Instructors
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Office hours: Students are welcome to email 24 hours a day, seven days a week. The instructors will do our best to reply quickly. However, please recognize that we are not always online, so please be patient. You may use either the University of Florida email address or the email system within the Canvas/UF College of Education Online site. If you use the UF email address, please put the course number in the subject line.

Course Description
This graduate level course on autism spectrum disorders (ASD) is designed to familiarize the learner with the unique characteristics of individuals with ASD as well as effective teaching strategies for instructing these students. This course is appropriate for individuals working with individuals with ASD in a variety of roles and settings. Evidence-based treatments and teaching strategies will be introduced with an emphasis on developmentally appropriate practices.

It is important to keep in mind that a distance education course requires that the students be self disciplined as there is not a weekly, face-to-face meeting with an instructor who is reminding everyone of due dates. The professor will be interacting with students through assignment feedback, email, and course announcements. However, all of the work required by this graduate level course is self-directed. In order to be successful in this course students must work independently and must participate in online discussions at least twice each time a discussion item is posted.

It is very important for you to review this syllabus thoroughly and to read through all of the information provided on our Canvas/UF College of Education Online site. Much of the information is typically announced in face-to-face classes; for this course it is provided in the syllabus and within Canvas/UF College of Education Online site to enable you to be successful with this course.

Finally, since this is a graduate level course, the **assignments will be graded with an expectation for a high level of scholarship and performance**. All work needs to be of the highest quality and **all items submitted must meet the writing level expected of a graduate student**.

Technology Assistance:
Please email onlinesupport@coe.ufl.edu for all technical assistance. This includes problems with accessing the course, moving through course content online, downloading/uploading assignments, etc. Please remember that online support staff cannot assist you with problems related to your computer or your Internet service provider.

Course Objectives:
By the conclusion of this course each student will be able to:

Module 1:
- Understand basic characteristics of the core features of ASD
- Identify and recognize communication, behavioral, and social aspects of ASD.
- Describe history of autism and changes in the DSM diagnosis

Module 2:
- Describe components of common assessments used with individuals with ASD.
- Identify and describe difficulties faced by families of children with ASD.
- Discuss best practices for collaboration with families of children with ASD.

Module 3:
- Identify and explain existing evidence-based treatments for addressing the core deficits of children with ASD
- Identify and describe the process of developing educational objectives across levels of functioning and ages.

Module 4:
- Describe components of a functional behavioral assessment and how they are used to design an intervention to address problem behavior
- Design behavior and curriculum program based on FA using ecological, antecedent, and curricular components.
- Identify and describe appropriate environmental arrangements that promote instruction and independence.

Module 5:
- Identify core deficits in social communication and social interaction for individuals with ASD Identify key areas of consideration for determining communication and/or a language system for a child with autism.
- Describe evidence-based practices to increase social interactions.

Module 6:
- Understand basic characteristics of the core features of ASD in adolescents and adults
- Identify and recognize communication, behavioral, and social aspects of ASD in adolescents and adults
- Identify and describe the range of outcomes for adults with ASD

Students will demonstrate their understanding in these areas through participation in course discussions, completion of module quizzes, and through the submission of written assignments.

Grades

Deadlines and Incompletes

The due dates for assignments are provided within each module. Assignments, discussion postings, and quizzes must be submitted either by the date listed*. **_Assignments submitted within 24 hours of following the due date will receive a point deduction equal to one letter grade_**. Modules will close 24 hours after the due date and materials will no longer be accessible. The only circumstances under which points will not be deducted from late assignments are in cases of hospitalization or family death.

All modules will open a week before they begin so you may work ahead on written assignments and quizzes as long as you complete assignments and modules in the order in which they are presented. However, you must participate in discussion boards during the weeks they are assigned, as they should be a conversation between students.

Grading for Assignments

Each task within the module is worth 20 points, discussion boards (two postings) are worth 15 points each, and quizzes are worth 10 points each. Total possible points for the course = 300.

