



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 518- Students with Autism Spectrum Disorder: Teaching with Strategies and Methodologies

ONLINE COURSE

Instructor Information:	
Instructor Name:	DR. GRETCHEN SUTHERLAND
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Instructor Background:	<p>Dr. Gretchen Sutherland is an accomplished educational leader in a large urban school district located outside of Chicago, Illinois. In 2017, Dr. Sutherland earned her Doctoral Degree from the University of St. Francis with her published dissertation on Student Goal Setting Conferences. She is a national presenter, delivering presentations about Blended Learning and other successful intervention programs. She was recognized as Principal of the Year in 2013 for her work to promote community partnerships. Prior to becoming a Principal, she was a Special Education Teacher and Reading Specialist. Additionally, in 2012, Dr. Sutherland distinguished herself as one of the authors and designers of the Principal Evaluation tool used throughout the State of Illinois. Dr. Sutherland earned her bachelor's degrees in Special Education from Northern Illinois University. She also earned two master's degrees in School Administration and Reading Specialization</p>

Course Information	
Course Format (distance learning, online, webinar,	Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your

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<p>experiential onsite courses):</p>	<p>course. If you have not received an invitation, please email us at the MTI email address listed above.</p> <p>Approximately 45 hours of instructional time is devoted to this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101.</p> <p>If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<p>Prerequisites</p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.</p>
<p>Accrediting Partners</p>	<p>For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.</p>
<p>Required Books and Materials</p>	<ul style="list-style-type: none"> ● Textbook: Ashcroft, Wendy, Argiro, Sue, and Keohane, Joyce. (2010). <i>Success Strategies for Teaching Kids with Autism</i>. Waco, TX: Prufrock Press Inc. ISBN# 978-1-59363-382-0 (<i>provided FREE with registration</i>) ● Internet access ● LMS- Canvas Account and Login ● Lesson plans and unit plans
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify and gain a basic understanding of the various disorders included in the umbrella term, Pervasive Developmental Disorders, InTASC 2,4 2. Understand the law requirements in identifying and educating students with ASD, InTASC 4, 9 3. Identify what researchers consider effective programming for students with ASD, InTASC 7, 9 4. Define ABA and identify the principles of ABA, InTASC 4, 5 5. Define and identify the methodologies of ABA, InTASC 5, 8 6. Use principles and methodologies of ABA to develop classroom strategies for students with ASD, InTASC 8 7. Conduct a comprehensive assessment, maintain data management, and evaluate services and methodologies, InTASC 6, 9 8. Understand the steps of the IEP process from beginning to end, InTASC 9, 10 9. Effectively communicate with team members throughout the IEP process, InTASC 10 10. Understand the process of developing an FBA (Functional Behavioral Assessment), InTASC 6 	

11. Use multiple methodologies and strategies to support students with ASD in the classroom, InTASC 8

Course Description:

This course provides an overview of the Autism Spectrum Disorders. Students will gain an understanding of the importance of research-based strategies and methodologies when teaching students with ASD. The course teaches basic ABA principles and methodologies and provides numerous strategies for teaching students with ASD. The course also covers IEP procedures and proper development of an FBA.

Learning Strategies: Professional literature analysis, personal reflection, project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Answer and Discuss- Weekly Questions Posted By Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question.	45 points	6 hours
Reflect and Respond to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.	90 points	9 hours
Application Assignments#1 and #2 (45 points ea)	90 points	10 hours
Research Project- Due end of week # 4	100 points	10 hours

Evaluation/Reflection Paper- Due end of week #5	100 points	10 hours
Total	425 points	45 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i>		
<p>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2 assignments @45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
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Supporting Evidence in Practice ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric-100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.

Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1 – Characteristics of ASD

- Syllabi/Assignment Review
- Read Chapters 1-2 in your textbook.
- Answer and Discussion Activity- Answer Week #1 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Week 2 – ABA Principles

- Read Chapters 3-4 in your textbook.
- Answer and Discussion Activity- Answer Week #2 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

All students with ASD struggle with social skills and selecting appropriate responses for social situations. Using your experience as an educator, select two situations where students with ASD have struggled to understand the social situation. Describe each situation and develop a social story, comic strip conversation, or power cards using pictures or videos to teach the child appropriate and inappropriate responses for the situation. (examples of situations may include loud talking and yelling in the library or class, being first in line for the lunchroom, selecting an appropriate book for independent reading, taking turns when playing a game, what to do when finished with an assignment, putting on a uniform for PE, bringing appropriate supplies to class, etc.)

Week 3 – Using Data to Drive Instruction

- Read Chapter 5 in your textbook.

- Answer and Discussion Activity- Answer Week #3 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Choose a student identified with ASD in your current or previous class or one of a colleague. Provide brief background information for the student. Identify 5 main characteristics (taken from the 10 characteristics of ASD provided in the text- see Table 1 on page 132) the student demonstrates as areas of need to evaluate whether or not the information presented in the text will change your perspective in teaching and supporting this student.

Week 4 – Strategies for Students with ASD

- Read Chapter 6 in your textbook.
- Answer and Discussion Activity- Answer Week #4 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Choose one of the ASD disabilities presented in the text to research in-depth. Find two additional sources of information from a book, online article, educational journal, or interview a special education staff member. Gather information about characteristics of the disability, strategies for curriculum, and strategies for teaching social skills. Compare and contrast the information with ideas presented in the text.

** Write 3 to 5 pages-APA format

** Use personal experiences and examples.

** Use several informative references to substantiate your paper.

** Cite your work

Week 5- Overall Review of Programs

- Read Chapter 7 in your textbook.
- Answer and Discussion Activity- Answer Week #5 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Create a presentation to educate others who work with students with ASD (parents or colleagues). Include a description of each of the 10 characteristics of Autism provided in the text. For each characteristic, describe at least four strategies for teaching the child at home or at school. Use strategies from the text and also from two additional sources of information which may include a book, online article, or educational journal. Use PowerPoint, Prezi or Google Slides.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

InTASC Principles

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.