

Maine Autism Institute for Education & Research

Fiscal Year 2018-2019 Report

*Leading Educational Excellence through Research,
Innovation, Collaboration, and Engagement*

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**Maine Autism Institute for Education & Research
Fiscal Year Report 2018- 2019**

**Prepared for:
Maine Department of Education
Special Services**

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Maine Autism Institute for Education and Research
Fiscal Year 2018-2019 Report

September 2019

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The Maine Department of Education provides significant support and funding for the activities and outreach of the Maine Autism Institute for Education and Research.

Introduction

The Maine Autism Institute for Education and Research (MAIER) is dedicated to improving outcomes for individuals with autism spectrum disorders (ASD) throughout the spectrum and life cycle. We work to build statewide capacity in support of our mission through leadership, training, professional development, technical assistance, collaborative consultation, technology, and research. MAIER is located at the University of Maine in Orono.

MAIER is a unique partnership between the Maine Department of Education, Office of Special Services and the University of Maine, College of Education and Human Development, Special Education program. Established in 2014 with significant financial support from the Maine Department of Education (MDOE), these two organizations joined forces to promote evidence-based strategies and effective practices for educators and professionals working with individuals with ASD and for supporting families impacted by ASD.

Education and Professional Development

The Institute serves as the primary source for education and training concerning evidence-based practices for professionals working with children and families impacted by autism spectrum disorders, and for undergraduate and graduate students aspiring to serve children, families, schools, and community service providers. MAIER also provides professional development through the Maine Autism Leader Team (MALT) trainings and associated coaching support. MALT teams receive training to implement evidence-based practices to support individuals with autism spectrum disorder in their schools and agencies.

MAIER Family Partnership

MAIER's Family Partnership (MFP) is dedicated to providing outreach to individuals and families affected by autism spectrum disorders across the state of Maine. Together, MAIER staff and families work to identify issues of concern for Maine families and collaborate on projects to promote greater awareness and acceptance, develop print and online resources, address access to services, and support research efforts. Individuals and families involved in the MFP have been integrally involved in the development and revision of the *Maine Parent Guide to ASD*, the *Places and Spaces Project*, and all MFP events.

MAIER's Family Partnership also works with community partners, such as the Maine Discovery Museum and local YMCAs, to promote inclusion and greater understanding through staff education, collaborating on special events for families impacted by ASD, and by providing assistance in developing tools and supports for visitors.

Early Start Maine

Early Start Maine is an initiative of the Maine Autism Institute for Education and Research. The Early Start Maine team is comprised of nationally certified Early Start Denver Model (ESDM) providers. In partnership with Maine Child Development Services, our team provides training, consultation, and ongoing support to early intervention providers statewide who are working with toddlers with autism. MAIER will transition oversight of Early Start Maine to Maine Child Development Services December 31, 2019. An Early Start Maine cumulative report will be delivered to Maine DOE and Maine CDS at that time.

Maine Autism Institute for Education & Research

I. MAIER Family Partnership

I. MAIER Family Partnership Activities

From the beginning, MAIER's Family Partnership (MFP) has existed with the goal of identifying and addressing unmet needs and concerns of parents of children with ASD. In partnership with families impacted by ASD across the state of Maine, the MFP has led projects, events, and activities designed to provide information, support, and resources while encouraging family-to-family connections and positive family experiences.

In recent years, the MFP expanded its focus to include outreach to the greater Maine community by collaborating with Maine organizations and businesses interested in better serving families impacted by ASD. Our goal is to increase awareness and understanding of families that include a member with ASD and to reduce fears and myths surrounding their inclusion in typical family events and community activities.

Currently, the *MAIER Family Partnership (MFP) Database* includes individuals, family members, and interested professionals and community members who have been in touch with MAIER through our outreach, MFP activities, and our communications (e.g., website, Parent Guide, etc.) As of August 30, 2019, the *MFP Database* includes 839 individuals. Primarily these are parents and caregivers, but this also includes individuals on the autism spectrum, relatives (e.g., grandparents), interested community members and community partners, and professionals working in family support agencies.

The MAIER Family Partnership concluded its 2018-9 year with a daylong summer event held at the Adaptive Outdoor Education Center (AOEC) in Carrabassett Valley. This event was sparked by a successful collaboration with the AOEC for an adaptive climbing MFP event on the UM campus in the fall of 2018.

On August 10th, MFP families, student volunteers from both UM COEHD and the community gathered to enjoy a day of fishing, hiking, nature crafts and outdoor games. Twenty-two families registered for this event; however, due to inclement weather predicted for part of the day, many cancelled at the last minute or did not attend. The six families that *did* attend, however, were not deterred, and with some adaptations and flexibility, the day was a success. Families shared their appreciation with us, noting that opportunities for family time in an accepting atmosphere are rarely available to them. One parent shared with us, "this is the most fun she [his daughter] has had all year," noting a particularly challenging school year and his gratefulness of seeing her laughing and interacting with the group. For a summary and photos from this event, visit our website: <https://umaine.edu/autisminstitute/maine-family-partnership/outdoors-are-for-everyone/>

Table 1, located at the end of this report, outlines the MAIER Family Partnership activities for this fiscal year, including family events and educational opportunities offered for parents and caregivers. Recreational and social events especially for families impacted by autism included indoor and outdoor activities in sensory-friendly environments with support from trained staff and UM student and community volunteers. Families attending enjoyed opportunities to connect with other parents and caregivers, as well as their family members on the spectrum and siblings, and to gather MAIER resources. Free educational offerings this year included a documentary

showing and panel discussion focused on vocational rehabilitation (in collaboration with the Autism Society of Maine), and the workshop “Beyond the Birds and the Bees,” offering information, resources, and discussion on the important topic of preparing adolescents on the autism spectrum for the changes of puberty and adolescent relationships.

To view the event flyers posted to MAIER’s website and FB page, as well as distributed to our community partners, Maine autism and IDD partners, and in public spaces, see **Appendix A**.

Places and Spaces Project: <https://umaine.edu/autisminstitute/maine-family-partnership/places-and-spaces/>

The goal of this ongoing MFP project is to increase autism awareness, understanding, and inclusion within Maine communities and the general public in support of families being included in community events and activities. As a result of conversations with parent stakeholders, we have added the word “appreciation” to our inclusion goals- appreciation for the gifts, talents, quirks, and thoughts and wisdom that individuals on the spectrum bring to our communities.

This past year, in partnership with Maine families, we updated our Places and Spaces Directory with new listings, continuously update the community calendar with sensory-friendly events around the state, and developed a new resource for families, “[Adaptive Sports and Recreational Opportunities in Maine.](#)”

We continue to strive toward developing informational videos to raise public awareness and understanding of individuals on the spectrum, including video clips of individuals on the spectrum and their family members to reduce fears and myths surrounding autism. Upon completion, our plan is to make this information accessible via MAIER’s website and useful for families to share within their extended families and communities. This section of the *Places and Spaces* webpage would also be available and useful for community trainings and informational gatherings.

MAIER Family Partnership Research

With approval from the UMaine Protection of Human Subjects Review Board, MAIER staff conducted a research study to evaluate the impact of MAIER’s outreach to families impacted by autism through our MAIER Family Partnership and to the communities in which they live. Individuals on the spectrum and their caregivers who have been in contact with MAIER were invited to complete an online survey to assess the impact of MFP activities and MAIER resources. Community Partners were invited to complete an online survey to assess the value, utility, and impact of our outreach to organizations and businesses with whom we have engaged with for training or community events. For a comprehensive report of this research and findings, please see the document “**Evaluating the Impact of a Family Partnership Program for Maine Families Impacted by Autism and Assessing the Value of Outreach to Community Settings**” (Doherty & Rooks-Ellis, 2019), included with this report.

Our findings support previous research identifying the value and positive impact of community-based autism-friendly recreation and leisure for families impacted by autism (Jones, Bremer, & Loyd, 2017; Lock, Hendricks, Bradley, & Layton, 2010; Mactavish & Schleien, 2004) as well as indicating the value and utility of MAIER resources. MAIER Community Partners are also

having a positive impact on the lives of Maine families affected by autism through our collaborative events and their increased knowledge, understanding, and acceptance of persons on the autism spectrum.

A summary of these findings includes:

- Family survey invitations were sent to 525 individuals who self-identified as having an immediate family member on the autism spectrum; 129 completed surveys (24.9% response rate).
- Six of eleven community partners submitted a completed community partner survey, for a response rate of 55%.
- Two-thirds of respondents to the family survey reported they had received a copy of MAIER's *Maine Parent Guide to Autism Spectrum Disorders*. Using a three-point Likert scale where 1 = *Not useful at all* and 3 = *Very useful*, nearly all rated the parent guide as "*Very Useful*" (53%) or "*Somewhat Useful*" (44%).
- Two-thirds of the family respondents reported they received MFP mailings (e.g., *Pathways* newsletter, event announcements); using the same three-point Likert scale, 55% said these mailings were "*Very Useful*" and 45% said they were "*Somewhat useful*."
- Family member respondents that were using the MAIER website Community Calendar rated it *Somewhat useful* (63%) or *Very Useful* (35%). However, most who were using the calendar viewed it only monthly (21%) or once or twice a year (27%).
- Most respondents utilizing the MAIER website *Family Resource Center* reported it was *Somewhat Useful* (58%) or *Very Useful* (40%).
- Family survey respondents who had participated in MFP family events overwhelmingly rated these events as worthwhile activities that they planned to attend in the future.
- On a five-point Likert scale where 1 = *Strongly disagree* and 5 = *Strongly agree*, nearly all respondents said they *Agreed* (33%) or *Strongly agreed* (63%) MFP events provided their family with a worthwhile activity.
- In their comments, families described the positive impact of attending MFP events, with benefits for the family member with ASD, for themselves as a parent or caregiver, and to family well-being.
- More than half of family respondents reported connecting with other families attending the event, and described positive interactions such as sharing similar challenges, experiences, and mutual understanding.
- Caregivers described feelings of isolation and judgement from others when in public with their child on the spectrum, noting MFP events provided a time to enjoy family recreation and leisure time in an atmosphere of acceptance and understanding, that made them feel "less alone."
- Family respondents noted appreciation of the "autism-friendly" environment and resources provided by MAIER staff and volunteers at MAIER family events.
- Caregivers noted MFP events provided their family member with autism the opportunity to engage in new activities and practice social interactions with others in a "safe space."
- Respondents identified common barriers to their participation in typical community events and places included noisy, crowded venues, their child's behavioral challenges, or their child's difficulty with new situations or environments.
- In their comments, respondents overwhelmingly identified travel concerns, scheduling conflicts, difficulties upsetting their child's normal routine, and the added time and

energy to prepare for trips or events as the primary reasons for being unable to participate in MFP events.

- All Community Partner respondents who collaborated with the MFP for family events rated interactions and support from MAIER staff as “*Very Good*,” the highest rating possible.
- Three-quarters of the Community Partner respondents *Agreed* (50%) or *Strongly Agreed* (33%) their staff felt knowledgeable about individuals on the autism spectrum as a result of their collaboration with MAIER.
- All Community Partner Respondents *Agreed* (33%) or *Strongly Agreed* (67%) they are more likely to offer special events for individuals with ASD now or in the future.
- In their comments, Community Partners noted appreciation for the support and expertise of MAIER staff in assisting in the development of supports for community members on the autism spectrum.

Overall, this research project identified the value and positive impact of MAIER’s outreach to Maine families impacted by autism and to community partners around the state. In addition, it identified an ongoing need for efforts and action to support individuals on the spectrum and their families and to advance greater knowledge, understanding, acceptance, and appreciation of individuals with autism in Maine communities.

For a comprehensive report of this research and findings, please see the document “**Evaluating the Impact of a Family Partnership Program for Maine Families Impacted by Autism and Assessing the Value of Outreach to Community Settings**” (Doherty & Rooks-Ellis, 2019), included with this report.

See **Table 1** for Maine Family Partnership Activities, including events and community outreach

See **Appendix A** for information flyers utilized for Maine Family Partnership events

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II. Professional Development & Trainings

II. MAIER Professional Development & Trainings

MAIER tracks all professionals who participate in MAIER trainings, professional development workshops, or contact us for other related services or resources. As of August 30, 2019, the *Professional Database* includes 2180 entries. The majority of these individuals are educators; others include education support professionals, paraprofessionals, administrators and state officials, and early childhood educators.

Professional Development

During 2018-2019, eight professional development opportunities were offered statewide, with 1256 attendees. Please refer to **Appendix D** for 2018-2019 Professional Development summaries and statistics.

PD Archive viewings

The 2016-17 PD workshops (nine) were captured on video and are available free of charge to educators and professionals through the [MAIER website](#). Contact hours are provided to those who register and view the offerings.

In **this quarter** (June 1, 2019 through August 31, 2019), 7 professionals viewed 16 MAIER PD Workshops from the MAIER Archives.

During the **Fiscal year 2018-19** (September 1, 2018-August 31, 2019), 29 education professionals and paraprofessionals viewed one or more MAIER PD workshops for a total viewing count of 67. Although we do not have data related to the reason for viewing, those who disclosed their reason for viewing noted a desire or need to earn contact hours for professional certifications. See **Table 2** for session descriptions and viewing data.

Dissemination of MAIER Work

MAIER staff attended multiple national conferences to share the work of MAIER. Refer to **Table 3** for presentation information.

Graduate Certificate in Autism

A 4-course certificate sequence was developed to prepare experienced educators, administrators and related service providers to assume a leadership role in the development and implementation of educational programs for students with autism in school settings. This certificate program provides critical knowledge and practical skills necessary to address the needs of children and students across the autism spectrum. In summer 2019, seven educators completed the Graduate Certificate in Autism Spectrum Disorders year-long program, bringing the total to 22 graduates of the certificate program.

Course Descriptions

SED 528: Educational Methods for Students with Autism – Summer offering. This course is designed to assist educators in developing strategies and techniques to support students with

Autism Spectrum Disorders in accessing the general education environment to the fullest extent possible. This introductory class is designed to familiarize participants with the complexity of the autism spectrum.

SED 585: Social Communication for Students with Autism Spectrum Disorders - Fall offering. This course examines communication, including an overview of typical communication and language development, the difference in autism speech and language development, assessments of communication, augmentative communication supports, visual supports, and the interrelationships between communication and socialization.

SED 563: Positive Behavioral Supports for Students with Autism Spectrum Disorders - Summer offering. This course provides training in behavioral assessment, support, and intervention for students with Autism Spectrum Disorders. Emphasizes evidence-based practices including functional behavioral assessment and communication training, social skills instruction, self-management, and antecedent and broader environmental interventions.

SED 556: Assessment for Students with Autism Spectrum Disorders and Severe Disabilities - Spring offering. This course provides advanced training in assessing individual learning needs of students with autism spectrum disorders and students with severe disabilities, emphasizing ecological inventories, person-centered planning and quality of life indicators. A value-based system of respecting the individual and individual capabilities within a fully inclusive society is presented as the underlying philosophy. Applied assignments will allow students to demonstrate specific skills that reflect this philosophy. Course content will be presented in a series of modules that contain information on specific topics related to the assessment and intervention of students with autism spectrum disorder (ASD) and students with severe disabilities.

Refer to **Appendix E** for course syllabi.

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III. Community Outreach

III. MAIER Community Outreach

The Maine Autism Institute for Education and Research (MAIER) strives to improve outcomes for individuals with autism spectrum disorders (ASD) through our outreach efforts both on the University of Maine (UMaine) campus and in communities across Maine. MAIER staff actively seeks and participates in opportunities and activities to develop and foster relationships with families impacted by ASD, share our resources and expertise with the professionals, agencies and organizations that support them, and raise awareness, understanding, and acceptance of those living with the condition.

In the fiscal year 2018-2019, MAIER staff regularly communicated with professionals and with the autism community via mass mailings (e-blasts) and our *Pathways* newsletter. News, event announcements, PD workshops, and research opportunities were communicated on a regular basis to those included in our Professional and MFP database. Typically, these communications occurred via email every 2-6 weeks. In addition, we regularly post news and events to the MAIER website [News](#) and the [MAIER FB](#) pages.

The Fall 2018 *Pathways* was published on the MAIER website (<https://umaine.edu/autisminstitute/pathways/fall-2018/>) and distributed via email to those in the Professional and MFP databases with active emails. Print copies mailed to families upon request. (A mailing list of these families is maintained for each issue.)

The Spring/Summer 2019 *Pathways* was published on the MAIER website (<https://umaine.edu/autisminstitute/pathways/spring-2019/>) and distributed via email to individuals in our MFP and Professional databases with current email addresses. Print copies are sent to families upon request. (A mailing list of these families is maintained for each issue.)

MAIER staff continues to provide community outreach through our exhibiting at autism conferences and awareness events, such as the Southern Maine Autism Conference (March), the ASM Conference (November), by providing autism information presentations and support to our MFP community partners, and through our community partner events for families throughout the year. For full information on Community Outreach activities during 2018-19, see **Table 5**.

New activities during this fiscal year included partnering with a local community business group for an autism awareness/fundraising activity and with two theater groups during their shows, “A Curious Incident of the Dog in the Night-time,” a play based on a book whose main character was a teen on the autism spectrum.

“Autos for Autism” was a successful fundraiser and autism awareness activity spearheaded by the Midcoast Business Development group with ten participating auto supply/repair shops in the Midcoast Maine area during Autism Awareness month (April). MAIER staff supported their

effort to raise autism awareness in their communities with an autism information and MAIER presentation to the business group and by providing MAIER and autism information and supplies (e.g. ASD fact sheet, Maine Parent Guides) to support their month-long activity.

In the spring of 2019, MAIER staff supported local theater groups in Orono and Belfast during their productions of “A Curious Incident of the Dog in the Night-time.” MAIER staff met with the actors and directors prior to the production and provided an autism presentation and Q & A to one group. In addition, MAIER supported their efforts by partnering with each theater for a “Sensory –friendly” show specifically for individuals on the autism spectrum and their families, and by providing a display with autism information and MAIER materials throughout the weekend showings.

See **Table 5** for full information on Community Outreach events and activities.

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IV. Resources

IV. MAIER Resources

The Maine Autism Institute for Education and Research (MAIER) serves as the primary source for information and resources to support Maine citizens on the autism spectrum and their families and the professionals that work with them. The Institute develops, publishes, and disseminates new Maine-specific resources to meet the needs of Maine families and identifies and directs both families and professionals to reliable and scientifically sound resources available from other agencies, organizations, and published sources.

MAIER resources developed during the fiscal year 2018-19

New resources are developed and published based on needs expressed by the MAIER community and stakeholders. During this fiscal year, the *Maine Parent Guide to Autism Spectrum Disorders (2nd ed.)* (reviews, revisions, and updates with new content begun in the Summer of 2018) was published in the Fall 2018. Two new resource handouts were created for families and the community, and in collaboration with a community partner, a new social narrative was created to support inclusion and family recreation.

Print copies of these resources are distributed to families, professionals, and interested community members at family events, conferences, and educational presentations (e.g., community outreach) and are available on request to agencies, organizations, and healthcare offices serving families impacted by ASD. PDF copies are available to download from MAIER website. Below is a description of these resources.

[Maine Parent Guide to Autism Spectrum Disorders](#) (2nd Edition): Newly reviewed, revised, and updated in 2018, this four-volume guide was produced by MAIER in collaboration with families and professionals, especially for Maine families. New content includes a new volume specific to the transition to adulthood and adult issues, and sections on augmentative and alternative communication, the impact on family systems when a child is diagnosed with ASD, and new personal narratives and photos contributed by individuals on the spectrum and their family members.

Between September 1, 2018 to August 31, 2019, we distributed more than **1615 copies of the Maine Parent Guide** around the state of Maine. We continue to distribute the parent guide through direct mailings to families and to professionals (including medical, family physician offices, and developmental clinics), distribute at autism events statewide and our MFP family events, and through our community partners, such as the Autism Society of Maine, the Maine Parent Federation, and the Maine Children's Museum Autism program.

In the fall of 2018, we sent the new edition to Pediatric and Developmental Clinics (n = 12) and Library partners (n = 50) around the state, with an introductory letter sharing how families can request their own copies of the Maine Parent Guide from MAIER.

[Autism Fact Sheet](#): One-page fact sheet is suitable for the general public or anyone who may want to gain a better understanding of persons on the autism spectrum and promote acceptance and inclusion. This fact sheet can be shared with community members and family or distributed during community autism events.

[Adaptive Sports and Recreational Opportunities in Maine](#): One-page handout developed in collaboration with Maine physician and nurse who are parents of a teen on the spectrum, highlighting the importance of physical activity for healthy living, including individuals on the spectrum. Lists opportunities in Maine for fun recreation and leisure activities with adaptive supports.

[Adaptive Climbing at MaineBound \(Social Story\)](#) : MFP's collaboration with the MaineBound climbing center at UMaine and the Adaptive Outdoor Education Center (AOEC) in Carrabassett Valley inspired the AOEC staff to create a social narrative (an evidence-based practice for individuals on the spectrum) for their adaptive climbing program under the guidance and expertise provided by MAIER staff.

See **Appendix C** for MAIER resources developed in 2018-19.

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V. Website

V. MAIER Website

(<https://umaine.edu/autisminstitute/>)

The Maine Autism Institute for Education and Research (MAIER) hosts an active website to serve as a portal for information and resources serving professionals who work with individuals with autism spectrum disorders (ASD), for families impacted by ASD, and for interested community members. MAIER staff frequently updates the website content with new information, announcements, and resources, as well as creating new content areas to meet the needs of the professionals and communities we serve.

During the fiscal year 2018-2019, MAIER news and events were posted to the MAIER website news (<https://umaine.edu/autisminstitute/>) and community and professional events were posted to our Event calendar (<https://umaine.edu/autisminstitute/events/>) on a regular basis. Shortened versions of news and event announcements, along with flyers and/or photos, were posted to MAIER's FB page with links to the full story/announcement on the MAIER website in an effort to draw new visitors to our information and resources.

New Resources developed by MAIER and added to our website this year included:

Adaptive Sports and Recreational Opportunities in Maine:

<https://umaine.edu/autisminstitute/maine-family-partnership/places-and-spaces/adaptive-sports-and-rec/>

Autism Fact Sheet: Available to download from Professional Resources and Maine Family Resources pages: <https://umaine.edu/autisminstitute/wp-content/uploads/sites/150/2019/02/Autism-Fact-SheetPrint.pdf>

Maine Parent Guide to Autism Spectrum Disorders (2nd Edition):

<https://umaine.edu/autisminstitute/maine-family-partnership/maine-parent-guide-asd/>

Autism Basics: Three short videos designed to provide an overview and basic understanding of autism and its impact on young children and on school-aged children. Suitable for the general public. <https://umaine.edu/autisminstitute/trainings-2/autism-awareness-training/>

New resource links added to website resource pages (Professional Resources and Family Resource pages) this year included:

[Career-Centered Active Listening Game \(C-Cal\)](#): The Center on Technology and Disability introduces a new job-coaching tool “developed to help provide job-coaching tips and advice, through a series of Q&A listening exercises. The module is intended to strengthen the auditory processing skills of students with disabilities and prepare them for post-secondary environments, particularly the workforce Scenarios presented include the interview process, getting started on the job, on the job experiences, and standing up for yourself on the job.”

[Center on Secondary Education for Students with Autism Spectrum Disorders](#)

“Navigating College: A Handbook on Self Advocacy. Written for Autistic Students from Autistic Adults.” (2013)

[Center on Secondary Education for Students with Autism Spectrum Disorders](#): Cedar Center on Resources on transition.

[Center on Secondary Education for Students with Autism Spectrum Disorders](#): Research reports and extensive resources suitable for professionals and families to support teens on the autism spectrum through his/her high school years and the transition to adulthood. CSESA focuses on developing, adapting, and studying comprehensive school and community-based education programs for high school students on the autism spectrum.

[Love, Dating, Relationships and Disability](#) : Explore the world of relationships and dating through the eyes and words of individuals with disabilities, including autism. This website explores mature relationships in all its forms through personal stories and words of advice from those who live life with a disability.

Website Activity in fiscal Year 2018-19

A review of the number of page views and time spent on individual pages of our website provides one means of validating the use and value of our website on a quarterly and annual basis. Overall, from September 1, 2018 to August 31, 2019, the MAIER website pages were viewed **29,181 times**, a steady increase from previous years’ usage (see table below). Over these years, the website has also grown in both scope (number of pages) and reach (individuals accessing our webpages.)

Year	Total page views
Fiscal Year 2018-19	29,181
Calendar Year 2017	25,854
Calendar Year 2016	23,257
Calendar Year 2015	19,704
Calendar Year 2014	7,957

Note: Prior to 2018, annual data was collected January to December

Between September 1, 2018 and August 31, 2019, **4,042** visitors entered the MAIER website via the homepage, while others entered our website by linking either from the homepage, another webpage, or our electronic communications such as our *Pathways* newsletter, mass e-mailings (e-blasts) or personal emails that include direct links to specific pages. For example, in our 2019 Spring *Pathways*, we noted several new resources added to our [Family Resource](#) page and to our [Professionals Resource](#) page and including direct links to our Resources webpages. (See **Table 4** for number of page view data associated with the most viewed webpages on MAIER’s website.) It may also be of interest to note several webpages that engaged viewers for the longest time periods. [News postings](#), the [Event Calendar](#), and the First Steps Training pages (available by permission only) regularly engaged readers for longer time periods. The [Maine Family Resource](#)

[Center](#) pages were also highly engaging. In fact, the highest average time per page included the [Recreation and Camps](#) (16:02), [Transition to Adulthood](#) (10:48), [Early Intervention and Educational Services](#) (10:05), and [Developmental Evaluation Centers](#) (6:40) subpages of the Maine Family Resource Center. Also notable, while fewer individuals visited the [Places and Spaces Project](#) webpages, those that did spent time exploring the [Directory listings](#) subpages and the Parent tip sheet “[Suggestions for Visiting New Places and Spaces](#)” (average time spent on this page was 9:08).

Within the Professional Resource page, visitors were highly engaged with the “[Supporting College Students on the Autism Spectrum](#)” subpage (an average of 6 minutes/32 seconds).

See **Table 4** for MAIER website analytics for fiscal year 2018-19.