Grade	Percentage of Points
A	100 - 93 %
A-	90 – 92 %
B+	87 - 89 %
B	83 - 86 %
B-	80 – 82 %
C+	77 - 79 %
C	73 - 76 %
C-	70 – 72 %
D+	67 - 69 %
D	63 - 66 %
D-	60 – 62 %
E/F	Below 60%

This course is taught to mastery. A grade of C denotes you have barely met the competencies, but have a lot of room for improvement. A grade of B means you have successfully met all the competencies. A grade of A suggests you went above and beyond what was required.

ALL assignments must be submitted in order to receive a passing grade. **

Texts

        Janzen, J. E. & Zenko, C. B. (2012). *Understanding the Nature of Autism: A guide to the autism spectrum disorders-3rd edition*. Austin, TX: Hammill Institute on Disabilities.

Additional Readings

Note that some readings may be from journal articles. All are available through the UF Library online search. If you are new to this process, go to http://www.uflib.ufl.edu/jgs/getstart.html for instructions. Links will also be provided within the module on Canvas.

Module 1

Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child, 2,* 217-250

Volkmar, F. R., & McPartland, J. C. (2014). From Kanner to DSM-5: autism as an evolving diagnostic concept. *Annual Review of Clinical Psychology*, *10*, 193-212.

Module 2

Green, V. A., Pituch, K. A., Itchon, J., Choi, A., O'Reilly, M., & Sigafoos, J. (2006). Internet survey of treatments used by parents of children with autism. *Research in Developmental Disabilities*, *27*(1), 70-84.

Rivers, J. W., & Stoneman, Z. (2003). Sibling relationships when a child has autism: Marital stress and support coping. *Journal of Autism and Developmental Disorders*, *33*(4), 383-394.

Module 3

Reichow, B., & Volkmar, F. R. (2011) Evidence-based practice in autism: Where we started. In B. Reichow, P. Doehring, D. V. Cicchetti, & F. R. Volkmar (Eds.). *Evidence-based practices and treatments for children with autism* (pp. 93-169). New York, NY: Springer.

Volkmar, F. R., Riechow, B., & Doehring, P. (2011). Evidence-based practice in autism: Where we are now and where we need to go. In B. Reichow, P. Doehring, D. V. Cicchetti, & F. R. Volkmar (Eds.). *Evidence-based practices and treatments for children with autism* (pp. 93-169). New York, NY: Springer.

Wong, C., Odom, S. L., Hume, K., Cox, A. W., Fettig, A., Kucharczyk, S., & Schultz, T. R. (2014). Evidence-based practices for children, youth, and young adults with autism spectrum disorder. *Chapel Hill, NC: University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence Based Practice Review Group*.

Module 5

Reichow, B., & Volkmar, F. R. (2010). Social skills interventions for individuals with autism: Evaluation for evidence-based practices within a best evidence synthesis framework. *Journal of Autism and Developmental Disorders, 40,* 149-166.

Goldstein, H. (2002). Communication intervention for children with autism: A review of treatment efficacy. *Journal of Autism and Developmental Disorders*, *32*(5), 373-396.

Sigafoos, J., O'Reilly, M. F., Lancioni, G. E., & Sutherland, D. (2014). Augmentative and alternative communication for individuals with autism spectrum disorder and intellectual disability. *Current Developmental Disorders Reports*, *1*(2), 51-57.

<u>Module 6</u>

Bishop-Fitzpatrick, L., Minshew, N. J., Eack, S. M. (2014). A systematic review of psychosocial interventions for adults with autism spectrum disorders. In F. R. Volkmar, B. Reichow & J. C. McPartland, (Eds.), *Adolescents and adults with autism spectrum disorders* (pp. 211-238). New York, NY: Springer.

Farley, M., & McMahon, B. (2014). Range of outcomes and challenges in middle and later life. In F. R. Volkmar, B. Reichow & J. C. McPartland, (Eds.), *Adolescents and adults with autism spectrum disorders* (pp. 211-238). New York, NY: Springer.

