

New Graduate Course Proposal

Form Procedure

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Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.

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Course Title

Course Title: * Interventions of Students with Autism Spectrum Disorders (non-endorsement)

Proposed Banner Abbreviation: * Assessment ASD (non-endorse)

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Anne Howard

Members of the Graduate Curriculum Committee:

Lyndsey Benharis (chair)
Phil Saisa
Laurie Link
Jescah Apamo-Gannon
Robert Shapiro
Anne Howard
Meg O'Hearn-Curren

Department / Unit Developing: * Education

Department Chair: * Dr. Denise Sargent dsargent5@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray nmurray5@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.

- * Yes
 No

Course Information

Course Description

* A variety of assessment tools for diagnosing Autism Spectrum Disorders (ASD) are explored and implemented to gain a more thorough understanding of an Autism Spectrum diagnosis. In addition, several curriculum-based assessment tools used for evaluating existing skill sets in a variety of areas, including academics, vocational skills, social skills, executive functioning skills and activities of daily living are explored and implemented with a focus on using this information as a component of determining appropriate learning objectives. Candidates will gain an understanding of the impact of cultural and linguistic diversity on the evaluation of students with autism, as well as the purpose of assessment in the classroom and the importance of assessing individual students' strengths, skills, and learning styles. Field Experience hours may be required in order to complete course assignments.

Rationale and expected outcomes of offering the Course

* This course builds on pre-requisite course focusing on the Foundations and characteristics of ASD. Candidates will become knowledgeable about how autism is distinguished from other conditions, and skillful in using a range of formative and summative assessments and using outcome information to inform instruction, services and supports.

Number of Credits: * 3

Discipline Prefix or Prefixes: * SPED

Brief rationale if more than one prefix:

Level of Course: * 7000

Brief rationale for level choice::

- 8000
- 9000

This course mirrors SPED 8041 and should be at the same 8000 level. Readings and assignments will be the same without the extensive fieldwork hours associated with the MA Autism Endorsement.

The course will be:

- Requirement
- Elective

Elective or Requirement Note/Special:

Prerequisite SPED 8040 or SPED 8030. It is expected that this course will run concurrently with SPED 8041.

Is there a similar undergraduate course?

- * Yes
- No

Does this course affect offerings in any other department or program?

- * Yes
- No

Course Enrollment

Expected Average Enrollment:

* 8

This course is a replacement for:

Course # / Name

Has the course been offered previously as a "Topics" course?

- * Yes
- No

Is this an Extended Campus Course?

- * Yes
- No

Which semester will this course be offered for the first time?:

* Fall 2022

How often thereafter to be offered?:

* Once per year

Course Requirements

Prerequisite course(s) if any:

SPED 8030 or 8040.

Additional Requirements

Laboratory Hours:

Fieldwork Hours:

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

Fieldwork hours are likely to be needed to complete course assignments - no specific num

Syllabus Upload

New Course Syllabus Upload:

SPED 8031 -PROPOSED Assessment for non endorsement course.doc

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.

...3139383332

Anne Howard

04/18/2022

Requester Signature

Date

...3034303037

Nancy Murray

04/19/2022

Academic Dean Signature

Date

...3236313636

Denise Sargent

04/19/2022

Department Chair Approval

Date

...3931353139

Becky Copper Hlenz

04/19/2022

SGOCE Dean Signature

Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President

Date

SGOCE Dean Initials

Date

Reviewed by the Registrar:

Date



Comprehensive Syllabus

SPED 8031 (*Proposed course number*)

Assessment of Students with Autism Spectrum Disorders (non-endorsement) (3 credits)

Instructor: Robert Shapiro, Ph.D., LABA, BCBA-D

Telephone: (978) 790-5793

E-mail: rshapir3@fitchburgstate.edu

COURSE DESCRIPTION:

A variety of assessment tools for diagnosing Autism Spectrum Disorders are explored and implemented to gain a more thorough understanding of an Autism Spectrum diagnosis. In addition, several curriculum-based assessment tools used for evaluating existing skill set in a variety of areas, including academics, vocational skills, social skills, executive functioning skills, and activities of daily living are explored and implemented, with a focus on using this information as a component of determining appropriate learning objectives. Candidates will gain an understanding of the impact of cultural and linguistic diversity on the evaluation of students with autism, as well as the purpose of assessment in the classroom and the importance of assessing individual students' strengths, skills, and learning styles. Field Experience hours may be required in order to complete course assignments.

