Maine Autism Institute for Education & Research

Fiscal Year 2019-2020 Report

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Maine Autism Institute for Education & Research
Fiscal Year Report 2019- 2020

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Prepared for:
Maine Department of Education
Special Services

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Maine Autism Institute for Education and Research
Fiscal Year 2019-2020 Report

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Maine Department of Education

MAIER Fiscal Year 2019-2020 Report

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. Continuation funding from the Maine DOE has contributed greatly to the broad reach of services and resources MAIER provides.

The events of this fiscal year 2019-20, beginning in mid-March with the shutdown of schools, businesses, and communities, continue to affect the work and lives of educators and families impacted by autism spectrum disorders. MAIER staff has worked to adapt to the immediate changes to provide our services and support to the Maine autism community, and we continuously assess and manage ongoing changes. This report outlines our work during the fiscal year 2019-20 prior to the pandemic, as well as our ongoing response to its challenges and opportunities.

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 identity 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, and University Partners, such as the Emera Astronomy Center, to promote inclusion and greater understanding of autism characteristics through staff education. We collaborate on special events for families impacted by ASD and provide assistance to

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community partners to help develop tools, implement effective communication strategies and provide meaningful supports for visitors.

Early Start Maine
Early Start Maine was an initiative of the Maine Autism Institute for Education and Research. The Early Start Maine team was comprised of nine nationally certified Early Start Denver Model (ESDM) providers. In partnership with Maine Child Development Services, our team provided training, consultation, and ongoing support to early intervention providers statewide who are working with toddlers with autism. During the five year implementation of Early Start Maine with MAIER support, we served 389 young children with autism and their families and provided training to 34 early intervention providers employed with Maine Child Development Services. MAIER transitioned oversight of Early Start Maine to Maine Child Development Services December 31, 2019.

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I. MAIER Family Partnership

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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.

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, 2020, the *MFP Database* includes 934 individuals, an increase of 94 entries during this fiscal year. 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 experienced a busy fall and winter this fiscal year with several family events, an assistive technology fair, meetings with a parent support group and community members, and other community outreach activities (See Tables 1 and 5).

Fall and winter 2019-20 activities planned and offered for families included an Adaptive Climbing event, our annual "Santa's Village" at the Maine Discovery Museum, and two Planetarium shows at the Emera Astronomy Center. These events were well attended (11, 35, and 16 families respectively), and included sensory-friendly environments and trained UM student volunteers who added a sense of playfulness and care to their support. This past fall, children were guided in pumpkin-decorating and Christmas craft activities by UM student volunteers, and families were offered the opportunity to meet one another, share a snack, and access MAIER print materials during events. A Mini-maker Technology Fair in March, presented by Jennifer Seale, PhD, CCC- SLP, led parents in transforming everyday objects into augmentative and alternative communication and technology supports after enjoying a free spaghetti dinner designed to foster family-to-family connections.

For a summary and photos from these MPF events, visit our website:
https://umaine.edu/autisminstitute/maine-family-partnership/mfp-events/
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. To view the event flyers associated with these events, see **Appendix A**. **Table 5** includes community outreach activities supporting the MFP goals.

Due to Covid 19 and necessary health precautions, the MAIER events scheduled March – September 2020 were canceled. Since that time, our MFP focus turned to maintaining our connections with MFP families and the autism community through email communications and website postings and new resource pages. For example, we developed and regularly updated a COVID 19 Resource webpage, and we monitored for and post links to webinars and online supports for families experiencing the emotional, educational, and social challenges of this pandemic. See the *Website* section of this report for full details on these new online resources.

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In an effort to help families connect with online support and educational guidance while sheltering at home, we offered a free-to-download webinar, "Teaching Social Nuances and Social Skills in the Home", developed by Sarah Howorth, BCBA-D, UMaine faculty member. We also announced and provided links to webinars offered by our autism community partners and friends (e.g. Autism Society of Maine and the Maine Parent Foundation) intended to provide parents and caregivers with educational guidance and support during these challenging times.

With the goal of providing families with family activity options during the pandemic, we developed a "Visiting from Home" webpage, linked from our Place and Spaces and COVID-19 Resource webpages. This resource provides families with links to the many recreational, cultural, and educational organizations that offer virtual "visits" and online resources with family diversion and fun in mind. For example, families can "visit" the Cincinnati Zoo and National Parks, link to learning spaces such as the Children's Museum and Theater and Maine State Library, view Bangor Symphony Orchestra music, and learn more about hiking when your family includes a child on the autism spectrum. For more details on this webpage, see the *Website* and *Resource* sections of this report.

Finally, we helped to facilitate MFP families to connect with one another and share their experiences during the pandemic by inviting them to share photos, news, or words of encouragement with our community on the "Visiting from Home" webpage. One parent wrote these words of encouragement to MFP families: *"Life is full of moments and this is just one. Every child will be behind in something next school year, even without an IEP…. Things are continually changing and can be hard to keep up with, but special needs parents are some of the best equipped to do this."*

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II. Professional Development & Trainings

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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, 2020, the *Professional Database* includes 2,393 entries, an increase of 213 professionals in this fiscal year. The majority of these individuals are educators; others include related service professionals, paraprofessionals, administrators and state officials.

Professional Development
During 2019-2020, seven professional development (PD) opportunities were provided by MAIER to our professional community. One additional session, planned for February at UM Machias, was cancelled due to low enrollment. Although we were not able to offer our planned spring PD opportunities in person, thanks to the flexibility and adaptability of the three presenters MAIER was able to offer these three sessions, free of charge, as online workshops to educators.

As Maine educators responded to the new reality of remote teaching and learning, MAIER's workshop offerings were accessed by an unprecedented number of educators and support personnel. The third quarter proved to be our most active quarter for viewing our 2020 online workshops (total of 197 viewings), however, educators continued to request these workshops during the summer months, with a total of 26 viewings this quarter. (See Table below for 4th quarter data).The final attendance for MAIER's 2019-2020 Workshops, including in-person and online viewing was 354. Please refer to **Appendix C** for Speaker Bios and **Appendix D** for PD Summaries. Because of the pandemic, we chose not to collect post-PD survey data on the April-June opportunities because of the revised format and shortened time frame.

Spring 2020 Online Workshops: Viewings April - September 1, 2020

Session Title	Presenter	Registered viewers
April: "*Keeping it Simple: Easy Tier 2 Group Strategies to Increase Student Engagement*"	Cary E. Trump, Ph.D., BCBA-D, University of Northern Colorado.	77
May: "Developing Social Connectedness: A Key Component to Successful Inclusion"	Terese Dana, M.S., BCBA	88
June: "From First Words to Written Expression! Building Communicative Competence in Learners with Autism Spectrum Disorder and Intellectual Disability"	Robert Pennington, Ph.D., BCBA-D, University of North Carolina, Charlotte.	58
Total viewings		26

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.

During the Fiscal year 2019-20, the nine archived workshops were viewed 344 times, with the highest level of activity during our third quarter, following the closure of Maine schools due to COVID 19. Due to technical issues beyond our control, we lost the ability to offer three of our Archived workshops in early spring. However, all but one, the "PBIS: Responding Constructively to Negative Behaviors," have been restored for viewing. 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.