Wolf, J. M., & Ventola, P. (2014). Assessment and treatment planning in adults with autism spectrum disorders. In F. R. Volkmar, B. Reichow & J. C. McPartland, (Eds.), *Adolescents and adults with autism spectrum disorders* (pp. 211-238). New York, NY: Springer.

Distance Delivery

Since this course is provided via distance education, students who enroll should be comfortable with using the Internet, listservs, and email and should recognize that almost all course activities will be handled electronically. Canvas will be the platform for the course but a prior knowledge of Canvas is not necessary.

There will be no class meetings and students will not attend any group or class sessions.

Participation in threaded discussions, related to the course modules, will be required. The threaded discussions will be available 24 hours per day during the module periods. These discussions are asynchronous; therefore you may participate at any time and at various times during the duration of each module.

Course quizzes will be taken within Canvas/UF College of Education Online site. Module assignments and professional observations will be submitted within Canvas/UF College of Education Online site.

Communication with the Instructor

All communications with the instructor should be handled via email within Canvas/UF College of Education Online site. If you are having problems with Canvas/UF College of Education Online site you may use regular email; be sure to use the course name and number as the subject of the email.

Please recognize that emails will usually be answered promptly. But remember that your instructor is not always online. :) So please be patient.

Course Requirements

1. Posting of a professional introduction.

Each person is expected to submit a professional introduction; this is due by May 17th. The purpose of the professional introduction is so that all students in the course will have some familiarity with other students. Please tell us about yourself information that helps us to know each other better. For example, your professional experience, where you live, your hobbies, information about your family, your favorite vacation experiences…all are welcome.

2. Reading the appropriate chapters and articles for each module.

It is expected that each person will read the assigned chapters and/or articles in the text as outlined in each module schedule. The reading of the chapters is very important as the text substitutes for lectures in traditional courses and the content is necessary for your successful involvement in the threaded discussions and completion of tasks. Also, quiz items are based on readings.

3. Participation in threaded discussions for each module.

At the start of each module a discussion question or issue will be posted. **Students are expected to respond once to the posted item AND respond once to something one of your peers has posted.** You should post your first response to the discussion item as soon as you can so that you and your peers have enough time to respond to each other. Please note that each discussion board will open on the first day of the module and will remain open after in case you would like to continue a certain discussion. You will not be able to post in a discussion board prior to the beginning of the module.

When posting your follow-up to a peer's comment, it is very helpful to briefly comment on that post; this helps with the 'flow' of the discussion. So instead of beginning with, "I agree and want to add that…" it's better to say, "I agree with Karen's post where she indicated that IEP forms can be abused. I think we should also consider that…" It will also be helpful if you open the specific posting to which you would like to comment and reply to that posting.
Please note that comments such as, "That's a good idea," or "I agree" are certainly welcomed and valuable. However, they are not considered to be substantial; **actual substantive participation in the discussion is required to meet the criterion of substantial**.

It is expected that participation in the threaded discussions will be polite and professional. Please be careful to not insult others and be sure to carefully read and proof your comments before submitting them. Remember once you submit your response everyone will see it.

Informal writing is acceptable for the threaded discussions, however, **please use proper grammar,**

complete sentences and correct spelling. Incorrect grammar and spelling will lower your grade for this course activity. Also, do not use all caps for your writing.

It's a good idea to develop your contributions in a word program and then copy and paste them into the discussions. That way you can use your spelling and grammar check. Also, this provides you with a backup of your material in case there is a technology 'blip' which causes your submission to be lost.

4. Completion of Module Assignments.

Assignments will be submitted through the Canvas/UF College of Education Online site. Assignments will be presented in each module with detailed instructions. Each module will be worth 20 points (2 tasks x10 points). All module assignments will be open one week before they are scheduled to begin and will close on Canvas 24 hours after each due date. You must complete all of the assignments in the module before you can move onto the next module.