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VI. Tables

Table 1
MAIER Family Partnership Activities

MFP Events	Date	Description	Attendance
<p>“Our Day to Play” at Yorks Wild Kingdom</p>	<p>September 15, 2018</p>	<p>Collaboration with YWK and York Memorial Hospital to provide a day for families affected by ASD to enjoy a FREE, fun day at YWK</p> <p>Free admission for all family members, free picnic lunch with shared activities and opportunities for family connections.</p> <p>Support from MAIER staff and UM volunteers throughout the day; Scavenger Hunt with “prizes.”</p> <p>MAIER resources and information offered</p>	<p>75+ families attended /350+ attendees</p>
<p>Adaptive Climbing Event at UMaine</p>	<p>November 18, 2018</p>	<p>Partnership with Maine Bound Adventure Center (UM) and the Adaptive Outdoor Education Center (Carrabassett Valley) for indoor climbing event</p> <p>Presentation to staff and volunteers prior to event (autism awareness & expectations, accommodations, etc.)</p> <p>Free family event to explore indoor climbing with volunteers and staff trained to support individuals with physical and cognitive disabilities.</p>	<p>12 families attended</p>

		<p>Foster family-to-family connections, resources offered</p> <p>Opportunity for UM student volunteer and community service</p> <p>Guidance to staff in the development of Social narrative “I am going to Maine Bound Climbing Center” for use as a family resource (will be available on their website and hardcopy at the center).</p>	
<p>Santa’s Village at the Maine Discovery Museum: Annual Christmas Party</p>	<p>December 2, 2018</p>	<p>Visit with “Sensitive” Santa and his elves at “Santa’s Village”</p> <p>Craft activities led by UM student “elves” volunteers</p> <p>Children received gift bags and storybook by Jan Brett</p> <p>Resources offered</p>	<p>29 families attended</p>
<p>Sensory-Friendly showing of “Curious Incident of the Dog in the Night-time” presented by the Some Theater Company, Orono</p>	<p>February 24, 2019</p>	<p>Special sensory-friendly showing of “Curious” with accommodations and supports for persons on the autism spectrum</p> <p>Autism information table provided for all six showings of this play.</p>	<p>10 families attended</p>
<p>Documentary Showing of “Extraordinary People” with panel discussion</p>	<p>April 2 2019</p>	<p>Collaborative event with the Autism Society of Maine</p>	<p>12 attendees</p>

		Panel included adult on the spectrum, representative from Vocational Rehab and Director of ASM	
Beyond the Birds and the Bees” with Victoria Slocum, Ph.D. Workshop for parents and caregivers	April 11, 2019	Free workshop includes how to prepare youth on the autism spectrum for the changes of puberty and adolescence and identify skills they will need for adulthood. Dr. Slocum shared ideas and tools to assist parents and caregivers in this process, discussed why preparation is crucial, and identified helpful resources for this process.	22 attendees
Sensory-Friendly showing of “Curious Incident of the Dog in the Night-time” presented by the Midcoast Actors Studio	May 2, 2019	Special sensory-friendly showing of “Curious” with accommodations and supports for persons on the autism spectrum Autism information table provided for all six showings of this play.	11 attendees
“Outdoors for Everyone” MFP Family Day at the Adaptive Outdoor Education Center (AOEC), Carrabassett Valley	August 10, 2019	Collaborative event with AOEC for families impacted by autism Adaptive and supported outdoor activities (hiking, guided nature walks and fishing), nature-based crafts and activities, outdoor fun, and family picnic MAIER resources distributed. UM COEHD student volunteers	6 families Note: 23 families registered, however, inclement weather reduced attendance
Upcoming Events			

<p>MFP Fall Festival 2019</p>	<p>October 26, 2019</p>	<p>MFP family fun day at UMaine: Confirmed activities include adaptive climbing (with MaineBound & AOEC). Additional activities various outdoor games, craft activities, and snack area to promote family interactions. Support from UM student and staff volunteers. Resource table and refreshments.</p>
<p>Santa’s Village at the Maine Discovery Museum: Annual Christmas Party</p>	<p>December 2019</p>	<p>Visit with “Sensitive” Santa and his elves at “Santa’s Village”</p> <p>Craft activities led by UM student “elves” volunteers</p> <p>Children receive “gift” from Santa (typically a book, fidgets,)</p> <p>Print resources available to families attending</p> <p>Snack area to promote family-to-family connections.</p>

Table 2
MAIER Professional Development 2018-19

Date	Title	Speaker	Workshop Description	# attendees
2018-19 PD Series				
October 4, 2018	Beyond the Birds and the Bees: Sexuality and Relationship Education for Persons with Autism and DDs	Victoria Slocum, Ph.D.	The first of a two-part workshop to present the history as well as the current state of sexuality and relationship education for people with autism and developmental disabilities. This workshop will present the history as well as the current state of sexuality and relationship education for people with autism and developmental disabilities; evidence-based strategies for including sexuality education in special education curricula and IEPs; present resources currently available for teaching sexual health education; and present strategies to use when facing barriers. A resource list will be available.	37
October 22, 2018	Building Resiliency in School-aged Children: The Resilient Brain	Elyse Pratt-Ronco, Ph.D.	Collaboration between MAIER and SPRPCE to offer this 5-part Series. Overview of how trauma and stress impact the brain, gaining an understanding of Adverse Childhood Experiences (ACES)	125
October 29, 2018	Building Resiliency in School-aged Children: Educating with Poverty in Mind	Elyse Pratt-Ronco, Ph.D.	Collaboration between MAIER and SPRPCE to offer this 5-part Series. Poverty and the impact, with strategies that help mitigate the negative effects of poverty	125
November 1, 2018	Teaching Emotional Regulation Skills to Children	Terese Dana, M.S., BCBA	To successfully respond to life’s everyday social interactions, children need to be able to regulate their emotions. In this workshop, specific	102

			behavior management techniques that focus on prevention, problem solving, and defusing emotionally charged situations will be introduced. Easy to implement, evidenced-based methods will be discussed and practiced. Participants will learn how to incorporate a categorization system that uses visuals as supplementary cues and prompts to increase self-regulation. Each participant will receive a set of visuals to carry over strategies learned during the workshop.	
November 5, 2018	Building Resiliency in School-aged Children: Hope is Not an Emotion	Elyse Pratt-Ronco, Ph.D.	Collaboration between MAIER and SPRPCE to offer this 5-part Series. Learning about what hope is as a cognitive construct and how hope can be “grown” in students/children. Practice hope-building skills.	125
November 28, 2018 Webinar	Identifying and Avoiding Pseudoscientific and Controversial Methods in Autism Treatment and Education	Jason Travers, Ph.D., BCBA	The use of ineffective and pseudoscientific interventions negatively impacts students with autism, wastes time and other limited resources, and can lead to frustration and burnout. Unfortunately, the social media revolution has made it increasingly difficult to identify effective interventions for these learners. This webinar will share resources and a process for scrutinizing intervention claims and will emphasize a process for selecting interventions most likely to confer student benefit. (2 hours)	23
December 3, 2018	Building Resiliency in School-aged Children: Be a Lamp, a Lifeboat, a Ladder	Elyse Pratt-Ronco, Ph.D.	Collaboration between MAIER and SPRPCE to offer this 5-part Series. The importance of relationships in building resilience. How to build relationships with students and the role we play in their lives.	125

December 10, 2018	Building Resiliency in School-aged Children: Classroom Strategies	Elyse Pratt-Ronco, Ph.D.	Collaboration between MAIER and SPRPCE to offer this 5-part Series. Breaking down barriers to social mobility, strategies for the classroom and building academic perseverance.	125
February 7, 2019	Preparing for the Transition to Adulthood for Students with Disabilities: What do you need to know?	Sarah Howorth, Ph.D., BCBA	<p>Morning: Transition Services and Requirements of IDEA and the Rehabilitation Act</p> <ul style="list-style-type: none"> • Transition Services for Students under IDEA • Transition Services for Students and Youth with Disabilities under the Rehabilitation Act • Distinctions between New Terms • Coordination and Collaboration between State Educational Agency (SEA) and VR Agency • Youth with Disabilities No Longer in School • Examples to Consider: States are Coordinating Transition Services <p>Afternoon: Supporting Student-Made Decisions for Adult Life</p> <ul style="list-style-type: none"> • Setting High Expectations for Secondary School Students with Disabilities • Person-Centered Planning • Addressing Students' Social and Emotional Needs • Providing the Student and Youth with Support to Make Their Decisions • Making Informed Choices 	48
February 20, 2019 Webinar	Written Expression Needs and Strategies for Students with Disabilities	Sara Flanagan, Ph.D.	This session will explore common challenges that face students with disabilities in writing. Then, it will demonstrate potential interventions for each, including those that are more	10

			“traditional” (paper-based graphic organizer) and using technology (ex. Inspiration software, assistive technology). (2 hours)	
March 14, 2019	Executive Function/Mindfulness: Explored and Applied	Diane Jackson, Ed.D.	To successfully respond to life’s everyday social interactions, children need to be able to regulate their emotions. In this workshop, specific behavior management techniques that focus on prevention, problem solving, and defusing emotionally charged situations will be introduced. Easy to implement, evidenced-based methods will be discussed and practiced. Participants will learn how to incorporate a categorization system that uses visuals as supplementary cues and prompts to increase self-regulation. Each participant will receive a set of visuals to carry over strategies learned during the workshop.	51
April 11, 2019	Creating a Toolbox: Sexuality and Relationship Education	Victoria Slocum, Ph.D.	Second of a 2-part workshop presenting the history as well as the current state of sexuality and relationship education for people with autism and developmental disabilities. This session will utilize current research to provide specific guidelines for educators and family members/caregivers in understanding what to teach and how to teach sexuality education concepts. We will also discuss self-determination skills, which can help people with ASD make decisions about personal safety, avoid high-risk or dangerous social or sexual situations, and increase personal independence, while exploring the difficult balance that exists between sexual self-advocacy and guarding against sexual abuse.	16

<p>May 23, 2018</p>	<p>Social Detective, Superflex, and Friends Take on Social-Emotional Learning</p>	<p>Nancy Clements, M.A., CCC-SLP</p>	<p>Learn how to teach the award-winning You Are a Social Detective! and Superflex curriculum to boost social awareness and self-regulation. We'll explain the critical scope and sequencing required to teach these materials with fidelity and improve social competencies. These books are designed for elementary school children, but we'll explain how to modify them for use with older kids. Lessons support Social and Emotional Learning programs (SEL), Positive Behavioral Interventions and Supports (PBIS), and Response to Intervention (RTI). Interactive, creative group activities abound in this conference! Ultimately, learn how to encourage generalization and social learning for a lifetime.</p>	<p>94</p>
<p>Total Attendees 2018-19</p>				<p>1256</p>
<p>2019-20 PD Series</p>				
<p>September 26, 2019</p>	<p>Social Communication Skills for Students' Academic and Community Success</p>	<p>Sarah Howorth, Ph.D., BCBA-D & Deborah Rooks-Ellis, Ph.D.</p>	<p>Participants of this professional development will actively learn the top five ecologically valid skills needed for students' academic and community success. Strategies for teaching students how to successfully navigate friendship building, awkward social situations and verbal bullying will be discussed. In addition, an introduction to video modeling will be provided, which gives a quick summary of important features of the practice, including what it is, who it can be used with, what skills it has been used with, settings for instruction, and its use in building social communication skills practice. Included is an introduction to and hands-on practice creating video models.</p>	<p>62</p>

<p>October 9, 2019</p>	<p>Using Technology to Support Students with Disabilities</p>	<p>Don McMahon, Ph.D.</p>	<p>Using technology to support students with disabilities presents educators with many incredible resources and capabilities. It can also present some challenges. This session will cover many popular technology platforms (iPads, Chrome/ Chromebooks, etc.) and the wide selection of educational apps available for them. There will be multiple opportunities to share, collaborate, and explore new classroom resources. From the basics of built in accessibility features, dedicated apps, and eventually to cutting edge augmented reality and virtual reality tools, this session will explore ways to use a variety technology tools to address diverse learner needs in K-12 content areas and functional skills.</p>	<p>TBD</p>
<p>March 14, 2020</p>	<p>Assistive Technology Mini-Maker Fair: Developing and Supporting Communication Skills for Individuals with ASD</p>	<p>Jennifer Seale, Ph.D., CCC-SLP</p>	<p>Participants attending this daylong workshop will gain hands on experience as creative problem solvers for communication access. Morning and afternoon hands on learning sessions that support development of skills for creating innovative assistive technology (AT) solutions for individuals with Autism. Specifically, this “mini-Maker” series targets AT for developing and supporting communication skills of individuals with Autism otherwise known as augmentative and alternative communication (AAC). AAC solutions range from no (e.g., facial expressions and gestures) and low technology (e.g., pen and paper) to high technology (e.g., iPads, Tablets and Computers) solutions. This workshop will offer strategies for exploring high technology systems specifically</p>	<p>TBD</p>

			but will not focus on this aspect of AAC entirely. Instead this workshop seeks to facilitate participants' recognition of and ability to use readily available material and technologies to support communication skills of individuals with Autism. Participants, who are new to AAC, and seasoned AAC practitioners alike, are welcome.	
April 16, 2020	Keeping it Simple: Easy Tier 2 Group Strategies to Increase Student Engagement	Cary Trump, Ph.D., BCBA	<p>Group contingencies are proactive strategies involving rewarding the class, based on the entire class, or specific students', performances. In addition, group contingencies increase student on-task behavior and opportunities to respond. The purpose of this presentation is to provide a comprehensive guide on implementing group contingencies.</p> <ol style="list-style-type: none"> 1. Participants will be able to identify and discuss various group contingencies. 2. Participants will learn how to implement various group contingencies and teach classroom routines and skills using behavior skills training. 3. Participants will learn how to fade reward frequency, based on student performance. 	TBD
May 14, 2020	Developing Social Connectedness: A Key Component to Successful Inclusion	Terese Dana, M.S., BCBA	An important goal for participation in an inclusive classroom setting is the opportunity for students, with ASD, to develop social connectedness with their peers. Teachers and	TBD

			support staff can play a significant role in preventing a student from becoming socially isolated. In this workshop, you will learn ways to naturally motivate both autistic and non-autistic students to participate together in engaging collaborative activities that promote positive experiences, and lay the groundwork for building meaningful social connections. Along with the modeling of interactive activities, specific strategies, tools and video modeling techniques to improve social interactions will be introduced.	
June 4, 2020	From First Words to Written Expression! Building Communicative Competence in Learners with Autism Spectrum Disorder and Intellectual Disability	Robert Pennington, Ph.D., BCBA-D	In this interactive session, participants will learn strategies for developing their students' communication skills within school environments. Dr. Pennington will spend the first half of the day providing simple strategies for jump-starting basic communication skills for students with ASD and intellectual disability. In the second half of the day, he will provide the latest research on teaching written communication to students with ASD/ID and walk participants through strategies for making writing meaningful and teaching spelling, sentence construction, and the generation of basic narratives.	TBD
PD Archives Made available to view online after live presentation				# Viewings 2018-19 fiscal year

	Social Stories	Carol Gray	Social Stories™ are one of the most widely used evidence-based instructional strategies for learners with autism in the world. Learning how to develop and implement a Social Story is critical to its effectiveness, safety, and integrity. At the close of the workshop, participants will be able to outline the philosophy and research-based rationale, explain how the Social Story goal may be used to determine what is – and is not – a Social Story, list the criteria to ensure integrity and safety of every story, define all Social Story terms, describe how research and philosophy create important ties between how a Story is researched, developed, and implemented; and write a Social Story.	9
	PBIS & ASD: Impact of Promoting Positive Behaviors	Gretchen Scheibel, M.S., OTR/L, BCBA	This professional development session will provide a basis of understanding for the framework of Positive Behavioral Interventions and Supports (PBIS) and the positive impact it will have on student performance and behavior. Attendees will review current programming to identify established PBIS practices and current needs for strengthening practice, as well as learn how PBIS supports students with Autism Spectrum Disorders (ASD) across all three tiers of PBIS.	6
	PBIS & ASD Series: Universal Design for Learning	Katie Novak Ed.D. & Shoshana Green, M.Ed.	In this universally designed workshop, educators will experience the power of engagement. By using analogies, concrete examples, and numerous opportunities for participants to personalize their learning. Presenters help to	4

			<p>translate UDL theory to practice, so all educators leave the workshop with an action plan, numerous resources, and a network of colleagues to support their journey.</p> <p>Throughout the presentation, participants will receive concrete tips to help them implement UDL in their own learning environments to foster engagement in all students. This is a perfect workshop if you want to learn why UDL is critical to improve the outcome of students, learn exactly what the framework is and is not, and most importantly, how to begin to implement the framework immediately to foster self-direction, creativity, and success in all students</p>	
	Executive Functioning	Diane Jackson, M.Ed.	<p>Morning Session: “Executive Function Impacting Learning” will review evidence supporting executive function development to support students with ASD in learning. Participants will engage in activities to build awareness of the role of visual and language consistency. Tips for coaching inefficient learners will be modeled and menus of choices for the teacher and students will be shared. The Afternoon Session: “Math Development on the Autism Spectrum” will build on the morning’s executive function theme as it applies to math conceptual and procedural growth. Participants will engage with the concrete/representational /abstract stages of math learning and be exposed to evidence regarding math learning and gaps as seen on the spectrum.</p>	6

	PBIS & ASD Series: Providing Evidence-based Instruction and Accommodation to Teach Positive Behaviors	Gretchen Sheibel, M.S., OTR/L, BCBA	This professional development session will review evidence-based instruction interventions and accommodations to support student learning, engagement and demonstration of expected positive behaviors. Attendees will review current programming to identify established practices, review intervention fidelity and identify current needs for enhancing systematic implementation of evidence-based instruction interventions and accommodations.	7
	PBIS & ASD Series: Strengthening Positive Behaviors	Gretchen Sheibel, M.S., OTR/L, BCBA	This professional development session will review evidence-based procedures for strengthening positive and pro-social behaviors. Attendees will learn how to systematically implement these procedures, monitor fidelity across staff members and student progress, and resources to support these practices.	6
	PBIS & ASD Series: Responding Constructively to Negative Behaviors	Gretchen Scheibel, MS, OTR/L, BCBA	This professional development session will present a framework for promoting positive behavior by utilizing a constructive response to negative behaviors. Attendees will discuss the difference between reacting to negative behaviors and responding in a constructive manner to promote positive behaviors and review their own practices to create a plan for establishing a culture of constructive responding in their classroom.	15
	The Incredible 5 Point Scale: Extended Version	Kari Dunn Burton, M.S.	This presentation includes an overview of Social Cognition, Executive Function and Emotional Regulation as they relate to Social Anxiety and a Loss of Emotional Control. The speaker will focus on several evidence-based strategies used to teach social cognitive skills while highlighting	6

			the use of the 5-Point Scale. Buron will also introduce her latest work, The Social Times Curriculum.	
	Social Thinking, 2.0	Nancy Clements, M.A., CCC-SLP	<p>This conference day is all about <i>Social Thinking</i> Vocabulary and concepts! Teach students to communicate through concepts such as “working as part of a group”, the “three parts of play,” “abstracting and inferencing information” and “sharing an imagination.” In this advanced workshop we will examine clinical examples that highlight how to make these abstract concepts more concrete and teachable.</p> <p>Participants will work in groups to learn how to use Social Thinking concepts across settings, creating one or two of their own lesson plans. We explore how to make lessons applicable across a variety of environments, and focus on enabling students to apply the lessons into the rest of their lives.</p>	8
	Total Viewings of PD Archives in fiscal year 2018-19			67

Refer to **Appendix D** for PD summaries and statistics.

Table 3
Dissemination of MAIER Work

Date	Activity	Impact
	Professional Conferences and Invited Presentations	
October 2018	Division for Early Childhood (DEC) Orlando, FL Early Start Maine: Parent Coaching Modules, poster session Deborah L. Rooks-Ellis	National dissemination. Poster session attended by researchers, faculty, families, and educators.
October 2018	Division for Early Childhood (DEC) Orlando, FL Parent Coaching Modules: Inspiring Positive Adult and Child Interactions in Everyday Routines, poster session Debra Rainey	National dissemination. Poster session attended by researchers, faculty, families, and educators.
November 2018	OCALICON: Ohio Center for Autism and Low Incidence Conference Columbus, OH Early Start Maine resources shared.	Networking, professional development
January 2019	20 th International Conference on Autism, Intellectual Disability and Developmental Disabilities HI Breaking down classroom barriers: Supporting students with autism in college. Sarah Howorth, Deborah Rooks-Ellis	Accepted presentation. National dissemination

<p>February 2019</p>	<p>Council for Exceptional Children Conference Indianapolis, IN Breaking down classroom barriers: Supporting students with autism in college. Sarah Howorth, Deborah Rooks-Ellis</p>	<p>Accepted presentation. National dissemination</p>
<p>March 2019</p>	<p>American Council on Rural Special Education Annual Conference Alexandria, VA Early Start MOST: Outreach services through telehealth providing access to early intervention in rural areas. Deborah Rooks-Ellis, Brooklin Jones Development of statewide community supports: Training, professional development and family events. Deborah Rooks-Ellis, Brooklin Jones</p>	<p>Accepted poster presentations. National dissemination.</p>

Table 4**MAIER Website Analytics for fiscal year 2018-19**

MAIER website activity from September 1, 2018 through August 31, 2019 (top pages with most activity).

Note: these listings do not include PD offerings/registration pages & event calendar listings.

Webpage	Web address	Page views	Unique Page views
Total Page views		29,181	22,772
MAIER Homepage	https://umaine.edu/autisminstitute/	4,042	2,757
Professional Development Homepage	https://umaine.edu/autisminstitute/trainings/	2,359	1,809
Event Calendar (includes both professional and community events)	https://umaine.edu/autisminstitute/events/	1,206	890
Family Resource Center	https://umaine.edu/autisminstitute/resources/	938	725
About Us	https://umaine.edu/autisminstitute/about-us/	852	588
Maine Family Resources/recreation and camps	https://umaine.edu/autisminstitute/resources/maine-family-resources/recreation-and-camps/	695	646
Family Partnership	https://umaine.edu/autisminstitute/maine-family-partnership/	662	432
Parent Coaching Modules	https://umaine.edu/autisminstitute/parent-coaching-modules/	595	377
Maine Family resources/EI and Educational Services	https://umaine.edu/autisminstitute/resources/maine-family-resources/early-intervention-and-educational-services/	516	473
Early Start Maine	https://umaine.edu/autisminstitute/about-us/early-start-maine/	508	364
Graduate Certificate	https://umaine.edu/autisminstitute/courses/graduate-certificate/	492	444
MAIER Staff Page	https://umaine.edu/autisminstitute/about-us/2016-staff-page/	392	202

Maine Family Resources/advocacy and information	https://umaine.edu/autisminstitute/resources/maine-family-resources/advocacy-and-information/	383	346
Pathways/Spring 2019	https://umaine.edu/autisminstitute/pathways/spring-2019/	380	290
Pathways/Fall 2018	https://umaine.edu/autisminstitute/pathways/fall-2018/	307	237

Table 5
MAIER Community Outreach in fiscal year 2018-19

Community Outreach	Date	Description/Impact
Fall Autism Conference (Orono/ASM)	November 3, 2018	Exhibit Table: MAIER publications distributed (65 Parent Guides)
MaineBound Climbing Center	Fall 2018 (ongoing)	Presentation to climbing staff and volunteers around autism, including and supporting individuals with autism.
Adaptive Outdoor Education Center	Fall 2018 (ongoing)	Presentation to new volunteers: autism basics, including and supporting individuals with autism. Guidance and support in developing a Social Narrative for “Maine Bound Climbing Program” for use in ongoing adaptive climbing program.
Some Theater Company	January & February 2019	Support to production company regarding accommodations for sensory-friendly events; support in promoting the production of “Curious Incident of the Dog in the Night-time” through radio interviews, partner for free sensory-friendly showing. Info table at all showings.
Maine Discovery Museum	Ongoing	Continued informal support for staff in connection with their “My Day to Play” events and Child Health Fair (educational materials, Parent Guides)
Southern Maine Autism Conference	March 16, 2019	Exhibit Table: MAIER publications and Autism Fact Sheet distributed to attendees (150 Parent Guides) Conference session presented by Deborah Rooks- Ellis, Sara Howorth, and graduate assistants “Sexuality and Autism.”

<p>Autism Community Fun Day, Rockland Sponsored by “Outside the Box” a non-profit dedicated to autism awareness and understanding.</p>	<p>April 6, 2019</p>	<p>Information Table provided with autism and MAIER information. 8 Parent Guides distributed to local families.</p>
<p>“Autos for Autism” Fundraising event/autism awareness campaign</p>	<p>April 2019</p>	<p>Fundraising and autism awareness through “Autism Awareness month” sponsored by the Midcoast Business Development Group (an auto supply and repair business group in Midcoast Maine). Ten participating auto supply/repair shops. MAIER staff met with the business group to discuss our outreach and support to Maine families impacted by ASD, provided autism fact sheets and MAIER information distributed at participating auto supply businesses during the month of April. This event raised \$3000 for to support the MAIER Family Partnership program and activities.</p>
<p>Midcoast Actors Studio</p>	<p>March/April</p>	<p>Information and consultation with Director, cast, and crew in support of their autism-friendly showing and their portrayals of an individual on the spectrum and family experiences and dynamics involved. Autism information table provided in conjunction with their production of “Curious Incident of the Dog in the Night-time.” (12 Parent Guides distributed)</p>

<p>Places and Spaces Project: https://umaine.edu/autisminstitute/maine-family-partnership/places-and-spaces/</p>	<p>Ongoing</p>	<p>Meetings and communications with parents and individuals on the spectrum to include their input, ideas, and volunteer work in developing videos to enhance greater autism awareness and understanding, and toward inclusion in our communities. (Upon completion will be posted to our website and utilized for community trainings.)</p>
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Maine Autism Institute for Education & Research

X. Appendices

Appendix A MFP Event Flyers

"Our Day to Play" at York's Wild Kingdom

York, Maine

**FREE EVENT for Maine families with
children/teens/adults with Autism Spectrum Disorders**

Saturday, September 15th, 2018



Hosted by the
**Maine Autism Institute
for Education and
Research (MAIER)
Family Partnership**

**Registration is required to attend, and space is limited,
so call or email Donna at MAIER to register.**
(207) 581-2468 / donna.doherty@maine.edu
Registration will close when capacity is met, so register soon!



Visit our website:
maineautisminstitute@maine.edu

Special thanks to York's Wild Kingdom and
local donors and businesses for making this
event possible!

The University of Maine is an equal opportunity/affirmative action institution.

Ready for a new adventure?

Join us for an afternoon of **ADAPTIVE CLIMBING** at the
Maine Bound Adventure Center

This **FREE** event is for children, teens, and adults
on the autism spectrum and their siblings, families, and caregivers



Sunday November 18th, 1-4 pm
Maine Bound Adventure Center
University of Maine, Orono



The Adaptive Climbing program is designed to provide assistance and accommodations for individuals with cognitive or physical differences, no experience necessary! All equipment is provided and specially trained staff and volunteers will instruct participants.

Co-Hosted by the
Maine Autism Institute for Education and Research Family Partnership,
Maine Bound Adventure Center &
Adaptive Outdoor Education Center at
Carrabassett Valley




Registration with MAIER is required to help us with our planning
Register online at: <https://umaine.edu/autisminstitute/event/adaptive-climbing-event/>
Or call or email Donna at MAIER (207) 581-2468 / donna.doherty@maine.edu



To learn more about MAIER, Visit our website:
maineautisminstitute@maine.edu



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A Visit to Santa's Village

Hosted by the
Maine Autism Institute for Education and Research Family Partnership
and the **Maine Discovery Museum**

Sunday December 2nd, 2018, 4pm to 6:00pm

At the **Maine Discovery Museum, 74 Main St. Bangor**

During their "My Day to Play" time for families with
children/teens/adults with Autism Spectrum Disorders

Come visit with Santa
and his elves in our
sensory-friendly
Santa's Village!

Discover the Museum
and enjoy holiday
activities, snacks &
other surprises!



"My Day to Play"
events are a
special time when
the Museum is open
only for children
with autism
spectrum
disorders, siblings,
and their families.



This holiday event is **FREE** for families impacted by ASD,
but pre-registration is required to help us plan our activities.
Register online at: <https://goo.gl/forms/YhDmYAf74VDK0mrc3>



Learn more about MAIER and our Family Partnership on our website:
maineautisminstitute@maine.edu

To register by phone or email, contact:
Donna at MAIER
Phone: (207) 581-2468 or email: donna.doherty@maine.edu

The University of Maine is an equal opportunity/affirmative action institution.

Join us for a workshop especially for parents and caregivers

Beyond the Birds and the Bees:
The importance of sexuality education for youth with autism

April 11th, 2019: 6:30pm to 8:30pm
Jeff's Catering, 15 Littlefield Road, Brewer

Presented by Victoria Slocum, Ph.D.
**Hosted by the Maine Autism Institute for Education and Research
Family Partnership**



Description: This presentation will cover how to prepare youth on the autism spectrum for the changes of puberty and adolescence and identify skills they will need for adulthood. Dr. Slocum will share ideas and tools to assist parents and caregivers in this process, discuss why preparation is crucial, and identify helpful resources for this process.

Dr. Victoria Slocum is Director of Academic Accessibility at Asbury University in Wilmore, KY. She holds a Ph.D. in Special Education as well as certificates in assistive technology, cognitive disabilities, behavior disabilities, and learning disabilities. Her present research includes sexuality and relationship education for people with intellectual disabilities, as well as the inclusion of people with intellectual disabilities in their faith communities.

This event is **FREE** for parents and caregivers, however, **registration is required.**

Register online: <https://goo.gl/forms/1F0JGszPDJAX024w1>
Or Contact Donna at MAIER
(207) 581-2468
donna.doherty@maine.edu



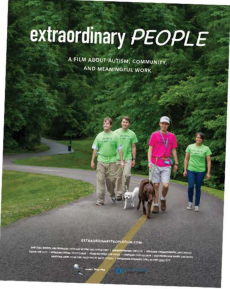
The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. Please contact the Director, Equal Opportunity, 101 N. Stevens Hall, Orono, ME 04469 at 207.581.2468 (voice), TTY 711 (Maine Relay System), equal.opportunity@umaine.edu with questions or concerns.

AUTISM SOCIETY **THE UNIVERSITY OF MAINE** **extraordinary VENTURES**
Inspiring the Lives of All Affected by Autism Maine Autism Institute for Education and Research for Education and Research

You're Invited to a Private Screening

EXTRAORDINARY PEOPLE
 A New Documentary About Adults with Autism & Employment

Tuesday April 2
 University of Maine Orono
 Donald P. Corbett Hall, Room 115
 6:30PM Viewing/ 7:15PM Panel Discussion
 Orono



Autism Society of Maine in collaboration with the Maine Autism Institute for Education and Research invites you to a private screening of a new documentary film and panel discussion around innovative solutions to the unemployment crisis impacting adults with autism and disabilities.