Current Research and Publications

Early Start Maine
Reporting on the success of the Early Start Maine program, our work implementing this early intervention using tele-health was published during this reporting period. An additional manuscript is under review.

Rooks-Ellis, D. L., Howorth, S. K., Kunze, M., Boulette, S., & Sulinski, E. (2020). Effects of a parent training using telehealth: Equity and access to early intervention for rural families. *Journal of Childhood, Education, & Society 1*(2), 141-166. https://doi.org/10.37291/2717638X.202012

Rooks-Ellis, D. L., Howorth, S. K., Mason, C., Tu, S., & Jones, B. (under review). *Impact of a comprehensive treatment model on ASD characteristics in young children.* [Manuscript submitted for publication]. School of Learning and Teaching, University of Maine.

PEERS Research at UMaine
PEERS research was canceled during this reporting period due to the pandemic. All in-person activities are on hold until further notice and safety guidelines are in place. Two manuscripts are under review with peer-reviewed, evidence-based highly respected special education journals.

Howorth, S. K., **Rooks-Ellis, D. L.,** Cobo-Lewis, A., & Trump, C. (under review). *Effects of the PEERS® social skills intervention as part of a step-up to college program on the conversational skills of young adults with autism.* [Manuscript submitted for publication]. School of Learning and Teaching, University of Maine.

Howorth, S. K., **Rooks-Ellis, D. L.,** Sulinski, E., & Jones, B. (under review). *Effect of PEERS® on the conversational skills of young adults with autism: A behavioral skills perspective.* [Manuscript submitted for publication]. School of Learning and Teaching, University of Maine.

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Sexuality Education
In March 2019, MAIER staff presented a breakout session at the Southern Maine Autism Conference about the importance of early and ongoing sexuality education for children, adolescents and young adults with autism and intellectual disabilities. The purpose of the breakouts session was to provide education, strategies, and evidence-based information to parents/caregivers to use with their family. Pre/post surveys were given to examine parent/caregiver attitudes and beliefs about sexuality education and their comfort level with those conversations. Participation was voluntary. Our work was published during this reporting period.

Rooks-Ellis, D. L., Jones, B., Sulinski., E., Howorth, S., & Achey, N. (2020). The effectiveness of a brief sexuality education intervention for parents of children with intellectual and developmental disabilities. *American Journal of Sexuality Education,* 1-21. https://doi.org/10.1080/15546128.2020.1800542

High Quality Professional Development
The purpose of this study was to understand the quality of professional development and training of educators and related service providers working with students with ASD. Using data from the 2018-2019 and 2019-2020 professional development series, participants rate factors of high quality professional development. A manuscript is in preparation.

Classroom Barriers
The purpose of this study was to examine the types of services provided to students with ASD on college campuses to learn about the types of services offered. A manuscript is in development.

Two additional manuscripts were published during this reporting period to support the mission of MAIER.

Tu, S. Mason, C. A., **Rooks-Ellis, D. L.,** & Lech, P. (2020). Odds of autism at 5 to 10 years of age for children who did not pass their AABR newborn hearing screen but were diagnosed with normal hearing. *Journal of Early Hearing Detection and Intervention, 5*(1), 1-12. doi: https://doi.org/10.26077/cp8w-9r69

Howorth, S. K., **Rooks-Ellis, D.,** Flanagan, S., & Ok, M.W. (2019). Augmented reality supporting reading skills of students with autism spectrum disorder. *Intervention in School and Clinic, 55*(2), 71-77. https://doi.org/10.1177/1053451219837635

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. To date, 25 students have graduated from this program.

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

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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 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.

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.

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

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III. Community Outreach

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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 2019-2020, 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 are communicated on a regular basis directly to those in our Professional and MFP databases. In addition, we regularly post news and events to the MAIER website *News* and the MAIER FB pages. While the events of the spring and summer of 2020 interrupted our planned in-person outreach for spring and summer, staff worked to maintain our connections through frequent electronic communications, emails, and website postings.

The Fall 2019 *Pathways* was published on the MAIER website (https://umaine.edu/autisminstitute/pathways/fall-2019/) and distributed via email to those in the Professional and MFP databases with active emails. Print copies of the newsletter are mailed to families on our "print copy" mailing list and by request. Newsletters include updates on MAIER work, professional development and MFP event opportunities, research news, and other items of interest to professionals working with individuals on the autism spectrum and families that include them.

During the 2019-20 fiscal year, MAIER staff attended two state-level autism conferences and a Resiliency Fair as exhibitors, providing resources and information to both professional and family attendees. (See Table 5 for details of each event attended.) Staff also provided autism training for the Adaptive Climbing program at the University of Maine, and to the Maine Discovery Museum staff, and met with a parent support group in Bridgeton, ME to offer an overview of MAIER work and resources and lead a discussion on local needs and supports. Finally, we supported the autism awareness efforts of the Midcoast Maine Business Group by providing a presentation and MAIER Resource folders and materials to their Board members in February for planned distribution at their "Autos for Autism" awareness campaign and fundraiser planned for participating auto supply dealers in April. See **Table 5** for full details on Community Outreach Activities.
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IV. MAIER Resources

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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 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.

During 2019-20, MAIER continued to disseminate our print resources at conferences, meetings, events, and through direct mailings. In addition, our Maine Parent Guide to Autism Spectrum Disorders is distributed through our partnerships with the Autism Society of Maine, the Maine Parent Federation, and numerous clinicians and pediatric/developmental clinics across the state of Maine.

MAIER staff continuously evaluate and develop new resources based on needs expressed by the MAIER community and stakeholders. However, the spring of 2020 brought unprecedented changes to the manner of how we disseminate these resources, with our website and electronic communications becoming the primary mode for communication and dissemination. We notified professionals and families in the MAIER databases and through our website news posts throughout the spring and summer of information and supports specifically pertinent to the pandemic offered via webinars and online sources. We continue to work on the development of new online webinar-style resources and to investigate innovative means of connecting with professionals and families impacted by ASD in the coming months.

With the importance of electronic and online resources in mind, MAIER staff posted its first webpage to support families and professionals early in the pandemic. The COVID-19 Resource webpage was first published on 3/23/2020, and is reviewed and updated regularly.

As of August 30, 2020, the COVID 19 webpage had been viewed 794 times. On 5/7/2020 we added a Visiting from Home webpage to help families explore virtual visits to recreational, cultural, and educational places and spaces around the country and the world in an effort to offer some diversion and fun to families' stress-filled lives. This webpage has been visited 104 times already. In the hopes of creating a space for families to share their pandemic experiences with one another, we added a means for families to send us photos and messages to share with other families impacted by ASD from this webpage. We received one family submission, which we have posted on this webpage. For additional details on these new online resources, see the *Website* section of this report.

As we approached the upcoming school re-openings, which will occur in a variety of forms across families, we added a School Resources during COVID-19 webpage. This page is designed to guide families to important school-related information, supports, and guidance offered through the Maine Department of Education, Centers for Disease Control and Prevention, educational institutions, and other scientifically reliable agencies and organizations around the country. More information about this MAIER website resource can be found in the *Website* section of this report.