Please be sure that you include your name and the assignment number on each submission. **Submit assignments as Word documents (.doc or .docx files) or in Rich Text Format (.rtf files).**

Correct grammar and spelling are expected and will impact your grade.

*****You will not be allowed to resubmit any assignments*****

Submission Problems

On rare occasions submitted assignments are not legible after opening. Should this occur you may be asked to resubmit your assignment as an email attachment. Do not submit assignments in this manner unless advised to do so by the instructor.

If you have technical difficulties with uploading documents through Canvas/UF College of Education Online site, please contact onlinesupport@coe.ufl.edu .

It is highly recommended that you save all of your work on your computer in the event that you need to resubmit work.

5. Completion of quizzes.

During each module each student must take the available quizzes for that module as well as the syllabus quiz. Each quiz is worth 10 points. The quizzes may be taken at any time during each module period. The quiz will open on the beginning day of the module and will close on Canvas at midnight on the due date. It is suggested that you do not wait until the last day to take the required quiz.

As indicated on the Honor Code Statement, quizzes must be taken without outside assistance from other persons. You may use your books, readings and notes.

Points/Grade Breakdown

Assignment	Points
Professional Introduction **Due May 17**	**30 points**
MODULES (x6)	
Two written tasks each module	**10 points each**
Discussion board **(two postings required per module** **to receive full credit)**	**15 points**
Quiz	**10 points**
Total Points for Class	**300 points**

Course Schedule

Module	Readings	Due Date
1: Nature of Autism – Historical Perspectives, Identifying and Describing Individuals with Autism Spectrum Disorders	Janzen & Zenko Ch. 1-3 Volkmar & McPartland, 2014 Kanner, 1943	**May 29, 2015**
2: Assessment of Autism Spectrum Disorders and the Impact on Families	Janzen & Zenko Ch 4-5 Rivers & Stoneman, 2003 Green et al. 2006	**June 12, 2015**
3: Making Program Decisions and Evidence-based Practices for ASD	Janzen & Zenko Ch. 6-7 Reichow & Volkmar, 2011 Volkmar, Reichow, & Doehring, 2011 Wong et al. 2014	**June 29, 2015**
4: Functional Behavioral Assessment & Structure of the Learning Environment	Janzen & Zenko Ch. 9-15	**July 10, 2015**
5: Social Competence & ASD: The social Communication and Skill Needs of Individuals on the Spectrum	Janzen & Zenko Ch. 19-21 Reichow & Volkmar, 2010 Goldstein, 2002 Sigafoos, O'Reilly, Lancioni, & Sutherland, (2014)	**July 24, 2015**
6: Managing Specific Challenges Across the Life Span of an Individual with ASD	Janzen & Zenko Ch. 22 Bishop-Fitzpatrick, Minshew &, Eack, (2014) Farley & McMahon (2014). Wolf & Ventola (2014).	**August 7, 2015**

Mail and Announcements

During the course, the instructor may send out email (within Canvas/UF College of Education Online site) to all students. This mail may be sent to everyone or to individual students.

Emails within Canvas/UF College of Education Online site may also be sent from one student to another.

Official announcements are made in the 'Announcements' section. Only the instructor may post in this location. Please log in regularly to check for mail and announcements. You should also check your ufl.edu email regularly.

Missed or ignored mail or announcements will not be an acceptable excuse if problems arise or if deadlines are missed.

Remember that when you send mail there's no way to retract your mail. So think before you send.

Academic Honesty

This course adheres to the University of Florida's academic honesty standards.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

You can find more details related to Academic Honesty at UF on the following website: http://www.registrar.ufl.edu/catalog/policies/students.html

Plagiarism:
The University of Florida also has a policy against plagiarism. Please do not copy article abstracts or website content. The UF policy can be found at:
http://web.uflib.ufl.edu/msl/subjects/Physics/StudentPlagiarism.html

Accessibility

This course has been designed to be accessible to all students. All guidelines for accessibility have

been followed. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.