I. TITLE: Strategies for Students with Autism

II. COURSE DESCRIPTION AND PREREQUISITE(S):
Study of the techniques and methods necessary for the organization and operation of educational programs for individuals with autism spectrum disorders. Emphasis will be placed on research-based strategies to enhance communication, learning, and methods for teaching more conventional behaviors.
Prerequisite(s): none

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), Interdisciplinary Early Childhood Education (IECE), standards, and CHETL standards addressed by that objective. Upon successful completion of this class, the student will be able to
A. understand and discuss current issues and trends related to the programming for individuals with all levels of autism. (KTS #1, 2, 3, 4, 8, 10; IECE #1, 2, 3, 4, 6, 8; CHETL #5);
B. recognize various developmental disabilities that often co-exist with autism. (KTS #2, 3, 4, 5, 8; IECE #2, 3, 4, 6, 8);
C. demonstrate knowledge in the application of instruction in the content areas of academics, life skills, community access, sensory needs, motor skills, communication and vocational skills for individuals with autism. (KTS #1, 2, 3, 4, 5, 6, 7, 8, 9; IECE #1, 2, 3, 4, 5, 6, 9; CHETL #5);
D. demonstrate various techniques in promoting increased social and behavioral skill development specific to the learning styles of individuals with autism. (KTS #2, 3, 4, 5, 6, 8, 9; IECE #1, 2, 3, 4, 5, 7, 8, 9; CHETL #3);
E. develop teaching plans that include appropriate teaching strategies for the inclusion of students with autism spectrum disorders including needed data collection strategies. (KTS #2, 3, 4, 5, 9; IECE #1, 2, 3, 4, 7);
F. review the research literature on intervention strategies and describe methods of helping parents and professionals to make informed decisions for individuals with autism spectrum disorders. (KTS #8, 9, 10; IECE #6, 7, 8; CHETL #3);
G. locate and access information and resources related to identified professional and instructional issues for individuals with autism spectrum disorders. (KTS #3, 6, 10;
H. demonstrate knowledge of professional development opportunities at the local, state, and national levels. (KTS #8, 9; IECE #6, 7, 8);
I. evaluate professional behavior using a professional ethics document (e.g., CEC Code of Ethics and Standards for Professional Behavior). (KTS #7, 9, 10; IECE # 5, 7); and
J. write professionally for the field of special education (KTS #1; CHETL #2).

The COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect through the course activities of reaction papers, and conducting an environmental factors project.

The EPSB Themes of Assessment and Closing the Achievement Gap are explored in the course through various chapters within the text such as Functional Assessment, Systematic Instruction, Access to General Education, Social Skills, Positive Behavior Support, Communication Skills, and Self-Determination. The EPSB Theme of Diversity is explored through the course activity of a research project evaluating the theories and perspectives of persons on the autism spectrum.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:
A. Definitions, etiologies, and incidence/prevalence of autism
B. Historical and philosophical perspectives on the education of individuals on the autism spectrum
C. Early indicators and neuro-typical and atypical development of students with autism
D. Educational outcomes for students with autism
E. Addressing communication, sensory, and behavior deficits of students with autism
F. Educational programs and systematic instruction strategies for students with autism
G. Accessing information for program development and implementation
H. Ethical and Professional Behavior
J. Identifying various methodologies used with students with autism
K. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture and discussion
B. Small group discussion
C. Simulations
D. Cooperative learning activities
E. Reading Material
F. Chapter quizzes and exams
G. Written assignments
H. Individual and/or group presentations
I. Video and other media
J. Research assignments

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:
LiveText
Other readings as assigned by the instructor.

Waterfield Library
Blackboard
Self-selected books and articles
RACERtrak, ERIC, and the Internet
Professional publications

VIII. EVALUATION AND GRADING PROCEDURES:
A. Course Requirements
   - Theories research paper 100 pts.
   - Challenging behavior project 100 pts.
   - Environmental factors project 100 pts.
   - Journal article reviews (2) @ 25 pts. each 50 pts.
   - Reaction papers (5) @ 20 pts. each 100 pts.
   - Quizzes (5) 2 10- pts. each 50 pts.
B. Grading Scale
   - A = 90 - 100%
   - B = 80 - 89%
   - C = 70 - 79%
   - D = 60 - 69%
   - E = 0 - 59%

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in
any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:**
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).