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The utilization of MAIER resources to support professionals also expanded dramatically as a result of the pandemic. MAIER's three in-person workshops planned for the spring of 2020 were transformed to an online modality to afford professionals ongoing PD in a safe manner. Launched in April, May, and June, these Spring 2020 webinars continue to be available to professionals and paraprofessionals, and confer contact hour certificates upon completion. MAIER's online Archived PD workshops also became a frequently accessed resource for educators and educational support personnel in response to school closures in the spring. For full details, including the enrollment data, see the *Professional Development* section of this report. MAIER's print resources continue to be valuable and frequently utilized resources for families impacted by ASD and the professionals who work with them. Below you will find the list of current print resources as well as distribution information.

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

In the fiscal year 2019-20, we distributed more than **567 copies** of the *Maine Parent Guide to Autism Spectrum Disorders* around the state of Maine. While this number reflects a decrease from previous years, this is likely due to the shelter-in-place restrictions beginning in March 2020 which reduced in-person contacts for MAIER as well as our partner organizations. As we adjust to our "new normal" it is likely dissemination will regain more typical activity in the coming months.

We distribute the *Maine Parent Guide to Autism Spectrum Disorders* through direct mailings to families and to professionals (including medical, family physician offices, psychologists and counselors, and developmental clinics) upon request, and through our community partners, such as the Autism Society of Maine, the Maine Parent Federation, and the Maine Children's Museum Autism program.

Road Map to Services: This colorful brochure provides information on the early signs of autism in the areas of communication, social skills, and restrictive or repetitive interests as early as 12-18 months. In addition, it offers guidance to obtaining necessary assessments and to connecting with related services and supports available in Maine. This brochure can provide that important guidance toward obtaining the help and early intervention that will support their child's development.

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 a Maine physician and nurse who are parents of a teen on the spectrum,

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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.

"I am Going to the Maine Discovery Museum" Social Story was developed in 2018 by MAIER staff in support of our partnership with the Maine Discovery Museum in Bangor to support families affected by ASD visiting the museum. Print copies are available to visitors to the Museum, available to download from their website, and utilized in their "My Day to Play" autism program.

See **Appendix B** for MAIER print resources.

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V. Website

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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 update 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 2019-2020, 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.

March 2020 brought unprecedented changes and challenges which increased our reliance on electronic means to connect and support the autism community and professionals who support them. Our response to meet the changing needs of professionals and families impacted by autism was swift and continued throughout the remainder of this fiscal year.
The following announcement was placed on MAIER's homepage in late-March:
"Due to public health concerns associated with COVID-19, we are suspending all in-person activities and events for professionals and/or families until further notice. Visit our COVID-19 webpage for resources to help you and your families through this challenging time. Professionals are invited to view our Professional Development page to learn about new and archived workshops now available for your online learning. Thank you for your continued support. Stay safe and healthy. We are hopeful we will see you in person soon."

Website resources developed in response to COVID 19 included:
COVID 19 Resource webpage: This regularly updated page includes both local and national resources to support individuals and families impacted by autism facing new challenges during the Pandemic. For example, we included a link to University of Maine and MAIER faculty member Sarah Howorth's online, free webinar, "Teaching Social Nuances and Social Skills in the Home," to Carol Gray's Social Stories for the COVID-19 Pandemic, and to Maine and Federal CDC resources for reliable information on COVID-19. Additionally, we provided links to toolkits developed by reliable and scientifically supported centers, agencies, and organizations to support families facing uncertainty, as well as links offering family diversion and fun (e.g. Cincinnati Zoo , Summer Staycation Ideas, and MAIER's newly created "Visiting from Home" webpage. Since launching the COVID 19 Resource webpage on March 23, 2020, this webpage has received 794 page views (672 unique viewers).

Community Event Calendar postings of community webinars, COVID 19 support groups and events, and online social "activities" available from state and national autism support networks and agencies. Since March 15th, we have posted 20 COVID-related, parent support or self-advocacy events available to support Maine families. Of particular interest to families facing

back-to-school decisions, we helped spread the word of two timely webinars hosted in August by the Maine Parent Federation, one providing school re-entry guidance for families engaged in special education and a second offering medical guidance during COVID 19 by a Maine Pediatrician.

Our "Visiting from Home" webpage of the *Places and Spaces* Project was developed to direct families to online recreational, cultural, and educational venues offering diversion and fun for children of all ages while at home during the Pandemic. This webpage also links directly from the COVID 19 homepage described above. This new web page includes links to virtual "visits" to fun places such as the Zoos and Aquariums, National Parks, and virtual field trips, learning spaces offered by Maine Public, the MDOE, and the Children's Museum and Theater of Maine, and music and performances offered by the Bangor Symphony Orchestra and New York Metropolitan Opera House. Since launching on May 7, 2020, there have been 104 visitors to this webpage.

In an effort to create a sense of community through the "Visiting from Home" webpage, we invited families (in an e-newsletter and on this webpage) to share their COVID 19 home experiences with us in a section called, "Messages from Home." One parent shared a photo and these words of encouragement to other MAIER families: *"Life is full of moments and this is just one. Every child will be behind in something next school year, even without an IEP…. Things are continually changing and can be hard to keep up with, but special needs parents are some of the best equipped to do this."*

Professionals drawn to our website through MAIER e-news, or web browsing were invited to utilize the educational support resources on our COVID 19 Resource page as they adapted to remote learning with their students. For example, we included links to the Maine Department of Education/ Office of Special Services: Resource page for Schools and Educators as well as resources from the American Academy of Pediatrics and the Child Mind Institute. Finally, we utilized our website to promote and register participants for our Spring 2020 professional Development Workshops, which we re-designed as free webinars to provide our planned PD while meeting the stay-at-home orders. (See *Professional Development* section of this report for full details on adaptations to support professionals.)

Website Activity in fiscal Year 2019-2020
A review of the number of page views of 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, 2019 to August 31, 2020, the MAIER website pages were viewed 27,913 times, a slight decrease overall in comparison to 2019-20 (see table below). The reduced website traffic for this fiscal year may be second to the impact of the Pandemic as both professionals and families turned their attention to more pressing needs.

Between September 1, 2019 and August 31, 2020, 3,001 visitors entered the MAIER website via the homepage, while others entered our website by linking from either 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. See **Table 4** for MAIER

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website activity for the most active pages of fiscal year 2019-20 and activity of new webpages developed in response to COVID 19.