NOTE: This course cannot be used toward Massachusetts DESE Autism Endorsement.

Prerequisite(s): SPED 8030 or SPED 8040

TEXT:

Wilkinson, L.A. (2016). *A best practice guide for assessment and intervention for autism spectrum disorder in schools* (2nd ed). London: Jessica Kingsley Publishers.

TESTING MATERIALS (provided by the university):

Adaptive Behavior Assessment System (ABAS-3)

Assessment of Functional Living Skills (AFLS)

Autism Diagnostic Interview, Revised (ADI-R)

Autism Diagnostic Observation Schedule (ADOS-2)

Childhood Autism Rating Scale (CARS-2)

Essential for Living (EFL)

Social Communication Questionnaire (SCQ)

Test of Pragmatic Language (TOPL-2)

Repetitive Behavior Questionnaire (RBQ-2)

Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)

SELECTED READINGS (provided by the university):

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd ed.)*. Upper Saddle River, NJ: Pearson Education, Inc. – Chapter 3

Fitchburg State University Teacher Education Conceptual Framework



This course will address the dispositions of the Conceptual Framework, as well as the Autism Endorsement Competencies, in the following way. Each item below is an objective of the course experience.

NOTE: FC – Foundations & Characteristics of Autism, A = Assessment, PSS = Program Services & Supports, CC = Collaboration & Coordination

Knowledgeable - As a result of the learning experiences in the course, you will become more cognizant of:

- FC3 – How autism is distinguished from other conditions, including the potential for secondary mental health issues and other co-morbid conditions, how they contribute to characteristic presentation, educational needs, and impact on multilevel family systems;
- FC4 – The medical, neurodevelopmental and biological etiology of autism and impact on learning across the lifespan;
- FC5 – The history and range of theories, specialized and individualized programs, services, supports, and interventions used across all settings including home, school, and community supported by peer reviewed research to the extent practicable, to address academic, communication, behavioral, social, emotional, and sensory issues;
- FC6 – The laws specific to autism at the federal and state level, including the Autism IEP Act and how they apply to practice;

FC7 – The link between communication, social/emotional development, and behavior;

FC8 – The strengths and challenges related to specific diagnostic presentation and communication profiles, and that limited communication does not infer limited cognition;

FC11 – Behavior and self-regulation including adaptive behavior, self-injurious behavior, stereotypy, and behavior that interferes with learning from a functional perspective;

FC12 – The importance of using self-advocate (first-person) accounts and research to understand the nature and scope of behavior associated with autism;

A2 – The impact of cultural and linguistic diversity on the evaluation of students with autism;

A4 – The purpose of assessment in the classroom and the importance of assessing individual students' strengths, skills, and learning styles;

A5 – The role of functional behavior assessment and its role in the development of behavior support plans;

PSS4 – How to identify, select, and utilize appropriate individualized supports and services and create educational opportunities to support development of receptive, expressive, and pragmatic language; and

CC3 – The importance of collaboration with professionals in the school and community to facilitate coordinated assessment and educational planning

Skillful - As a result of the learning experiences in the course, you will become better able to:

A1 – Use a range of formative and summative assessments, including associated data collection activities, to inform instruction, services and supports; monitor progress and rates and patterns of skill acquisition; and ensure the maintenance and generalization of skills across settings that are best suited to unique characteristics of students with autism; and

A3 – Plan for transition, including assessment of outcomes, maintenance of skills, self-determination and personally relevant curriculum for students with autism

Caring - As a result of the learning experiences in the course, you will become more competent in:

