

Course Description**EEX4094 | Nature and Needs of Students with Autism Spectrum Disorders | 3.00 credits**

The student will learn basic skills, knowledge, and strategies associated with teaching students with autism spectrum disorders (ASD). The student will acquire content and pedagogical knowledge to provide effective instructional practices to students with ASD. Six hours of clinical experience hours are required. Prerequisite: BS in Exceptional Student Education (ESE) plus experience working with students with varying exceptionalities.

Course Competencies

Competency 1: The student will learn the foundations and fundamentals of autism spectrum disorder by:

1. Identifying state and federal legislation that have led to the inclusion of students with autism spectrum disorder in the general education classroom
2. Summarizing the etiological causes of autism spectrum disorder to include myths and misconceptions not supported by the educational and medical research literature
3. Defining “autism” and characteristics of students with autism spectrum disorder
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5. Outlining the prevalence and subgroups associated with autism spectrum disorder
6. Explaining how autism affects communication along the spectrum of pervasive developmental disorder

Competency 2: The student will summarize the importance of assessing the educational strengths and challenges of students with autism spectrum disorders by:

1. Identifying assessment, educational placement and services for students with autism spectrum disorder
2. Analyzing assessment and performance data to identify a student’s environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine Individual Education Plan’s content
3. Utilizing assessment measures that lead to the evaluation of student’s present academic performance and functional adaptive behavioral skills for the development of Transition Planning Services
4. Comparing and contrasting educational activities to assist in the determination and development of accommodations and modifications that allow students with disabilities to participate in a meaningful way
5. Evaluating the function of problematic behavior that interferes with social skills development to assist in improving the interpersonal and communication skills of students with autism spectrum disorder
6. Analyzing performance data and instructional activities for developing adequate instructional adaptations to the curriculum to address the individual needs of students with autism spectrum disorder

Competency 3: The student will identify the roles of the special educator in providing collaboration, resources and supports across settings for students with autism spectrum disorder by:

1. Identifying effective methods of communication, consultation, collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams
2. Summarizing the use of cross disciplinary service delivery system for implementing required components of the IEP’s, Family Support Plans, and Individual Transition Plans
3. Researching different resources that support students with autism spectrum disorder to include early childhood supports, community agencies, transition support services, and vocational rehabilitation services, advocacy groups, and associations
4. Demonstrating knowledge and skills for assisting families of children with autism spectrum disorder to participate in the decision-making process of delivery of special education services, educational placement, and transition planning
5. Classifying the varying types of supports specific to educational, medical, social, recreational, family and employment that meet the needs of individuals with autism spectrum disorder across the lifespan

Competency 4: The student will examine appropriate instructional and behavioral interventions for students with autism spectrum disorder by:

1. Citing positive interventions to remediate specific behavioral challenges associated with autism spectrum disorder
2. Applying social and emotional interventions to help students with autism spectrum disorder develop behaviors aligned with adequate stages of human growth and development
3. Recognizing varying types of classroom management approaches to meet the individual needs of students with autism spectrum disorder
4. Selecting and implementing effectively a variety of research-based teaching strategies
5. Utilizing relevant special education curricula appropriate for a given student's age, instructional needs, and functional performance
6. Identifying universal design strategies for providing instructional support in general education settings for students with autism spectrum disorder
7. Demonstrating knowledge of the structured teaching model to effectively plan the use of a variety of instructional methods for supporting students with autism spectrum disorder

Competency 5: The student will demonstrate knowledge of implementing assistive technology and augmentative devices, and auxiliary aids for students with autism spectrum disorder by:

1. Evaluating technological innovations that are suitable for improving the expressive communication, social interaction, independent living, and employability skills of students with autism spectrum disorder
2. Planning for the use of technology software to help students with autism spectrum disorder to develop organization and academic skills
3. Recognizing the use of assistive technology devices to improve the attention and motivation skills of students with autism spectrum disorder
4. Selecting appropriate and effective auxiliary aids that include an assistive technology component for the purpose of delivering instruction and providing independent learning for students with autism spectrum disorder
5. Demonstrating knowledge and use of augmentative devices suitable for the daily communication skills of students with autism spectrum disorder
6. Utilizing online resources that benefit the educational learning needs of students with autism spectrum disorders

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Demonstrate knowledge of ethical thinking and its application to issues in society