Miami Dade College

Course Description

EEX4613 | Behavior Supports and Management for Students with Autism Spectrum Disorders | 3.00 credits

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. Prerequisite: BS in Exceptional Student Education (ESE) plus experience working with students with varying exceptionalities.

Course Competencies

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 disorder
2. Comparing and contrasting behavior management models
3. Examining effective behavior management strategies for disability specific classrooms
4. Discussing the demands of learning environments across the continuum of educational placement options
5. Organizing a structured environment for students with autism spectrum disorder
6. Designing effective daily routines in the classroom for students with autism spectrum disorder
7. Developing and evaluating an effective behavior intervention plan
8. Modifying ineffective strategies to align with effective classroom management for re-directing student behavior and engaging students in appropriate behavior

Competency 2: The student will identify behavioral assessment measures for the student with autism spectrum disorder by:

1. Identifying environmental influences on the behavior of students with autism spectrum disorder by using functional analysis of behavior
2. Evaluating behavioral patterns associated with autism spectrum disorder through the use of applied behavioral analysis
3. Examining the social and behavioral patterns of students with autism spectrum disorder 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 disorder by using adaptive behavior scales
5. Analyzing the social-emotional learning skills of students with autism spectrum disorder by using self-- reported rating scales and developmental screening instruments

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 disorder
2. Comparing and contrasting a variety of non-aversive techniques in serving students with autism spectrum disorder
3. Utilizing social stories to assist in the acquisition of appropriate social and communication skills
4. Utilizing role-playing strategies to model appropriate behaviors and help students acquire learned behavior
5. Selecting and implementing self-management strategies for changing behavior and promoting independence.
6. Applying replacement behavior strategies to promote the use of acceptable alternate behavior

Competency 4: The student will planning 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

2. Planning individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
3. Summarizing instructional strategies that improve and sustain the attention span of students on academic tasks
4. Applying instructional activities that foster academic engaged time
5. Comparing and contrasting instructional strategies that help students with developing friendship skills, understanding others' emotions, controlling anger, and managing disappointment
6. Constructing instructional supports that assist students with social development and emotional affect during transitions