Coaching teachers to plan, manage, and collaborate for instruction.
   a. Creating schedules for general education participation and other services
   b. Instructing how to schedule, train, and supervise para-educators, volunteers, and peer helpers.
   c. Collaborating and problem solving in order to deliver instruction in various settings with a variety of service providers.
   d. Supporting students to self-monitor progress and increase self-advocacy and self-determination skills.

5. Coaching and modeling scaffolding and specific adaptations.
   a. Modeling teaching strategies
      i. incidental teaching models
ii. direct instruction models (e.g., natural environment teaching, structured teaching procedures).

b. Scaffolding and adapting instruction
   i. literacy development,
   ii. math skills, and
   iii. content instruction (science, social studies, etc.).

c. Response to intervention and its application to students with SSN/autism.

d. Selecting appropriate reading texts and materials.

e. Using prompt hierarchies to encourage least-to-most progressions.


g. Creating age-appropriate instruction in same- and multi-ability classroom situations.

6. Development of collaborative medical management plans.
   a. Collaborating with related service providers to assess needs and plan instruction.
   b. Monitoring medical management plans in collaboration with the school nurse, itinerant specialists, and paraprofessionals.
   c. Teaching students to self-manage medical issues.
   d. Safe use of positioning and transferring strategies and equipment including stability, acquisition of new skills, and precautions.

G. COURSE REQUIREMENTS:

Participation, Weekly Assignments, and Autism Modules

Participation is a critical part of the way course content is delivered. Students are expected to fulfill requirements by watching course videos, participating in web and written discussions, completing online modules and activities, and completing weekly assignments. Points will be based on preparedness (knowledge about videos and assigned readings) and participation in the topic discussions. Please respond to at least 2 of your peers’ posts and reply to their posts to you in each discussion board. Total 250 points (55%)

   a. Videos and Discussion boards – 17.5 points each x 4 = 70 points
      1. Introduce yourself and present your case study
      2. Review case studies and discuss assessment and standards
      3. Reflect on and discuss the development of IEP goals
      4. Review and reflect on proposals for hiring para-educators and professional development planning

   b. Weekly Assignments - 25 points X 4 assignments = 100 points
      1. Case Study
      2. Mini-futures Planning Session
      3. Sample IEP Goal/Data Sheet
      4. Paraprofessional Job Description

   c. Autism Modules – Completion of internet modules assigned in each unit. (80 points).
      1) Unit 1 – 2 at 10 points each (for a total of 20 points)
2) Unit 2 – 2 at 10 point each (total of 20 points)
3) Units 3 – 2 at 10 points each (for a total of 20 points)
4) Unit 4 – 2 at 10 points each (for a total of 20 points)

Project 1: Assessment and Plan Development

Assess a student in two areas using any formal or informal assessment (e.g., literacy, numeracy, fine/gross motor, social skills, communication) and, based on the results, develop goals/objectives to detail identified needs of the student. Develop at least (3-5) goals with objectives (2 for each goal) that are standards based for a student with autism or significant support needs. Then develop data collection systems (e.g., a chart for collecting data on the goal) for each of the goals in order to track the progress of the student. Report on the process, materials, and student’s response by writing a reflection of the process and the student’s initial response to the instruction. 100 points. (22.5%)

Project 2: Professional Development Implementation Plan

Building on your case study, develop a professional development plan (see topics below) to train paraprofessionals, educational professionals, parents, etc. Following the criteria for best practices in professional development (e.g., active participation, ongoing interactions, coaching of participants) to ensure optimal implementation of the student’s goals/objectives. This should be an in depth plan with all materials developed and included (e.g., a script for the trainer and all materials needed for those attending the training) 100 points (22.5%).

The following topics pertain to the assignment above:
 i. Programming and service models.
 ii. Effective implementation of age-appropriate IEPs, instructional content and adaptations (includes literacy, numeracy, and content area instruction).
 iii. Planning, managing, and collaborating for instruction (includes literacy, numeracy, and content area instruction).
 v. Coaching, modeling, scaffolding and specific adaptations.
 vi. Development and monitoring of collaborative medical management plans.
 vii. Other (you propose to instructors)

H. GRADING CRITERIA:

Late assignments: 10% per day will be deducted for late assignments unless previous arrangements for alternate deadlines have been established with the instructor.

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<th>Activity</th>
<th>Points</th>
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<td>1. Class participation (video, discussion board, and bi-weekly assignments)</td>
<td>250</td>
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The following are the guidelines for determining final grades:

**A(& -)** (93-100% of points): A final grade of **A** means that the student has performed all or most in-class assignments and projects at an advanced and/or exceptional level and has done so in a timely manner and he/she is well prepared for class with notes about reading topic and participates in class discussions. He or she has participated in all discussions with detailed responses.

**B(- or +)** (84-92% of points): A final grade of **B** means that the student has shown "good graduate work" in his or her performance by being prepared to complete in-class assignments and discussions. He/she also has turning in required projects on time and met most of the grading criteria. He or she has participated in most discussions.

**C (- or +)** (75-83% of points): A final grade of **C** means that the student has completed all or most course assignments and projects but has not always met criteria. A grade of **C** is assigned when a student (a) completes required projects and is sometimes prepared for class; (b) turns in projects that are inadequate based on documented grading criteria; and/or (c) participated in some course discussions.

**D (- or +)** (68-74% of points): A final grade of **D** means that the student may not have completed course assignments and projects and has not always met criteria. A grade of **D** is assigned when a student (a) completes required projects and is sometimes prepared for class but often does not participate in class discussions; (b) turns in projects that are inadequate based on documented grading criteria; and/or (c) frequently does not participate in course discussions.

**F** (less than 59% of points): A grade of **F** means that the student has not satisfactorily completed the course assignments, completed required readings, or participated in class
discussions. A grade of F is assigned when the student loses a significant amount of points (a) through excessive non-participation, (b) by not being class prepared for discussions or (c) by not completing projects.

Policy on Incompletes: An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend a grade of "I" with an earned grade on a student's transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar's Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

I. REQUIRED READINGS:

REQUIRED READINGS:


Additional required readings that are based on current issues may also be assigned.

RECOMMENDED READINGS:


J. SUGGESTED READINGS:


K. Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

L. Academic Honesty

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at [http://www.unco.edu/dos/docs/StudentHandbook.pdf](http://www.unco.edu/dos/docs/StudentHandbook.pdf). Also see guidance related to plagiarism at [http://www.unco.edu/dos/student_plagiarism.html](http://www.unco.edu/dos/student_plagiarism.html).

The Generalist faculty have also implemented the following policies with respect to originality of products: Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course’s requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means that, at the very least, you will receive an automatic “F” on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

M. Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

N. Liability Statement pertaining to field experiences:

UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.
**Personal Liability:** It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.