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1. Course information:

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2. Instructor tanu arappinantie, reacting rise Accistant) information:

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3. Course readings/materials:

Course textbook title, authors clinding fault

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8. Course calendar:

A schedule of class topics and assignments must be included. <u>Be specific</u> so that it is clear that the instructure for this topic the specific so that it is clear that the "lab". Jostean govereach is to the topic attributes is coorden. The marking it the specific so that it is loop attribute in save "lab". Jostean govereach is to the topic attributes is coorden. The specific so that it is clear that the work in Progress to allow (for modifications sturing the semester.

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EDSE 633 Autism: Communication and Social Disorders

Spring 2010

Credits: Day & Time: Location: Rm. Gruening 204, via audio conf Phone: (907) 474-1557 Office Hours: 2:30-4:30 Mondays & by Apt. Prerequisites: none Instructor: Joanne Healy, M.S. Office: Gruening Building 714A

E-mail: jhealy7@alaska.edu

Required Readings

Texts:

Bellini, S. (2008) Building social relationships Shawnee Mission, KS: Autism Publishing Co.
ISBN: 9781931282949
Janzen, J. E. (2002) <u>Understanding the nature of autism: A guide to the autism spectrum disorders</u> (2nd ed.). San Antonio, TX: Harcourt Assessment.
ISBN: 9781602510142
Klor, G. (2005) <u>Say the right thing: A Guide for Responding to Parents' IEP Requests.</u> Horsham, PA:LRP.
ISBN: 9781578340576
Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska Where to Turn: Governor's Council on Disabilities and Special Education Alaska State Department of Education Alaska Special Education Website **Special Education Handbook** Websites Related to Special Education Council for Exceptional Children National Clearinghouse for Professions in Special Education National Information Center for Children and Youth with Disabilities Alaska Department of Education and Early Development, special education U.S. Department of Education, Office of Special Education and Rehabilitative Services Governer's Council on Disabilities and Special Education Autism Society of America, Golden Heart Chapter Alaska Statewide Special Education Conference National Down Syndrome Society Iris Center **IDEA** Partnership National Center on Response to Intervention U.S. Depart. of Ed.: Building the Legacy: IDEA 2004 ASHA Podcasts Center for Disease Control (CDC) Stone Soup of Alaska Classroom Design Websites Related to Alaska Native Studies Alaska Federation of Natives Alaska Inter-Tribal Council Alaska Native Heritage Center Alaska Native Knowledge Network

Justice Center Website

List of Professional Organizations

Council for Exceptional Children (CEC) American Psychological Association (APA) Learning Disabilities Association of America (LDAA) American Association on Intellectual and Developmental Disabilities (AAIDD) The Association for the Severely Handicapped (TASH) International Reading Association (IRA) Disability Law Center - Alaska Special Education Service Agency (SESA) National Down Syndrome Society American Speech-Language-Hearing Association (ASHA)

Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION

are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <u>http://www.uaf.edu/catalog/current/academics/regs3.html</u> for further details.

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: http://www.uaf.edu/sssp/

Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UA F faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydso@uaf.edu, or visit http://www.uaf.edu/chc/disability.html on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

ASSIGNMENTS

1. **Instructional Plan Project 50 Points** During your fieldwork plan to teach a social skill which will help an autistic child fit into a group better. You should include an introduction, role-play, try it and review and re-teach if necessary.

2. Assessment Plan Project 50 Points An autistic child often does take traditional assessments. Develop an assessment, which will allow the student to demonstrate mastery of skills taught.

3. Visual Strategies Project 50 Points Autistic children often need visual cues to know what is next. Create visual cues for responses to questions, a daily schedule and how to communicate a change in the schedule.

4. Field Experience Journal (50 Points)

You are required to complete a 15-hour (NO exceptions) field experience in a school's special education setting. The field experience will be completed over no less than ten weeks and must consist of one session a week lasting from 1 to 1 1/2 hours. You will keep a journal while engaged in this experience and turn it in

School: _____

Time Sheet / Log for Field Experience

Time In / Time Out	Cooperating Teacher's Signature
	Time In / Time Out

2/25/10		Say the right thing	
		Chap. 6 Building Social	
		Relationships	
7	Present Visual Strategies and report	Read Chap. 6	Visual Strategies Project
3/4/10	how they worked.	Understanding the nature	
		of autism	
		Chap. 7 Building Social	
		Relationships	
8	Social Skills training	Read Chap. 5	
3/19/10		Say the right thing	
		Chap. 8 Building Social	
		Relationships	
9	Intervention strategies	Read Chap. 7	Instructional Plan
3/25/10	Share instructional plan and success	Understanding the nature	
	with it.	of autism	
		Chap. 9 Building Social	
		Relationships	
10	Generalization and maintenance of	Read Chap. 6	Assessment Plan Project
4/1/10	behaviors, social skills How did your	Say the right thing	j
	assessment work.	Chap. 10 Building Social	
		Relationships	
11	More Social Skills	Read Chap. 8	Blackboard Activity
4/8/10		Understanding the nature	No Class
		of autism	
		Chap. 11 Building Social	
		Relationships	
12	Crisis intervention, program	Read Chap. 9	Response to Parental
4/15/10	evaluation/modification	Understanding the nature	Educational concerns
		of autism	paper
		Chap. 12 Building Social	
		Relationships	
13	TBA Guest speaker	Read Chap. 10	Blackboard Activity
4/22/10	<u>r</u>	Understanding the nature	No Class
		of autism	
14	Parent presentation	Read Chap. 7	
4/29/10	· · · · · · · · · · · · · · · · · · ·	Say the right thing	
15	Panel discussion on field work		Field work journals and
5/6/10	successes		Reflective paper due
5/13/10			r r r
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