The 30-minute film follows the stories of six individuals across the autism spectrum who tap into individual strengths and skills to find success working at a special purpose business called Extraordinary Ventures. "They've been told they can't do it. Look at them now!"

While a job can be a vital source of pride, self-esteem and confidence, opportunities for this population are scarce. It is incumbent on us all—individuals, families, communities, employers—to become more accepting and open to new ideas. The film explores ways to create businesses and meaningful employment around what the people are good at and not what they can't do.

A panel discussion will follow.

Please register for this FREE event by calling 800-273-5200 or Email: lara@asmmaine.org www.asmaine.org

Special Sensory-Friendly Showing


February 21st at 7:30pm.
 Keith Anderson Community House, Orono

MAIER is partnering with the Some Theater Company (Orono) to host a special "soft show" of **The Curious Incident of the Dog in the Night-Time** on Thursday night, February 21st at 7:30pm. This showing will be tailored towards creating a safe, fun, and judgment-free environment for individuals on the spectrum and their families.

Attendance is free, but donations to help support the Some Theater Company will be gratefully accepted. **Space is limited, so pre-registration with MAIER is required to attend.**

To register, email or call today!
 Email: donna.doherty@maine.edu
 Phone: 207-581-2468

FMI about the show, visit: <https://umaine.edu/autisminstitute/event/curious-incident/>

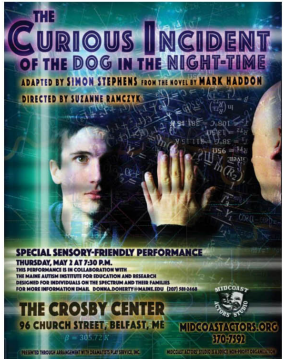


Parental discretion is advised. Mature language and themes.

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Special Sensory-Friendly Showing
 for individuals and families impacted by autism

Thursday May 2nd at 7:30pm.
 The Crosby Center, 96 Church St. Belfast, ME



The Maine Autism Institute for Education and Research (MAIER) is partnering with the Midcoast Actors' Studio to host a special sensory-friendly showing of **The Curious Incident of the Dog in the Night-Time** on Thursday night, May 2nd at 7:30pm. This showing will be tailored towards creating a safe, fun, and judgment-free environment for individuals on the spectrum and their families.

Parental discretion is advised. Mature language and themes.

THE UNIVERSITY OF MAINE
 Maine Autism Institute for Education and Research

Outdoors for Everyone!

Join us for a day of outdoor activities and games at the **Adaptive Outdoor Education Center in Carrabassett Valley** on Saturday, August 10th, 2019, 10am-3:30pm

The Maine Autism Institute for Education and Research (MAIER) is partnering with the Adaptive Outdoor Education Center (AOEC) to offer this FREE event for children, teens, and adults on the autism spectrum and their siblings, families, and caregivers.

- Accessible playground and tree house with musical and dramatic play props
- Outdoor games and activities with support from our volunteers
- Take a guided nature walk around the pond
- Safe wooded trails to explore. Join in on our nature scavenger hunt and crafts
- Fishing with a Maine Fish and Game expert!



Bring your own lunch and picnic with other MAIER Family Partnership attendees at nearby Sugarloaf Mountain. We'll supply the drinks and snacks.

Registration with MAIER is required
 Register online at: umaine.edu/autisminstitute/event/outdoors-for-everyone/
 Or Contact Donna at MAIER: (207) 581-2468 / donna.doherty@maine.edu

To learn more about MAIER, visit: maineautisminstitute@maine.edu
 To learn more about AOEC, visit: adaptiveoutdooreducationcenter.org

THE UNIVERSITY OF MAINE
 Maine Autism Institute for Education and Research

ADAPTIVE OUTDOOR EDUCATION CENTER

The University of Maine is an equal opportunity/affirmative action institution.

Upcoming MFP Event



Ready for a new adventure?

Join us for an afternoon of **ADAPTIVE CLIMBING** at the
Maine Bound Adventure Center

This **FREE** event is for children, teens, and adults
on the autism spectrum and their siblings, families, and caregivers

Saturday October 26, 1-4 pm
Maine Bound Adventure Center
University of Maine, Orono



The Adaptive Climbing program is designed to provide assistance and accommodations for individuals with cognitive or physical differences, no experience necessary! All equipment is provided and specially trained staff and volunteers will instruct and support participants.

Co-Hosted by the

Maine Autism Institute for Education and Research Family Partnership,

Maine Bound Adventure Center &
Adaptive Outdoor Education Center



Registration with MAIER is required to help us with our planning
Register online by visiting MAIER's event calendar:
umaine.edu/autisminstitute/event/2019-climb-at-mainebound/
Or call or email Donna at MAIER (207) 581-2468 / donna.doherty@maine.edu



To learn more about MAIER, Visit our website:
maineautisminstitute@maine.edu



MAIER receives significant funding and support from the Maine Department of Education, Office of Special Services.

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Appendix B MAIER Resources developed in fiscal year 2018-19

Maine Parent Guide to Autism Spectrum Disorders, 2018 (2nd edition)

<https://umaine.edu/autisminstitute/maine-family-partnership/maine-parent-guide-asd/>


Maine Parent Guide to Autism Spectrum Disorders
Booklet 1: What to do when you suspect an Autism Spectrum Disorder



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for Education and Research

Developed by Maine parents for Maine families
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Maine Parent Guide to Autism Spectrum Disorders
Booklet 2: Accessing educational services, social services and interventions



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Maine Parent Guide to Autism Spectrum Disorders
Booklet 3 — Living with Autism:
High School and Adult Life on the Spectrum



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Maine Parent Guide to Autism Spectrum Disorders
Booklet 4: Resource Guide for Maine Families



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Autism Spectrum Disorders Fact Sheet



Autism Spectrum Disorder Fact Sheet



What is autism spectrum disorder (ASD)?

Autism Spectrum Disorder (ASD) is a developmental disability stemming from problems in a child's neurological system. It impacts how a person communicates, behaves, and socializes with others. The impact on day-to-day living varies from person to person and can be mild to severe. Nearly half of all persons with autism have an average to above average intellectual abilities. Autism is considered a lifelong condition.



How common is ASD?

According to the CDC (2018), autism affects one in 59 children, with boys being five times more likely to be identified than girls. Currently, researchers believe there is no single cause for ASDs, and both genetic and environmental factors may play a role. Typically, children are diagnosed in the first three years of life, however, some individuals may not be diagnosed until later in childhood or even in adulthood.

What are some signs of ASD?

Persons with autism may communicate, behave, learn, and interact with others in ways that are different than most people. The following are some things you may notice when interacting with someone with autism. Persons with autism may:

- Make limited eye contact
- Repeat or echo words or phrases
- Prefer not to be touched
- Have unusual reactions to smells, tastes, touch, or sounds
- Have difficulty with changes to routines or schedules
- Fixate on objects, colors, textures, or sounds
- Be interested in others, but not know how to interact in typical ways
- Have difficulty understanding others' emotions or nonverbal communications such as gestures and facial expressions
- Engage in repetitive behaviors such as rocking, twirling or hand-flapping

While some of these behaviors may seem unusual, they may actually be how individuals with autism manage their stress or anxiety, how they learn about their environment, or how they communicate fear, pain, happiness, or other messages. Consider what that message may be before responding, use concrete, concise language, and most of all, be patient and recognize we all have something to learn!

"A person with autism is not defined by their diagnosis; it is only a piece of who he or she is and can be." ~Parent of a child with ASD~





What to do if you suspect your child may have ASD

The American Academy of Pediatrics now recommends ASD screenings as part of every child’s 18 and 24 month well-child visit. Early diagnosis and intervention is key to better outcomes for children with autism. If you are concerned about your child’s development at any age, talk with your pediatrician, family doctor, or nurse practitioner to obtain an ASD screening and further developmental assessments, if recommended.

What treatments are available for individuals with ASD?

Each person with autism is unique and therefore there is no “one-size-fits-all” intervention. Individuals should be assessed by licensed professionals to develop an individualized plan based on his or her needs and challenges. Therapies such as speech-language, physical, and occupational therapy can help with communication, social engagement, sensory and motor issues, and activities of daily living. Early childhood and education professionals work with families to determine the most appropriate interventions for development, behavior, and learning. Interventions with scientific support for effectiveness are called “evidence-based practices.”

How can you help a person with autism feel more included and accepted?

Children and adults with autism spectrum disorders live, play, and work in our communities and often bring unique talents and perspectives. We can support their inclusion through our knowledge, patience, and understanding of their uniqueness and our willingness to include them in community activities and events. The Maine Autism Institute for Education and Research (MAIER) supports this effort through our *Places and Spaces Project* (<https://umaine.edu/autisminstitute/maine-family-partnership/places-and-spaces/>) and autism trainings for professionals, agencies, and community partners. Visit our website, or contact MAIER using our information below to learn more about these options.

Finally, in the words of a young adult living with ASD:

“Throughout my teenage years, I needed to gain self-confidence that would help me grow as an individual. I needed to try to do activities that would bring me out of my comfort zone. I fortunately had some amazing friends that encouraged me to try new things, even when I was not a big fan of doing so.”

For more information about Autism Spectrum Disorders

Contact:
 Maine Autism Institute for Education and Research (MAIER) at the University of Maine:
 Phone: 207-581-2352
 Email: maineautisminstitute@umaine.edu

Visit us on our website:
<https://umaine.edu/autisminstitute/>



The *Maine Parent Guide to Autism Spectrum Disorders* is available free to families impacted by ASD.

Contact MAIER to have the four-volume set mailed to your home.

The Maine Department of Education provides significant funding to support MAIER.



The University of Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Sarah E. Harebo, Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

Adaptive Sports and Recreational Opportunities in Maine

(print handout also available to download from website)



"In my 20 years as a family physician, I have observed the importance of maintaining a physically active lifestyle. Currently, the Centers for Disease Control and Prevention (CDC) recommendations for healthy living include one hour of physical activity each day. The State of Maine is a vast recreational region filled with opportunities to be physically active. We are fortunate to have numerous organizations offering adaptive services to those requiring accommodation so that everyone can be healthy and fit." Daniel C. Gott, D.O.

Listings

Adaptive Outdoor Education Center (Carrabassett Valley, Maine)

<https://www.adaptiveoutdooreducationcenter.org/> Phone: 207-237-2676 Email: infoAOEC@gmail.com
AOEC offers persons with disabilities opportunities to experience adaptive outdoor recreation and education opportunities with adaptive equipment and support. Activities include skiing, snowshoeing, climbing, hiking, fishing, biking, sailing, arts and crafts, and more! AOEC strives to teach recreational skills that will give participants self-confidence, self-motivation, increased physical strength, and an improved self-image and the ability to keep active with family and friends throughout their lives. AOEC also offers hostel style accessible hostel-style accommodations at reasonable rates for participating families.

Bambino Buddy Baseball (Eastern Maine/Old Town)

<https://www.thecourageousstepsproject.org/> <https://www.easternmainebaseball.com/>
This program is a collaboration of **The Courageous Steps Project** and the **Eastern Maine Baseball League** and is a fun opportunity for children and young adults with various disabilities to learn skills and play baseball. Cost is \$10 per person to participate, but scholarships are available.

Horseback Riding

Many local riding centers offer horseback riding lesson options for persons with disabilities. Cost is typically \$40/hour and sometimes includes opportunities to compete in adaptive riding events. Contact your local riding schools for options or the Special Olympics Maine for a list of participating farms in your area.

Maine Adaptive (Newry, Maine) <https://www.maineadaptive.org/>

Phone: (207) 824-2440/(800) 639-7770 Toll free Email: info@maineadaptive.org
Maine Adaptive Sports & Recreation promotes year-round education and training for individuals with disabilities in order to develop skills, enhance independence, and provide enjoyment through active recreation. They offer a wide variety of sporting options for both summer and winter recreation, including biking, rock climbing, paddling, tennis, golf, snowshoeing, skiing and snowboarding. Lessons and equipment are provided at no cost to participants. Locations for recreation vary, so check out their website or call Maine Adaptive for more information.

****Be sure to check with your health care providers regarding concerns related to engaging in adaptive sports and recreation.***



To learn more about the Maine Autism Institute for Education and Research, visit our website <https://umaine.edu/autisminstitute/> or contact us at 207-581-2352 or maineautisminstitute@umaine.edu

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Special Olympics: <https://www.somaine.org/> Phone: (207) 879-0489

Their mission is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, providing continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes, and the community. Maine Special Olympics serves over 4400 athletes and offers 70+ events year round at the local, state, national and international levels. To find the Special Olympics program near you, call (207) 879-0489 or check their webpage: <https://www.somaine.org/who-we-are/find-special-olympics-near-you/>



Special Surfers (Kennebunk, Maine) : <http://www.specialsurfer.org/> Email: info@specialsurfer.org

Special Surfers is a non-profit organization that provides the opportunity for people of all ages and abilities to experience surfing. There is no cost to participants or their families, all equipment and instruction is provided, and no experience is necessary. Special Surfer events are held on the third Tuesday of each month in June, July, and August at Gooch’s Beach in Kennebunk, Maine. These events are attended by hundreds of special surfers and volunteers, providing a real sense of community and accomplishment for all. A Maine parent describes *Special Surfers* as an “Amazing event and well worth the drive!”

Summer Camps: The Autism Society of Maine (ASM) maintains an up-to-date listing of summer camp and recreational programs for children, teens and adults on the autism spectrum. Contact the ASM or check out their webpages for more information on summer camps in Maine, including ASM’s own *Camp Summit* in Farmington and *Finding the Pieces* Summer Camp in Biddeford <https://www.asmonline.org/News/107/Article/6683/>



ASM Phone: 1-800-273-5200 **Email:** info@asmonline.org

Maine YMCAs (see your local YMCA listings)



The YMCA mission includes a commitment to inclusion. They work to ensure that everyone, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race or sexual orientation has the opportunity to reach their full potential with dignity. Programs vary across Maine YMCAs, so contact your local YMCA to explore appropriate opportunities and accommodations.

Note: *These listings are just a start. Talk with others in your community and check out the Maine Autism Institute for Education and Research “Places and Spaces” webpages (<https://umaine.edu/autisminstitute/maine-family-partnership/places-and-spaces/> for more options.*



The Maine Autism Institute for Education and Research receives significant support and funding from the Maine Department of Education, Office of Special Services.

Social Story developed with the Adaptive Outdoor Education Center “Adaptive Climbing at Maine Bound Adventure Center (sample pages)”

I am going to
Maine Bound Adventure Center!




I will enter the building through this door. When I go inside, it may be busy with other climbers and loud with music and voices.




Next, I will enter the gym. An Adaptive Outdoor Education Center staff member will greet me when I arrive!




Next I will meet my climbing buddy! My climbing buddy will help me put on a harness and climbing shoes. These will be snug on my body to keep me safe. I can ask my buddy questions if I have them!



Now I am ready to climb! My climbing buddy will show me around the gym so that we can choose where I would like to climb!




I can climb up high on the wall,



While I climb, my buddy will keep the rope tight using their belay device to keep me safe while I climb.

Sometimes it may get hot in the gym, but I can ask my buddy to take a break to get a drink of water and rest if I need to.



Climbing can be very exciting!

Now I am finished with my climbing session! Climbing at Maine Bound can be really fun!



Appendix C

MAIER PD Series Speaker Bios

(2018-19 fiscal year, PD Archive sessions, and upcoming 2019-20 sessions)

Nancy Clements, M.A., CCC-SLP

Nancy Clements, MA, CCC-SLP, is a speech-language pathologist and executive director of Social Thinking Boston, where she creates a culture of learning, caring, and creative programming. She's a member of the Social Thinking Training & Speakers' Collaborative and developed Brain Boards, a framework that helps build emotional awareness and strategies for improving self-monitoring. She runs Greater Boston's Social Thinking Clinical Training Program, which trains those with experience using the Social Thinking Methodology in advancing their skills.

Jill Conley, M.Ed., BCaBA, RSU 26

Jill Conley is a special educator in RSU 26.

Therese Dana, M.S., BCBA

*Terese Dana, M.S., BCBA, received her master's degree in Educational Psychology with an emphasis in Applied Behavior Analysis from the University of Southern Maine. She has been working with students since 1988, focusing on the acquisition of social and emotional-regulation skills. Ms. Dana has produced a social skills, video modeling series that includes the titles; *Fitting In and Having Fun, Moving on to Middle School, Confident and In Control and High School Life: Unspoken Expectations.* She has also created *File Factor Emotional Empowerment System.* This tool uses visuals to teach children how to respond effectively in emotionally charged situations. Her materials are distributed worldwide. Ms. Dana was the founding board president of the Laura Foundation, and is currently the program designer and behavioral consultant for the Laura Adaptive Recreation Center in Madison, NH. She has been lecturing in the U.S and Canada since 2003.*

Kari Dunn Burton, M.S.

Kari Dunn Burton M.S. taught in K-12 with students on the autism spectrum for 30+ years and was a founding member of the MN Autism Project. She developed an Autism Spectrum Disorders Certificate program for educators at Hamline University in St. Paul, MN. In 2003, Kari received a fellowship that allowed her to spend a year interviewing and working internationally with a number of scientists and researchers in the area of Social Cognition and Education, with a focus on challenging behaviors. In 2012, Kari was inducted into the Illinois State University Education Department Hall of Fame.

Sara Flanagan, Ph.D.

Sara Flanagan is an assistant professor of special education at the University of Maine. Her research focuses on written expression challenges and needs, and developing interventions for

students with disabilities across grade levels. She also explores how to best use technology to support literacy learning and in a way that supports instruction.

Carol Gray

Carol Gray is a Consultant to Children, Adolescents, and Adults with Autism, providing support via workshops and presentations, information, referral, resources, and direct services for individuals with autism, their families, and professionals who work on their behalf. She is an internationally sought-after keynote and seminar speaker, and has completed over 1,000 presentations.

Carol is best known for the development of Social Stories, a well-respected evidence-based practice used worldwide with people with autism of all ages. Carol was the first teacher for students with autism at Jenison Public Schools in Jenison, Michigan, employed there from 1977 through 2004. In 1989, Carol began writing stories for her students to share information with them that they seemed to be missing, information that so many of us take for granted. Many of the stories resulted in immediate and marked improvement in her students' responses to daily events and interactions.

Shoshana Green, M.Ed.

Shoshana Green is a special education teacher who is currently co-teaching an integrated third grade classroom. She earned her Master of Education at Lesley University in Cambridge, and is certified in Moderate Disabilities grades K-8. Shoshana has ten years of experience in both pull out and inclusion services in a resource setting. As a co-teacher, Shoshana designs and delivers curriculum and instruction using Universal Design for Learning (UDL) to meet the needs of her students. Her years of experience, knowledge about special education students, and her keen sense of humor make her a fantastic resource for teachers who want to know how to use UDL to meet the needs of special education students.

Sarah Howorth, Ph.D. BCBA

Sarah K. Howorth, Ph.D., BCBA is an assistant professor at the University of Maine. Her research interests include assistive technology, augmented reality, PBIS, and improving employment and transition outcomes for individuals with autism and intellectual disabilities. Sarah is a board-certified behavior analyst, and has 18 years of experience in special education. She has taught as a classroom teacher in Michigan, Pennsylvania, New York, and Shanghai (China).

Diane Jackson, M.Ed.

Diane Jackson, EdD, has had teaching experience in the K-12 schools primarily focused on students with high incidence disabilities but also students who struggle academically. Diane has been teaching in the Special Education Department of the University of Maine for over 20 years and her interest in academic struggles has led to working with Student Accessibility Services on

campus and individuals regarding career struggles. She firmly believes we can all improve our Executive Skills to increase efficiency.

Don McMahon, Ph.D.

Dr. Don McMahon is an Assistant Professor of Special Education. His research interests include Augmented Reality, Virtual Reality, wearable devices, Universal Design for Learning, Assistive Technology, and Instructional technology. At WSU, Don coordinates the Assistive Technology Research and Development Lab. He recently was one of the authors of a handbook on using mobile devices in secondary classrooms settings. In addition, he is one of the cofounders of the WSU ROAR postsecondary education program for students with intellectual and developmental disabilities at WSU. Don was a special education teacher for 7 years and then became an instructional co-teaching coach for general education and special education teachers. Don is also a national presenter providing professional development sessions for both general educators and special educators on using technology to support diverse groups of learners.

Katie Novak, Ed. D.

Katie Novak is an internationally recognized expert on UDL, is currently the Assistant Superintendent of the Groton-Dunstable Regional School District. With 14 years of experience in teaching and administration and an earned doctorate in curriculum and teaching, Katie designs and presents workshops both nationally and internationally focusing on teacher implementation of Universal Design for Learning (UDL), multi-tiered systems of support, and next generation skills.

Robert Pennington, Ph.D., BCBA-D

Robert Pennington Ph.D. BCBA-D is an Associate Professor and the Lake and Edward J Snyder, Jr. Distinguished Scholar in Special Education at the University of North Carolina-Charlotte. He has over 25 years of experience working with individuals with disabilities, their families, and teachers. He graduated from the University of Kentucky in 2010 and since has published 50 articles, book chapters, and books related to working with persons with ASD and intellectual disability. Robert is passionate about the dissemination of research-based practice and has provided hundreds of refereed and invited presentations to researchers, practitioners, and families. He also currently sits on multiple journal editorial and advisory boards. His current interests involve behavior analytic communication instruction, expanding students' repertoires in written expression, and improving educational programming for students with severe disabilities.

Deborah Rooks-Ellis, Ph.D.

Deborah's education, experience and research interests focus on evidence-based practices to support very young children with disabilities and their families. individuals with low incidence disabilities, including autism spectrum disorder. This includes research focused on personnel

preparation and professional development to support educators working in the field of special education. Deborah has been awarded two Office of Special Education federal personnel preparation grants, as both principal investigator and co-PI, totaling \$3 million. Additionally, Deborah has been awarded \$1 million in cooperative agreements with the state of Maine to focus on providing professional development to support to children and adolescents with autism and their families.

Gretchen Scheibel, M.S., OTR/L, BCBA

Gretchen Scheibel, MS, OTR/L, BCBA is a behavior consultant working in Midcoast and Central Maine. She specializes in designing educational programs based on the Positive Behavior Intervention and Supports framework and the principles of Applied Behavior Analysis. Dually certified as a Behavior Analyst and an Occupational Therapist she possesses a unique understanding of special education and the necessary supports to promote student success, her practice focuses on using an evidence-based approach to promote positive behavior and improving functional performance in the education environment. Ms. Scheibel presents nationally on the topic of building interdisciplinary collaboration and demonstrating the value of occupational therapy in complex practice environments, additionally she provides programmatic consultation on interdisciplinary collaboration and evidence-based practice implementation.

Jennifer Seale, Ph.D.

Jennifer M. Seale is an Assistant Professor at the University of Maine where she teaches undergraduate and graduate courses in the Communication Sciences and Disorders department. Her academic, research and clinical interests are focused on augmentative and alternative communication (AAC) science and practice. Dr. Seale has expertise providing AAC services to diverse client populations, including those with Autism Spectrum Disorders. Her research aims to inform AAC service delivery and product design using human computer interaction, interaction analysis and mixed-methodology techniques. In addition to these interests, Dr. Seale is devoted to advocacy and public education around important social and systemic issues unique to the AAC community.

Victoria Slocum, PH.D.

Dr. Victoria Slocum is Director of Academic Accessibility at Asbury University in Wilmore, KY. She holds a PhD in Special Education as well as certificates in assistive technology, cognitive disabilities, behavior disabilities, and learning disabilities. Her present research includes sexuality and relationship education for people with intellectual disabilities, as well as the inclusion of people with intellectual disabilities in their faith communities.

Jason Travers, Ph.D., BCBA

Jason Travers is an associate professor and behavior analyst in the Department of Special Education at the University of Kansas where he coordinates the graduate programs in autism.

His research focuses on technology-based interventions for learners with autism, the under representation of minority children with autism, and the importance of comprehensive sexuality education for this population. Jason also promotes evidence-based practices and healthy skepticism among special education professionals. He received the inaugural Tom E.C. Smith Early Career Award in 2015 from the Council for Exceptional Children's Division of Autism and Developmental Disabilities and the Outstanding Mentor Award from the Association for Behavior Analysis International in 2017. His article titled "Evaluating Claims to Avoid Pseudoscientific and Unproven Practices in Special Education" was selected as the 2017 Must Read Article of the Year by the Council for Learning Disabilities.

Cary Trump, M.A. Ed., BCBA

Cary Trump currently works as an assistant professor and behavior analyst in the University of Northern Colorado's Department of Special Education. She earned her doctorate at the University of Georgia, and, prior to beginning graduate school, she also taught as a public school special education teacher for four years. Cary's research interest includes applied behavior analysis, schedules of reinforcement, choice behavior, group contingencies, and translational research in school settings.

Appendix D
PD Summaries and Statistics
(See next page.)

Appendix C MAIER PD Reports

Maine Autism Institute for Education and Research Professional Development Series 2018-2019

October 4, 2018: Beyond Birds and Bees: Sexuality and Relationship Education for People with Autism and Developmental Disabilities

Speaker: Victoria Slocum, PhD

Participants

Thirty-one attendees of this PD submitted post-event surveys, however not all respondents answered all questions. Respondents were attending from throughout the state of Maine. (See Table 1 of Appendix.) One-third of attendees self-identified as special educators, five were social workers, four were paraprofessionals, three were BCBA's and the rest were a mix of LCPCs, administrators, and OTs. (Appendix Table 2)

Respondents rated the quality of the workshop highly; on a 5-point Likert scale where 1 = *Very poor* and 5 = *Very good*, 45.2% of the respondents rated the workshop as "*Very Good*," 45.2% rated the workshop "*Good*," and the remaining 9.7% of the respondents rated the workshop as "*Neither Good nor Poor*." ($n = 31, M = 4.35, SD = 0.65$) Comments submitted about noted the training was engaging and informative. They reported the variety of presentation modes were helpful. A few noted they were looking forward to the second session on this topic by Victoria in April.

Respondents rated specific aspects of the training very highly, indicating this workshop was effective both for content and for delivery (see table below). The presenter received very high ratings for her *accessibility and responsiveness to questions* ($n=30, M = 4.73, SD = 0.51$) and for allowing *sufficient time for questions and dialogue* ($n = 29, M = 4.52, SD = 0.68$). Respondents said the information being presented was *appropriate to their needs at their level* ($n = 29, M = 4.47, SD = 0.72$).

	<i>n</i>	<i>Mean</i>	<i>SD</i>
How useful for your work was the information being presented?	30	4.23	0.84
How accessible and responsive to questions was the trainer?	30	4.73	0.51
How effectively did the training foster development of new skills and approaches?	28	4.04	0.98
How helpful was assistance during the training?	24	4.46	0.64
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	30	4.47	0.72
How appropriate to your needs was the level of information presented in this training?	29	4.10	1.03
How sufficient was time provided during the training for questions and dialogue?	29	4.52	0.68
Describe your level of engagement for the majority of the presentation.	30	4.20	0.87

5-point Likert scale where 1 = Not at all and 5 = Very

In their comments, respondents praised the presenter as "wonderful" and described her as "knowledgeable," "engaging," and "organized." For example, one wrote:

The presenter was knowledgeable, clear, and helpful with questions. The information, statistics, and resources will be very useful when working with the student population that I serve.

Many of the respondents reported they would consider buying and implementing the resources (i.e., curriculum, books) that they were presented or suggested. When asked what information from this workshop they would consider implementing into their practice, they stated they learned how to interact and explicitly teach students about sex. Some reported they were attending as school teams and that they planned to meet as a district to discuss specialized curriculum relating to this topic.

Respondents offered both praise and suggestions related to the activities embedded within the day. Many believed that Victoria was very thorough and the content was relevant. However, many reported they desired more small group discussions as a time for reflection, IEP writing, and problem-solving the cases presented or group challenges. Others suggested an agenda posted with registration, additional interventions, or explicit teaching methods be presented; however, they were hopeful this would be the focus of the second workshop to be offered in April.

