Miami Dade College

COURSE INFORMATION

Course Prefix/Number:	EEX4613	Course Title:	**Behavior Supports and Management for Students with Autism Spectrum**
Number of Credits:	3	Clock Hours:	

Course Action	☒ Add New Course ☐ Modify Existing Course ☐ Delete Course
Degree Type	☐ B.A.S. ☒ B.S. ☐ C.P.P. ☐ A.A. ☐ A.S. ☐ A.A.S. ☐ A.T.C. ☐ C.C.C. ☐ C.T.C.
Credit Type	☒ 01 (A&P) ☐ 02 (PSV/OCCUP) ☐ 03 (College Prep) ☐ 05 (PSAV) ☐ 15 (EPI)
Course Type	☒ Lecture ☐ Lab ☐ Lecture/Lab Combo ☐ Internship ☐ Clinical ☐ College Prep
Curriculum Report:	88 / March 2012

COURSE DESCRIPTION

The student will learn disability specific assessment tools used to evaluate social, emotional, and behavioral skills of students with autism spectrum disorders. The student will learn intervention strategies for teaching positive behavior support and appropriate adaptive behavior. Six hours of clinical experience are required. Special fee. (3 hr. lecture)

Prerequisite(s):	Co-requisite(s):

COURSE COMPETENCIES

Legend:

1.	Communication	6.	Social Responsibility
2.	Numbers / Data	7.	Ethical Issues
3.	Critical thinking	8.	Computer / Technology Usage
4.	Information Literacy	9.	Aesthetic / Creative Activities
5.	Cultural / Global Perspective	10.	Environmental Responsibility

Course Competency	Learning Outcome
Competency 1: The student will examine appropriate behavioral interventions for students and effective teaching elements as they apply to classroom management by:	
1. Researching and summarizing the laws and policies governing appropriate behavior management techniques relative to students with autism spectrum disorders.	1. Communication 4. Information Literacy
2. Comparing and contrasting behavior management models.	3. Critical thinking
3. Examining effective behavior management strategies for disability specific classrooms.	3. Critical thinking
4. Discussing the demands of learning environments across the continuum of educational placement options.	1. Communication
5. Organizing a structured environment for students with autism spectrum disorders.	3. Critical thinking
6. Designing effective daily routines in the classroom for students with autism spectrum disorders.	4. Information Literacy
7. Developing and evaluating an effective behavior intervention plan.	3. Critical thinking
8. Modifying ineffective strategies to align with effective classroom management for redirecting student behavior and engaging students in appropriate behavior.	3. Critical thinking
Competency 2: The student will identify behavioral assessment measures for the student with autism spectrum disorders by:	
1. Identifying environmental influences on the behavior of students with autism spectrum disorders by using functional analysis of behavior.	4. Information Literacy
2. Evaluating behavioral patterns associated with autism spectrum disorders through the use of applied behavioral analysis.	3. Critical thinking
3. Examining the social and behavioral patterns of students	4. Information Literacy

with autism spectrum disorders through the use of systematic observations, e.g., anecdotal records and other data sources.	
4. Assessing the socialization and maladaptive behaviors of students with autism spectrum disorders by using adaptive behavior scales.	3. Critical thinking
5. Analyzing the social-emotional learning skills of students with autism spectrum disorders by using self-reported rating scales and developmental screening instruments.	3. Critical thinking
Competency 3: The student will identify behavioral intervention strategies to remediate social, emotional, and affective behaviors by:	
1. Explaining the theories of reinforcement techniques to include positive behavior supports in serving students with autism spectrum disorders.	1. Communication
2. Comparing and contrasting a variety of non-aversive techniques in serving students with autism spectrum disorders.	3. Critical thinking
3. Utilizing social stories to assist in the acquisition of appropriate social and communication skills.	3. Critical thinking
4. Utilizing role-playing strategies to model appropriate behaviors and help students acquire learned behavior.	3. Critical thinking
5. Selecting and implementing self-management strategies for changing behavior and promoting independence.	4. Information Literacy
6. Applying replacement behavior strategies to promote the use of acceptable alternate behavior.	3. Critical thinking
Competency 4: The student will plan instructional activities to address the social, emotional, and behavioral needs associated with learning by:	
1. Evaluating strategies for modifying the learning environment to manage behaviors.	3. Critical thinking
2. Planning individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.	4. Information Literacy
3. Summarizing instructional strategies that improve and sustain the attention span of students on academic tasks.	1. Communication
4. Applying instructional activities that foster academic engaged time.	3. Critical thinking
5. Comparing and contrasting instructional strategies that help students with developing friendship skills, understanding others' emotions, controlling anger, and managing disappointment.	3. Critical thinking
6. Constructing instructional supports that assist students with social development and emotional affect during transitions.	3. Critical thinking