Website Total Page Views

Year	Total page views
Fiscal Year 2019-20	27,913
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

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VI. Tables

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Table 1
2019-2020 MAIER Family Partnership Activities

MFP Events	Date	Description	Attendance
Adaptive Climbing Event at MaineBound Adventure Center, University of Maine	October 29, 2019	Partnership with Maine Bound Adventure Center (UM) and the Adaptive Outdoor Education Center (Carrabassett Valley) for indoor climbing event at UMaine. Presentation to staff and volunteers prior to event (autism awareness & expectations, accommodations, MaineBound Social Story, etc.). Free family event to explore indoor climbing with volunteers and staff trained to support individuals with physical and cognitive disabilities. Foster family-to-family connections, resources offered, pumpkin decorating activity, snacks Opportunity for UM student volunteer and community service.	11 families Individuals on the autism spectrum ages 4 to 27
Santa's Village at the Maine Discovery Museum: Annual Christmas Party	December 8, 2019	Visit with "Sensitive" Santa and his elves at "Santa's Village". Craft activities led by UM student "elves" volunteers. Children received gift bags and Christmas books donated by MAIER and MDM. Family resources offered.	35 families

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Planetarium Shows at the Emera Astronomy Center, UMaine campus (Family Event)	February 22, 2020	Two planetarium shows offered, one for families with young children, and a second show for families with teens/adults on the spectrum. MAIER resource table. UM student volunteer support for sensory-friendly environment, refreshments.	16 families and 2 UM students invited through Student Accessibility Services
Assistive Technology Mini-maker Fair Workshop for parents and caregivers. Presented by Jennifer Seale, Ph.D., CCC-SLP Jeff's Catering in Brewer Free	March 11, 2020	This workshop offered the opportunity for individuals and families to learn how everyday objects can be transformed into AAC and AT solutions "on-the-fly." Aiming to support caregiver recognition that high technology solutions for communication are not the only (or always the best) option. After a brief overview of important things to consider in decision-making related to AAC systems, attendees were invited to participate in a make-and-take activity using everyday materials to support aided language modeling and to promote social interaction opportunities (e.g., recreation, literacy). Attendees enjoyed a free spaghetti dinner and time to connect with other families prior to the workshop and MAIER family resource folders were distributed.	10 parents/ caregivers
*See Community Outreach section for details of additional MFP support activities			
Upcoming Events		All in-person MFP events are on hold due to the Pandemic	

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Table 2
2019-2020 MAIER Professional Development

Date	Title	Presenter	Workshop Description	#
2019-20 PD Series				
September 26, 2019	Social Communication Skills for Students' Academic and Community Success	Sarah Howorth, Ph.D., BCBA-D and Deborah Rooks-Ellis, Ph.D.	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.	60
October 9, 2019	Using Technology to Support Students with Disabilities	Don McMahon, Ph.D.	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.	43

March 14, 2020	Assistive Technology Mini-Maker Fair: Developing and Supporting Communication Skills for Individuals with ASD	Jennifer Seale, Ph.D., CCC-SLP	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 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.	28
April Online WS	Keeping it Simple: Easy Tier 2 Group Strategies to Increase Student Engagement	Cary Trump, Ph.D., BCBA	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. • Participants will be able to identify and discuss various group contingencies. • Participants will learn how to implement various group contingencies and teach classroom routines and skills using behavior skills training.	77

			• Participants will learn how to fade reward frequency, based on student performance.	
May Online WS	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 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.	88
June Online WS	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.	58
Total Attendees 2019-20				354

MAIER PD Archives				# Views
	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.	60
	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 programing 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.	50
	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 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.	28

		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.	
Executive Functioning	Diane Jackson, M.Ed.	**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.	43
PBIS & ASD Series: Providing Evidence-based Instruction and Accommodation to Teach Positive Behaviors	Gretchen Scheibel, 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.	31

	PBIS & ASD Series: Strengthening Positive Behaviors	Gretchen Scheibel, 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.	31
	* 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.	39
	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 the use of the 5-Point Scale. Buron will also introduce her latest work, The Social Times Curriculum.	26

| | Social Thinking, 2.0 | Nancy Clements, M.A., CCC-SLP | This conference day is all about *Social Thinking* 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.
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. | 36 |
| Total PD Archive Viewings | | | | 344 |

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Table 3
Dissemination of MAIER Work

Date	Activity	Impact
	Professional Conferences and Invited Presentations	
October 2019	Division for Early Childhood (DEC) Orlando, FL Deborah L. Rooks-Ellis	National dissemination. Poster session attended by researchers, faculty, families, and educators.
November 2019	Autism Society of Maine Annual Conference: Sexuality education, breakout session Brooklin R Jones, Sarah K. Howorth, and Ella Sulinski	Breakout session attended by researchers, faculty, students, educators, and local professionals
November 2019	MADSEC Conference: Skillstraining for Social Skills, breakout session Sarah K. Howorth	Breakout session attended by special education directors and education professionals Networking, professional development
January 2020	21st International Conference on Autism, Intellectual Disability and Developmental Disabilities Sarasota, FL Howorth, S. K., & **Rooks-Ellis, D.L.** (2020, January 22-24). *Breaking down classroom barriers*	Accepted presentation. National dissemination

	for students with autism in college. [Poster presentation].	
January 2020	21st International Conference on Autism, Intellectual Disability and Developmental Disabilities Sarasota, FL **Rooks-Ellis, D. L.,** & Howorth, S. K. (2020, January 22-24). *Telehealth parent training using the Early Start Denver Model.* [Poster presentation].	Accepted presentation. National dissemination
February 2020	Council for Exceptional Children Conference Portland, OR Howorth, S. K., & **Rooks-Ellis, D. L.** (2020, February 4-6). *Results of a nationwide study: Breaking down classroom barriers for students with autism in college.* [Poster presentation].	Accepted presentation. National dissemination
February 2020	Council for Exceptional Children Conference Portland, OR **Rooks-Ellis, D. L.,** & Howorth, S. K. (2020, January 22-24). *Sexuality and autism.* [Poster presentation].	Accepted presentation. National dissemination
March 2020	Spring conferences canceled due to the pandemic.	.

See Appendix C for speaker bios.

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Table 4
2019-2020 MAIER Website Analytics

Webpage	Web address	Page views	Unique Page views
Total Page views		27,913	22,371
MAIER Homepage	https://umaine.edu/autisminstitute/	3,001	2,011
Professional Development Homepage	https://umaine.edu/autisminstitute/trainings/	1,901	1,365
Event Calendar	https://umaine.edu/autisminstitute/events/	1,139	829
ESDM Parent Coaching Modules	https://umaine.edu/autisminstitute/parent-coaching-modules/	1,063	763
2016-17 Professional Development Series (online workshops)	https://umaine.edu/autisminstitute/trainings/2016-17-professional-development-series/	885	778
*COVID-19 Resources (launched 3/23/2020)	https://umaine.edu/autisminstitute/covid_19/	794	672
Family Resource Center	https://umaine.edu/autisminstitute/resources/	791	632
About Us	https://umaine.edu/autisminstitute/about-us/	597	456
*2020 Spring PD Opportunities (launched 4/7/2020)	https://umaine.edu/autisminstitute/trainings/2020-pd-opportunities/	563	486
Maine Family resources/EI and Educational Services	https://umaine.edu/autisminstitute/resources/maine-family-resources/early-intervention-and-educational-services/	516	474
ESDM Parent Coaching Modules/Module 1	https://umaine.edu/autisminstitute/parent-coaching-modules/	501	327

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Maine Family Resources/recreation and camps	https://umaine.edu/autisminstitute/resources/maine-family-resources/recreation-and-camps/	446	405
Graduate Certificate	https://umaine.edu/autisminstitute/courses/graduate-certificate/	441	388
Maine Family Resources/advocacy and information	https://umaine.edu/autisminstitute/resources/maine-family-resources/advocacy-and-information/	434	410
PEERS Clinic at UMaine **(launched 1/4/2020)**	https://umaine.edu/autisminstitute/trainings-2/peers-clinic-at-umaine/	320	281
Pathways/Spring 2019	https://umaine.edu/autisminstitute/pathways/spring-2019/	310	277
Family Partnership	https://umaine.edu/autisminstitute/maine-family-partnership/	302	206
Professional Resources and Research	https://umaine.edu/autisminstitute/resources/professional-development-and-resources/	193	161
*COVID Resources/Visiting from Home **(launched 5/7/20)**	https://umaine.edu/autisminstitute/maine-family-partnership/places-and-spaces/directory/visiting-from-home/	104	82
*School Resources during COVID 19 **(launched 8/5/2020)**	https://umaine.edu/autisminstitute/covid_19/school-resources-during-covid-19/	9	6

MAIER website activity from September 1, 2019 through August 27, 2020 (most activity).
Note: these listings do not include PD offerings/registration pages & event calendar listings.