FC12 – Using self-advocate (first-person) accounts and research to understand the nature and scope of behavior associated with autism;

A2 – Planning for the impact of cultural and linguistic diversity on the evaluation of students with autism; and

A4 – Assessing individual students' strengths, skills, and learning styles

Ethical - As a result of the learning experiences in the course, you will become more competent in:

- Responding fairly to a student's cultural background as it may affect learning and behavior;
- Examining the ethical issues associated with completing and interpreting assessments;
- Modeling high standards of ethical behavior (including maintaining the confidentiality of the student) in your work with students, parents and colleagues; and
- Analyzing and articulating the ethical aspects of using various assessment results to drive treatment and academic planning

TECHNOLOGY INITIATIVES:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:

- a research tool;
- a communication method (email);¹
- a data analysis and graphing tool (Excel); and
- a tool for presentation and teaching (PowerPoint).

Fitchburg State University Library Online Services

The Fitchburg State University Library online services may be accessed through the Fitchburg State University website at www.fitchburgstate.edu/academics/library. Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762. Fitchburg State University candidates are eligible for a Fitchburg State University ID that allows use of all Massachusetts State College and University libraries for the current semester. An ID card is available on campus. To obtain an ID card, a candidate must present course registration confirmation at the One-Card window, first floor on the left as you enter the Conlin Industrial Arts Building. Please call 978-665-3039 if you need further information.

Additional Fitchburg State University Services: Candidates may access the Fitchburg State University Career Service and Counseling Services Center via the university's homepage at www.fitchburgstate.edu.

INSTRUCTIONAL STRATEGIES:

<input checked="" type="checkbox"/> Lecture/Presentation	<input checked="" type="checkbox"/> Data Collection and Analysis
<input checked="" type="checkbox"/> Discussion/Questioning	<input checked="" type="checkbox"/> Pre-Practicum
<input type="checkbox"/> Laboratory	<input type="checkbox"/> Role Playing/Simulation
<input checked="" type="checkbox"/> Problem Finding/Solving	<input checked="" type="checkbox"/> Independent Learning
<input checked="" type="checkbox"/> Discovery	<input type="checkbox"/> Field Trip
<input type="checkbox"/> Interviewing	<input checked="" type="checkbox"/> Computer Application
<input checked="" type="checkbox"/> Collaborative Learning Groups	<input checked="" type="checkbox"/> Viewing or Listening Followed by
<input checked="" type="checkbox"/> Reflective Response	Discussion

¹ Please note that emails may be sent out to class members throughout the semester using FSU (or other preferred) candidate addresses.

___ Creating Visual Illustrations of Concepts
Other _____

COURSE CONTENT OR TOPICAL OUTLINE:

See end of syllabus.

COURSE REQUIREMENTS:

Attendance and Participation: Regular review of recorded lecture and active participation in class discussion boards and activities contained within recorded lecture is required. A portion of your grade is based on evidence that these activities have been completed.

- Participation in full class discussions, small group work, and cooperative groups is expected.

Preparation: During class discussions you will be expected to relate course content to your professional and life experiences. The readings assigned for this course will provide all of us with a common frame of reference for our discussions. It is expected that you will read each required reading for the assigned date.

- Completion of assigned reading is imperative to your individual development as a professional.

Timely Submission of Assignments: All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time.

- You are expected to submit all assignments on the dates listed on the syllabus or integrated assignment sheet. The only exceptions to this policy occur when: (1) a revised due date has been given to the entire class, OR (2) you request, and I approve, a change in the due date in advance.
- If you are unable to submit an assignment on time, I expect you to contact me in advance of the due date. When an assignment is late, and you have not discussed it with me in advance, your grade for the assignment will be reduced 0.5 for **each week** it is late.

All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Required Written Assignments:

GENERAL REQUIREMENTS:

- Criteria sheets or grading rubrics will be provided for each assignment
- All assignments must be typewritten and submitted in professional format.