- Most respondents said they would Highly (29.0%) or Very highly (41.9%) recommend this training to a colleague ($n = 31$, $M = 3.94$, $SD = 1.19$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (22.6%) or *Very Likely* (54.8%) to take another training from this presenter ($n = 31$, $M = 4.26$, $SD = 0.95$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Only one respondent did not report they were *Likely* (38.7%) or *Very Likely* (58.1%) to attend another MAIER training. ($n = 31$, $M = 44.48$, $SD = 0.80$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants (n = 30)

Bath	Freeport	Monroe	Sabattus
Belfast	Gardiner	Monson	Sebec
Brunswick	Gray	Orono	Sherman
Brewer (2)	Guilford	Portland	South Portland
Carrol Plantation	Lamoine	Presque Isle	Topsham (2)
Dover-Foxcroft (2)	Lincoln	Rockport	Waterville
Ellsworth	Machiasport	Ripley	

Table 2: Current Position of Participants (n = 31)

Position	n	%
Special Educator	10	32.3%
Paraprofessional	4	12.9%
General Educator	0	0.0%
SLP	0	0.0%
OT	2	6.5%
PT	0	2.5%
BCBA	4	12.9%
Other	11	35.5%

"Other" self-reported as 5 social workers, 2 LCPC, 1 Director of Special Services

What professional development format they prefer to participate?

Format	%	n
In-person/all day	87.1%	27
Webinar live/presenter remote (typically 1.5hrs)	3.2%	1
Webinar recorded to be viewed anytime (up to 2 hrs)	9.7%	3

Maine Autism Institute for Education and Research Professional Development Series 2018-2019

November 1, 2018: Teaching Emotional Regulation Skills to Children

Speaker: Terese Dana, M.S., BCBA

Participants

Eighty-four of the 108 attendees of this PD (78%) submitted post-event surveys; however, not all respondents answered all the questions. Respondents were attending from 58 different towns/cities in Maine. (See Appendix Table 1 for full listing.) About half self-identified as Special Educators ($n = 39$), 10 (12.0%) were paraprofessionals, and eight (9.6%) were OTs. (See Appendix Table 2 for full reporting.)

Respondents rated the quality of the workshop highly; on a 5-point Likert scale where 1 = *Very poor* and 5 = *Very good*, 56.1% of the respondents rated the workshop as “*Very Good*,” 35.37% rated the workshop “*Good*,” 7.3% rated the workshop as “*Neither Good nor Poor*,” and 1.2% rated the workshop poor ($n = 82$, $M = 4.46$, $SD = 0.68$) Comments submitted about noted the training was easy to follow and very informative. They appreciated the experience and stories that Terese shared.

Using a five-point rating scale, respondents rated specific aspects of the training highly (see table below). The speaker received the highest mean rating for her *accessibility and responsiveness to questions; usefulness of information being presented; and appropriate to their needs level*.

	<i>n</i>	<i>Mean</i>	<i>SD</i>
How useful for your work was the information being presented?	81	4.56	0.67
How accessible and responsive to questions was the trainer?	79	4.59	0.65
How effectively did the training foster development of new skills and approaches?	80	4.35	0.78
How helpful was assistance during the training?	77	4.22	0.85
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	80	4.26	0.89
How appropriate to your needs was the level of information presented in this training?	79	4.38	0.72
How sufficient was time provided during the training for questions and dialogue?	79	4.18	1.02
Describe your level of engagement for the majority of the presentation.	79	4.24	0.81

5-point Likert scale where 1 = Not at all and 5 = Very

Respondents described the presenter as “knowledgeable,” “helpful,” and “focused.” Many noted that this was something she obviously used and wanted others to understand. They appreciated the take home materials. For example, one wrote:

This was one of the most relevant classes I have taken with great materials to take home and I feel ready to implement in the classroom.

While respondents offered praise for the content of the day, there were many suggestions about the delivery. The lecture style was not preferred for the duration of the day. They suggested having an agenda, breaks, movement times, slower pace, and discussion. They left desiring more group or interactive activities and felt this need was only met once.

The only other negative comments were about the PowerPoint or space. They felt the handouts and projection were difficult to read at times. Additionally, some felt their vantage point was hard to see the PowerPoint or videos. Some noted that despite visual issues, they did not have any auditory issues. Lastly, a few commented that space was overcrowded.

Respondents told us about their plans to implement the emotion cards and categories of disappointment before being asked in the survey. When they were explicitly asked what they would consider implementing, the filing system, strategies, and de-escalation were mentioned as well. There were some comments about the desire for more content relating to early intervention; nonetheless, they were going to pass the resources along to the families that they work with for future use.

- Most respondents said they would Highly (30.5%) or Very Highly (51.2%) recommend this training to a colleague ($n = 82$, $M = 4.30$, $SD = 0.82$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (36.7%) or *Very Likely* (45.1%) to take another training from this presenter ($n = 82$, $M = 4.23$, $SD = 0.85$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (30.5%) or *Very Likely* (64.6%) to attend another MAIER training. ($n = 82$, $M = 4.55$, $SD = 0.77$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants ($n = 82$)

Arundel	Dexter	Gouldsboro	Machias (3)	Portland (2)	Topsham (2)
Athens	Dixmont	Guilford	Manchester	Readfield	Union (3)
Auburn (2)	Eddington (2)	Hampden (2)	Monroe	Richmond (2)	Vassalboro
Augusta	Ellsworth (2)	Harpwell	New Gloucester	Rockport	Warren
Bar Harbor (2)	Falmouth	Hartland	Newport (2)	Rome	Waldoboro (2)
Brownville	Franklin	Howland	Orono	Scarborough (2)	Waterville (5)
Brunswick	Gardiner	Indian Township	Orrington (2)	Sebago	Wilton (2)
Canaan	Glenburn	Jackman	Parkman	Standish	Windsor
China	Gorham (2)	Lee	Poland	Thorndike	Winslow (2)
Clinton	Greenbush (2)	Lewiston	Poland Spring		

Table 2: Current Position of Participants ($n = 83$)

Position	n	%
Special Educator	39	50.0%
Paraprofessional	10	12.0%
General Educator	7	8.4%
SLP	7	8.4%
OT	8	9.6%
PT	0	0.0%
BCBA	3	3.6%
Other	9	10.8%

"Other" self-reported as Case Manager, School Counselor, SLPA, Social Worker (4), and LCPC (2)

Table 3: What professional development format they prefer to participate? ($n = 82$)

Format	n	%
In-person/all day	72	87.8%
Webinar live/presenter remote (typically 1.5hrs)	4	4.9%
Webinar recorded to be viewed anytime (up to 2 hrs.)	6	7.3%

Maine Autism Institute for Education and Research Professional Development Series 2018-2019

November 28, 2018: Identifying and Avoiding Pseudoscientific and Controversial Methods in Autism Treatment and Education

Speaker: Jason Travers, PhD, BCBA

Participants

Sixteen attendees of this PD submitted post-event surveys, however not all respondents answered all questions. Respondents were attending from throughout the state of Maine. (See Table 1 of Appendix.) One-third of attendees self-identified as special educators and a quarter self-identified as paraprofessionals. (Appendix Table 2)

Respondents rated the quality of the workshop as average; on a 5-point Likert scale where 1 = *Very poor* and 5 = *Very good*, 50.0% of the respondents rated the workshop as “*Neither Good nor Poor*,” 14.3% rated the workshop “*Good*,” and 21.4% of the respondents rated the workshop as “*Very Good*.” ($n = 14, M = 3.36, SD = 1.11$). For context, there were a small number (25% to 43%) of written commentaries when asked to add qualitative analysis to the quantitative responses. Out of the written commentary, a clear theme was disappointment in about what was presented because it was not directly implementable, strategic, or approaches. This is due to their confusion over the content when signing up as noted in their commentary. The comments supported the description posted when signing up and one explanation for the lower ratings could be individuals did not fully read the description and thought it would be about specific strategies and interventions. One comment summarized how respondents did not feel it was not focused on those interacting daily with individuals with ASD.

The information was excellent for SPED Directors, BCBAs, consultants and stakeholders that purchase equipment and supplies. PD opportunities that are affordable, convenient and include support staff from the district are so valuable and appreciated. It is disappointing to walk away with little information to apply directly to student support for success.

Respondents rated specific aspects of the training as average, indicating this workshop was effective both for content and for delivery (see table below). The presenter received highest ratings for allowing *sufficient time for questions and dialogue* ($n = 12, M = 3.83, SD = 1.14$) and for his *accessibility and responsiveness to questions* ($n = 13, M = 3.69, SD = 1.26$).

	<i>n</i>	<i>Mean</i>	<i>SD</i>
How useful for your work was the information being presented?	14	2.71	1.28
How accessible and responsive to questions was the trainer?	13	3.69	1.26
How effectively did the training foster development of new skills and approaches?	13	2.77	1.25
How helpful was assistance during the training?	7	3.29	1.39
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	13	3.15	1.41
How appropriate to your needs was the level of information presented in this training?	14	2.79	1.52
How sufficient was time provided during the training for questions and dialogue?	12	3.83	1.14
Describe your level of engagement for the majority of the presentation.	14	3.36	1.11
How easy was it to stay attentive during the webinar as compared to attending an in-person training?	14	3.07	1.28

5-point Likert scale where 1 = Not at all and 5 = Very

While most respondents did not feel they learned anything directly implementable or new, some suggested in the future, the focus be on strategies or ideas that are scientific and usable with proven efficacy. A few noted the PD caused them to contemplate and evaluate the research, methods, and choices they were currently employing. Some of those comments can be found below.

I appreciated the clarity of the presentation. Approaches are researched based or not. Discussions about how to deal with colleagues and parents who endorse the latest and greatest ideas/approaches/programs were helpful.

Really contemplating the research behind some of the strategies/practices we currently employ.

Critically evaluating my therapy choices.

In their comments, respondents appreciated the webinar format. In the limited commentary, a few noted the presentation as clear and well done. When explicitly asked, only 3 (21.4%) noted they were distracted during the presentation. The only distraction they listed was *others in environment*.

- Most respondents said they would *Not at All* (38.5%) or *Unlikely* (23.1%) recommend this training to a colleague ($n = 13$, $M = 2.46$, $SD = 1.55$). (5-point Likert scale where 1 = *Not at All* and 5 = *Very Likely*)
- Most reported they were *Undecided* (46.2%) or *Very Likely* (30.8%) to take another training from this presenter ($n = 13$, $M = 3.46$, $SD = 1.22$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most respondents said they were *Likely* (38.5%) or *Very Likely* (38.5%) to attend another MAIER training. ($n = 13$, $M = 4.00$, $SD = 1.11$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants ($n = 16$)

Bangor	Hampden	Lincoln (4)	Orono	Pittsfield	South Portland
Dover-Foxcroft	Howland	New Portland	Oakland	Portland	Winterport
Enfield					

Table 2: Current Position of Participants ($n = 16$)

Position	n	%
Special Educator	5	31.25%
Paraprofessional	4	25.00%
General Educator	0	0.00%
SLP	1	0.00%
OT	1	6.25%
PT	0	0.00%
BCBA	0	0.00%
Other	5	31.25%

"Other" self-reported as Autism Information Specialist and CTE Health Occupation Instructor

What professional development format they prefer to participate?

Format	%	n
In-person/all day	30.8%	4
Webinar live/presenter remote (typically 1.5hrs)	38.5%	5
Webinar recorded to be viewed anytime (up to 2 hrs)	30.8%	4

Maine Autism Institute for Education and Research Professional Development Series 2018-2019

February 7, 2019: Preparing for the Transition to Adulthood for Students with Disabilities: What do you need to know?

Speaker: Sarah Howorth, Ph.D, BCBA

Participants

Thirty-six of the 48 attendees of this PD (75%) submitted post-event surveys; however, not all participants answered all the questions. Participants were attending from 29 different towns/cities in Maine. (See Appendix Table 1 for full listing.) A majority of participants self-identified as Special Educators ($n = 22$). (See Appendix Table 2 for full reporting.)

Participants rated the quality of the workshop highly; on a 5-point Likert scale where 1 = *Very Poor* and 5 = *Very Good*, 42.9% of the participants rated the workshop as “*Very Good*,” 40.0% rated the workshop “*Good*,” 14.3% rated the workshop as “*Neither Good nor Poor*,” and 2.9% rated the workshop as “*Poor*” ($n = 35$, $M = 4.23$, $SD = 0.80$). Comments submitted about the training noted it was engaging and very informative. Overall, they felt the pace was well-timed and flowed well.

Using a five-point rating scale, participants rated specific aspects of the training highly (see table below). The speaker received the highest mean rating for *usefulness of supplemental materials*; *sufficient time provided for questions and dialogue*; and *accessibility and responsiveness to questions*.

	<i>n</i>	<i>Mean</i>	<i>SD</i>
How useful for your work was the information being presented?	35	4.00	1.07
How accessible and responsive to questions was the trainer?	35	4.86	0.63
How effectively did the training foster development of new skills and approaches?	35	3.89	1.01
How helpful was assistance during the training?	33	4.27	0.83
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	34	4.32	0.83
How appropriate to your needs was the level of information presented in this training?	34	3.91	1.01
How sufficient was time provided during the training for questions and dialogue?	35	4.34	0.63
Describe your level of engagement for the majority of the presentation.	35	4.09	0.73

5-point Likert scale where 1 = Not at all and 5 = Very

Participants described the presentation as “useful” and “informative.” They described Sarah as “excellent” at conveying knowledge and information. Participants noted that this presentation was “helpful” and “reflective.” For example, one wrote:

The presentation opened some avenues of thought I had not considered in the past. It has inspired me to pursue networking opportunities I might not have pursued prior to the presentation

While participants offered praise for the content of the day and the resources shared. There were technological issues leaving individuals desiring more resources and they were sent out in a follow-up email. Individuals responded with appreciation for scenarios and anecdotes from the presenter but anticipated more Maine-based examples. Participants valued the time spent with peers collaborating and discussing and wanted more of it. For example, one wrote:

We had folks as far away as Presque Isle and South Portland, as well as those from the greater Bangor area. This made for some interesting and enlightening discussions, as different areas had different needs.

Participants told us about their plans to use more person-centered planning with student involvement and lead IEPs when they were explicitly asked. Additionally, they walked away with ideas and plans from the resources for transition services, collaborations, and family involvement.

- Most participants said they would Highly (41.2%) or Very Highly (38.3%) recommend this training to a colleague ($n = 34$, $M = 4.00$, $SD = 1.11$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (35.3%) or *Very Likely* (41.2%) to take another training from this presenter ($n = 34$, $M = 4.00$, $SD = 1.14$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (29.4%) or *Very Likely* (58.8%) to attend another MAIER training. ($n = 34$, $M = 4.35$, $SD = 1.03$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants ($n = 35$)

Belfast (3)	Belgrade	Bethel	Brewer	Bucksport	Burnham
Camden	Dedham	Garland	Glenburn	Hamden (2)	Hermon
Knox	Monroe	Montville	North Yarmouth	Old Town	Orrington
Portland	Presque Isle (2)	Rockport (2)	Rome	Swanville (2)	Vassalboro (2)
Veazie	Warren	Winterport	Veazie		(Undisclosed Maine -1)

Table 2: Current Position of Participants ($n = 35$)

Position	n	%
Special Educator	22	62.9%
Paraprofessional	2	5.7%
General Educator	0	0.0%
SLP	2	5.7%
OT	0	0.0%
PT	0	0.0%
BCBA	1	2.9%
Other	8	22.9%

"Other" self-reported as Social Worker (3), Psychologist, and Administrator (4).

Table 3: What professional development format they prefer to participate? ($n = 34$)

Format	n	%
In-person/all day	28	82.4%
Webinar live/presenter remote (typically 1.5hrs)	4	11.8%
Webinar recorded to be viewed anytime (up to 2 hrs.)	2	5.9%

Maine Autism Institute for Education and Research Professional Development Series 2018-2019

February 20, 2019: Written Expression Needs and Strategies for Students with Disabilities

Speaker: Sara Flanagan, Ph.D

Participants

Seven of the ten attendees of this PD submitted post-event surveys; however, not all participants answered all the questions. Participants were attending from 6 different towns/cities in Maine and one noted they were from Maine but viewing in Florida. (See Appendix Table 1 for full listing.) A majority of participants self-identified as Special Educators ($n = 5$), one (14.3%) identified as an SLP, and one (14.3%) identified as an OT. (See Appendix Table 2 for full reporting.)

Participants rated the quality of the workshop highly; on a 5-point Likert scale where 1 = *Very poor* and 5 = *Very good*, 42.9% of the participants rated the workshop as “*Very Good*,” 42.9% rated the workshop “*Good*,” and 14.3% rated the workshop as “*Neither Good nor Poor*” ($n = 7$, $M = 4.29$, $SD = 0.70$). Comments submitted about the training noted it was engaging and very informative. Overall, they felt the pace was well-timed and flowed well.

Using a five-point rating scale, participants rated specific aspects of the training highly (see table below). The speaker received the highest mean rating for *usefulness of supplemental materials*; *usefulness of information being presented*; and *accessibility and responsiveness to questions*.

	<i>n</i>	<i>Mean</i>	<i>SD</i>
How useful for your work was the information being presented?	7	4.57	0.73
How accessible and responsive to questions was the trainer?	7	4.14	0.61
How effectively did the training foster development of new skills and approaches?	7	4.00	0.76
How helpful was assistance during the training?	6	3.50	0.76
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	7	4.71	0.70
How appropriate to your needs was the level of information presented in this training?	7	4.00	1.07
How sufficient was time provided during the training for questions and dialogue?	7	3.86	0.83
Describe your level of engagement for the majority of the presentation.	7	4.00	0.57
How easy was it to stay attentive during the webinar as compared to attending an in-person training?	7	3.43	0.24

5-point Likert scale where 1 = Not at all and 5 = Very

Participants described the presenter as “knowledgeable” and “organized.” Not every participant responded to qualitative question; however, the participants that responded noted that this was something Sara obviously used and wanted others to understand. They appreciated the take home materials. For example, one wrote:

I can't say enough about the usefulness of the many resources presented today: hands on, practical, easy to reproduce, easily accessible online.

While participants offered praise for the content of the day. There was a desire for more time for questions at the end and teaching strategies for acquiring written language skills. Additionally, a few were unfamiliar with the technology and set up. One suggested having time for socialization with other participants at the beginning of the webinar.

Participants told us about their plans to implement the graphic organizers when they were explicitly asked. They were excited to explore the drive of resources shared during the webinar.

- Most participants said they would Highly (42.8%) or Very Highly (28.6%) recommend this training to a colleague ($n = 7$, $M = 3.86$, $SD = 0.99$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (57.1%) or *Very Likely* (28.6%) to take another training from this presenter ($n = 7$, $M = 4.14$, $SD = 0.64$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (28.6%) or *Very Likely* (71.4%) to attend another MAIER training. ($n = 7$, $M = 4.71$, $SD = 0.45$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants ($n = 7$)

Deer Isle	Dover-Foxcroft	Greene	Portland (2)	Scarborough
Woolwich				

Table 2: Current Position of Participants ($n = 7$)

Position	n	%
Special Educator	5	71.4%
Paraprofessional	0	0.0%
General Educator	0	0.0%
SLP	1	14.3%
OT	1	14.3%
PT	0	0.0%
BCBA	0	0.0%
Other	0	0.0%

Table 3: What professional development format they prefer to participate? ($n = 7$)

Format	n	%
In-person/all day	5	71.4%
Webinar live/presenter remote (typically 1.5hrs)	1	14.3%
Webinar recorded to be viewed anytime (up to 2 hrs.)	1	14.3%

Maine Autism Institute for Education and Research Professional Development Series 2018-2019

March 14, 2019: Executive Function/Mindfulness: Explored and Applied

Speaker: Diane Jackson, Ph.D.

Participants

Forty-seven of the 51 attendees of this PD (92%) submitted post-event surveys; however, not all participants answered all the questions. Participants were attending from 37 different towns/cities in Maine. (See Appendix Table 1 for full listing.) A majority of participants self-identified as Special Educators ($n = 23$). (See Appendix Table 2 for full reporting.)

Participants rated the quality of the workshop highly; on a 5-point Likert scale where 1 = *Very Poor* and 5 = *Very Good*, 83.0% of the participants rated the workshop as “*Very Good*” and 17.0% rated the workshop “*Good*” ($n = 47$, $M = 4.83$, $SD = 0.38$). Comments submitted about the training noted it was engaging, very informative, and interactive. Overall, they felt everything was effective and organized.

Using a five-point rating scale, participants rated specific aspects of the training highly (see table below). While the speaker received high ratings for everything, the speaker received the highest mean rating for *usefulness of supplemental* and *accessibility and responsiveness to questions*. The speaker did not receive below a 3 or “*Somewhat*” for any of the following survey questions.

	<i>n</i>	<i>Mean</i>	<i>SD</i>
How useful for your work was the information being presented?	47	4.85	0.36
How accessible and responsive to questions was the trainer?	47	4.96	0.20
How effectively did the training foster development of new skills and approaches?	47	4.74	0.48
How helpful was assistance during the training?	47	4.83	0.38
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	47	4.98	0.14
How appropriate to your needs was the level of information presented in this training?	47	4.87	0.39
How sufficient was time provided during the training for questions and dialogue?	47	4.87	0.39
Describe your level of engagement for the majority of the presentation.	47	4.81	0.44

5-point Likert scale where 1 = Not at all and 5 = Very

Participants described the presentation as “useful” and “informative.” They described Sarah as “excellent,” “encouraging,” and approachable. Participants noted that this presentation was “helpful” and “reflective.” For example, one wrote:

It was a great training. I thought that the presenter was very knowledgeable on the topic and provided an abundance of information that can be shared with others in our program.

The only feedback for improvement was for the resources were displayed neutrally. Participants valued the time spent with peers collaborating and discussing. Participants told us about their plans to use the mindful activities, books, and exercise when they were explicitly asked. Additionally, they walked away wanting to share what they learned with their colleagues. For example, one wrote:

The presenter was very engaging, the material was relevant and practical. It's always good to leave with things you can put in place immediately.

- Most participants said they would *Highly* (25.5%) or *Very Highly* (74.5%) recommend this training to a colleague ($n = 47$, $M = 4.74$, $SD = 0.44$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (10.6%) or *Very Likely* (85.1%) to take another training from this presenter ($n = 47$, $M = 4.72$, $SD = 0.84$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most reported they would be *Likely* (12.8%) or *Very Likely* (85.1%) to attend another MAIER training. ($n = 47$, $M = 4.79$, $SD = 0.65$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants ($n = 47$)

Augusta (2)	Bangor	Bar Harbor	Bucksport	Buxton	Carmel
Canaan	China	Clifton	Cornville	Dixmont	Eddington
Ellsworth	Farmington	Fryeburg	Glenburn	Greenbush (2)	Hampden
Hancock	Hermon	Holden	Lincoln (2)	Manchester	Newburgh
Orono	Orrington (4)	Readford	Richmond	Rome	Swanville
Sweden	Sullivan	Topsham	Waldoboro (2)	Warren (3)	Waterville (2)
Winslow					

Table 2: Current Position of Participants ($n = 47$)

Position	n	%
Special Educator	23	48.9%
Paraprofessional	2	4.3%
General Educator	5	10.6%
SLP	7	14.9%
OT	4	8.5%
PT	0	0.0%
BCBA	2	4.3%
Other	4	8.5%

"Other" self-reported as Social Worker (3) and OT Student.

Table 3: What professional development format they prefer to participate? ($n = 47$)

Format	n	%
In-person/all day	46	97.9%
Webinar live/presenter remote (typically 1.5hrs)	0	0.0%
Webinar recorded to be viewed anytime (up to 2 hrs.)	1	2.1%

Maine Autism Institute for Education and Research Professional Development Series 2018-2019

April 11, 2019: Creating a Toolbox: Sexuality and Relationship Education for People with Autism and Developmental Disabilities

Speaker: Victoria Slocum, PhD

Participants

Nine attendees out sixteen (56.25%) of this PD submitted post-event surveys; however, not all respondents answered all questions. Respondents were attending from throughout the state of Maine. (See Table 1 of Appendix.) One-third of attendees self-identified as paraprofessionals, two were special educators, and the rest were a mix of LCPCs, Social Workers, and OTs. (Appendix Table 2)

Respondents rated the quality of the workshop highly; on a 5-point Likert scale where 1 = *Very poor* and 5 = *Very good*, 33.3% of the respondents rated the workshop as “*Very Good*” and 66.7% rated the workshop “*Good*.” ($n = 9$, $M = 4.33$, $SD = 0.47$) Comments submitted about noted the training was informative and group work was beneficial. Additionally, respondents praised the presenter as knowledgeable and helpful.

Respondents rated specific aspects of the training very highly, indicating this workshop was effective both for content and for delivery (see table below). The presenter received very high ratings for her *accessibility and responsiveness to questions* ($n = 9$, $M = 4.78$, $SD = 0.42$) and for allowing *sufficient time for questions and dialogue* ($n = 9$, $M = 4.56$, $SD = 0.50$). These ratings are similar to responses from those attending the October 2018 professional development by Victoria Slocum.

	<i>n</i>	<i>Mean</i>	<i>SD</i>
How useful for your work was the information being presented?	9	4.33	0.67
How accessible and responsive to questions was the trainer?	9	4.78	0.42
How effectively did the training foster development of new skills and approaches?	9	3.89	0.57
How helpful was assistance during the training?	8	4.38	0.70
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	8	4.33	0.67
How appropriate to your needs was the level of information presented in this training?	9	4.22	0.79
How sufficient was time provided during the training for questions and dialogue?	9	4.56	0.50
Describe your level of engagement for the majority of the presentation.	9	4.00	0.47

5-point Likert scale where 1 = Not at all and 5 = Very

Many of the respondents reported their appreciation of resources that were useful and accessible. When asked what information from this workshop they would consider implementing into their practice, they stated they would use the planning tools, books, and circles.

Respondents offered both praise and suggestions related to the activities embedded within the day. Many believed that Victoria was very thorough and the content with content for transition planning and circles. However, many reported they desired more time on curriculum and teaching instruction for a variety of ages. They noted some difficulty with technology and PowerPoint at various times but came away with valuable information.

- Most respondents said they would *Highly* (55.6%) or *Very Highly* (33.3%) recommend this training to a colleague ($n = 9$, $M = 4.22$, $SD = 0.63$). (5-point Likert scale where 1 = *Not at all* and 5 = *Very Highly*)

- Most reported they would be *Likely* (44.4%) or *Very Likely* (33.3%) to take another training from this presenter ($n = 9$, $M = 4.11$, $SD = 0.74$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- All respondents reported they were *Likely* (22.2%) or *Very Likely* (77.8%) to attend another MAIER training. ($n = 9$, $M = 4.78$, $SD = 0.42$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants (n = 9)

Baileyville	Belfast	Brewer	Corinna	Lamoine
Monson	Sabattus	Sebec	Topsham	

Table 2: Current Position of Participants (n = 9)

Position	n	%
Special Educator	2	22.2%
Paraprofessional	3	33.3%
General Educator	0	0.0%
SLP	0	0.0%
OT	1	11.1%
PT	0	0.0%
BCBA	0	0.0%
Other	3	33.3%

"Other" self-reported as 1 social workers, 2 LCPC

Were you able to attend Victoria Slocum's PD in October 2018? (n=9)

	%	n
Yes	77.8%	7
No	22.2%	2

What professional development format they prefer to participate? (n=9)

Format	%	n
In-person/all day	100%	9
Webinar live/presenter remote (typically 1.5hrs)	0.0%	0
Webinar recorded to be viewed anytime (up to 2 hrs)	0.0%	0

Maine Autism Institute for Education and Research Professional Development Series 2018-2019

May 23, 2019: Social Detective, Superflex®, and Friends Take on Social-Emotional Learning

Speaker: Nancy Clements, M.A., CCC-SLP

Participants

Sixty-three attendees out 94 (67.02%) of this PD submitted post-event surveys; however, not all respondents answered all questions. Respondents were attending from throughout the state of Maine, New Hampshire, Florida, and Canada. (See Table 1 of Appendix.) One-half of attendees self-identified as SLP and nearly one-third were special educators. (See Table 2 of Appendix for full reporting.)

Respondents rated the quality of the workshop highly; on a 5-point Likert scale where 1 = *Very poor* and 5 = *Very good*, 87.1% of the respondents rated the workshop as “*Very Good*” and 12.9% rated the workshop “*Good*.” ($n = 62, M = 4.87, SD = 0.11$) Respondents praised the presenter as engaging and knowledgeable. One respondent wrote:

A very engaging speaker whose personal therapy stories helped to boost my understanding of this kind of treatment.