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Table 5
2019-2020 MAIER Community Outreach

Community Outreach	Date	Description/Impact
Autism Volunteer Training: Adaptive Climbing Program: Adaptive Outdoor Education Center & MaineBound Climbing Center	October 29, 2019	Planned annual event: Autism presentation to new climbing volunteers: autism basics, including and supporting individuals with autism. Introduced Social Narrative for "Maine Bound Climbing Program" for use in ongoing adaptive climbing program.
Autism Society of Maine: Fall Autism Conference (Orono)	November 2, 2019	Exhibit Table: MAIER publications & handouts distributed (45 Parent Guides distributed)
"Topics in Autism" Parent Support Group Information presentation Bridgeton, ME	November 18, 2019	Informal presentation to parent support group. Provided MAIER handouts and Maine Parent Guide to ASD, tour of website resources, discussion of local needs, parent support. Eight parents attended.
Southern Maine Autism Conference	March 7, 2020	Exhibit Table with print resources (MAIER brochures & Resource handouts, PEERS clinic information, MAIER PD flyers, and Maine Parent Guides), family connections, agency networking, gathered new families and professional contact information for MAIER mailing list. 80 Maine Parent Guides to ASD distributed to individuals, 80 to partner agencies and organizations.
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)

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Resiliency Fair hosted by Maine Behavioral Health, Portland	2/17/2020	Exhibit Table with MAIER print resources and Maine Parent Guide to ASD. "Attendees were invited to participate in a make-and-take activity using everyday materials to support aided language modeling and to promote social interaction opportunities (e.g., recreation, literacy).Resiliency" Links craft activity to engage children. 10 Maine Parent Guides distributed. Networking with local agencies and organizations, family support.
"Autos for Autism" Annual Fundraising event/autism awareness campaign with Midcoast Business Development Group *Presentation to Board but fundraiser was cancelled due to COVID	April 2020	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). Twelve+ participating auto supply/repair shops. Met with the business group in March 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. Fundraising campaign cancelled due to business closures in April due to Pandemic.

Maine Autism Institute
for Education & Research

X. Appendices

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Appendix A
MFP Event Flyers
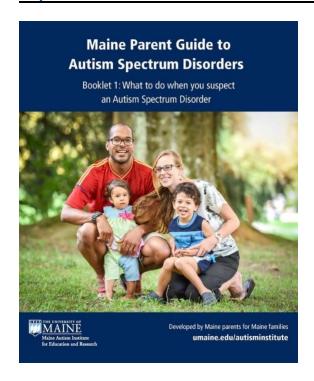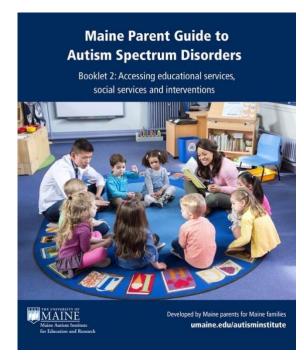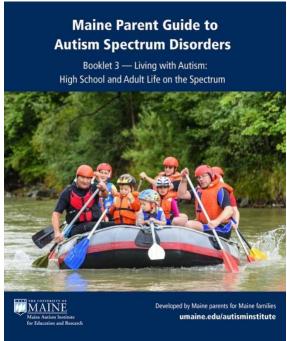
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Appendix B
MAIER Print Resources

Maine Parent Guide to Autism Spectrum Disorders, 2018 (2nd edition)
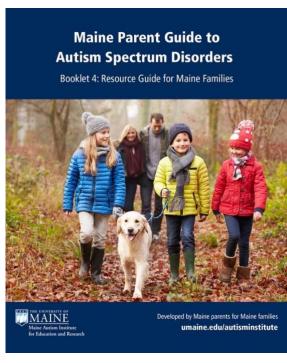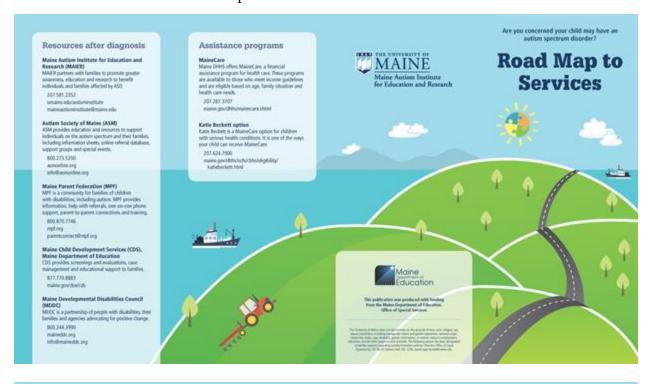**https://umaine.edu/autisminstitute/maine-family-partnership/maine-parent-guide-asd/**

Road Map to Services *(brochure)*

MAIER Fiscal Year 2019-2020 Report

Road Map to Services

Are you concerned your child may have an autism spectrum disorder?

THE UNIVERSITY OF MAINE
Maine Autism Institute for Education and Research

Resources after diagnosis

Maine Autism Institute for Education and Research (MAIER)
MAIER partners with families to promote greater awareness, education and research to benefit individuals and families affected by ASD.
207.581.2352
umaine.edu/autisminstitute
maineautisminstitute@maine.edu

Autism Society of Maine (ASM)
ASM provides education and resources to support individuals on the autism spectrum and their families, including information sheets, online referral database, support groups and special events.
800.273.5200
asmonline.org
info@asmonline.org

Maine Parent Federation (MPF)
MPF is a community for families of children with disabilities, including autism. MPF provides information, help with referrals, one-on-one phone support, parent-to-parent connections and training.
800.870.7746
mpf.org
parentconnect@mpf.org

Maine Child Development Services (CDS), Maine Department of Education
CDS provides screenings and evaluations, case management and educational support to families.
877.770.8883
maine.gov/doe/cds

Maine Developmental Disabilities Council (MDDC)
MDDC is a partnership of people with disabilities, their families and agencies advocating for positive change.
800.244.3990
maineddc.org
info@maineddc.org

Assistance programs

MaineCare
Maine DHHS offers MaineCare, a financial assistance program for health care. These programs are available to those who meet income guidelines and are eligible based on age, family situation and health care needs.
207.287.3707
maine.gov/dhhs/mainecare.shtml

Katie Beckett option
Katie Beckett is a MaineCare option for children with serious health conditions. It is one of the ways your child can receive MaineCare.
207.624.7900
maine.gov/dhhs/ocfs/cbhs/eligibility/katiebeckett.html

Maine Department of Education

This publication was produced with funding from the Maine Department of Education, Office of Special Services.