SPECIFIC ASSIGNMENTS:

1. Diagnostic Assessment (25%)

You will use six assessment tools, including both those involving direct observation and parent/teacher report, and complete these tools in reference to a student with a documented or suspected autism spectrum diagnosis. Tools required for this assessment include:

- CARS-2
- ADI-R
- SCQ
- TOPL-2
- RBQ-2
- ABAS-3

Following the completion of these administrations, you will write a report that speaks to your findings, including symptoms consistent with an autism spectrum diagnosis and preliminary recommendations.

2. Learning Target Assessment (25%)

Following the completion of the diagnostic assessment outlined above, you will complete a curriculum-based assessment (either the AFLS, VB-MAPP, or EFL). Following the completion of this assessment, you will write a report that speaks to areas of strength and weakness, as well as specific areas to be targeted for intervention.

3. Identifying Target Behaviors (25%)

Based on the results of the previous assessment assignments, you will develop ten specific learning objectives, written in a way that allows for objective measurement, as well as data collection tools that will allow you to collect ongoing data to support whether the learner you are working with is making progress towards those objectives.

COURSE EVALUATION POLICIES AND PROCEDURES:

Assignment 1 – Diagnostic Assessment	25%
Assignment 2 – Learning Target Assessment	25%
Assignment 3 – Identifying Target Behaviors	25%
Unit Quizzes (each unit quiz is worth 5%)	15%
Participation	10%

Field-Based Requirements: Your assignments for this course require that you be actively involved with students with disabilities, in a classroom setting, for at least 50 hours during the course of the semester. *As part of the field-based pre-practicum experience, you must have ongoing contact with a student who exhibits characteristics that might be consistent with an Autism Spectrum diagnosis.*

All field-based experiences must be organized and coordinated through Fitchburg State University's Field Placement & Partnership Coordinator. Experiences will be assessed through the goals and objectives embedded in each assignment in the syllabus, as well as the completion of required forms as listed below, and available at the Fitchburg State University Education Unit Forms Library Website:

<http://www.fitchburgstate.edu/offices-services-directory/education-unit/practicum-licensure/forms-library-practicumlicensure/>

- Documentation of Field-Based Activities form completed and signed by the Supervising Practitioner
- Candidate Disposition filled out by the Supervising Practitioner
- Pre-practicum report form

Note: Upon completion of the program candidates must have completed a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.

The following forms are required:

- Field Based Log Sheet completed by candidate and signed by the Supervising Practitioner
- Candidate Disposition filled out by the Supervising Practitioner
- Pre-practicum document form

COURSE POLICIES:

Policy on Disability:

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building, Room 303. If you need course adaptations or accommodations related to a disability, please contact Disability Services at 978-665-4020, or testing@fitchburgstate.edu as soon as possible. It is important that the issues relating to disabilities be discussed with faculty early in the course to provide you with appropriate accommodations.

Academic Integrity Policy:

The faculty in the Education Unit at Fitchburg State University expect that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy outlined in the University Catalogue, will be strictly adhered to.

** Please note that any idea that is not considered to be “common knowledge” needs to be attributed to the original author. All ideas and direct quotes must be cited using American Psychological Association (APA) referencing <http://www.apastyle.org/>.

Please see Part III of the Code of Conduct and Discipline Process HANDBOOK for the complete Academic Integrity Policy - <https://www.fitchburgstate.edu/uploads/files/StudentConduct/Conduct-Policy.pdf>

