

CSD 742: Autism

Spring 2024 Syllabus

General Information

Instructor Information

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


Office: CPS 040

Office Hours: Tuesday/Thursday 11-12:15 in the CPS Café Area; Wednesday/Friday 11-12:15 in my office

Teams (preferred contact method):

- Post @sholbroo in our CSD 742 – Autism  Team (whole class can see)

OR

- Message me using @sholbroo in the “Chat” portion of Teams ( icon on the left sidebar (private to me)

E-mail: 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:

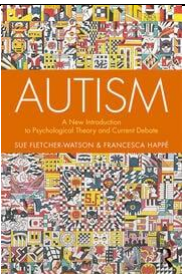
Autism occurs in approximately 1 in 36 individuals. The odds are that at some point in your career, you will work with at least one autistic individual. So, let’s learn about a) what autism is, b) the history and controversy associated with it, c) how to assess it, and c) how to support autistic individuals.

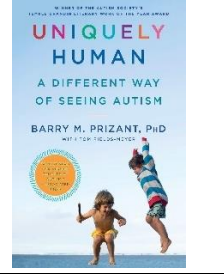
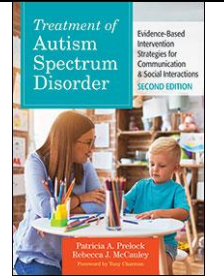
Credits: 2

Prerequisite: Department consent

Meeting Room and Times: CPS 024/233; W/F 10:00-10:50 am

Textbooks & Course Materials

Cover	Title	Required?	How to Access
	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 (contact me if you have difficulty accessing it) 2. Purchase through your preferred online vendor

	Prizant, B. (2015). <i>Uniquely human: A different way of seeing autism</i> . New York: Simon & Schuster	Yes	<ol style="list-style-type: none"> 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
	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	<ol style="list-style-type: none"> 1. Purchase from bookstore 2. Free eBook for use through the library 3. Purchase through your preferred online vendor

Recommended Texts:

1. Silberman, S. (2015). *NeuroTribes: The legacy of autism and the future of neurodiversity*. New York: Avery.
2. Kluth, P. (2023). *“You’re Going to Love This Kid!”: Teaching Autistic Students in the Inclusive Classroom*. Brookes.

Course Learning Outcomes

Students will:

1. Identify – What is autism?
 - a. Identify, define, and analyze **characteristics** of autism at 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.
3. Provide Support – What evidence-based approaches are available and appropriate?
 - a. Distinguish between various **intervention approaches** and their theoretical foundations.
 - b. Design one or more **intervention plans** based on given case studies that incorporate the three core principles of [Evidence-based Practice](#).

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.

Graded Activities

I will assess what you have learned throughout the semester the activities listed in the table below. For assignment details, see Canvas.

Description	Points
Pretest/Exams 1-5 (17 points each*)	17 X 5 = 85

Reading Notes (14 at 5 points each)	14 x 5 = 70
Executive Function Profile Reflection	15
Identify: "Life-Animated" Reflection	15
Assess: Assessment Reflection	15
Treat: Treatment Presentation	50
Final Exam	50 points
Extra Credit – Midterm and/or Final Course Evals	5pts x 2 = 10 pts.
Total Points Possible	300

*This means you can miss 3 questions and still meet competency 😊

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%

"Best by" Dates:

We're in the Dairy State and know that milk is "best" by a specific date marked on the container. Therefore, all assignments have a "best by" date. This is the established deadline for each exam or assignment, and I anticipate most of you will submit assignments at this time. However, if you cannot meet the deadline, let me know ahead of time along with an alternate date by which you can finish it. Like other best-by dates, the longer you go past the due date, the more the milk curdles, and I may not be able to guarantee the same amount of feedback as if you had met the original date. (This section courtesy of Dr. Terrell)