Does your child show early signs of Autism Spectrum Disorder (ASD)?

Development at 12 months
☐ A child with typical development will turn his head when he hears his name.
☑ A child with ASD might not turn to look, even after his name is repeated several times, but he will respond to other sounds.

Development at 18 months
☐ A child with delayed speech skills will point, gesture or use facial expressions to make up for her lack of talking.
☑ A child with ASD might make no attempt to compensate for delayed speech or might limit speech to parroting what is heard on TV or what she just heard.

Development at 24 months
☐ A child with typical development brings a picture to show his mother and shares his joy.
☑ A child with ASD might bring a bottle of bubbles to open, but does not look at his mom's face when they play together.

ASD signs at any age:
✓ Repeats motions (rocking or spinning)
✓ Avoids eye contact or physical touch
✓ Has delays in learning to talk
✓ Repeats words or phrases (echolalia)
✓ Becomes upset by minor changes

Ask yourself:
- If you point at something across the room, does your child look at it?
- Does your child point with one finger to ask for something or to get help? (i.e., pointing to a snack or toy that is out of reach.)
- Does your child respond when you call her name?
- Does your child look you in the eye when you are talking, playing or dressing him?
- Does your child understand when you tell her to do something? (i.e., if you do not point, can your child understand "bring me the blanket?")

If you answered no to more than two of these questions, contact your pediatrician and request an autism screening.

Here's what you can do right now

Make an appointment with your pediatrician
Ask for your child to be screened for an autism spectrum disorder (ASD). Bring a list of concerning behaviors, and do not be afraid to request a referral for a comprehensive evaluation at a diagnostic clinic in your area.

Contact Maine Child Development Services
A diagnosis is not needed to contact CDS with concerns. Find a CDS office in your area, 877.770.8883; maine.gov/doe/cds/contacts.html.

Talk with your child's teacher
If your child is in school, talk with your child's teacher and school special educators. Your child will be evaluated by school professionals to determine eligibility for special services.

Educate yourself
Learn about ASD, related services and local service providers. The Maine Autism Institute for Education and Research (MAIER) is a good place to start. Contact MAIER for more information, 207.581.2352; maineautisminstitute@maine.edu.

MAIER offers a "Maine Parent Guide to Autism Spectrum Disorders" free to parents and caregivers. The three-volume guide can be downloaded as a PDF (umaine.edu/autisminstitute/resources). Contact MAIER to receive a free print copy, 207.581.2352; umaine.edu/autisminstitute.

BOOKLET 1
What to do When you Suspect an Autism Spectrum Disorder

BOOKLET 2
Accessing Educational Services, Social Services and Interventions

BOOKLET 3
Resource Guide for Maine Families

Find a support group
Contact the Autism Society of Maine for a list of local support groups, 800.273.5200; asmonline.org.

Autism impacts

1 in 68

U.S. children

" Don't wait to act on your concerns. If you suspect something is wrong, seek help right away. Early intervention is the most effective way to assist your child's development." — Maine parent

Autism Spectrum Disorders Fact Sheet

Autism Spectrum Disorder
Fact Sheet

THE UNIVERSITY OF
MAINE
Maine Autism Institute
for Education and Research

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~

[Front]

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@maine.edu

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

IDEAs that Work
U.S. Office of Special Education Programs

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.

[Back]

Adaptive Sports and Recreational Opportunities in Maine
(print handout also available to download from website)

Adaptive Sports and
Recreational Opportunities in Maine

"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.

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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@maine.edu

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.

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Appendix C
MAIER PD Series Speaker Bios
(2019-20 fiscal year & PD Archive 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.

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 Buron 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.

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.

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
Professional Development Survey Summaries
September-March 2020

Maine Autism Institute for Education and Research Professional Development Series 2019-2020
September 26, 2019 Social Communication Skills for Students' Academic & Community Success
Speaker: Sarah Howorth, PhD., BCBA, and Deborah Rooks-Ellis, PhD.

Participants
Forty-seven of the 54 attendees of this PD (87%) submitted post-event surveys; however, not all participants answered all the questions. Participants were attending from 32 different towns/cities in Maine. (See Appendix Table 1 for full listing.) A majority of participants self-identified as SLP (n = 19). (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,* 67.4% of the participants rated the workshop as *"Very Good"* and 30.4% rated the workshop *"Good"* (n = 46, M = 4.65, SD = 0.52).

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 speakers received the highest mean rating for *accessibility and responsiveness to questions, sufficient time provided during training for questions and dialogue, and usefulness of supplemental.*

	n	Mean	SD
How useful for your work was the information being presented?	46	4.39	0.82
How accessible and responsive to questions was the trainer?	46	4.89	0.31
How effectively did the training foster development of new skills and approaches?	46	4.65	0.56
How helpful was assistance during the training?	46	4.67	0.51
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	46	4.59	0.65
How appropriate to your needs was the level of information presented in this training?	46	4.28	0.90
How sufficient was time provided during the training for questions and dialogue?	46	4.78	0.51
Describe your level of engagement for the majority of the presentation.	46	4.30	0.83

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

Participants described the presentation as "useful" and "excellent." They described the presenters as "extremely helpful" "knowledgeable," and "thorough.". Participants noted that this presentation was "engaging" and most of them enjoyed the exercises with their groups. For example, one wrote:

> The training was excellent! I enjoyed the exercises during class-it makes implementing it in real time very useful.

When asked explicitly what they would implement that they learned from the presentation, several noted they learned about breaking down tasks. For example, one wrote:

> I walked away with realizing I need to break steps down even further for teaching new skills.

Comments submitted about the training noted their appreciation for the evidence-based practice information For example, one wrote:

> The Evidence Based Practice information was astounding at the conference. It was very eye opening, for which I am very appreciative.

- Most participants said they would *Highly* (32.6%) or *Very Highly* (56.5%) recommend this training to a colleague (*n* = 46, *M* = 4.41, *SD* = 0.80). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

- Most reported they would be *Likely* (26.1%) or *Very Likely* (65.2%) to take another training from this presenter (*n* = 46, *M* = 4.743, *SD* = 1.04). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*

- Most reported they would be *Likely* (13.0%) or *Very Likely* (80.4%) to attend another MAIER training. (*n* = 46, *M* = 4.65, *SD* = 0.89). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants (*n* = 46)

Appleton	Auburn	Bangor (7)	Bath	Brewer
Brooksville	Corinth	Cherryfield	Dover-Foxcroft	Ellsworth (2)
Etna	Farmington	Frankfort	Franklin	Freeport
Glenburn	Hampden (3)	Hancock	Hartland	Hermon (2)
Hallowell (2)	Holden	Oakland	Old Orchard Beach	Old Town
Parkman (2)	Pittsfield	South Paris (2)	Trenton	Waldoboro
Waterville	Wilton			

Table 2: Current Position of Participants (*n* = 46)

Position	*n*	%
Special Educator	9	19.6%
Paraprofessional	7	15.2%
General Educator	2	4.3%
SLP	19	41.3%
OT	2	4.3%
PT	0	0.0%
BCBA	0	0.0%
Other	7	15.2%

"Other" self-reported as LCSW, MSW, Voc Rehab Counselor (2), LCPC, Psychologist, and Parent.

