

CSD 742: Autism Spectrum Disorder

Spring 2022 Syllabus

General Information

Instructor Information

Instructor: Sarai Holbrook, Ph.D., CCC-SLP

Office: CPS 040

Office Hours: Fridays from 11-12 (right after class)

E-mail (preferred contact method): sholbroo@uwsp.edu

Note: I will attempt to respond to emails within 24 hours, excepting weekends. I will respond to those on the Monday following.

Office Telephone: 715-600-2112

Teaching Assistant: Abby Brown, BS

Office Hours: By appointment

E-mail: abrow398@uwsp.edu

Course Information

Course Description:

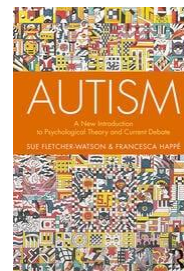
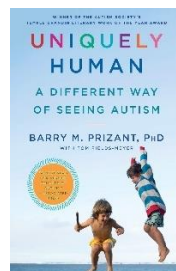
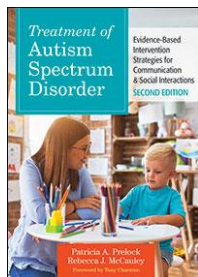
Assessment and intervention approaches based on current theoretical perspectives of autism. Focus on different methods of enhancing communication and socialization abilities of this population.

Credits: 2

Prerequisite: Department consent

Meeting Room and Times: CPS 024; Wednesdays 1:00-1:50 pm, Fridays 10:00-10:50 am

Textbooks & Course Materials



Title	Required?	How to Access
Prelock, P.A., & McCauley, R. J. (2021). <i>Treatment of autism spectrum disorder: Evidence-based intervention strategies for communication and social interactions, 2nd Edition</i> . Baltimore, MD: Brookes Publishing.	Yes	1. Purchase from bookstore 2. Free eBook for use through the library 3. Purchase through your preferred online vendor
Prizant, B. (2015). <i>Uniquely human: A different way of seeing autism</i> . New York: Simon & Schuster	Yes	1. Purchase from bookstore 2. Print version on 1-day reserve in the library 3. eBook version on reserve in the library – limited to 3 users reading at the same time 4. Purchase through your preferred online vendor
Fletcher-Watson, S. & Happé, F. (2019). <i>Autism: A new introduction to psychological theory and current debate</i> . New York: Routledge.	Yes	1. Free eBook available for full download through the library 2. Purchase through your preferred online vendor
Others as assigned	Yes	Provided via Canvas
Silberman, S. (2015). <i>NeuroTribes: The legacy of autism and the future of neurodiversity</i> . New York: Avery.	Recommended, not required	1. Purchase from bookstore 2. Print version on 1-day reserve in the library 3. Purchase through your preferred online vendor

Course Learning Outcomes

Students will:

1. Identify – What is autism?
 - a. Identify, define, and analyze characteristics of autism levels 1, 2, and 3 across the lifespan.
 - b. Express how the history of autism influences current attitudes, practices, and controversy.
 - c. Analyze how current psychological theories impact attitudes, assessment, and interventions in autism.
2. Assess – How do I assess communication skills in this population?
 - a. Identify and practice appropriate formal and informal assessments for persons with autism levels 1, 2, and 3 based on given case studies.
3. Treat – What evidence-based approaches are available and appropriate?
 - a. Distinguish between various treatment approaches and their theoretical foundations, including pseudoscience and non-evidence-based interventions.

- b. Design one or more intervention plans based on given case studies of individuals with autism that incorporate evidence-based intervention techniques, available resources, family/individual preferences, and clinical experience.

ASHA Standards

You will have the opportunity to meet the following ASHA standards as they relate to autism in this course: IV-C, IV-D, IV-E, IV-F, IV-G, IV-H, V-A, V-B. Other ASHA standards may apply, but these are the ones most directly relevant to this class.

Pedagogy: Teaching-Learning Activities

I will use a variety of teaching tools including case studies, including individual and small-group in-class exercises, lectures, videos, and assigned readings to facilitate your learning. I expect that you will come to class having completed all the assigned readings, ready to fully engage in class activities and meaningful discussion.

Graded Activities

To understand what you already know about autism, you will complete a beginning of semester questionnaire. I will assess what you have learned throughout the semester via exams, case study projects, and reflections, as seen below:

Description	Points
Beginning of Semester Questionnaire	5
Exam 1	50
Assessment and Identification Case Study	50
Exam 2	50
Treatment Case Study	50
Weekly Reflections (5 points each x 13 weeks)	65
Final Reflection	30
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Total Points Possible	300

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
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A	93-100%
A-	91-93%
B+	88-91%
B	84-87%
B-	80-83%
C+	77-79%
C	74-78%
C-	70-73%

Topic Outline/Schedule

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

WEEK	DAY	TOPIC	READINGS/ ASSIGNMENTS
1	1/26	<i>Identification:</i> Course orientation (uniquely human vs. deficit model), Personal Perspectives, Autistic Voices on Nature of Autism, Fact and Fiction	Prizant pgs. 1-15, Fletcher-Watson & Happé (F-W&H) Ch. 1 Beginning of semester questionnaire due by midnight
	1/28	<i>Identification:</i> History	F-W&H Ch. 2 Weekly Reflection Due
2	2/2	<i>Identification:</i> Autism characteristics at the biological and behavioral level	F-W&H Chs. 3-4
	2/4	<i>Identification:</i> Theory – What makes a good theory and primary deficit models	F-W & H Chs. 5-6 Weekly Reflection Due
3	2/9	<i>Identification:</i> Theory – Developmental Trajectory Models & Domain-general Information Processing Models; Impact	F-W & H Chs. 7-9
	2/11	<i>Identification:</i> Listen; Language and Echolalia	Kwok et al. 2015; Prizant Ch. 2; watch “Life, Animated” Weekly Reflection Due
4	2/16	<i>Identification:</i> Enthusiasms; Trust, Fear, and Control, Emotional Memory, Social Understanding	Prizant Ch 3-6
	2/18	<i>Assessment/Treatment Principles:</i> Ask “Why” Getting “It”; SLP’s Role in Diagnosis; Assessing for	Prizant 1, 7-8; Prelock & McCauley (P&M) Ch. 2 Weekly Reflection Due

