

CSD 742: Autism Spectrum Disorder

Spring 2023 Syllabus

General Information

Instructor Information

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

Office: CPS 040

Office Hours:

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: 715-346-3524

Course Information

Course Description:

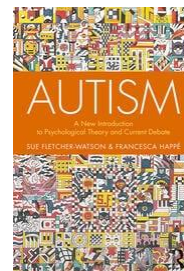
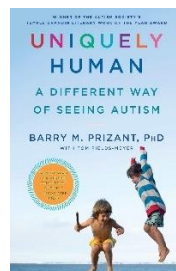
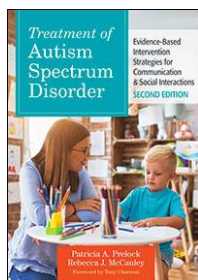
Assessment and intervention approaches based on current theoretical perspectives of autism. Focus on different methods of enhancing communication and socialization abilities of this population consistent with priorities expressed by the individual.

Credits: 2

Prerequisite: Department consent

Meeting Room and Times: CPS 024/233; W/F 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 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.	Strongly recommended, not required	1. Purchase from bookstore 2. Purchase through your preferred online vendor

Course Learning Outcomes

Students will:

1. Identify – What is autism?
 - a. Identify, define, and analyze characteristics of autism support 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 support levels 1, 2, and 3 based on given case studies.
3. Provide Support – What evidence-based approaches are available and appropriate?
 - a. Distinguish between various support approaches and their theoretical foundations.
 - 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/films 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

I will assess what you have learned throughout the semester via exams and projects as seen below:

Description	Points
Exams 1 & 2	50
Exams 3-5	30 x 3 = 90
Echolalia Reflection	30
Media Reflection	30
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Total Points Possible	200

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
A	94-100%
A-	91-93%
B+	88-90%
B	84-87%
B-	80-83%
C+	77-79%
C	74-78%
C-	70-73%

Late Work Policy

Assignments are due on the dates indicated. Work turned in after that date will receive a 20% reduction in points for each day it is late. Late work will not be accepted after 5 days past the deadline. If you have extenuating circumstances, contact me BEFORE the deadline to discuss possible solutions.

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	1/25	<i>Identification:</i> Course orientation, Personal Perspectives, Autistic Voices on Nature of Autism, Fact and Fiction	Reference: Prizant Introduction: pgs. 1-15, Fletcher-Watson & Happé (F-W&H) Ch. 1
	1/27	<i>Identification:</i> History	F-W&H Ch. 2
2	2/1	<i>Identification:</i> Autism characteristics at the behavioral level	F-W&H Ch. 3
	2/3	<i>Identification:</i> Autism at the biological level; Autism at the cognitive level: What makes a good theory?	F-W & H Chs. 4-5
3	2/8	<i>Identification:</i> Theory – Developmental Trajectory Models & Domain-general Information Processing Models; Impact	F-W & H Chs. 6-9
	2/10	<i>Identification:</i> Enthusiasms; Trust, Fear, and Control, Emotional Memory, Social Understanding	Prizant Chs 3-6
4	2/15	<i>Identification:</i> Language and Communication in ASD: Implications for Intervention	P&M Ch. 3
	2/17	<i>Identification:</i> Language and Communication Continued	
5	2/22	Exam 1	Exam 1
	2/24	<i>Assessment:</i> Principles for Assessment and Support; SLP's Role in Diagnosis	Prizant 1, 7-9
6	3/1	<i>Assessment:</i> Assessing for Treatment Planning and Progress Monitoring Play with standardized tests	Prelock & McCauley (P&M) Ch. 2 List of standardized for initial ID: Paul 269-273
	3/3	<i>Assessment:</i> Listen; Language and Echolalia (webinar segments)	Prizant Ch. 2; Blanc pgs. 2-45
7	3/8	<i>Assessment:</i> Echolalia finished	Echolalia Reflection – How could you apply what you've learned?

	3/10	<i>Assessment: Play assessment</i>	Paul et al. pgs. 203-204, 237-240; Westby (2022); Linder pgs. 337-348 – focus on types of play
8	3/15	<i>Assessment: Play assessment</i>	
	3/17	Exam 2	Exam 2 Paul pgs. 333-335
-	3/22	Spring Break	
-	3/24	Spring Break	
9	3/29	<i>Treatment: Evidence-based practices (Hume et al. 2021 review); Begin SCERTS</i>	Hume et al. 2021 ; P&M Ch. 14
	3/31	Finish SCERTS; Case study and questions	
10	4/5	<i>Treatment: Video Modeling</i>	P&M Ch. 17
	4/7	Case study and questions	Exam 3
11	4/12	<i>Treatment: JASPER Model</i>	P&M Ch. 9
	4/14	Case study and questions	
12	4/19	<i>Treatment: Social Stories/Social Skills Intervention</i>	P&M Ch. 15
	4/21	Case study and questions	Exam 4
13	4/26	<i>Treatment: Managing Challenging Behaviors</i>	P&M Ch. 8
	4/28	Case study and questions	
14	5/3	<i>Treatment: Peer-Mediated Support Interventions for Students with ASD</i>	P&M Ch. 5
	5/5	Case study and questions	Exam 5
15	5/10	<i>Treatment: PRT</i>	P&M Ch. 13
	5/12	Case study and questions	
FINAL	5/16	Media Experience	Media Reflection

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

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>