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Maine Autism Institute for Education and Research Professional Development Series 2019-2020
October 9, 2019 Using Technology to Support Students with Disabilities
Speaker: Don McMahon, Ph.D

Participants
Thirty-three of the 40 attendees of this PD (83%) submitted post-event surveys; however, not all participants answered all the questions. Participants were attending from 26 different towns/cities in Maine. (See Appendix Table 1 for full listing.) A majority of participants self-identified as Special Educator (n=10) and SLP (n = 9). (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,* 54.6% of the participants rated the workshop as *"Very Good"* and 24.2% rated the workshop *"Good"* ($n =$ 33, M = 4.33, SD = 0.80).

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 speakers received the highest mean rating for *accessibility and responsiveness to questions* and *helpful assistance during the training.*

	n	*Mean*	*SD*
How useful for your work was the information being presented?	33	4.24	0.92
How accessible and responsive to questions was the trainer?	33	4.64	0.64
How effectively did the training foster development of new skills and approaches?	33	4.21	0.91
How helpful was assistance during the training?	33	4.48	0.70
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	32	4.16	0.83
How appropriate to your needs was the level of information presented in this training?	33	3.94	1.13
How sufficient was time provided during the training for questions and dialogue?	32	4.19	0.77
Describe your level of engagement for the majority of the presentation.	33	4.18	0.90

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

Participants described the presentation as "excellent" and appreciated that it was interactive. Some participants even noted that they wished it was a multi-day conference. They described the presenter as "approachable" "engaging". For example, one wrote:

> The quality of the presentation was good. I liked that we were able to ask questions throughout the presentation and that we were able to experience various apps and forms of technology rather than just talk about them.

When asked explicitly what they would implement that they learned from the presentation, several noted they learned about various apps. The most specified were apps for self-regulation and executive functioning. For example, one wrote:

> The knowledge of several apps, as well as different ways to use apps in order to improve a student's ability to participate in the classroom successfully.

Some participants found the session informative but the content was not useful for elementary aged individuals as was described. For example, one wrote:

> The presenter was well spoken and versed in his field, but it would have been better suited for teachers working with middle/high school students.

- Most participants said they would *Highly* (36.4%) or *Very Highly* (39.4%) recommend this training to a colleague (*n* = 33, *M* = 4.03, *SD* = 1.00). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

- Most reported they would be *Likely* (30.3%) or *Very Likely* (51.5%) to take another training from this presenter (*n* = 33, *M* = 4.15, *SD* = 1.13). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*

- Most reported they would be *Likely* (13.0%) or *Very Likely* (80.4%) to attend another MAIER training. (*n* = 46, *M* = 4.65, *SD* = 0.89). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants (*n* = 33)

Bradford	Brewer	Blue Hill	Corinth	Danforth (2)
Dover-Foxcroft (2)	Eddington	Etna	Farmington	Glenburn
Greenbush	Greene	Hallowell	Hampden (2)	Kenduskeag
Newburgh	Orono (4)	Pittsfield	Ripley	Rockport
South Portland	Southwest Harbor	Waterville	Waldoboro (2)	Windham
Veazie				

Table 2: Current Position of Participants (*n* = 33)

Position	*n*	%
Special Educator	10	30.3%
Paraprofessional	4	12.1%
General Educator	2	6.1%
SLP	9	27.3%
OT	5	15.2%
PT	0	0.0%
BCBA	0	0.0%
Other	3	9.1%

"Other" self-reported as LCPC, Head of School, & Student

Maine Autism Institute for Education and Research Professional Development Series 2019-2020
March 11, 2020: Assistive Technology Mini-Maker Fair: Developing and Supporting Communication Skills for Individuals with ASD
Speaker: Jennifer Seale, Ph.D, CCC-SLP

Participants
Twenty-one of the 28 attendees of this PD (75%) submitted post-event surveys; however, not all participants answered all the questions. Participants were attending from 16 different towns/cities in Maine. (See Appendix Table 1 for full listing.) A majority of participants self-identified as SLP (*n* = 13). (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,* 95.3% of the participants rated the workshop as *"Very Good"* and 4.7% rated the workshop *"Good"* (*n* = 21, *M* = 4.86, *SD* = 0.46).

Using a five-point rating scale, participants rated specific aspects of the training highly (see table below). The presenter received a mean about 4.6 for everything and the speakers received the highest mean rating for *accessibility and responsiveness to questions, level of engagement for the majority of the presentation*, and *assistance during the training.*

	n	*Mean*	*SD*
How useful for your work was the information being presented?	20	4.65	0.65
How accessible and responsive to questions was the trainer?	20	4.90	0.30
How effectively did the training foster development of new skills and approaches?	21	4.67	0.47
How helpful was assistance during the training?	21	4.81	0.39
How useful were supplementary materials (e.g., online or paper-based materials, etc.)	20	4.70	0.64
How appropriate to your needs was the level of information presented in this training?	21	4.62	0.65
How sufficient was time provided during the training for questions and dialogue?	21	4.62	0.49
Describe your level of engagement for the majority of the presentation.	21	4.90	0.29

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

Participants described the presenter as "knowledgeable." They described the presentation as "excellent," "informative," "applicable," and "useful." They appreciated that it was interactive. For example, some wrote:

> The conference was well done and provided an abundance of useful information and hands-on experiences resulting in materials that could be utilized as soon as you walked out the door.

> I've never been to a training that was as hands on as this one. The day flew by because of the balance of lecture/hands on activities. It was wonderful to have materials I'd created to bring back to my workplace, as well as got my mind going for other things I could create.

When asked explicitly what they would implement that they learned from the presentation, about half noted a specific item (pool noodle marker holder, PEC'S apron, water bottle holder, visual choices) and the other half noted the they will be sharing with their team about the DIY ideas for "using more augmentative low-tech ideas to add to high-tech communication systems". For example, some wrote:

> How to make AT inexpensive and universal for many students

Variety of ways to implement low-tech solutions to assist with every day challenges.

The idea that so much is learned and taught with lower, easy implemented technology and that it is something that should not be brushed over in order to move right to a higher technology.

This was a great workshop. Being able to collaborate with both teachers and service providers always provides lots of new ideas; networking with local teachers and service providers is nice. The tools we made are useful and easy to reproduce. I will definitely be sharing information and resources with colleagues.

The only feedback for improvement was to have the "appy hour" be at the beginning or as a separate seminar. Most participants found the session useful and thoroughly enjoyed the "hands-on" experience that allowed them to use their "creative sides."