Respondents rated specific aspects of the training very highly, indicating this workshop was effective both for content and for delivery (see table below). The presenter received very high ratings for everything. Her highest scores are for *accessibility and responsiveness to questions* ($n = 61, M = 4.89, SD = 0.17$) and for information was *useful for your work* ($n = 61, M = 4.85, SD = 0.16$).

	<i>n</i>	<i>Mean</i>	<i>SD</i>
How useful for your work was the information being presented?	61	4.85	0.16
How accessible and responsive to questions was the trainer?	61	4.89	0.17
How effectively did the training foster development of new skills and approaches?	61	4.79	0.17
How helpful was assistance during the training?	54	4.76	0.18
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	61	4.77	0.21
How appropriate to your needs was the level of information presented in this training?	61	4.75	0.25
How sufficient was time provided during the training for questions and dialogue?	61	4.49	0.74
Describe your level of engagement for the majority of the presentation.	61	4.69	0.25

5-point Likert scale where 1 = Not at all and 5 = Very

Many of the respondents reported their appreciation of resources stating they were “informative” and “supportive”. When asked what information from this workshop they would consider implementing into their practice, they stated they would use the brain bags, core social skills concepts, and activities. They appreciated the modifications noted by Nancy for older students but were hopeful for more interventions with students of a variety of ages.

Respondents offered both praise and suggestions related to the activities embedded within the day. Many believed that Nancy was very thorough but was rushing through the content at times. They appreciated respect for time and not going over the allotted day.

- Most respondents said they would *Highly* (8.1%) or *Very Highly* (90.3%) recommend this training to a colleague ($n = 62, M = 4.89, SD = 0.36$). (5-point Likert scale where 1 = *Not at all* and 5 = *Very Highly*)

- Most reported they would be *Likely* (11.3%) or *Very Likely* (82.3%) to take another training from this presenter ($n = 62$, $M = 4.68$, $SD = 0.86$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)
- Most respondents reported they were *Likely* (8.1%) or *Very Likely* (87.1%) to attend another MAIER training. ($n = 62$, $M = 4.76$, $SD = 0.60$). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants (n = 63)

Bath	Briny Breezes (FL)	Brownville	Brunswick (3)	Carmel (2)	China
Cherryfield	Dixmont	Eddington	Ellsworth	Falmouth	Friendship
Gardiner	Gorham	Grand Lake Stream	Greene	Greenland (NH)	Hallowell (3)
Harspswell (2)	Hartland (2)	Harmony	Lewiston (3)	Minot	Northeast Harbor
Oxford	Poland	Portland (2)	Princeton	Rockport (2)	Sanford
Scarborough (2)	Sindey	Skowhegan	Smithfield	Somersworth (NH)	South Paris
South Portland	Stockton Springs	Thomaston	Topsham	Trenton	Turner
Waterville (5)	Windham (3)	Woolwich	Quispamsis (Canada)		

One person reported 2 cities and both are listed.

Table 2: Current Position of Participants (n = 63)

Position	n	%
Special Educator	14	22.2%
Paraprofessional	7	11.1%
General Educator	0	0.0%
SLP	31	49.2%
OT	2	3.2%
PT	0	0.0%
BCBA	0	0.0%
Other	7	11.1%

"Other" self-reported as 4 social workers, 1 LCPC, 2 Counselor

What professional development format they prefer to participate? (n=62)

Format	%	n
In-person/all day	91.9%	57
Webinar live/presenter remote (typically 1.5hrs)	0.0%	1
Webinar recorded to be viewed anytime (up to 2 hrs)	0.0%	0

APPENDIX E

Date:

Presenter:

Topic:

Observation Checklist for High-Quality Professional Development Training

Please join Maine Autism Institute for Education and Research (MAIER) on evaluating the quality of our Professional Development trainings. Throughout the training, please check yes for the following observed statements. If the statement is not observed, then leave it blank. It is not necessary to provide examples or feedback on this observation checklist. A post survey will be sent out and we welcome your feedback and comments. Thank you for your contributions.

The professional development provider:	Observed?
1. Provides a description of the training with learning objectives prior to training	
2. Provides readings, activities, and/or questions in accessible formats to think about prior to the training	
3. Provides an agenda before or at the beginning of the training	
4. Quickly establishes or builds on previously established rapport with participants	
5. Connects the topic to participants' context	
6. Includes the empirical research foundation of the content	
7. Content builds on or relates to participants' previous professional development	
8. Aligns with organizational standards or goals	
9. Emphasizes impact of content	
10. Build shared vocabulary required to implement and sustain the practice	
11. Provides examples of content/practice in use	
12. Illustrates the applicability of the material, knowledge, or practice to the participant's context	
13. Includes opportunities for participants to practice and/or rehearse new skills	
14. Includes opportunities for participants to express personal perspectives	
15. Facilitates opportunities for participants to interact with each other relates to training content	
16. Adheres to agenda and time constraints	
17. Includes opportunities for participants to reflect on learning	
18. Includes specific indicators – related to the knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice	
19. Engages participants in assessment of their acquisition ok knowledge and skills	
20. Details follow-up activities that require participants to apply their learning	
21. Offers opportunities for continued learning through technical assistance/or resources	
22. Describes opportunities for coaching to improve fidelity if implementation	

Appendix E
Graduate Certificate in Autism
Course Syllabi
(See next page.)



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

SED 528 Educational Methods for Students with Autism Spectrum Disorders Summer 2019

Blackboard Course Website: <https://bb.courses.maine.edu/>
IT Help Center: <https://umaine.edu/it/>

<p>Instructor: Sarah K. Howorth, Ph. D, BCBA-D</p> <p>Office: 303 Shibles Email: sarah.howorth@maine.edu</p>	<p>Primary Delivery Format: Online</p> <p>Class Location: Online (Blackboard)</p> <p>Office hours: By appointment, schedule via email</p>
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Preferred method of communication with instructor: Students are encouraged to first contact their instructor via email. Emails will be responded to within 24 hours on weekdays and 48 hours on weekends and university holidays. Students may also to request to meet by appointment in person, or via phone or Zoom.

Course Information

Course Description

This course is designed to assist educators in developing strategies and techniques to support students with Autism Spectrum Disorders in accessing the general education environment to the fullest extent possible. This course will introduce and familiarize participants to the complex instructional methodology for students with autism and severe disabilities. The course content allows participants to discuss theories and practical instructional strategies that promote progress in adaptive, social, functional, and academic skills. Participants will gain a better understanding of key issues related to inclusive practices. This course will address considerations for communicating with parents and include experiences for the educator to see the child with autism through the family's perspective.

3 credits

Course Delivery Method

Teaching Methods

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout. The content in this practical course is meant to be implemented in the educational environment. **Students must have access to a child with Autism Spectrum Disorder, this course will require students to work directly with the child over the course of the entire semester.**

Mode of Instruction

This is an asynchronous online course. Each week, students will move through a series of readings and practical application activities, these assignments are presented in weekly folders on the course blackboard site. Each week, students deepen their understanding of the content through application of concepts in the educational environment and reflection upon implementation and progress monitoring.

Time Options

This is an asynchronous online course. 2 synchronous “coffee chat” meetings will be held (check schedule for date and times).

Digital Services Required

- Learning Management System: Blackboard <https://bb.courses.maine.edu/>
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura
- Collaboration and Communication: (*Add dates/times and how if any synchronous meetings will occur*)
- Library and eReserve Service: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
 - [Adobe Flash](#)
 - [Adobe Acrobat Reader](#) or compatible program (ex. Preview on a Mac computer)
 - [Microsoft Office for completing assignments or compatible software](#); this can be downloaded for free from the University of Maine Information Technology Software website (*Note: You must be able to export the file to a Word document or PDF, per the instructor's directions—Pages files cannot be accessed*)
 - [APA Style website](#) or [APA manual \(6th edition\)](#)
 - Access to My Campus portal for all things related to the University system, including UMaine email: <https://umaine.edu/portal/>
 - All communication and Blackboard announcements are sent to your maine.edu email address
 - *Other materials (ex. webcam, microphone, Microsoft Word)*

Technical Assistance

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at www.courses.maine.edu

If you need assistance with technology, please contact the UMaine IT Help Desk: <https://umaine.edu/it/>, 581-2506.

Instructional Materials and Resources

Required Text

1. Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies, 2nd Edition
 - E. Amanda Boutot
 - ISBN: 0-13-343687
2. The Comprehensive Autism Planning System for Individuals with Autism Spectrum Disorder and Related Disabilities, 2nd Edition
 - Shawn Henry & Brenda Smith Myles
 - ISBN: 9781937473792
3. Building Social Relationships 2, 2nd Edition
 - Scott Bellini
 - ISBN: 9781942197164

- Autism Focused Intervention Resources and Modules: <http://afirm.fpg.unc.edu/afirm-modules>
- National Professional Development Center on Autism Spectrum Disorder <http://autismpdc.fpg.unc.edu/evidence-based-practices>
- Maine Autism Institute for Education and Research (MAIER): <http://umaine.edu/autisminstitute/>
- The Autism Center at OCALI: <http://www.ocali.org/center/autism>
- Indiana Resource Center for Autism: <http://www.iidc.indiana.edu/pages/irca>

Course Goals and Objectives

Course Goals

This course provides a comprehensive overview of designing educational programs and supports for students on the Autism Spectrum. This will included learning foundational interventions that have been found to be effective for supporting individuals across the spectrum, in addition to exploring current issues and debates surrounding ASD intervention such as evidence based practice, family and community contexts, inclusion, and comprehensive and individualized planning for support across the student’s day.

Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

Standard	Outcomes:
InTASC standards: 4,5,6	<ul style="list-style-type: none"> • Students will demonstrate in-depth understanding of ASD Characteristics, how these characteristics can impact educational performance and related to strengths and areas of need when developing educational materials.
InTASC standard 6,7,8	<ul style="list-style-type: none"> • Students will plan for and utilize effective instructional methodologies to address educational outcomes, improve skill repertoire and facilitate success in the least restrictive educational environment.
InTASC standards: 5,7,8	<ul style="list-style-type: none"> • Students will gain a better understanding of the complex ASD treatment landscape and factors impacting ASD intervention including: parental perspective and communication, interdisciplinary collaboration on the ASD team and use of evidence-based practice.

Candidate Proficiencies

InTASC Standard	CEC	Assessment Activity
InTASC 4: Content Knowledge InTASC 5: Application of Content	CEC 4: Assessment <i>Candidates will use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities</i>	EBP Lesson Plans
InTASC 6: Assessment	CEC 4: Assessment <i>Candidates will use multiple methods of assessment and data-sources in making educational decisions</i>	Student Profile CAPS

InTASC 7: Planning for Instruction InTASC 8: Instructional Strategies	CEC 5: Instructional Planning & Strategies <i>Candidates will select, adapt, and use a repertoire of EB instructional strategies to advance learning of individuals with exceptionalities</i>	EBP Lesson Plans CAPS BST Foundational Strategies
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Grading and Course Expectations

Expectations for Student Engagement

This is a graduate level course that builds upon the foundation of previous knowledge and experience in early intervention with infants and toddlers and/or undergraduate course work. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals who approach the course with a genuine desire to learn, and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

Attendance and Participation

This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the Blackboard site, and by participating actively in the online discussion board. Participation in the discussion boards is a graded requirement of the class and missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week’s class. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

Course Readings

Students will be assigned readings from the required text and relevant research articles or supplemental materials, which will be posted to the Blackboard course site. Students are expected to demonstrate a thorough understanding of all reading content through incorporation into practical application. *Additional readings will be posted on Blackboard and may be assigned throughout the semester.*

Course Assignments

General Guidelines:

- **All assignments should reflect professionalism in writing.**
- *Follow all assignment-specific guidelines (e.g., specific headers, requirements)*
- *Include your name, project title, and date on the title page of your assignment. Assignments without this information will be returned and will not be assessed.*
- *All assignments requiring full American Psychological Association (APA) 6th ed. Format and style.*

- *Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.*
- *Assignments should be submitted as a Word .doc or .docx unless otherwise noted or by permission of the instructor. Pages documents will not be accepted.*
- *All assignments must be submitted via blackboard.*
- *When corresponding by email, **include the course number, your last name, and the assignment in the subject line,***
- *Retain a personal copy of all assignments.*

Evaluation

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

1. Weekly Summary and Reflections (2.5pts each)	15 Points
2. Lesson Plans/Behavior Skills Training	15 Points
3. Social Skill Inventory & Plan	10 Points
4. Student Profile	10 Points
5. CAPS Report and Reflection	30 Points
6. AFIRM Modules	20 Points
Total	100 points

Grading Scale:

A = 95 – 100% B+ = 86 – 89% C+ = 76 – 79 D+ = 66 – 69% F = Below 59%
 A- = 90 – 94% B = 83 – 85% C = 73 – 75% D = 63 – 65%
 B- = 80 – 82% C- = 70 – 72% D- = 60 – 62%

General guidelines for assignments:

- **All Assignments for the week are due by SUNDAY AT 11:59pm**
- **Students must have access to a child with Autism Spectrum Disorder, this course will require students to work directly with the child over the course of the entire semester.**
- **All Reflection Papers are required to be in full APA 6th edition format with adequately cited references and all assignments should be submitted electronically to instructor’s email in a word document.**

CAREFULLY READ THE ASSIGNMENT DESCRIPTION AND RUBRIC to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date, but will not be graded and returned until after the due date.

Course Policies

Assignment Resubmission

- At the instructor's discretion, students will be invited to resubmit assignments for a revised grade. *Resubmission should occur within 3 days of grading, unless otherwise noted by instructor.*

Late Assignments

- Late assignments will receive a deduction of 1 point per day.

Incomplete Assignments

- Students are expected to submit assignments in full by the due date. Assignments will be graded with submitted material at time of due date.

College of Education and Human Development policy on incompletes in Graduate Classes

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attune to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.

- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

Campus Policies

Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Simply giving a citation after text, without writing it in your own words, is considered plagiarism.

Students with disabilities statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with *Dr. Howorth* privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or

course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services: 1-800-871-7741** or **Partners for Peace: 1-800-863-9909**.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Confidentiality Statement

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following

link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

Use of Electronic Communications

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following

link <http://www.umaine.edu/it/policies/communication.php>

Non-Discrimination and Non-Sexist Language

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

Summer 2019

Week	Topic(s)	Readings & Activities	Assignments Due	Date
1	Course Introduction Overview of ASD: Diagnostic criteria And Evidence Based Practice in ASD	<ul style="list-style-type: none"> Boutot: Chapters 1, 2, 3 Bellini: Chapter 4 Articles: <ul style="list-style-type: none"> School Aged Children with ASD or ASD in Infants and Toddlers Pseudoscience & Special Education 	-Skills Check #1 -Student Profile	5/19 @ 11:59pm
2	Targeted Skills to Teach & Foundational Interventions: Adaptive Skills	<ul style="list-style-type: none"> Henry & Myles: Chapter 1 Boutot: Chapter 8 (Adaptive Skills) Chapter 12 (Motor Skills) Article: <ul style="list-style-type: none"> Behavior Skills Training ONLINE "Coffee Talk" MEETING 5/26 @ 6pm 	-Lesson Plan/BST: Adaptive Skills -AFIRM Modules: Reinforcement & Task Analysis	5/26 @ 11:59pm
3	Targeted Skills to Teach & Foundational Interventions: Academic Skills	<ul style="list-style-type: none"> Boutot: Chapter 9 (Academic Skills) Henry & Myles: Pages 37-43 Article: <ul style="list-style-type: none"> Executive Function Skills 	-Lesson Plan/BST: -AFIRM Modules: Prompting & Visual Supports	6/1 @ 11:59pm
4	Social Skills	Bellini: Chapters 2, 3, 5, 6, 7, 8, 9, 10	-Social Skill Profile Lesson Plan -AFIRM Module: Social Skills Training & Social Narratives	6/9 @ 11:59pm
5	Structure & Reinforcement	<ul style="list-style-type: none"> Henry & Myles: Chapters 2 and 3 Article: <ul style="list-style-type: none"> Structured Teaching Series ONLINE "Coffee Talk" MEETING 6/16 @ 6pm 	-Skills Check #2 -AFIRM Modules: Antecedent Based Interventions & Exercise	6/16 @ 11:59pm
6	Sensory Supports	Article: <ul style="list-style-type: none"> Sensory Processing: Identifying Patterns and Designing Support Strategies Review of Sensory Based Interventions 	-Skills Check #3	6/20 @ 11:59pm
FINAL: CAPS Document				6/23@ 11:59pm

Assignments

Skills Checks (Reading Summary/Reflection) (5 pts each)	15 Points
Lesson Plans/Behavior Skills Training (7.5 pts each)	15 Points
Social Skill Inventory & Plan	10 Points
Student Profile	10 Points
CAPS Report and Reflection	30 Points
AFIRM Modules	20 Points
Total	100 points

Assignment Scoring Rubrics:

Student Profile

Rubric for Scoring

Prepare a student profile for a child on your caseload who meets the diagnostic criteria for ASD. Consider how Autism Spectrum Disorder characteristics present in this student and how these characteristics impact the student’s ability to participate in the educational environment. This student will be utilized throughout the remainder of this course as a “case study”. **Use template provided on BlackBoard .**

Profile must include:

1. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history: (4 Points)
 - Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
 - Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
 - Deficits in developing, maintaining, and understand relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.
2. Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases). (4 Points)
 - Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day).
 - Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).
 - Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment (e.g. apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).
3. Family Impact: Who are the important members of this individual’s family? How do these family member’s support this individual? What impact does this individual have on this family unit? (2 Points)

Total Points: _____/10 points

Skills Check

First, provide a detailed outline or summary of EACH reading assignment (summary should be at least half a page in length and should demonstrate a solid understanding of the content). Then answer the reflection question provided.

Summary and reflection should demonstration of evidence of:

- All content into practice
- Willingness to evaluate and strengthen current practice

5 points for each skills check = ____/15 points total

**AFIRM Module Completion
Rubric for Scoring**

Complete AFIRM Modules related to the foundational interventions used with individuals on the Autism Spectrums. Sign up for a free AFIRM account, select certificate track module, complete module and submit certificate to BlackBoard for credit. AFIRM Modules: Time Delay, Prompting, Modeling, Visual Supports, Reinforcement, Task Analysis, Social Skills Training, Exercise, Social Narratives, Antecedent Based Interventions. (2 points each)

Total Points: _____ /2 points X 10 assignments= 20 points

**Differentiated Lesson Plans to include Targeted Skills and EBP
Rubric for Scoring**

Students create lesson plans incorporating at least one EBP for ASDs from the AFIRM Modules to address 1 Adaptive Skill, 1 Academic Skill, 1 Other skill, 1 Social Skill Group, 1 Individual Social Skill, (5 Total). Template and detailed instructions to be found on BlackBoard.

Lesson Plans Must Include:

1. Clear goal statement identifying skill, objective, and criteria for mastery (1 pt.)
2. Appropriate use of AFIRM EBPs (1 pt.)
3. Explicit and clear directions for novel staff to successfully implement (1 pt.)
4. Describe the data collection procedures (1 pt.)
5. Includes generalization and maintenance guidelines (1 pt.)

Total Points: _____ /7.5 points X 2 assignments = 15 points

**Behavior Skills Training Package
Rubric for Scoring**

Create a 10-15 minute education technicians/BHPs training to implement a AFIRM EBP for a targeted skill using the behavior skills training procedure.

Training Package must include:

1. Provide a description and rationale for use of intervention to target skill (i.e. using task analysis to teach arrival routine).
2. Break down of intervention into 3-6 steps
3. Demonstrate the intervention steps (include written description of how you would model this skill)
4. Provide practice opportunity (include description of how you will structure the practice opportunity to ensure feedback can be provided)
5. Feedback/Refinement opportunity (include description of how you will assess proficiency with skill)

Total Points: _____ /7.5 points X 2 assignments = 15 points

Social Skill Inventory and Lesson Plan Rubric for Scoring

First, fill out the Autism Social Skill Profile for your student, score the profile using the tables on pages 262-263. *Submit the summary score page.*

Using the social skill lesson plan template, write a short summary of the student's social skill profile. What are the student's social skill strengths and what is their greatest need? Are the student's skills typical for their age? Identify the child's highest priority social skill.

Using the strategies in your book, create a lesson plan using the AFIRM EBPs to teach this social skill to the child.

. Be sure to include:

1. Autism Social Skill Profile Summary Score Page (2pts)
2. Summary Social Skill Assessment (2pts)
3. Appropriate use of AFIRM EBPs 2 pt)
4. Explicit and clear directions for novel staff to successfully implement (2 pt.)
5. Describe the data collection procedures (1 pt.)
6. Includes generalization and maintenance guidelines (1 pt.)

Total Points: _____ / 10 point

Comprehensive Autism Planning System Rubric for Scoring

Create a CAPS document for a student with ASD, this document should incorporate information gathered during the student profile and lesson plans. The document must include:

1. Reflects prioritized use of established evidence-based practices (3 pts)
2. Information presented in the student's daily schedule, to represent support across the entire day (1 pt)
3. Targeted skills to teach (Academic, Adaptive and Other) (4 pts)
4. Structure/Modifications (2 pts)
5. Reinforcement (2 pts)
6. Accommodations to support sensory challenges (2 pt)
7. Communication/Social Skills (4 pts)
8. Data Collection Plan (1 pt)
9. Generalization Plan (1 pt)
10. Reflection Questions (10 points)

Total Points: _____ /30 Points



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

SED 585 – Social Communication and Students with Autism
Fall 2019

Blackboard Course Website: <http://bb.courses.maine.edu/>
UMaine Online Technology Support: <https://online.umaine.edu/tech-support/>

<p>Instructor: Sarah K. Howorth, Ph.D., BCBA-D</p> <p>Office: Shibles 303 Email: sarah.howorth@maine.edu Phone: 207-581-2448</p>	<p>Primary Delivery Format: Online</p> <p>Class Location: Online (Blackboard)</p> <p>Office hours: By appointment, schedule via email</p>
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Preferred method of communication with instructor: Students are encouraged to first contact their instructor via email. Emails will be responded to within 24 hours on weekdays and 48 hours on weekends and university holidays. Students may also request to meet by appointment in person, or via phone or Zoom.

Course Information

Course Description

This course examines social communication, including an overview of typical social communication and atypical social communication development the difference in autism; speech and language development, assessments of communication, augmentative communication supports, visual supports, and the interrelationships between communication and socialization. Students develop the awareness and the necessary skills to conduct informal observations of social communication abilities to identify supports that match the individual's learning needs learning style. Students learn strategies to collaborate with teachers, family members and related professionals to increase social skills and social communication. Using a combination of observation, practice sessions, lecture and project-based learning, students apply their knowledge of social communication and supports across the autism spectrum. *3 credit hours. Prerequisites: SED 500*

Course Delivery Method

Teaching Methods

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout.

Mode of Instruction

This is an asynchronous online course. *The course will be taught through weekly readings, video lectures, video discussions, and small group online discussions.*

Time Options

This is an asynchronous online course.

Digital Services Required

- Learning Management System: Blackboard <https://bb.courses.maine.edu/>
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura
- Collaboration and Communication: Students are encouraged to join Dr. Howorth for collaboration and communication during her weekly “Coffee Chat” hours, and to collaborate with each other via video posts to the discussion board. Students who are all reading the same book may work together to conduct Book Clubs via Zoom.
- Library: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
 - [Adobe Acrobat Reader](#) or compatible program (ex. Preview on a Mac computer)
 - [Microsoft Office for completing assignments or compatible software](#); this can be downloaded for free from the University of Maine Information Technology Software website (*Note: You must be able to export the file to a Word document or PDF, per the instructor’s directions—Pages files cannot be accessed*)
 - [APA Style website](#) or [APA manual \(6th edition\)](#)
 - Access to My Campus portal for all things related to the University system, including UMaine email: <https://umaine.edu/portal/>
 - All communication and Blackboard announcements are sent to your **maine.edu** email address
 - *Webcam, microphone, and Microsoft Word software.*

Technical Assistance

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at <https://help.blackboard.com/>

If you need assistance with technology, please contact the UMaine IT Help Desk: <https://umaine.edu/it/>, 800-696-4357, or help@maine.edu

Quick Contact Information for UMaine Online Students (Blackboard, Kaltura, Zoom)

Phone: 1-877-947-4357

Email: dlltechhelp@maine.edu

- Fall and Spring semesters: 8 am to 5 pm (Monday-Friday)
- Summer, Winter, and Breaks: 8 am to 4:30 pm (Monday-Friday)
- Limited email support nights, weekends, school breaks, and holidays

For Software, Hardware, and UMS Account Support, contact IT Support Services

Phone: 207-581-2506 or 800-696-4357

Email: techsupport@maine.edu

- Academic year support hours: 7:30 am to 7 pm (Monday-Thursday), 7:30 am to 5 pm (Friday), and 2 pm to 8 pm (Sunday)

Instructional Materials and Resources**Required Textbooks:**

1) McGinnis, E. & Simpson, R.L. (2016). Skillstreaming children and youth with high functioning autism: A guide for teaching prosocial skills. Champaign, IL: Research Press
Click link to purchase here (~\$50):

<https://www.researchpress.com/books/1330/skillstreaming-children-and-youth-high-functioning-autism>

2) Partington, J. W. (2008). The assessment of basic language and learning skills-revised (the ABLLS-R). Behavior Analysts. A kit may be purchased (~\$65) at the link below: <https://www.wpspublish.com/store/p/2638/ablls-r-assessment-of-basic-language-and-learning-skills-revised>

Additional Required Resources:

Griffin, W., Sam, A., & AFIRM Team. (2016). Social skills training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/social-skills-training>

- Selected Research Articles will be required reading and posted on *Blackboard*.

Recommended Reading:

- The Science of Making Friends: Helping Socially Challenged Teens and Young Adults. Elizabeth A. Laugeson, 2013, Jossey-Bass, San Francisco, CA.

- Bellini, S. (2016). Building Social Relationships 2, 2nd Edition. AAPC Publishing. ISBN: 9781942197164.

Click link to purchase here (~\$38): <https://www.amazon.com/Building-Social-Relationships-Scott-Bellini/dp/1942197160>

- NeuroTribes: The Legacy of Autism and the Future of Neurodiversity. Steve Silberman, 2015, Avery, New York, NY.

Course Goals and Objectives

Course Goals

SED 585: Social Communication for Students with Autism: This course examines social communication, including an overview of typical social communication and atypical social communication development the difference in autism; speech and language development, assessments of communication, augmentative communication supports, visual supports, and the interrelationships between communication and socialization.

Instructional Objectives

Using a combination of observation, practice sessions, lecture and project-based instruction, students will be able to apply their knowledge of social communication and supports across the autism spectrum to develop.

Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

Student Learning Outcomes (SLOs)

1. Describe neuro-typical language development and its relationship to social development including verbal, non-verbal, and social communication skills.
2. Describe autism specific deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions; autism specific deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication; and autism specific deficits in developing, maintaining, and understand relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.
3. Identify, analyze, record, and evaluate social communication behaviors to develop goals to address the behaviors using best practices
4. Demonstrate research-based interventions that positively impact social communication skills of individuals with autism spectrum disorders.
5. Incorporate effective environmental and behavioral strategies that reflect the needs of students and that work to assist the student in becoming a more fully functioning individual in the community.

Taskstream (TK20) and Candidate Proficiencies

Taskstream/TK20 Online Data Management System

There is not required Assessment Task for this course

Candidate Proficiencies

This course will focus on five UMaine Candidate Proficiencies (including Maine Standards for Initial Teacher Certification, cross-referenced with the In-TASC Proficiencies), as indicated

below:

- **Proficiency 3 (Maine teacher standard 1):** Candidates create learning experiences that make subject matter meaningful to students. **InTASC Proficiency 4(b) - Content Knowledge.** The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Proficiency 6 (Maine teacher standard 5):** Candidates understand and use a variety of instructional strategies. **InTASC Proficiency 8 - Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
- **Proficiency 7 (Maine teacher standard 5):** Candidates understand and use appropriate technology. **InTASC - none**
- **Proficiency 8 (Maine teacher standard 3):** Candidates demonstrate knowledge of the diverse ways that students learn and develop by providing learning opportunities that support the intellectual, physical, emotional and social development. **InTASC Proficiency 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
- **Proficiency 17:** Candidates demonstrate the impact of their teaching on student learning.

Council for Exceptional Children Initial Preparation Standards:

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide mean

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Grading and Course Expectations

Expectations for Student Engagement

This is a graduate level course that builds upon the foundation of previous knowledge and experience in early intervention with infants and toddlers and/or undergraduate course work.

Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals who approach the course with a genuine desire to learn, and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

Attendance and Participation

This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the Blackboard site, and by participating actively in the online discussion board. Participation in the discussion boards is a graded requirement of the class and missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week’s class. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

Course Readings

Students will be assigned readings from the required text and relevant research articles or supplemental materials, which will be posted to the Blackboard course site. Students are expected to demonstrate a thorough understanding of all reading content through incorporation into practical application. *Additional readings will be posted on Blackboard and may be assigned throughout the semester.*

Course Assignments

CAREFULLY READ THE DESCRIPTION to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment are attached at the end of this syllabus.. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date, but will not be graded and returned until after the due date.

General Guidelines:

- *All assignments should reflect professionalism in writing.*
- *APA 6th Edition style should be used to organize the assignments.*
- *Include your name, project title, and date on your title page. Assignments without this information will be returned and will not be assessed.*
- *All assignments requiring references are to be cited and referenced in American Psychological Association (APA) style.*
- *Assignments should be submitted as a Word .doc or .docx unless otherwise noted or by permission of the instructor. Pages documents will not be accepted.*
- *Retain a personal copy of all assignments.*
- *Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.*

CAREFULLY READ THE DESCRIPTION to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification.

Assignments may be submitted before the due date, but will not be graded and returned until after the due date.

Course Guidelines Summary for SED 585

	Before Class Sessions	During Class	Assignments
Be Respectful	Be prepared to engage in discussions and activities.	Use appropriate and professional language. Honor diverse opinions and perspectives. Use “person-first” language when addressing someone with a disability. Ex. “A person with autism”	Obtain instructor permission <i>prior</i> to due dates if more time is needed.
Be Responsible	Read and/or view expected context <i>before</i> class sessions. Contact instructor if you are unable to complete a class or group task.	Attend class sessions and actively participate in discussions and activities. Maintain personal, student and school confidentiality. Ensure technology is turned off to eliminate distractions for yourself and others.	Submit original work. Maintain academic integrity. Submit assignments on time. Submit electronically via Blackboard (not email).
Be Informed	Follow syllabus, guided notes and class presentations regarding content to be read or viewed.	Sign up for Blackboard notifications. Check your email regularly. Be alert to cancellations due to weather, instructor emergency, etc.	Identify assignment due dates on Blackboard’s class calendar, guided notes, class presentations and syllabus. Ask questions about assignments in class, through email or during online coffee chat hours. Assignments can be revised with instructor permission.

Course Assignments

1. 3 X Article Reviews of Evidence on a Social Communication Intervention
2. Book Review (A list of books to choose from is included at the end of the syllabus)
3. Applied Assignment (Choose 1)
4. Bi-Weekly Discussion Boards

Evaluation

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

Assignment	Points	SLO Measured
1. 3 X Article Reviews of Evidence on a Social Communication Intervention	(12 points each) 36 points	4 & 5
2. Book Review	24 Points	3, 4 & 5
3. Applied Assignment: Choose 1	40 points	1 & 2
4. Bi-Weekly Discussion Boards	(2 points each) 16 points	1,2,3,4,&5
Total	116 points	

Grading Scale: (Based on percentage of points earned divided by points possible)

A = 95 – 100%	B+ = 86 – 89%	C+ = 76 – 79	D+ = 66 – 69%	F = Below 59%
A- = 90 – 94%	B = 83 – 85%	C = 73 – 75%	D = 63 – 65%	
	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%	

3 X Journal Article Reviews (36 points): Each student is required to critically review three journal articles or chapters listed as a required or recommended reading or one they have selected (which has been approved by the course instructor). Only one article/chapter should be taken from each of those listed for a particular class session so that the student is reading in three different topic areas. To facilitate your critical reflection on what has been read, the following questions should be addressed in your review:

a) In what way does this information expand your knowledge regarding the assessment or intervention process for children or adolescents with ASD and their families, specifically related to receptive/expressive language (1 pt.), cognitive communication (1pt.), social aspects of communication(1pt.), & communication modalities (1pt.), (Total=>4 points)

b) Based on your current views of children and adolescents with ASD, describe how the information you read supports or refutes your beliefs and practices regarding receptive/expressive language (1pt.), cognitive communication (1pt.), social aspects of communication (1pt.) & communication modalities (pt.1) (Total=>4 points)

c) Explain how you will apply the knowledge you gained from reading the article as you collaborate with team members (which includes families) to 5 support the needs of children and

SED 585

adolescents with ASD specifically related to receptive/expressive language (1pt.), cognitive communication (1pt.), social aspects of communication (1pt.), & communication modalities(1pt.), (you may relate your application to a specific child or adolescent with a diagnosis of ASD if you wish) (Total=>4 points)

The grading rubric that will be used to evaluate each of the three article reviews is provided with the syllabus. Each article review is worth 12 points, for a total of 36 points.

These article reviews are due on or before **September 15, October 6, & November 3** as indicated in the course schedule. Article reviews should be no more than 3 typed pages.

Book Review (24 points). To increase students' awareness and understanding of the specific challenges and joy experienced by individuals with autism and their families, each student is to select one book from the list attached which has been written by an individual with autism or by a family member. Students are to prepare a book review of no more than 6 pages, which includes the following:

- a. Description of the characteristics, including physiological, psychological, developmental, linguistic & cultural correlates (4 pts.) as well as receptive & expressive language, cognitive communication, social aspects of communication & communication modalities (4 pts.) of the individual with autism who either writes the story or whom the story is written about (Total=>8 points)
- b. Explanation of the services and models of intervention the individual with autism and their family received (4pts.) and how effective these services were perceived (4 pts.) (Total=>8 points)
- c. Reflection on the most important thing you learned while reading the book which is likely to change your practice for children or adolescents with ASD & their families (4 pts.) and how you will implement this new insight into your practice (4 pts.)(Total=>8 points)

The grading rubric that will be used to evaluate the book review is provided with the syllabus. This assignment is worth a total of 24 points and is due on or before **December 13.**

Applied Assignment (40 points): Using the literature, classroom content and experience, students may choose ONE of the following options for their applied assignment. Students are encouraged to select the activity that is most likely to support their application of theory to practice so that both the process and the final product can be applied to the actual services you are providing or will provide to children and/or adolescents with ASD:

OPTION 1: Evaluation of intervention effectiveness. For this assignment, students should select a child with ASD who is currently receiving intervention by a team in which the student is involved. The evaluation of intervention effectiveness should include the following:

- 1.) The specific goals or valued outcomes that have been identified for the child and his family should be identified (Total=>10 pts.).
- 2.) Students would then describe the intervention strategies they have selected to achieve the stated goals/outcomes (5 pts.), justifying their selection through literature support as well as the assessment data (5 pts.) available prior to the decision for selecting particular strategies (Total=>10 pts.).
- 3.) The students would also submit evidence of the effective implementation of the intervention through videotape clips (4 pts.), samples of daily logs or home/school journals (3 pts.), and data collection sheets (3 pts.) which provide evidence of the child moving closer to and demonstrating a valued outcome or goal (Total=>10 pts.).
- 4.) Finally, students would provide a summary of the process that was used to re-evaluate the child's performance over time (2 pts.) and adjustments that were made in the intervention strategies being implemented (2 pts.), explaining why. This assessment of the process would also include a reflection on the joys and frustrations experienced by the team while implementing intervention (2 pts.) and any recommendations on how other teams serving children with ASD and their families might work to most effectively support a child's achievement of his/her goals (4 pts.) (Total=>10 pts.).

OPTION 2: Intervention review. Students are to select one intervention that they have read in the literature and/or has been presented in class to complete a critical review of the strengths and weaknesses of the intervention and its generalized value to children or adolescents with ASD. This review should address the following:

- 1.) Description of the intervention (4 pts.), including strengths and weaknesses (4 pts.), with reference(s) cited (2 pts.); Total=>10 points
- 2.) Critical review of the perceived effectiveness of the intervention (8 pts.); with references to support the evaluation of effectiveness (2pts.); Total=>10 points
- 3.) Specific profile of a child with ASD who might respond best to this intervention (5 pts.) with an explanation of why (5pts); Total=>10 points
- 4.) Questions you would pose to help families and other team members decide whether or not this intervention method is appropriate for a child with ASD; Total=>5 points
- 5.) Comprehensive reference list of all literature cited--follow APA style, 6th edition; Total=>5 points

OPTION 3: Explicit Instruction of Social Skills Lesson. Students will select a measurable, observable social skill to explicitly teach to a student or group of students with Autism (use the skills lists from Skillstreaming or PEERS for some ideas). This lesson should include the following:

- 1) The name of the evidence based practice you will use to teach the social skill (ex: modeling, social narrative, behavioral momentum, behavior chaining,) (4pts), why this is an EBP for students with ASD (4pts.), a brief description of that EBP (4pts) and a list of the research to support this EBP (or attach a reference list at the end) (4pts); Total=> 16 points
- 2) Procedures and materials needed for the lesson such as: Attention Cue Signal, Review of previously learned skills, Preview of skills to be learned (3 pts); the body of the lesson including modeling at the “I Do”, “We Do”, and “You Do” levels (9 points); Procedures for immediate, corrective feedback (3 points); A closing to the lesson that includes a review, preview, and an independent practice opportunity (3 points) Total=> 18 points
- 3) Data collection procedures and an example data collection sheet as well as information on how will you assess the objective and use the data to monitor instruction? This should also be reflected in the Independent Practice section. Total=> 6 points

OPTION 4: Development of Parent Training in Joint Attention. Students will review the current literature on the importance of joint attention to play, social communication and perspective taking. They will then develop training for parents (or primary care providers) to facilitate initiation of and response to joint attention with their child with ASD. The parent training should include the following:

- 1) Description of joint attention (including response to and initiation of), highlighting the importance of joint attention to play, social communication and perspective taking with appropriate literature citations=>2 pages (5 pts.)
- 2) Summary of the current literature on the evidence for joint attention training as a valuable intervention for children with ASD=>2 pages (10 pts.)
- 3) Development & video-demonstration of family-friendly procedures to facilitate joint attention in young children with ASD=>2 pages with video clip of procedure (15 pts.)
- 4) Practice activities to implement joint attention with a child in the home setting & strategies to problem solve challenges=>2 pages (6 pts.)
- 5) Ways to keep data on progress & determine intervention success=2 pages (4 pts.)

Once students determine which of the above OPTIONS they are going to do for their applied assignment they can look at the grading rubric for that assignment which is attached near the end of the course syllabus. It is difficult to make a determination of page length for this assignment, however, students should consider an average of about *10-15 typed pages* with references.

This assignment is worth a total of 40 points and is due on or before December 1.

Course Policies

Unless otherwise noted, assignments are due on Sunday (Midnight EST). Online Modules will be released every Sunday no later than 4:15pm and you will have until the following Sunday before midnight to complete all activities.

Please note: rubrics are used to score all assignments. Checking the rubrics prior to submission of any work is strongly recommended. Correct spelling and grammar are expected for all assignments. You must submit electronic copies of your work, by sending work to the digital drop box for the specific assignment.

All electronic files MUST be labeled in the following format:
Lastname_Firstname_AssignmentName_SED585

Updates and Communication

- All email correspondence will be sent to your maine.edu address. If you do not regularly check email on that account, please arrange to forward email from that address to your preferred address. Please see <http://mail.maine.edu/> for information on how to manage your maine.edu account.
- Online work and resources will be posted in the current weekly folder on the course Blackboard site. Please login daily to receive updates.
- All work must be your own! Be sure to reference all sources. Plagiarism is not allowed and could result in a “0” on the assignment, weekly module, and/or course.
- I reserve the right to adjust grades to take into consideration factors such as commitment to the class, pattern of performance over time, and effort to exceed minimum requirements, particularly when assigning pluses and minuses.
- I welcome the opportunity to conference with you individually if you have questions or concerns about your progress.

Appointments

This is an online class, there are no campus office hours. I do, however, welcome the opportunity to work with you individually throughout the semester, either in person, on the phone, or using video conferencing. The quickest way to reach me with questions or to schedule an appointment for an online “coffee chat” is by e-mail to sarah.howorth@maine.edu

College of Education and Human Development policy on incompletes in Graduate Classes

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit

by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, preconceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attuned to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

Campus Policies

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. *Simply giving a citation after text, without writing it in your own words, is considered plagiarism.*

Students Accessibility Services Statement [This should be customized to include the instructor's name]: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

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If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services: 1-800-871-7741** or **Partners for Peace: 1-800-863-9909**.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

For confidential resources off campus: Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Confidentiality Statement

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University

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of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

Use of Electronic Communications

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

Non-Discrimination and Non-Sexist Language

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

JOURNAL ARTICLE REVIEW FORMAT
(SED 585: Social Communication for Students with Autism)

NAME: _____

DATE: _____

TITLE & AUTHOR OF ARTICLE/CHAPTER REVIEWED:

1. In what way does this information expand your knowledge regarding the assessment or intervention process for children or adolescents with ASD and their families, specifically related to receptive expressive language (1 pt.), cognitive communication (1 pt.), social aspects of communication(1 pt.) & communication modalities (1 pt.) (Total=>4 points)

2. Based on your current views of children and adolescents with ASD, describe how the information you read supports or refutes your beliefs and practices regarding receptive expressive language (1 pt.), cognitive communication (1 pt.), social aspects of communication (1 pt.) & communication modalities (1pt.) (Total=>4 points)

3. Explain how you will apply the knowledge you gained from reading the article as you collaborate with team members (which includes families) to support the needs of children and adolescents with ASD specifically related to receptive expressive language (1pt.), cognitive communication (1 pt.), social aspects of communication (1 pt.) & communication modalities(1 pt.) (you may relate your application to a specific child or adolescent with a diagnosis of ASD if you wish) (Total=>4 points)

TOTAL POINTS: ___/12 points

ADDITIONAL COMMENTS:

BOOK REVIEW FORMAT
(SED 585: Social Communication for Students with Autism)

NAME: _____

DATE: _____

TITLE & AUTHOR OF BOOK REVIEWED:

1. Description of the characteristics, including physiological, psychological, developmental, linguistic & cultural correlates (4 pts.) as well as receptive & expressive language, cognitive communication, social aspects of communication & communication modalities (4 pts.), of the individual with autism who either writes the story or whom the story is written about

(Total=>8 points)

2. Explanation of the services and models of intervention the individual with autism and their family received (4 pts.) and how effective these services were perceived (4 pts.)

(Total=>8 points)

3. Reflection on the most important thing you learned while reading the book which is likely to change your practice for children or adolescents with ASD & their families (4 pts.) and how you will implement this new insight into your practice (4 pts.)

(Total=>8 points)

TOTAL POINTS: ___/24 points

ADDITIONAL COMMENTS:

Books Written By Families &/or Individuals with ASD

Andron, L. (2001). *Our journey through high functioning autism and Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.

Barron, J. & Barron, S. (2002). *There's a boy in here: Emerging from the bonds of autism*. Arlington, TX: Future Horizons.

Birch, J. (2002). *Congratulations! It's Asperger syndrome*. NY: Jessica Kingsley Publishers.

Collins, P. *Not Even Wrong—Adventure in Autism*. http://www.amazon.com/Not-Even-Wrong-Adventures-Autism/dp/1582343675/sr=8-3/qid=1170616775/ref=sr_1_3/103-9560373-7514209?ie=UTF8&s=books

Davis, B. & Schunick, W. G. (2001). *Breaking Autism's barriers: A father's story*. Philadelphia, PA: Jessica Kingsley Publishers.

Downey, M. K. & Downey, K. (2002). *The people in a girl's life: How to find them, better understand them and keep them*. Philadelphia, PA: Jessica Kingsley Publishers.

Fleisher, M. (2003). *Making sense of the unfeasible: My life journey with Asperger Syndrome*. NY: Jessica Kingsley Publishers

Fling, E. R. (2000). *Eating an artichoke: A mother's perspective on Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.

Freedman, J. L. (2007). *Unstrange Minds: Remapping the world of autism*. Basic Books.

Gilpin, W. (2002). *Much more . . . laughing and loving with autism*. Arlington, TX: Future Horizons.

Grandin, T. (1986). *Emergence: Labeled Autistic*. Norvato. CA: Arena Press.

Grandin, T. (1995). *Thinking in Pictures and Other Reports From my Life With Autism*. NY: Bantam Doubleday Dell Publishing.

Hall, K. (2000). *Asperger syndrome, the universe and everything*. Philadelphia, PA: Jessica Kingsley Publishers.

Hart, C. (1989). *Without reason: A family copes with two generations of autism*. NY: Harper & Row Publishers.

Hoopmann, K. (2000). *Blue bottle mystery: An Asperger adventure*. Philadelphia, PA: Jessica Kingsley Publishers.

Hoopmann, K. (2002). *Lisa and the lacemaker: An Asperger adventure*. Philadelphia, PA:

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Jessica Kingsley Publishers.

Hoopmann, K. (2001). *Of mice and aliens: An Asperger adventure*. Philadelphia, PA: Jessica Kingsley Publishers.

Johnson, C. & Crowder, J. (1994). *Autism: From tragedy to triumph*. Boston, MA: Branden Books.

Kaufman, B.N. (1994). *Son rise: The miracle continues*. Tiburon, CA: H.J. Kramer, Inc.
Kephart, B. (1998). *A slant of sun*. NY: W.W. Norton & Company.

Lawson, W. (2001). *Understanding and working with the spectrum of autism: An insider's view*. Philadelphia, PA: Jessica Kingsley Publishers.

Ledgin, N. (2002). *Asperger's and self-esteem: Insight and hope through famous role models*. Arlington, TX: Future Horizons.

Leonard-Toomey, P. (Ed.) (1997). *In our words: Stories by brothers and sisters of children with autism & PDD*. Fall River, MA: Adsum, Inc.

Martin, E. P. (1999). *Dear Charlie: A guide for living your life with autism—a grandfather's love letter*. Arlington, TX: Future Horizons.

Maurice, C. (1993). *Let me Hear your Voice: A family's triumph over autism*. Austin, TX: Pro-Ed.

McCabe, P., McCabe, E., & McCabe, J. (2002). *Living and loving with Asperger syndrome: Family viewpoints*. NY: Jessica Kingsley Publishers.

Mesner, A. W. (1996). *Captain Tommy*. Stratham, NH: Potential Unlimited Publishing.

Meyers, D. J.(Ed.) (1995). *Uncommon Fathers Reflections on Raising a Child with a Disability*. Bethesda, MD: Woodbine.

Meyers, D. J. (Ed.) (1997). *Views from our shoes: Growing up with a brother or sister with special needs*. Bethesda, MD: Woodbine House.

Mont, D. (2002). *A different kind of boy: A father's memoir about raising a gifted child with autism*. Philadelphia, PA: Jessica Kingsley Publishers.

Morse, D., Gayhardt, V., & Wallace, R. S. (1998). *At home with autism: Three families' stories*. Stratham, NH: Potential Unlimited Publishing.

Mukhopadhyay, T. R. (2003). *The mind tree: A miraculous child breaks the silence of autism*. NY: Arcade Publishing.

- Ogaz, N. (2002). *Buster and the amazing daisy: Adventures with Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Overton, J. (2003). *Snapshots of autism: A family album*. NY: Jessica Kingsley Publishers.
- Park, C. C. (2001). *Exiting Nirvana: A daughter's life with autism*. NY: Little, Brown & Company.
- Park, C.C. (1982). *The Siege: The First 8 Years of an Autistic Child*. Canada: Little, Brown, & Company Limited.
- Peers, J. (2003). *Asparagus Dreams*. NY: Jessica Kingsley Publishers
- Powers, M. D. (Ed.)(1989). *Children with autism: A parent's guide*. Bethesda, MD: Woodbine House.
- Prince-Hughes, D. (Ed.) (2002). *Aquamarine blue: Personal stories of college students with autism*. Athens, OH: Swallow Press/ Ohio University Press.
- Prince-Hughes, D. (2004). *Songs of the gorilla nation: My journey through autism*. NY: Harmony Books.
- Pyles, L. (2001). *Hitchhiking through Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Rankin, K. (2000). *Growing up severely autistic: They call me Gabriel*. Philadelphia, PA: Jessica Kingsley Publishers.
- Reed, D. (1996). *Paid for the privilege: Hearing the voices of autism*. Madison, WI: DRI Press.
- Romkema, C. (2002). *Embracing the sky*. Philadelphia, PA: Jessica Kingsley Publishers.
- Satkiewicz-Gayhardt, V., Peerenboom, B., & Campbell, R. (1998). *Crossing bridges: A parent's perspective on coping after a child is diagnosed with Autism/PDD*. Stratham, NH: Potential Unlimited Publishing.
- Schneider, E. (1999). *Discovering my autism: Apologia Pro Vita Sua (with apologies to Cardinal Newman)*. Philadelphia, PA: Jessica Kingsley Publishers.
- Schneider, E. (2002). *Living the good life with autism*. Philadelphia, PA: Jessica Kingsley Publishers.
- Schulze, C.B. (1993). *When Snow Turns to Rain: One Family's Struggle to Solve the Riddle of Autism*. Rockville, MD: Woodbine House.

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- Seroussi, K. (2000). *Unraveling the mystery of Autism and Pervasive Developmental Disorder: A mother's story of research and recovery*. NY: Simon & Schuster.
- Shaw, J. (2002). *I'm not naughty – I'm autistic: Jodi's journey*. Philadelphia, PA: Jessica Kingsley Publishers.
- Shore, S. (2001). *Beyond the wall: Personal experiences with Autism and Asperger's Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Co.
- Stacey, P. (2003). *The Boy Who Loved Windows*.
- Stehli, A. (1995). *Dancing in the rain*. Westport, CT: Georgiana Organization, Inc.
- Stehli, A. (1991). *The Sound Of A Miracle: A Child's Triumph Over Autism*. New York: Avon Books.
- Stone, F. (2004). *Autism—the eighth colour of the rainbow: Learn to speak autistic*. NY: Jessica Kingsley Publishers.
- Willey, L. H. (1999). *Pretending to be normal: Living with Asperger's Syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (1998). *Autism and sensing: The unlost instinct*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (1996). *Autism: An inside-out approach*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (2004). *Everyday heaven*. NY: Jessica Kingsley Publishers.
- Williams, D. (2002). *Exposure anxiety – the invisible cage: An exploration of self-protection responses in the autism spectrum*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (1998). *Like colour to the blind*. Philadelphia, PA: Jessica Kingsley Publishers.
- Williams, D. (1992). *Nobody nowhere: The extraordinary autobiography of an autistic*. NY: Avon Books.
- Williams, D. (2004). *Not just anything: A collection of thoughts on paper*. NY: Jessica Kingsley Publishers.
- Williams, D. (1994). *Somebody's somewhere: Breaking free from the world of autism*. New York: Times Books.
- Wilson, R. (2000). *The Legendary Blobshocker*. Arlington, TX: Future Horizons.

Zimmerman, S. (1996). *Grief dancers: A journey into the depths of the soul*. Gotten, CO: Nemo Press.

INTERVENTION REVIEW FORMAT
(SED 585: Social Communication for Students with Autism)

NAME: _____

DATE: _____

TYPE OF INTERVENTION REVIEWED: _____

1. Description of the intervention (4 pts.), including strengths and weaknesses (4 pts.), with reference(s) cited (2 pts.) (Total=>10 points)

2. Critical review of the perceived effectiveness of the intervention (8 pts.), with references to support the evaluation of effectiveness (2 pts.) (Total=>10 points)

3. Specific profile of a child with ASD who might respond best to this intervention (5 pts.) with an explanation of why (5 pts.) (Total=>10 points)

4. Questions you would pose to help families and other team members decide whether or not this intervention method is appropriate for a child with ASD (Total=>5 points)

5. Comprehensive reference list of all literature cited--follow APA style, 6th edition (Total=>5 points)

TOTAL POINTS: ___/40 points

ADDITIONAL COMMENTS:

EVALUATION OF INTERVENTION EFFECTIVENESS FORMAT
(SED 585: Social Communication for Students with Autism)

NAME: _____

DATE: _____

1. Identified the specific goals or valued outcomes for the child & family (Total=>10 pts.)

2. Described the intervention strategies selected to achieve the stated goals/outcomes (5 pts.), justifying their selection through literature support as well as the assessment data (5 pts.) available prior to the decision for selecting particular strategies (Total=>10 pts.)

3. Submitted evidence of the effective implementation of the intervention through videotape clips (4 pts.), samples of daily logs or home/school journals (3 pts.) and data collection sheets (3 pts.), which provided evidence of the child moving closer to and demonstrating a valued outcome or goal (Total=>10 pts.)

4. Provided a summary of the process used to re-evaluate the child's performance over time (2 pts.) and adjustments made in the intervention strategies being implemented (2 pts.), explaining why; also include the joys & frustrations experienced while implementing intervention (2 pts.) and recommendations on how other teams serving children with ASD and their families might work to support a child's goal achievement (4 pts.) (Total =>10 pts.)