Topical Outline
SPED 8041

CLASS #	Topic/Activity	Readings Due	Assignment Due
Unit 1 Due XXX	<ul style="list-style-type: none"> • Introductions • Overview of the Semester • History of Autism Spectrum Diagnoses • Changes in the DSM • Educational vs. Clinical Diagnoses • The impact of cultural and linguistic diversity on the evaluation of students with Autism • The purpose of assessment in the classroom and the importance of assessing individual students strengths, skills, and learning styles 	Wilkinson Chapter 1 Lewis (2020) – Cultural and linguistic diversity among children and families referred for diagnostic evaluation of developmental delay and disability: Implications for service delivery	Discussion – why conduct assessment?
Unit 2 Due XXX	<ul style="list-style-type: none"> • Screening and Diagnostic Assessment <ul style="list-style-type: none"> ○ Overview of Qualifications ○ Methods of Diagnostic Assessment 	Wilkinson Chapters 2&3	Unit 2 Quiz
Unit 3 Due XXX	<ul style="list-style-type: none"> • Assessment Tools <ul style="list-style-type: none"> ○ CARS-2 ○ SCQ ○ TOPL-2 ○ RBQ-2 ○ ABAS-3 	Assessment Tools & Manuals	Administration of tools for this unit

CLASS #	Topic/Activity	Readings Due	Assignment Due
Unit 4 Due XXX	<ul style="list-style-type: none"> • Assessment Tools, Continued <ul style="list-style-type: none"> ○ ADI-R 	Assessment Tools & Manuals	Administration of ADI-R and completion of diagnostic assessment
Unit 5 Due XXX	<ul style="list-style-type: none"> • Skills Assessment <ul style="list-style-type: none"> ○ Overview of Qualifications ○ Methods of Skills Assessment • Assessment Tools <ul style="list-style-type: none"> ○ VB-MAPP ○ ABLLS 	Wilkinson Chapter 4 Assessment Tools & Manuals	Administration of assessments
Unit 6 Due XXX	<ul style="list-style-type: none"> • Assessment Tools <ul style="list-style-type: none"> ○ AFLS ○ EFL • Case Studies 	Assessment Tools & Manuals	Administration of assessments & Complete Learning Target Assessment Unit 3 Quiz
Unit 7 Due XXX	<ul style="list-style-type: none"> • Identifying Target Behaviors <ul style="list-style-type: none"> ○ Social Significance ○ Prioritizing Target Behaviors • Defining Target Behaviors • Selecting Criteria for Change • Developing Data Collection Tools 	Wilkinson Chapters 5&6 Cooper Chapter 3	Identifying Target Behaviors Unit 4 Quiz

References

- Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Harrison, P. & Oakland, T. (2015). *Adaptive behavior assessment system (3rd ed.)*. New York, NY: Pearson.
- Lewis, A.K. (2020). Cultural and linguistic diversity among children and families referred for diagnostic evaluation of developmental delay and disability: Implications for service delivery. *Journal of Policy and Practice in Intellectual Disabilities – Early View*
- Lord, C., Rutter, M., DiLavore, P.C., Risi, S., Gotham, K., Bishop, S.L., Luyster, R.J., & Guthrie, W. (2012). *Autism diagnostic observation schedule (2nd ed.)*. New York, NY: Pearson.
- McGreevy, P., Fry, T., & Cornwall, C. (2012). *Essential for Living*. Orlando, FL: Patrick McGreevy.
- Partington, J.W. & Mueller, M. (2016). *The assessment of functional living skills*. Walnut Creek, CA: Behavior Analysts, Inc.
- Phelps-Terasaki, D. & Phelps-Gunn, T. (2007). *Test of Pragmatic Language (2nd ed.)*. Torrance, CA: Western Psychological Services.
- Rutter, M. & Bailey, A. (2003). *Social Communication Questionnaire*. Torrance, CA: Western Psychological Services.
- Rutter, M. & LeCouteur, A. (2003). *Autism diagnostic interview, revised*. Torrance, CA: Western Psychological Services.
- Schopler, E. & VanBourgondien, M.E. (2010). *Childhood autism rating scale (2nd ed.)*. Torrance, CA: Western Psychological Services.
- Sundberg, M.L. (2008). *VB-MAPP: Verbal behavior milestones assessment and placement program (2nd ed.)*. Concord, CA: AVB Press
- Wilkinson, L.A. (2016). *A best practice guide for assessment and intervention for autism spectrum disorder in schools (2nd ed.)*. London: Jessica Kingsley Publishers.