	Treatment Planning and Progress Monitoring – Person/Family Centered Assessment		
5	2/23	<i>Assessment: Language – Echolalia revisited</i>	P&M pgs. 56-60; 68-70; Echolalia webinar
	2/25	<i>Assessment: Play</i>	Paul et al. pgs. 203-204, 237-240; Westby (2000) Play Scale Chapter; Linder pgs. 337-348; P&M pg. 63-65 Weekly Reflection Due
6	3/2	<i>Assessment: Play cont.</i>	
	3/4	<i>Assessment: Social Communication</i>	Prelock Ch. 6; P&M Ch. 3 pgs. 51-56; 62; 70-73 Weekly Reflection Due
7	3/9	<i>Assessment: Social Communication cont.</i>	
	3/11	Exam 1	Exam 1 Assessment and Identification Case Study Due
8	3/16	<i>Treatment: Evidence-Based Practices – Lit reviews; Avoiding pseudo-scientific practices</i>	Silberman Ch. 2; Hume et al. 2021
	3/18	<i>Treatment: AAC</i>	Prelock Ch. 4 Weekly Reflection Due
-	3/23	Spring Break	
-	3/25	Spring Break	
9	3/30	<i>Treatment: Early Start Denver Model</i>	Prelock Ch. 5
	4/1	<i>Treatment: Discrete Trial Instruction</i>	Prelock Ch. 6 Weekly Reflection Due
10	4/6	<i>Treatment: DIR</i>	Prelock Ch. 7
	4/8	<i>Treatment: Functional Communication Training: Treating Challenging Behavior</i>	Prelock Ch. 8 Weekly Reflection Due
11	4/13	<i>Treatment: JASPER Model</i>	Prelock Ch. 9
	4/15	<i>Treatment: Enhanced Milieu Teaching</i>	Prelock Ch. 10 Weekly Reflection Due
12	4/20	<i>Treatment: Early Social Interaction</i>	Prelock Ch. 11
	4/22	<i>Treatment: Peer-Mediated Support Interventions for Students with autism</i>	Prelock Ch. 12 Weekly Reflection Due
13	4/27	<i>Treatment: PRT</i>	Prelock Ch. 13
	4/29	<i>Treatment: SCERTS</i>	Prelock Ch. 14 Weekly Reflection Due
14	5/4	<i>Treatment: Social Skills Interventions</i>	Prelock Ch. 15
	5/6	<i>Treatment: Social Stories</i>	Prelock Ch. 16 Weekly Reflection Due
15	5/11	<i>Treatment: Video Modeling</i>	Prelock Ch. 17
	5/13	Exam 2	Exam 2 Treatment Case Study Due
FINAL	5/19	Final Reflection 12:30-2:30	Final Reflection Due

Course Policies and Resources

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, **please contact me within the first week of class**. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Communicate if You are Struggling!

If you find that you are having difficulty keeping up with assignments or have any concerns or difficulties in the course, **please contact me as early as possible**. Let's find a solution together. I want to help.

Commit to Integrity

Basically, be honest. I will do my best to be very clear about what is and is not allowed on any given assignment, but ultimately, if it feels iffy, it probably is and don't do it. Academic dishonesty cheapens the value of your education and others'. If you cheat and don't learn the material, you will not be prepared to be a competent professional and will have just wasted the resources you expended to participate in the class. I am eager to meet with you if you are struggling, so please, communicate instead of resorting to dishonest practices.

UWSP's 2 cents: Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information see: https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf

COVID-19 Policies

I am following University guidelines for management of COVID-19. For full details, please see the guidelines available at: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>. Specifically relevant to our time here are these points:

- Face coverings are required to attend class

- Face coverings must cover the nose and mouth at all times – I'll remind you if yours slips down.
- If you forget a mask, I'll ask you to go to CPS Dean's Office (CPS 110) or SHSW Office (D127 Science) for a disposable mask.
- Clean your area before and after class using the provided spray bottles and paper towels
- If you have symptoms of COVID-19, DON'T COME TO CLASS! Please, contact me ASAP. I will set up a Zoom meeting for class so you can still "attend."
- If I need to quarantine, class will pivot to online, synchronous meetings at our regularly scheduled time.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03. If you will need accommodations, please let me know within the first 3 weeks of class.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Off Campus Access to Library Resources

Students can access library journals, databases, eBooks, and streaming videos from off campus. To access these resources, please go to the Library homepage (<https://www.uwsp.edu/library>) where there is a prompt to log on with your university login information before accessing resources. In addition, you can also link to library resources from Google Scholar by [following these directions](#).

Reference Librarians are also available and can be reached via virtual assistance:

- **Online chat:** www.uwsp.edu/library/chat
- **Text:** 715-602-3542
- **Email:** librefd@uwsp.edu
- **Personal Research Consultation:** <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>