TOTAL POINTS: ___/40 points

ADDITIONAL COMMENTS:

SOCIAL SKILLS LESSON FORMAT
(SED 585: Social Communication for Students with Autism)

NAME: _____

DATE: _____

NAME OF THE SOCIAL SKILL YOU WILL TEACH:

- 1) The name of the evidence-based practice you will use to teach the social skill (ex: modeling, social narrative, behavioral momentum, behavior chaining,) (4pts), why this is an EBP for students with ASD (4pts.), a brief description of that EBP (4pts) and a list of the research to support this EBP (or attach a reference list at the end) (4pts); Total=> 16 points

- 2) Procedures and materials needed for the lesson such as: Attention Cue Signal, Review of previously learned skills, Preview of skills to be learned (3 pts); the body of the lesson including modeling at the “I Do”, “We Do”, and “You Do” levels (9 points); Procedures for immediate, corrective feedback (3 points); A closing to the lesson that includes a review, preview, and an independent practice opportunity (3 points) Total=> 18 points

- 3) Data collection procedures and an example data collection sheet as well as information on how will you assess the objective and use the data to monitor instruction? This should also be reflected in the Independent Practice section. Total=> 6 points

TOTAL POINTS: ___/40 points

ADDITIONAL COMMENTS:

Explicit Social Skills Lesson Plan Template

Date:		Teacher:	
Subject:			
Target Grade Level for EBP:	Students will engage in:	<input type="checkbox"/> pairing <input type="checkbox"/> hands-on <input type="checkbox"/> whole group instruction <input type="checkbox"/> technology integration <input type="checkbox"/> project <input type="checkbox"/> lecture <input type="checkbox"/> centers	
Name of Evidence Based Practice (EBP):	<input type="checkbox"/> independent activities <input type="checkbox"/> Cooperative learning <input type="checkbox"/> peer tutoring <input type="checkbox"/> visuals <input type="checkbox"/> simulations <input type="checkbox"/> other _____		
Brief Description of EBP:			
Why is this EBP effective for students with ASD?			
List the research to support this EBP (or attach a reference list at the end for your classmates):			
Procedures Followed:			Key Words/Phrases or Materials Needed:
Opening Include behavioral expectations	Attention Cue Signal	<i>Briefly describe how you will start the lesson, gain the students' attention, (such as a verbal prompt or silently standing in front of the room waiting for their attention) and motivate the students to learn about this lesson and the EBP.</i>	<i>List materials that you need to teach this lesson. Describe any technology (e.g., software, hardware or websites) used to deliver or support instruction.</i>
	Review	<i>In this section, list the steps you will take to activate students' prior knowledge. How will you help them review relevant previous learning? Be sure to review the classroom rules or any behavior management programs.</i>	
	Preview	<i>Communicate the purpose and importance of the lesson (i.e., rationale) and the EBP in a way that would be meaningful to the students.</i>	

<p>Body</p>	<p>I do</p>	<p><i>The best way to begin instruction is to show the students what they are supposed to do. Modeling consists of two components: demonstrating the skill and describing what is being done. The describing component often consists of “think-alouds” (see page 30 in Archer & Hughes, 2011 text). A good model is clear, consistent and concise. How many models depend on a number of factors (see page 31 in text). A good model involves students. Below are some important components of Teacher Modeling:</i></p> <ol style="list-style-type: none"> <i>1. Break down the task into manageable steps</i> <i>2. Demonstrate each step</i> <i>3. Make very clear (slow down, exaggerate)</i> <i>4. Explain by appropriately using a think aloud strategy (also known as self-talk) (i.e., demonstrating analysis of examples and non-examples when teaching concepts or demonstrating conspicuous steps when teaching strategy)</i> <i>5. Provide examples and non-examples, where applicable</i> <i>6. Check for understanding</i> <i>7. Model again, if necessary</i> 	
	<p>We do</p>	<p><i>In guided practice, students are not given worksheets or tasks, or are asked to work on their own. Instead the teacher works along with the students. Here students receive teacher supports as they begin to practice new or more difficult skills. These are called scaffolds and are gradually reduced. Typically guided practice is provided through prompts: physical, verbal, and/or visual. Generally we use verbal prompts that include telling/directions, asking/questions, reminding. Telling is the highest level and we gradually fade to reminding. Visual prompts can be used in the initial modeling of a skill or strategy, in guiding students as they practice the strategy, or later as reminders of the strategy steps.</i></p> <p><i>Describe how you will provide multiple opportunities for students to actively practice</i></p>	

		<p><i>the objectives with support and feedback from you, the teacher. Below are some important components of Guided Practice:</i></p> <ol style="list-style-type: none"> <i>1. All students should be actively engaged</i> <i>2. Two ways to do this, either the teacher and the students complete steps together or the teacher verbally cues the students to complete the steps</i> <i>3. Keep wording consistent</i> <i>4. Fade guidance from more specific to general prompts (first tell them the steps, ask them about the steps, then remind them about the steps as necessary)</i> <i>5. Monitor responses - check for understanding</i> <i>6. Continue until proficiency is demonstrated</i> 	
	<p>You do</p>	<p><i>Un-prompted practice is used to determine whether the students can perform the skill(s) without any physical, verbal or visual prompts. Students are still in their instructional group(s) so the teacher can monitor students closely and provide feedback. Independently, students do similar tasks as have been previously presented in the lesson. It is useful for the teacher to check each problem/task one at a time so students do not practice wrong. Here is a good place to go back and check your objectives to see if students met the objectives. If students are performing accurately, move on to the closing of the lesson. See pages 38-39 in the Archer and Hughes text and chapter 7 Delivering Instruction Other Critical Delivery Skills for more information</i></p> <p><i>Describe how you will provide in-class opportunities for students to independently practice what they have learned. Below are some important components of Independent Practice:</i></p> <ol style="list-style-type: none"> <i>1. This is where you will provide students with opportunities to show whether or not they met the objective(s) of your lesson.</i> <i>2. Have students do one and stop before going on</i> 	

		<ol style="list-style-type: none"> 3. <i>Monitor - check for understanding</i> 4. <i>Provide feedback</i> 5. <i>Continue until students are consistently successful</i> 6. <i>Provide several successful repetitions</i> <p><i>Describe what tasks and how many of the students will do independently. Remember to provide enough detail that would allow another person to replicate your lesson without having any questions</i></p>	
*Provide immediate corrective feedback for incorrect responses.	<ol style="list-style-type: none"> 1. Stop after the incorrect response. 2. Show or tell the student the correct response. 3. Repeat the original cue or question and provide assistance if needed, as the student gives the correct response. If students give an incorrect response, repeat steps 1-3. 4. Praise the students for correct responses. <p>Sources: Discrete trial error correction, Cindy Myers, SLC SD; Error correction cycle, Utah Running Start</p>		
Closing	Review	<p><i>Describe how the teacher will integrate new and old learning in a summary of the lesson.</i></p> <p><i>Describe how the students will summarize what they have learned.</i></p>	
	Preview	<p><i>Tell the students what is the next step in this lesson sequence.</i></p>	
	Independent Work	<p><i>Once students can perform the target skill at a high rate of success within the context of the lesson, they need opportunities to practice the skill independently without teacher prompting. Go back to the section where you discussed how you will evaluate your objective. Remember to always keep your objective in mind not just the activity.</i></p>	
Data Collection Procedure: <i>How will you collect data?</i>			
Baseline/Monitor Assessment Data: <i>How will you assess the objective and use the data to monitor instruction? This should also be reflected in the Independent Practice section.</i>			

Lesson Plan adapted from the Jordan School District and www.lessonplans4teachers.com

EVALUATION OF PARENT TRAINING IN JOINT ATTENTION
(SED 585: Social Communication for Students with Autism)

NAME: _____

DATE: _____

1. Description of joint attention (including response to and initiation of), highlighting the importance of joint attention to play, social communication and perspective taking with appropriate literature citations. (10 pts.)

2. Summary of the current literature on the evidence for joint attention training as a valuable intervention for children with ASD. (10 pts.)

3. Development & demonstration of family-friendly procedures to facilitate joint attention in young children with ASD. (10 pts.)

4. Practice activities to implement joint attention with a child in the home setting & strategies to problem solve challenges (6 pts.)

5. Ways to keep data on progress & determine intervention success (4 pts.)

TOTAL POINTS: _____ (40 pts.)

ADDITIONAL COMMENTS:

SED 585 Tentative Course Scheduled

Tentative Course Schedule

<i>Week/Dates</i>	<i>Topic & Key Questions</i>	<i>Readings</i>	<i>Assignment Due</i>
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<p>Week 1: 9/1</p>	<p><i>Autism: Definition and key characteristics</i></p> <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • What characteristics are shared across the autism spectrum? • What are the problems in diagnosis? • What are the neurological underpinnings of the disorder? 	<p><u>Bauman, M. L., & Kemper, T. L. (2005). Structural brain anatomy in autism: What is the evidence? In M. L. Bauman & T. L. Kemper (Eds.), The neurobiology of autism-2nd edition (pp.121-135). Baltimore, MD: The John Hopkins University Press.</u></p> <p><u>Assessing and Supporting Social-Skill Needs for Students With High-Incidence Disabilities by Walker, Jennifer D; Barry, Colleen. TEACHING Exceptional Children, 09/2018, Volume 51, Issue 1</u></p> <p><u>Short Play and Communication Evaluation: Teachers' assessment of core social communication and play skills with young children with autism</u> by Shire, Stephanie Y; Shih, Wendy; Chang, Ya-Chih. <i>Autism</i>, 04/2018, Volume 22, Issue 3</p> <p><u>Brief Report: Gestures in Children at Risk for Autism Spectrum Disorders</u> by Gordon, Rupa Gupta; Watson, Linda R. <i>Journal of Autism and Developmental Disorders</i>, 07/2015, Volume 45, Issue 7</p>	<p>o Introductions on Discussion Board Due</p>
<p>Week 2: 9/8</p>	<p><i>Tenets of Social Communication Skills Programming, Social Interaction Skills & Common Difficulties</i></p> <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • How should profiles of communication be developed for children with ASD? • What is the role of joint attention in children's communication, social interaction and play? * How might practitioners utilize the ABLLS-R to identify strengths and challenges in young children with ASD? 	<p><u>The SCERTS Model: A Transactional, Family-Centered Approach to Enhancing Communication and Socioemotional Abilities of Children With...</u> by Prizant, Barry M; Wetherby, Amy M; Rubin, Emily. <i>Infants & Young Children</i>, 10/2003, Volume 16, Issue 4</p> <p>McGinnis, E. & Simpson, R.L. (2016). APPENDIX A (Required text)</p> <p>ABLLS-R Protocol; Basic Learner Skills Assessment sections C-P (Required text)</p> <p><u>Clifford, S. M., & Dissanayake, C. (2008). The early development of joint attention in infants with autistic disorder using home video observations and parental interview. Journal of Autism & Developmental Disorders, 38 (5), 791-805.</u></p> <p>Drew, A., Baird, G., Taylor, E., Milne, E., & Charman, T. (2007). <u>The Social Communication Assessment for Toddlers with Autism (SCATA): An instrument to measure the frequency, form and function of communication in toddlers with autism spectrum disorders. Journal of Autism & Developmental Disorders, 37 (4), 648-666.</u></p> <p>Wetherby, A. M., Watt, N., Morgan, L., & Shumway, S. (2007). <u>Social communication profiles of children with autism spectrum disorders late in the second year of life. Journal of Autism & Developmental Disorders, 37 (5), 960-975.</u></p>	<p>Work on your Article Review #1</p> <p>Work on your Applied Assignment</p>

<p>Week 3: 9/15</p>	<p><i>Assessing Social Functioning & Determining Between Social Communication Skill Acquisition Deficits and Performance Deficits</i></p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • What is the role of play-based assessment in profiling the strengths and challenges of children with ASD? • What is the interaction between play, language, and cognition? • In what situations should play be assessed for children with ASD 	<p><i>ABLLS-R Scoring Instructions pp. 1-19</i></p> <p><i>ABLLS-R Protocol; Basic Learner Skills Assessment sections C-P (Think about your target student/ client and determine how they might be scored on these sections of the ABLLS-R. Include this information in your target student case study.)</i></p> <p><u>Social Communication: A Framework for Assessment and Intervention by Timler, GERALYN</u> <i>ASHA Leader, 11/2008, Volume 13, Issue 15</i></p> <p><u>Conversational Behaviors in Youth with High-functioning ASD and Asperger Syndrome</u> by Paul, Rhea; Orlovski, Stephanie Miles; Marcinko, Hillary Chuba; More... <i>Journal of Autism and Developmental Disorders, 01/2009, Volume 39, Issue 1</i></p> <p>Stanley, G. C., & Konstantareas, M. M. (2007). <u>Symbolic play in children with autism spectrum disorders.</u> <i>Journal of Autism & Developmental Disorders, 37 (7), 1215-1223.</i></p>	<p><i>Discussion Board Video Post Due:</i></p> <p><i>What is the role of play-based assessment in profiling the strengths and challenges of children with ASD?</i></p> <p><i>What is the interaction between play, language, and cognition?</i></p> <p><i>In what situations should play be assessed for children with ASD</i></p> <p>Article Review #1 Due</p> <p>Work on your Applied Assignment</p>
<p>Week 4: 9/22</p>	<p><i>Selecting Social Communication Intervention Strategies</i></p> <p>Question to consider:</p> <ul style="list-style-type: none"> • What are the features of social-emotional development in children & adolescents with ASD that compromise their ability to relate? • How does information from a social-emotional assessment support the development of goals & intervention strategies for increasing attachment, relating and social interaction? 	<p><u>A Systematic Review of Group Social Skills Interventions, and Meta-analysis of Outcomes, for Children with High Functioning ASD</u> by Wolstencroft, J; Robinson, L; Srinivasan, R. <i>Journal of Autism and Developmental Disorders, 07/2018, Volume 48, Issue 7</i></p> <p><i>ABLLS-R Scoring Instructions pp. 21-39</i></p> <p><u>Social skills groups for people aged 6 to 21 with autism spectrum disorders (ASD)</u> by Reichow, Brian; Steiner, Amanda M; Volkmar, Fred Campbell <i>Systematic Reviews, 2012, Volume 8, Issue 1</i></p> <p><u>A Systematic Review of Group Social Skills Interventions, and Meta-analysis of Outcomes for Children with High Functioning ASD</u> by Wolstencroft, J; Robinson, L; Srinivasan, R; More... <i>Journal of Autism and Developmental Disorders, 07/2018, Volume 48, Issue 7</i></p>	<p>Work on your Article Review #2</p> <p>Work on your Applied Assignment</p>

<p>Week 5: 9/29</p>	<p><i>Proven Strategies for Teaching Social Communication Skills</i></p>	<p><u>Effects of a School-Based Social Skills Training Program for Adolescents with Autism Spectrum Disorder and Intellectual Disability</u> by Plavnick, Joshua B; Kaid, Tiffany; MacFarland, Mari C. <i>Journal of Autism and Developmental Disorders</i>, 09/2015, Volume 45, Issue 9</p> <p><u>The ABC's of teaching social skills to adolescents with autism spectrum disorder in the classroom: the UCLA PEERS (®) Program</u> by Laugeson, Elizabeth A; Ellingsen, Ruth; Sanderson, Jennifer. <i>Journal of autism and developmental disorders</i>, 09/2014, Volume 44, Issue 9</p> <p><u>A Systematic Review of Group Social Skills Interventions, and Meta-analysis of Outcomes, for Children with High Functioning ASD</u> by Wolstencroft, J; Robinson, L; Srinivasan, R. <i>Journal of Autism and Developmental Disorders</i>, 07/2018, Volume 48, Issue 7</p>	<p>Discussion Board Video Post Due: What are the features of social-emotional development in children & adolescents with ASD that compromise their ability to relate? • How does information from a social-emotional assessment support the development of goals & intervention strategies for increasing attachment, relating and social interaction?</p>
<p>Week 6: 10/6</p>	<p><i>Strategies that teach or activate social cognition</i></p> <p>Questions to consider: ♦ How might the SCERTS model be used to support program planning for children with ASD? ♦ What strategies can be used to facilitate joint attention? ♦ How can parents support social communication in children with ASD in the home?</p>	<p>Denham, S. A., & Brown, C. (2010). "Plays nice with others": Social-emotional learning and academic success. <i>Early Education and Development</i>. https://doi.org/10.1080/10409289.2010.497450</p> <p>Schertz, H. H., & Odom, S. L. (2007). <u>Promoting joint attention in toddlers with autism: A parent-mediated developmental model</u>. <i>Journal of Autism and Developmental Disorders</i>, 37 (8), 1562-1575.</p> <p>Prizant, B.M., Wetherby, A.M., Rubin, E., & Laurent, A. C. (2003). <u>The SCERTS Model: A transactional, family-centered approach to enhancing communication and socio-emotional abilities of children with autism spectrum disorders</u>. <i>Infants and Young Children</i>, 16 (4), 296-316.</p> <p>McConachie, H., Randle, V., Hammal, D., Le Couteur, A. (2005). <u>A controlled trial of a training course for parents of children with suspected autism spectrum disorder</u>. <i>Journal of Pediatrics</i>, 147, 335-340.</p>	<p>Article Review #2 Due Work on your Applied Assignment</p>
<p>Week 7: 10/13</p>	<p>FALL BREAK</p>	<p>FALL BREAK</p>	<p>FALL BREAK</p>

<p>Week 8: 10/20</p>	<p>Examples of evidence-based interventions for social communication skill instruction.</p>	<p>Effectiveness of a Cognitive-Behavioral Treatment on the Social Behaviors of Children With Asperger Disorder by Lopata, Christopher; Thomeer, Marcus L.; Volker, Martin A; More...<i>Focus on Autism and Other Developmental Disabilities</i>, 11/2006, Volume 21, Issue 4</p> <p>Laugeson, E. A., Gantman, A., Kapp, S. K., Orenski, K., & Ellingsen, R. (2015). A Randomized Controlled Trial to Improve Social Skills in Young Adults with Autism Spectrum Disorder: The UCLA PEERS® Program. <i>Journal of Autism and Developmental Disorders</i>, 45(12), 3978–3989. https://doi.org/10.1007/s10803-015-2504-8</p> <p>A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and... by Bellini, Scott; Akullian, Jennifer <i>Exceptional Children</i>, 04/2007, Volume 73, Issue 3</p> <p>Gantman, A., Kapp, S. K., Orenski, K., & Laugeson, E. A. (2012). Social Skills Training for Young Adults with High-Functioning Autism Spectrum Disorders: A Randomized Controlled Pilot Study. <i>Journal of Autism and Developmental Disorders</i>, 42(6), 1094–1103. https://doi.org/10.1007/s10803-011-1350-6</p>	<p>Discussion Board Video Post Due: What features do the interventions described in this week’s readings share?</p>
<p>Week 9: 10/27</p>	<p>Understanding the Language, Executive Function & Theory of Mind of Children & Adolescents with Autism & Asperger Syndrome</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • What are the language characteristics of verbal children and adolescents with ASD? • What is the role of executive function in the social, behavioral and academic experiences of children and adolescents with ASD? • In what way does theory of mind explain the challenges often reported for children with ASD? 	<p>Chiang, H-M., & Carter, M. (2008). Spontaneity of communication in individuals with autism. <i>Journal of Autism & Developmental Disorders</i>, 38 (4), 693-705.</p> <p>Gabig, C. S. (2008). Verbal working memory and story retelling in school-age children with autism. <i>Language, Speech & Hearing Services in Schools</i>, 39 (4), 498-511.</p> <p>Theory of Mind and Executive Control Deficits in Typically Developing Adults and Adolescents with High Levels of Autism... by Gökçen, Elif; Frederickson, Norah; Petrides, K V <i>Journal of Autism and Developmental Disorders</i>, 06/2016, Volume 46, Issue 6</p> <p>Good social skills despite poor theory of mind: exploring compensation in autism spectrum... by Livingston, Lucy Anne; Colvert, Emma; Bolton, Patrick; More... <i>Journal of Child Psychology and Psychiatry</i>, 01/2019, Volume 60, Issue 1</p>	<p>Work on your Article Review #3</p> <p>Work on your Applied Assignment</p>

<p>Week 10: 11/3</p>	<p><i>Approaches to Selecting Intervention Strategies and Planning Collaboratively for Serving Children and Adolescents with ASD and their Families</i></p> <p>Questions to Consider: ♦ What are best practices in early intervention for children with autism spectrum disorders? ♦ How do you select intervention strategies that meet a child's goals? ♦ What are some ways to collaboratively plan for intervention? ♦ How do you make evidence-based decisions to select interventions?</p>	<p>Banda, D. R., Hart, S. L., & Liu-Gitz, L. (2010). Impact of training peers and children with autism on social skills during center time activities in inclusive classrooms. <i>Research in Autism Spectrum Disorders</i>. https://doi.org/10.1016/j.rasd.2009.12.005</p> <p>Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. <i>Journal of Autism & Developmental Disorders</i>, 38 (7), 1311-1319.</p> <p>Simpson, R. L. (2005). Evidence-based practices and students with autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 20 (3), 140-149.</p>	<p>Discussion Board Video Post Due: What are your thoughts on the Readings this week?</p> <p>♦ What are best practices in early intervention for children with autism spectrum disorders? ♦ How do you select intervention strategies that meet a child's goals? ♦ What are some ways to collaboratively plan for intervention? ♦ How do you make evidence-based decisions to select interventions?</p>
<p>Week 11: 11/10</p>	<p><i>Evaluating and Monitoring Progress</i></p> <p>Questions to Consider: How can you tell if the intervention you have chosen is working? How will you be certain?</p>	<p>Social Skills Interventions for Students With Challenging Behavior: Evaluating the Quality of...by Hutchins, Nancy S; Burke, Mack D; Hatton, Heather; More...Remedial and Special Education, 01/2017, Volume 38, Issue 1</p> <p>Gresham, Frank M.; Sugai, George; Horner, Robert H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. <i>Exceptional Children</i>, 67(3), 331-344</p>	<p>Article Review #3 Due</p> <p>Work on your Applied Assignment</p>
<p>Week 12: 11/17</p>	<p><i>The Picture Exchange Communication System & the Use of other Visual & AAC Strategies to Facilitate Communication in Children & Adolescents with ASD</i></p> <p>Questions to consider: ♦ How does the Picture Exchange Communication System (PECS) work? ♦ Who might benefit from the use of PECS? ♦ What other visual supports should be provided to children & adolescents with ASD? ♦ What other AAC strategies are effective to support communication in individuals with ASD?</p>	<p>Carr, D., & Felce, J. (2007). The effects of PECS teaching to Phase III on the communicative interactions between children with autism and their teachers. <i>Journal of Autism & Developmental Disorders</i>, 37 (4), 724-737.</p> <p>Ganz, J. B., & Flores, M. M. (2008). Effects of the use of visual strategies in play groups for children with autism spectrum disorders and their peers. <i>Journal of Autism & Developmental Disorders</i>, 38(5), 926-940.</p> <p>Schlosser, R. W., & Wendt, O. (2008). Effects of augmentative and alternative communication intervention on speech production in children with autism: A systematic review. <i>American Journal of Speech-Language Pathology</i>, 17 (3), 212-230.</p> <p>Spencer, T. D., Petersen, D. B., & Gillam, S. L. (2008). Picture exchange communication system (PECS) or sign language: An evidence-based decision-making example. <i>Teaching Exceptional Children</i>, 41 (2), 40-47.</p>	<p>Discussion Board Video Post Due: What are your thoughts on the Readings this week?</p>

<i>Week 13: 11/24</i>	<i>Thanksgiving Break</i>	<i>Thanksgiving Break</i>	<i>Thanksgiving Break</i>
<i>Week 14: 12/1</i>	<p><i>Other Interventions to Support Language & Social Communication in Children with ASD: Prelinguistic & Enhanced Milieu Teaching, Minimal Speech Approach, Time Delay, & Video Modeling</i></p> <p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> ◆ <i>In what ways can practitioners enhance the language & social communication of children with ASD?</i> ◆ <i>How can Video Modeling support the social communication needs of children with ASD?</i> 	<p><i>Goldstein, H. (2002). Communication intervention for children with autism: A review of treatment efficacy. <i>Journal of Autism & Developmental Disorders</i>, 32 (5), 373-396.</i></p> <p><i>Kashinath, S., Woods, J., & Goldstein, H. (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. <i>Journal of Speech, Language & Hearing Research</i> 49 (3), 466-485.</i></p> <p><i>Nikopoulos, C. K., & Keenan, M. (2007). Using video modeling to teach complex social sequences to children with autism. <i>Journal of Autism & Developmental Disorders</i>, 37 (4), 678- 693.</i></p> <p><i>Walker, G. (2008). Constant and progressive time delay procedures for teaching children with autism: A literature review. <i>Journal of Autism and Developmental Disorders</i>, 38 (2), 261-275</i></p>	<i>Applied Assignment Due</i>
<i>Week 15: 12/8</i>	<i>Emerging technology for social communication skills instruction/ rehearsal</i>	<p><i>Didehbani, N., Allen, T., Kandalafi, M., Krawczyk, D., & Chapman, S. (2016). Virtual Reality Social Cognition Training for children with high functioning autism. <i>Computers in Human Behavior</i>. https://doi.org/10.1016/j.chb.2016.04.033</i></p> <p><i>Chen, C. H., Lee, I. J., & Lin, L. Y. (2015). Augmented reality-based self-facial modeling to promote the emotional expression and social skills of adolescents with autism spectrum disorders. <i>Research in Developmental Disabilities</i>. https://doi.org/10.1016/j.ridd.2014.10.015</i></p>	<i>o Discussion Board Video Post Due</i>
<i>Week 16: 12/15</i>	<i>Classes end 12/13</i>	<p><i>Griffin, W., Sam, A., & AFIRM Team. (2016). Social skills training. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina.</i></p>	<i>Book Review Due December 13</i>

Additional readings may be assigned throughout the semester. Schedule is subject to change, updates will be posted to Blackboard.



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

SED 556 – Assessment for Students with Autism Spectrum Disorder and Disabilities

Spring 2019

Blackboard Course Website: <http://bb.courses.maine.edu/>

IT Help Center: <https://umaine.edu/it/>

<p>Instructor: Sarah K. Howorth, PhD, BCBA</p> <p>Office: 303 Shibles Hall</p> <p>Email: sarah.howorth@maine.edu</p> <p>Phone: 207-581-2448</p>	<p>Primary Delivery Format: Asynchronous</p> <p>Class Location: Online (Blackboard)</p> <p>Office hours: By appointment, schedule via email</p>
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Preferred method of communication with instructor: Students are encouraged to first contact their instructor via email. Emails will be responded to within 24 hours on weekdays and 48 hours on weekends and university holidays. Students may also request to meet by appointment in person, or via phone or Zoom.

Course Information

Course Description

Provides training in assessing individual learning needs of students with autism spectrum disorders and severe disabilities, emphasizing curriculum-based assessment, diagnostic criteria, ecological inventories, adaptive behavior scales, person-centered planning, and quality of life indicators.

Prerequisites:

SED 304 or SED 402 or SED 500 or permission.

Course Delivery Method

Teaching Methods

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout.

Mode of Instruction

This is an asynchronous online course. You will be responsible for keeping up with messages, weekly assignments and tasks on Blackboard. Please check it regularly for general communications at least twice a week.

Unless otherwise noted, assignments are due on Sunday (Midnight EST).

Online Modules will be released every Sunday no later than 5pm and you will have until the following Sunday before 5pm to complete all weekly assignments and activities.

Time Options

This is an asynchronous online course.

Digital Services Required

- Learning Management System: Blackboard <https://bb.courses.maine.edu/>
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura <https://dll.umaine.edu/selfhelp/kaltura/>
- Collaboration and Communication: (*Add dates/times and how if any synchronous meetings will occur*)
- Library and eReserve Service: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
 - [Adobe Flash](#)
 - [Adobe Acrobat Reader](#) or compatible program (ex. Preview on a Mac computer)
 - [Microsoft Office for completing assignments or compatible software](#); this can be downloaded for free from the University of Maine Information Technology Software website (*Note: You must be able to export the file to a Word document or PDF, per the instructor's directions—Pages files cannot be accessed*)
 - [APA Style website](#) or [APA manual \(6th edition\)](#)
 - Access to My Campus portal for all things related to the University system, including UMaine email: <https://umaine.edu/portal/>
 - All communication and Blackboard announcements are sent to your **maine.edu** email address
 - *Other materials (ex. webcam, microphone, Microsoft Word)*

Technical Assistance

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at www.courses.maine.edu

If you need assistance with technology, please contact the UMaine IT Help Desk: <https://umaine.edu/it/>, 800-696-4357, or help@maine.edu

Instructional Materials and Resources

Required Text

Hall, L. (2018). *Autism spectrum disorders: From theory to practice* (3rd edition). NY: Pearson. ISBN 9780134531519

Wilkinson, L. (2010). *A Best Practice Guide to Assessment and Intervention Autism and Asperger Syndrome in Schools*. London: Jessica Kingsley
ISBN#: 9781849058117

You will also have access to a curated list of research articles, books, and resources at the Fogler library that will be shared with you on Blackboard. You will be assigned readings from that list throughout the course.

Recommended Text

APA (6th Edition) Citation Format will be used for the course. Purchase of the APA Manual (6th Edition) is recommended.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.

A Free resource on using APA Style can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>,
<http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html>, or
<http://www.apastyle.org/>.

We will use the text to get an overview of the big picture on key topics. Additional readings and links to web-based resources will be posted on Blackboard each week in currently weekly folder.

Course Goals and Objectives

Course Goals

The purpose of this course is to demonstrate a knowledge base and skills necessary to administer and use informal and formal assessments for the successful education of individuals with autism spectrum disorders and related disabilities, including individuals with severe disabilities. A major focus of this course is on the competencies related to professional development. Students are expected to link prior and current coursework to their practice as well. Approaches discussed during the course are based on recommended practices in the special education field.

Instructional Objectives

Candidates will understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learners with autism and severe disabilities.

Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

1. Explain principles and practices of assessment for individuals with autism spectrum disorders and individuals with severe disabilities,
2. Describe and use person-centered assessment strategies,
3. Use and evaluate formal and informal measures of assessment,
4. Administer instruments for individuals with various cognitive, language, sensory and physical disabilities,
5. Describe, develop, use and evaluate informal measures of assessment,
6. Interpret, integrate and make use of assessment results in writing reports and planning programs for individuals with moderate to severe disabilities, and
7. Discuss the legal and ethical issues in assessment.

Candidate Proficiencies

Candidate Proficiencies

This course will focus on the companies listed below: (links: [CEC](#), [InTASC](#))

Proficiency 6/CEC Standard 4: Candidates understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

CEC Standard 6: Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession

Grading and Course Expectations

Expectations for Student Engagement

This is a graduate level course that builds upon the foundation of previous knowledge and experience in the special education field and/or graduate course work. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals, who approach the course with a genuine desire to learn and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

Attendance and Participation

This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the Blackboard site, and by participating actively in the online discussion board. Participation in the discussion boards is a graded requirement of the class and missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week’s class. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

Course Readings

Students will be assigned readings from the required text. Additionally, students will read relevant research articles or supplemental materials, which will be posted to the Blackboard course site.

Course Assignments

1. Weekly participation (10pts)
2. Ecological inventory and discrepancy analysis (54pts)
3. Applied assignments: *choose only one* (40pts)
 - a. ***Evidence-based Practice Review (40 points)***
 - b. ***Interdisciplinary Assessment Profile (40points)***
 - c. ***Training Module Development (40 points)***

CAREFULLY READ THE DESCRIPTION to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date, but will not be graded and returned until after the due date.