Topic Outline/Schedule

Important Note: This syllabus, including course assignments and due dates, is 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	1/24	Housekeeping; Executive Function Profiles – how does <i>YOUR</i> brain work?; Group Selection		Executive Function Profile Reflection
	1/26	<i>Identification:</i> Personal Perspectives, Autistic Voices on Nature of Autism, Fact and Fiction	Fletcher-Watson & Happé (F-W&H) Ch. 1	Pre-Test –Exam 1 (first 15 minutes)
2	1/31	<i>Identification:</i> History	F-W&H Ch. 2	Reading notes 1
	2/2	<i>Identification:</i> [Asynchronous] “Life, Animated”	Watch “Life, Animated”	“Life, Animated” Reflection
3	2/7	<i>Identification:</i> Autism at the behavioral level	F-W&H Ch. 3; Strengths and Challenges Website	Reading notes 2
	2/9	<i>Identification:</i> Autism at the biological level	F-W&H Ch. 4 & 5	Exam 2 (last 15 minutes)
4	2/14	<i>Identification:</i> Cognitive Models Jeopardy!	F-W&H Ch. 6-9	Reading notes 3
	2/16	<i>Identification:</i> Enthusiasms; Trust, Fear, and Control, Emotional Memory, Social Understanding	Prizant Chs. 3-6	
5	2/21	<i>Identification:</i> Language and Communication in ASD: Implications for Intervention	Prelock & McCauley (P&M) Ch. 3	Reading notes 4
	2/23	“”	“”	Exam 3 (last 15 minutes)
6	2/28	<i>Assessment:</i> Principles for Assessment and Support; SLP’s Role in Diagnosis	P&M Ch. 2	Reading notes 5
	3/1	<i>Assessment:</i> Cont.		
7	3/6	<i>Assessment:</i> Let’s play with standardized tests!		Reading notes 6
	3/8	<i>Assessment:</i> Language and Echolalia (webinar segments)	Prizant Ch. 2 Blanc pgs. 2-45; ASHA Practice Portal	Exam 4
8	3/13	<i>Assessment:</i> Finish Echolalia; begin Play assessment	Westby (2022); Linder pgs. 337-348 – focus on types of play	Reading notes 7
	3/15	<i>Assessment:</i> Finish play assessment		
-	3/20	Spring Break		
-	3/22	Spring Break		

9	3/27	Assessment: The wild west - Adult Assessment – Let's play with tests!	https://www.asha.org/practice-portal/clinical-topics/autism/#collapse_5	Reading notes 8
	3/29	Assessment: Adult Assessment		Exam 5
10	4/3	Content: Evidence-based Practices	Hulme et al., 2021	Reading notes 9
	4/5	TX presentation: Discrete Trial Instruction	P&M Ch. 6	
11	4/10	TX presentation: Ch. 8, Functional Communication Training: Treating Challenging Behavior	P&M Ch. 8	Reading notes 10
	4/12	TX presentation: Ch. 9, JASPER Model	P&M Ch. 9	
12	4/17	TX presentation: Ch. 10, Enhanced Milieu Teaching	P&M Ch. 10	Reading notes 11
	4/19	TX presentation: Ch. 12, Peer-Mediated Support Interventions for Students with ASD	P&M Ch. 12	
13	4/24	TX presentation: Ch. 13, Pivotal Response Treatment	P&M Ch. 13	Reading notes 12
	4/26	TX presentation: Ch. 15, Social Skills Interventions	P&M Ch. 15	
14	5/1	TX presentation: Ch. 16, Social Stories	P&M Ch. 16	Reading notes 13
	5/3	TX presentation: Ch. 17, Video Modeling	P&M Ch. 17	
15	5/8	Content: Intervention Model of Note: SCERTS	P&M Ch. 14	Reading notes 14
	5/10	Content: Intervention Model of Note: ESDM	P&M Ch. 5	
FINAL	5/16	Final from 10-12	Exam 6	

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. Broadly: It cheapens the value of your education and others' Narrowly: It's a waste of money to take the class if you don't learn the material. If you're tempted, talk to me.

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>