1. Weekly Participation

Each week, you will complete a variety of activities that are designed to develop knowledge, understanding and application of assessment concepts, terms, and procedures. These activities will include reading, viewing (PowerPoint, videos), participation in online discussions, and written responses, although not all activities may be required every week

2. Ecological Inventory and Discrepancy Analysis (54 points)

- ✓ Provide a short (1-2 paragraph) description of the student (5pts), giving information on functional skills in positive terms (5pts). [10 points]
- ✓ Complete the inventory detail of a routine activity *as done by a non-disabled peer*. [10 points].
- ✓ Complete the discrepancy analysis listing the performance of the *non-disabled peer* (5pts), the performance of the *student with disabilities*, *assessment of discrepancy (score +/-)* (5pts), *adaptation hypothesis* (your best guess as to why the student with disabilities did not perform the specific step as the non-disabled peer did) (2pts), and what to do (*specific instructional and adaptive strategies*) (2pts). [14 points]
- ✓ Design an *instructional plan* that includes a *task analysis* of the steps not mastered and specific instructional and adaptive strategies. The instructional plan may include such strategies as instruction outside of the natural setting which will facilitate student learning (e.g. simulations), behavioral strategies (e.g. prompt hierarchies; time delay), adaptations of the physical environment (e.g. changing where a student sits at lunch time), adaptations of rules (e.g. moving through the hallways during class periods rather than between class periods), the use of prosthetic device (e.g. picture card with desired items) and the use of personal assistance. [10 points]
- ✓ Design an evaluation plan that monitors student progress and level of assistance needed. This may be combined with the instructional plan by creating a data collection system that includes a task analysis and systematic way of recording student performance. [10 points]

The grading rubric used to evaluate the ecological inventory and discrepancy analysis is provided with the syllabus. This assignment is worth a total of **54 points**.

3. Applied assignments: choose one (40pts)

Using the literature, classroom content, and experience, students will choose ONE of the following options for their applied assignment. Students are encouraged to select the activity that is most likely to support the application of theory to practice so that both the process and

the final product can be applied to the actual services you are providing or will provide to children with ASD and their families. Once an Applied Assignment choice is made, then find the grading rubric for that option in the syllabus. The expectation of these assignments is 10-15 typed pages in length as an average, with references. Each assignment is worth a total of 40 points.

a. Evidence-based Practice Review (40 points)

- ✓ Students will select three evidence-based practices discussed in the course to complete a critical review of the strengths and weaknesses of the practice and the generalized value to children with ASD. The review should include the following:
- ✓ Description of each of the evidence-based practices, including strengths and weaknesses, with references cited.
- ✓ Critical review of the perceived effectiveness of the practice, with references to support the evaluation of effectiveness.
- ✓ Specific profile of a child with ASD who might respond best to this practice with an explanation of why.
- ✓ Questions you would pose to help families and other team members decide whether or not this practice is appropriate for a child with ASD.
- ✓ Comprehensive reference list of all literature cited in APA format.

b. Interdisciplinary Assessment Profile (40points):

- ✓ The student will design a comprehensive assessment for a child/adolescent with ASD/severe disabilities. The assessment should be completed on a child diagnosed with ASD or severe disability. The assessment profile will include the following:
- ✓ The profile will include ways to assess a child's strengths and challenges including communication (5pts), social interaction (5pts), and play (5pts) = 15 points.
- ✓ The profile will include an assessment of the child's home and school community, including ecomaps (5pts), which describe the inter-relationships between events and individuals with whom the child interacts. Students will include the supports that are available to the child and family (5pts), and the particular challenges to be faced (5pts) considering the unique assessment profile attained = 15 points.
- ✓ The final section of the assignment will include two components: goals team members have developed for intervention based on the interdisciplinary assessment (5pts), and questions team members might pose for evaluating an intervention program (5pts) = 10 points.

c. Training Module Development (40 points)

- ✓ Students select one of the following screening/diagnostic tools found in the Hall text and develop a training module for use by early intervention providers. The goal is for these providers to gather sufficient and valuable information to accompany referrals for a more comprehensive diagnostic assessment. The training module should include the following:
- ✓ Summary of the tool and the psychometric properties, 2-3 pages (10pts),
- ✓ Explanation of the use and value as a screening tool for discriminating children with and without autism, 1 page (5pts),
- ✓ Instructions on administration and scoring, 1-2 pages (5pts),
- ✓ Hypothetical case examples – profiles for one neurotypical child and for a child with ASD – to help participants understand the tool, 2 pages for each profile (10pts),
- ✓ Ten test questions – five pretest to assess the participants' prior knowledge and understanding of the material contained within the module and five posttest to assess

the learners' post understanding of the screening tool. The questions will be multiple-choice and a correct response/rationale for the answer should be provided. Questions can be based on the case studies related to the use of the tool, 2-3 pages (10pts).

General Guidelines:

- ***All assignments should reflect professionalism in writing.***
- *Headings and page numbers should be used to organize the assignments.*
- *Follow all assignment-specific guidelines (e.g., specific headers, requirements)*
- *Include your name, project title, and date at the top of your assignment.*
Assignments without this information will be returned and will not be assessed.
- *All assignments requiring references are to be cited and referenced in American Psychological Association (APA) style.*
- *Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.*
- *Assignments should be submitted as a pdf or Word .doc or .docx unless otherwise noted or by permission of the instructor. Pages documents will not be accepted.*
- *Retain a personal copy of all assignments.*

Evaluation

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

Weekly participation	10
Ecological inventory and discrepancy analysis	54
Applied assignment	40
TOTAL	140

Grading Scale:

A = 95 – 100% B+ = 86 – 89% C+ = 76 – 79 D+ = 66 – 69% F = Below 59%
 A- = 90 – 94% B = 83 – 85% C = 73 – 75% D = 63 – 65%
 B- = 80 – 82% C- = 70 – 72% D- = 60 – 62%

Indicate when factors other than the listed assessments will have an impact on the grade (ie attendance, active participation, field trips)

Course Policies

Unless otherwise noted, assignments are due on Sunday (Midnight EST). Online Modules will be released every Sunday no later than 4:15pm and you will have until the following Sunday before midnight to complete all activities.

Please note: rubrics are used to score all assignments. Checking the rubrics prior to submission of any works is strongly recommended. Correct spelling and grammar are expected for all assignments.

You must submit electronic copies of your work, by sending work to the digital drop box for the specific assignment.

**All electronic files MUST be labeled in the following format:
Lastname_Firstname_AssignmentName_SED598**

Updates and Communication

- All email correspondence will be sent to your maine.edu address. If you do not regularly check email on that account, please arrange to forward email from that address to your preferred address. Please see <http://mail.maine.edu/> for information on how to manage your maine.edu account.
- Online work and resources will be posted in the current weekly folder on the course Blackboard site. Please login daily to receive updates.
- All work must be your own! Be sure to reference all sources. Plagiarism is not allowed and could result in a 0 on the assignment, weekly module, and/or course.
- I reserve the right to adjust grades to take into consideration factors such as commitment to the class, pattern of performance over time, and effort to exceed minimum requirements, particularly when assigning pluses and minuses.
- I welcome the opportunity to conference with you individually if you have questions or concerns about your progress.

Appointments

This is an online class, there are no campus office hours. I do, however, welcome the opportunity to work with you individually throughout the semester, either in person, on the phone, or using video conferencing. The quickest way to reach me with questions or to schedule an appointment is by e-mail to sarah.howorth@maine.edu

College of Education and Human Development policy on incompletes in Graduate Classes

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attune to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged

in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.

- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

Campus Policies

Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Simply giving a citation after text, without writing it in your own words, is considered plagiarism.

Students with disabilities statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with Sarah K. Howorth, PhD, BCBA privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Violence Policy

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help: For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Confidentiality Statement

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

Use of Electronic Communications

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

Non-Discrimination and Non-Sexist Language

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy>

Tentative Course Schedule

Week/Dates	Topic	Readings	Assignment Due
1/ Jan. 22- Jan 26	Course Overview Expectations Assignments ASD and Severe Disabilities Classification and Physiological Approach	✓ Hall, (2018), Ch. 1 ✓ Wilkinson, (2010), Chapter 1	Discussion on Blackboard
2/ Jan. 27- Feb.2	Synopsis of the IDEA '97 for assessment Maine Special Education Regulations Assessment in Context Principles of Assessment Types of Assessment Ecological Assessment and Person-Centered Planning/Assessment	✓ Hall, (2018), Ch. 2 ✓ Wilkinson, (2010),Ch. 2	Discussion on Blackboard
3/ Feb. 3-Feb. 9	Person Centered Planning/Assessment Continued Classroom Observations <ul style="list-style-type: none"> • Data Collection Methods (Time Sampling, Frequency Count, Duration Recording, etc) • Narrative • Writing Up Observations 	✓ Wilkinson, (2010),Ch. 3	Assessment Exploration Discussion on Blackboard
4/ Feb. 10-Feb. 16	Understanding the Role of Families in the Assessment of Children <ul style="list-style-type: none"> • Family Interview • Interview Process of Assessment 	✓ Hall, (2018), Ch. 10	Assessment Exploration Discussion on Blackboard

5/ Feb. 17-Feb. 23	<p>Early Identification and Assessment</p> <p>Developmental Screening Instruments</p> <ul style="list-style-type: none"> • ASQ • M-CHAT • PEDS • STAT • CSBS • CAST • Callier-Azusa • Battelle Developmental Inventory 	Hall, (2018), Ch. 2	<p>Assessment Exploration</p> <p>Discussion on Blackboard</p>
6/ Feb. 24-March 2	<p>Diagnostic Tools</p> <ul style="list-style-type: none"> • ADI-R • ADOS • CARS • GARS • DSM V 	<p>DSM V criteria</p> <p>American Psychiatric Association: http://www.dsm5.org/Pages/Default.aspx</p>	Assessment Exploration and Discussion on Blackboard
7/ March 3- March 9	<p>Adaptive Behavior Scales</p> <ul style="list-style-type: none"> • Scales of Independent Behavior (SIB) • Adaptive Behavior Assessment System (ASAB-II) • Vineland • School Functional Assessment (SFA) <p>Behaviors Rating Scales</p> <ul style="list-style-type: none"> • Achenbach • BASC 	<p>Journal articles and/or supplemental readings</p> <p>Hall, (2018), Ch. 4</p>	
8/ March 10- March 16	<p>Functional Behavioral Assessment</p> <p>Assessing Communicative Intentions</p> <p>Language/Communication Assessment</p>	Hall, (2018), Ch. 5 & Ch. 7	Assessment Exploration and Discussion on Blackboard
9/ Spring Break	Spring Break	Spring Break	Spring Break

10/ March 24- March 30	Functional Reading and Math Assessment/Instruction Assessment Tools • ABLLS • Brigance	Hall, (2018), Ch. 3 Journal articles and/or supplemental readings	
11/ March 31- April 6	Assistive Technology Assessment Vocational/Transition Assessment	Hall, (2018), Ch. 9 Journal articles and/or supplemental readings	Assessment Exploration and Discussion on Blackboard
12/ April 7- April 13	Social Skills Assessment Considerations for the Assessment and Intervention of Play Adaptations for Testing	Journal articles and/or supplemental readings	Applied Assignment due
13/ April 14 – April 20	Linking Assessment to Intervention Developing the IEP A Word about Alternative Assessment and Personal Alternative Assessment Portfolio (PAAP)	Journal articles and/or supplemental readings	Discussion on Blackboard
14/ April 21 – April 27	Systems of Support for Individuals with ASD and Severe Disabilities	Hall, (2018), Ch. 10 Journal articles and/or supplemental readings	Discussion on Blackboard
15/ April 28 – May 3	Future research – connections to the classroom Course evaluations		Ecological Inventory and Discrepancy Analysis due

*Additional readings are posted on Blackboard and may be assigned throughout the semester.
Schedule is subject to change.*



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

**SED 563 –
Positive Behavior Support for
Students with Autism Spectrum Disorders**

Summer 2019

Blackboard Course Website: <http://bb.courses.maine.edu/>
IT Help Center: <https://umaine.edu/it/>

<p>Instructor: Gretchen Scheibel, MS, OTR/L, BCBA</p> <p>Office: Off Campus/Adjunct</p> <p>Email: gretchen.scheibel@maine.edu</p>	<p>Primary Delivery Format: Asynchronous (with short synchronous learning opportunities)</p> <p>Class Location: Online (Blackboard)</p> <p>Office hours: By Zoom appointment, schedule via email</p>
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Preferred method of communication with instructor: Students are encouraged to first contact their instructor via email. Emails will be responded to within 24 hours on weekdays and 48 hours on weekends and university holidays. Students may also request to meet by appointment in person, or via phone or Zoom.

Course Information

Course Description

Provides training in behavioral assessment, support, and intervention for students with Autism Spectrum Disorders. Emphasizes evidence-based practices including proactive supports, functional behavioral assessment, antecedent-based interventions, functional communication training, differential reinforcement, and response interruption and redirection.

Prerequisites: SED 528 or permission.

Credits: 3

Course Delivery Method

Teaching Methods

Course content will be delivered through a variety of channels including assigned readings, online course modules, videos, case studies, and group discussions, among others. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course. Students will be encouraged to reflect on the course content and to relate to their own experiences throughout.

Mode of Instruction

This is an asynchronous online course. This course utilizes videos, practical assignments, weekly reflections, and group meet ups to ensure students are able to absorb and apply content within the practical landscape of the K-12 education environment.

Time Options

This is an asynchronous online course.

Digital Services Required

- Learning Management System: Blackboard <https://bb.courses.maine.edu/>
- Web Conferencing Service: Zoom (as needed)
- Video recording/sharing service: Kaltura
- Collaboration and Communication: *(Add dates/times and how if any synchronous meetings will occur)*
- Library: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
 - [Adobe Flash](#)
 - [Adobe Acrobat Reader](#) or compatible program (ex. Preview on a Mac computer)
 - [Microsoft Office for completing assignments or compatible software](#); this can be downloaded for free from the University of Maine Information Technology Software website *(Note: You must be able to export the file to a Word document or PDF, per the instructor's directions—Pages files cannot be accessed)*
 - [APA Style website](#) or [APA manual \(6th edition\)](#)
 - Access to My Campus portal for all things related to the University system, including UMaine email: <https://umaine.edu/portal/>
 - All communication and Blackboard announcements are sent to your **maine.edu** email address
 - *Other materials (ex. webcam, microphone, Microsoft Word)*

Technical Assistance

If you are unfamiliar with the Blackboard Platform, you are encouraged to take the self-guided tutorial, Blackboard Essentials for Students, available at <https://help.blackboard.com/>

If you need assistance with technology, please contact the UMaine IT Help Desk: <https://umaine.edu/it/>, 800-696-4357, or help@maine.edu

Quick Contact Information for UMaine Online Students (Blackboard, Kaltura, Zoom)

Phone: 1-877-947-4357

Email: dlltechhelp@maine.edu

- Fall and Spring semesters: 8 am to 5 pm (Monday-Friday)
- Summer, Winter, and Breaks: 8 am to 4:30 pm (Monday-Friday)
- Limited email support nights, weekends, school breaks, and holidays

For Software, Hardware, and UMS Account Support, contact IT Support Services

Phone: 207-581-2506 or 800-696-4357

Email: techsupport@maine.edu

- Academic year support hours: 7:30 am to 7 pm (Monday-Thursday), 7:30 am to 5 pm (Friday), and 2 pm to 8 pm (Sunday)

Instructional Materials and Resources**Required Text**

Behavior Support for Students with ASD: Practical Help for 10 Common Challenges

Author: Debra Leach Ed.D., BCBA

ISBN: 978-1-68125-199-8

Recommended Text:

Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies

Author: E. Amanda Boutot, PhD, BCBA-D

ISBN: 978-0133833690

Course Goals and Objectives**Course Goals**

This course will introduce graduate students to methods of preventing, documenting, analyzing, addressing challenging behavior in students with Autism Spectrum Disorder (ASD). Challenging behavior will be viewed through the lens of the characteristics of ASD and how these characteristics manifest as challenging behaviors. Students will use an animated case study to identify ASD characteristics and reflect upon the education barriers that occur as a result of these characteristics. Students will then review proactive strategies that support and manage the characteristics of ASD to prevent the occurrence of challenging behavior; as well as learning step-by-step how to develop 4 interventions that directly address challenging behaviors: antecedent based interventions, functional communication training, differential reinforcement and response interruption redirection. Further, students will take this content and apply it directly to the case study to complete a functional behavior assessment and positive behavior support plan. Lastly, students will explore current issues regarding challenging behavior found in ASD literature and learn how to weave this content into their teaching practice to better support students with ASD. A reflective weekly assignment and opportunity to meet and collaborate with peers will be used to assist students to examine their experiences and to integrate the course content with their work with students with ASD.

Instructional Objectives

1. Students will demonstrate a thorough understanding of the concepts presented in this class with evidence of these weekly concepts woven into assignments demonstrating an ability to directly apply this content into their teaching practice.
2. Student will exhibit a fluent ability to translate concepts from the case study and literature into practical application for your teaching practice, by creating assignments that demonstrate an ability to prevent challenging behavior, promote positive behaviors, and reinforce the occurrence of positive and replacement behaviors.
3. Students will exhibit a willingness to synthesize and incorporate new information into their teaching practice through objective reflection of their own practices and identification of areas of improvement.

Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

- Identify the characteristics of Autism Spectrum Disorder and how these characteristics can manifest into challenging behaviors.
- Recognize and improve proactive strategies that address and support the characteristics of ASD to reduce or prevent challenging behavior.
- Learn about various data collection techniques and how to select data collection methods.
- Complete a simple Functional Behavior Assessment and Positive Behavior Support Plan

Taskstream (TK20) and Candidate Proficiencies

Taskstream/TK20 Online Data Management System

Submission Requirement: **Positive Behavior Support Plan**

Your requirements in this course will include the electronic submission of specific key assignment artifacts using the Tk-20 system. All students enrolled in degree programs that receive accreditation from NCATE are required to have a TK20 account and upload key assessments. Additional information will be provided in classes that have assessments as well as on the Tk-20 link on the College of Education and Human Development Website.

<http://umaine.edu/edhd/student-services/tk20-information/>

Candidate Proficiencies

This course will focus on the companies listed below:

- *InTASC 8*: 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.
- *InTASC 9*: 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.
- *CEC 2*: Special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and

effective learners and develop emotional well-being, positive social interactions, and self-determination.

- CEC 5: Special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Grading and Course Expectations

Expectations for Student Engagement

Example: This is a graduate level course that builds upon the foundation of previous knowledge and experience in early intervention with infants and toddlers and/or undergraduate course work. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals who approach the course with a genuine desire to learn, and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

Course Guidelines Summary for SED 563

	Before Class Sessions	During Class	Assignments
Be Respectful	Come prepared to engage in discussions and activities.	Use appropriate and professional language. Honor diverse opinions and perspectives. Use “person-first” language when addressing someone with a disability. Ex. “A person with autism”	Obtain instructor permission prior to due dates if more time is needed.
Be Responsible	Read and/or view expected context before class sessions. Contact instructor if you are unable to attend class.	Attend class sessions and actively participate in discussions and activities. Maintain personal, student and school confidentiality. Ensure technology is turned off to eliminate distractions for yourself and others.	Submit original work. Maintain academic integrity. Submit assignments on time. Submit electronically via Blackboard
Be Informed	Follow syllabus, guided notes and class presentations regarding content to be read or viewed.	Sign up Blackboard notifications. Check your email regularly. Be alert to cancellations due to weather, instructor emergency, etc.	Identify assignment due dates on Blackboard’s class calendar, guided notes, class presentations and syllabus. Ask questions about assignments in class, through email or during office hours. Assignments can be revised with instructor permission.

Attendance and Participation

This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the Blackboard site, and by participating actively in group meet ups. Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class.

Course Readings

Students will be assigned readings from the required text. Additionally, students will read relevant research articles or supplemental materials, which will be posted to the Blackboard course site.

Course Assignments

CAREFULLY READ THE DESCRIPTION AND DIRECTIONS to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Blackboard site. Make use of this information and ask questions if you need further clarification. Assignments may be submitted before the due date, but will not be graded and returned until after the due date.

General Guidelines:

- *All assignments should reflect professionalism in writing.*
- *Headings and page numbers should be used to organize the assignments.*
- *Follow all assignment-specific guidelines (e.g., specific headers, requirements)*
- *Include your name, project title, and date at the top of your assignment. Assignments without this information will be returned and will not be assessed.*
- *All assignments requiring references are to be cited and referenced in American Psychological Association (APA) style.*
- *Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.*
- *Assignments should be submitted as a pdf or Word .doc or .docx unless otherwise noted or by permission of the instructor. Pages documents will not be accepted.*
- *Retain a personal copy of all assignments.*

Course Assignments

Case Study Reflection Questions	4 assignments x 6 points =	24 Points
Directions: After viewing the case study videos, answer the following reflection questions using graduate level writing and APA formatting. Reflection question responses will be scored 3 point each for: <ol style="list-style-type: none"> 1. Demonstration of fluent understanding of the concepts presented in the video (3 Points). 2. Ability to apply concepts into practice (3 Points). 		
AFIRM Module Certificate of Completion	5 assignments x 2 points =	10 Points
Direction: Complete AFIRM module **be sure to select certificate track when starting the module.** Once you have successfully completed the module: <ol style="list-style-type: none"> 1. Upload the certificate as proof of completion (2 points per certificate): 		

<ul style="list-style-type: none"> • Functional Behavior Assessment • Antecedent Based Intervention • Functional Communication Training • Differential Reinforcement • Response Interruption Redirection 		
Article Review	3 assignments x 5 points =	15 Points
<p>Articles 1 and 2: Directions: Read the article and submit your answers to the following questions:</p> <ol style="list-style-type: none"> 1. Summarize the article using your own language to demonstrate your understanding of the content. Please note, this should be a detailed summary of the content, at least 1 page in length. (2 points) 2. Describe at least one way this information will change how you work with students with ASD provide a detailed description of how you will implement this change in your practice (2 point). 3. Provide a 3-4 sentence summary of this articles findings that you would share with you colleagues (1 point) and/or discuss the outcomes of your group meet up (see individual assignment for instructions). 		
Characteristics Checklist	1 assignment x 10 points =	10 Points
<p>Directions: Complete the ASD Characteristics Checklist (Appendix A) and write a summary of what evidence you saw of this characteristic in the case study video. Submit both documents for this assignment, submissions will be scored as follows:</p> <ol style="list-style-type: none"> 1. Completed ASD Characteristics Checklist (4 Points) 2. For each characteristic where an indicator of performance difficulty was identified provide a description of what evidence you saw of this in the case study video. 		
PBS Teaching Plan	1 assignment x 10 points =	10 Points
<p>Directions: Using the PBS Teaching Plan template, identify which proactive positive behavior supports would be appropriate for this type of activity as it looks in your own educational environment (not the case study video)- for example, if you are a high school resource room teacher math class will look different than a self-contained elementary teacher. Submissions will be scored as follows:</p> <ol style="list-style-type: none"> 1. Proactive support appears appropriate for the activity and will limit the impact of ASD characteristics (10 Points). 2. A clear rationale for the use of proactive supports is provided (10 Points). 		
Functional Behavior Assessment	1 assignment x 10 points =	10 points
<p>Directions: Using the information you gathered in with the ABC Data collection template and data collection activities, and the FBA template provided in Leach, 2018 (Appendix 4.1); complete the FBA Summary Template provide information regarding the characteristics of ASD, baseline data, antecedent events and consequence events. <i>Submit the ABC Data sheet and both FBA forms for full credit!</i></p> <ol style="list-style-type: none"> 1. ASD characteristics and hypothesis (2 points) 2. Baseline data (2 points) 3. Antecedents (2 points) 4. Consequences (2 points) 5. Functional Hypothesis (2 points). 		
Positive Behavior Support Plan	1 assignment x 12 points =	12 Points
<p>Directions: Using the PBSP Template, identify the interventions you will use to prevent the challenging behavior from occurring, teach positive and replacement</p>		

behaviors, reinforce the occurrence of positive and replacement behaviors and identify how you will respond to the challenging behavior when it will occur. Please note:

- *Be sure to include a detailed description of how you will implement this strategy. Imagine you had to write out steps for someone else to follow to do what you are recommending.*
- *This plan should demonstrate your ability to implement the skills you learned in the AFIRM Modules: Antecedent-Based Interventions and Differential Reinforcement.*

1. Identification of Positive and Replacement behaviors (2 points)
2. Prevent strategies with steps to implement, Included Antecedent-Based Interventions(2 points)
3. Teach strategies with steps to implement, including Functional Communication Training (3 points)
4. Reinforce strategies with steps to implement , including Differential Reinforcement (3 points)
5. Response to challenging behaviors (2 points).

Final Reflection Paper	1 assignment x 9 points =	09 Points
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Directions: Write a 2-3 page summary of your reflections on the following questions using graduate level writing and APA formatting. Your responses should demonstrate:

4. A thorough understanding of the concepts presented in this class (3 points).
5. A fluent ability to translate concepts from the case study and literature into practical application for your teaching practice (3 points).
6. A willingness to synthesize and incorporate new information into your teaching practice (3 points).

Evaluation

Each of the aforementioned components will be weighted as follows to determine the final grade in the course.

Case Study Reflection Questions	4 assignments x 6 points =	24 Points
AFIRM Module Certificate of Completion	5 assignments x 2 points =	10 Points
Article Review	3 assignments x 5 points =	15 Points
Characteristics Checklist	1 assignment x 10 points =	10 Points
PBS Teaching Plan	1 assignment x 10 points =	10 Points
Functional Behavior Assessment	1 assignment x 12 points =	12 Points
Positive Behavior Support Plan	1 assignment x 10 points =	10 Points
Final Reflection Paper	1 assignment x 9 points =	09 Points

Grading Scale:

- | | | | | |
|---------------|---------------|---------------|---------------|---------------|
| A = 95 – 100% | B+ = 86 – 89% | C+ = 76 – 79 | D+ = 66 – 69% | F = Below 59% |
| A- = 90 – 94% | B = 83 – 85% | C = 73 – 75% | D = 63 – 65% | |
| | B- = 80 – 82% | C- = 70 – 72% | D- = 60 – 62% | |

SED 563 Course Schedule

Date/Topic	Readings	Content Activities	Assignments
Week 1 (May 13-19) ASD Characteristics	-Chapter 1 (Leach, 2018) -ASD Article #1 (<i>Joyce et al., 2017</i>)	-ASD Characteristics Video -Case Study Video (1A) -AFIRM FBA Module	-Week 1 Case Study Reflection Questions -Article Review 1 - ASD Characteristics Checklist for Case Study Student -AFIRM- FBA Module Certificate
Week 2 (May 20-26) Proactive Supports	Chapter 2 (Leach, 2018)	-Case Study Video (2A) -AFIRM- ABI Module	-Week 2 Case Study Reflection Questions -ASD Positive Behavior Teaching Plan - AFIRM- ABI Module Certificate
Week 3 (May 27-June 2) Selecting a Target Behavior & Data Collection		-Data Collection Videos -Case Study Video (3A/B) -AFIRM- FCT Module	-Week 3A Case Study Reflection Questions -Week 3B Case Study Reflection Questions (including data sheet and graph) -AFIRM- FCT Module Certificate
Week 4 (June 3-9) Functional Behavior Assessment	Chapter 4 (Leach, 2018)	-Case Study Video (4A) -AFIRM- DR Module	-Week 4 Case Study Reflection Questions and ABC Data Collection Sheet. -Functional Behavior Assessment -AFIRM- DR Module Certificate
Week 5 (June 10-16) Behavior Intervention Plan	ASD Article #2 (Welsh, 2019)	-Case Study Video (5A) -AFIRM- RIR Module -Group Meet Up	- Positive Behavior Support Plan -Article Review 2 -AFIRM- RIR Module Certificate
Week 6 (June 17-21) Progress Monitoring & Reflection	ASD Article #3 (<i>Williams. et al., 2018</i>)	-Group Meet Up	-Article Review 3 -Final Reflection Paper

Course Policies

- **All Assignments for the week are due by SUNDAY AT 11:59pm**
- *Students are expected to follow the syllabus as outlined, and should not go more than 1 weeks ahead in the reading or fall more than 1 weeks behind.*
- Students will be required to virtually “meet up” with a partner during weeks 5 and 6 of this course.

College of Education and Human Development policy on incompletes in Graduate Classes

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Conceptual Framework for College of Education and Human Development

- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attune to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational

practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

Campus Policies

Academic Honesty Statement

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Simply giving a citation after text, without writing it in your own words, is considered plagiarism.

Students with disabilities statement

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with *Gretchen Scheibel, MS, OTR/L, BCBA* privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any

form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAPV website for a complete list of services at <http://www.umaine.edu/osavp/>

Diversity

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Confidentiality Statement

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

Use of Electronic Communications

All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

Non-Discrimination and Non-Sexist Language

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>