I loved having materials to take away - both physical materials and instructional tools/ideas for adaptive materials

- All participants said they would *Highly* (19.0%) or *Very Highly* (81.0%) recommend this training to a colleague (n = 21, M = 4.73, SD = 0.54). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

- Most reported they would be *Likely* (14.3%) or *Very Likely* (81.0%) to take another training from this presenter (n = 21, M = 4.59, SD = 0.94). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*

- Most reported they would be *Likely* (13.0%) or *Very Likely* (80.4%) to attend another MAIER training. (n = 21, M = 4.59, SD = 0.89). (5-point Likert scale where 1 = *Very Unlikely* and 5 = *Very Likely*)

Appendix

Table 1: Town/City of Participants (n = 21)

Bangor	Biddeford	Brewer	Brownville
Buxton	Carmel (2)	Cumberland	Gorham
Hampden (2)	Palermo	Portland (3)	Sidney
South Portland	Veazie	Washington	Windham (2)

Table 2: Current Position of Participants (n = 21)

Position	n	%
Special Educator	2	9.5%
Paraprofessional	0	0.0%
General Educator	0	0.0%
SLP	13	62.0%
OT	1	4.7%
PT	0	0.0%
BCBA	0	0.0%
Other	5	23.8%

"Other" self-reported as Assistant Professor, LCPC-C, Administrator, RN Educator, & Student

Appendix E
Autism Graduate Certificate Course Syllabi

5766 Shibles Hall, Room 303
Orono, Maine 04469-5766
Tel: 207.581.2358
Fax: 207.581.2428
maineautisminstitute@maine.edu
umaine.edu/autisminstitute/

Maine Autism Institute
for Education and Research

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APPENDIX D
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	

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 2020

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

Instructor: Sarah K. Howorth, Ph. D, BCBA-D **Office: 303 Shibles** **Email:** sarah.howorth@maine.edu	**Primary Delivery Format: Online** **Class Location:** Online (Blackboard) **Office hours:** By appointment, schedule via email

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	• 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	• 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	• 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** *Candidates will use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities*	EBP Lesson Plans
InTASC 6: Assessment	**CEC 4: Assessment** *Candidates will use multiple methods of assessment and data-sources in making educational decisions*	Student Profile CAPS

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

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 require 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**

- **Ideally, students will 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. If not, I will provide case study information on students with ASD for you to work from, or pair you up with a parent of a student with ASD with whom you may work with to complete your assignments.**

- **All Reflection Papers are required to be in full APA 7th edition format with adequately cited references and all assignments should be submitted electronically to instructor's email in a word document. I HIGHLY RECOMMEND YOU PURCHASE THE APA 7th EDITION MANUAL. It is available as an e-book:** https://apastyle.apa.org/products/publication-manual-7th-edition?tab=4

CAREFULLY READ THE ASSGINMENT 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	• Boutot: Chapters 1, 2, 3 • Bellini: Chapter 4 Articles: • School Aged Children with ASD or ASD in Infants and Toddlers • Pseudoscience & Special Education	-Skills Check #1 -Student Profile	5/17 @ 11:59pm
2	Targeted Skills to Teach & Foundational Interventions: Adaptive Skills	• Henry & Myles: Chapter 1 • Boutot: Chapter 8 (Adaptive Skills) • Chapter 12 (Motor Skills) Article: • Behavior Skills Training	-Lesson Plan/BST: Adaptive Skills -AFIRM Modules: Reinforcement, Modeling & Task Analysis	5/24 @ 11:59pm
3	Targeted Skills to Teach & Foundational Interventions: Academic Skills	• Boutot: Chapter 9 (Academic Skills) • Henry & Myles: Pages 37-43 Article: • Executive Function Skills	-Lesson Plan/BST: -AFIRM Modules: Prompting, Visual Supports & Time Delay	5/31 @ 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	6/7 @ 11:59pm
5	Structure & Reinforcement	• Henry & Myles: Chapters 2 and 3 Article: • Structured Teaching Series	-Skills Check #2 -AFIRM Modules: Antecedent Based Interventions & Exercise	6/14 @ 11:59pm
6	Sensory Supports	Article: • Sensory Processing: Identifying Patterns and Designing Support Strategies • Review of Sensory Based Interventions	-Skills Check #3	6/21 @ 11:59pm
FINAL: CAPS Document				FRIDAY 6/26@ 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". <mark>Use template provided on BlackBoard</mark> .

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 556 – Assessment for Students with Autism Spectrum Disorder and Disabilities

Spring 2020

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

Instructor: Sarah K. Howorth, PhD, BCBA	**Primary Delivery Format: Asynchronous**
Office: 303 Shibles Hall	**Class Location:** Online (Blackboard)
Email: sarah.howorth@maine.edu **Phone: 207-581-2448**	**Office hours:** By appointment, schedule via email

Preferred method of communication with instructor: Students are encouraged to first contact their instruction via email. Emails will be responded to within 24hours on weekdays and 48 hour s 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
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 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

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
Full APA (6th Edition) Format will be used for all assignments in the course.
Purchase of the APA Manual (6th Edition) is highly 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

Advanced Preparation Standard 1: Assessment	
1.0	Special education specialists use valid and reliable assessment practices to minimize bias.
Key Elements	
1.1	Special education specialists minimize bias in assessment.
1.2	Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

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 f r o m 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.

	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 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)
      (Full APA 6th ed. Format required)

3. Applied assignments: <mark>*choose only one*</mark> (40pts)
      (Full APA 6th ed. Format required)

      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 (1.6 pts. Per week)*
   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)
   - ✓ **_(Full APA 6th ed. Format required)_**
   - ✓ 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 at the end of the syllabus. This assignment is worth a total of **54 points**.

3. **_Applied assignments:_** _choose only 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 at the end of the syllabus. Full APA 6th ed. Format is required. 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 i n c l u d e 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.***
- *Full APA 6th edition format should be used to organize the assignments.*
- *Follow all assignment-specific guidelines (e.g., specific headers, requirements)*
- *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 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%	

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. Full APA 6th ed. Format is required for all assignments.

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 Blackboard turn-in-link for the specific assignment.

<mark>**All electronic files MUST be labeled in the following format:**
Lastname_Firstname_AssignmentName_SED556</mark>

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

Graduate Special Education Program Policy on Incomplete Course Grades:
I, for "Incomplete." This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the "I" grade only when they are persuaded that events beyond the student's control prevented the completion of assigned work on time and when the student has successfully participated in more than 50% of the class, with a grade of B or above. A contingency contract will be created by the instructor outlining the work to be completed and the due dates. The student, advisor and/or program coordinator, and instructor will sign this contract. If the incomplete work is not submitted within the time allotted by the faculty member, the incomplete work will earn a grade of "0" and the overall grade for the course will be recorded as the final grade. A student may not carry a combination of more than three "I" or "L" grades in all enrolled degree programs without the permission of the graduate program coordinator and the Graduate School.

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 c o m m u n i t y 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 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 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/

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

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Tentative Course Schedule

Week/Dates	Topic	Readings	Assignment Due
1/ Jan. 20- 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 • 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 • Family Interview • Interview Process of Assessment	✓ Hall, (2018), Ch. 10	Assessment Exploration Discussion on Blackboard

5/ Feb. 17-Feb. 23	Early Identification and Assessment Developmental Screening Instruments • ASQ • M-CHAT • PEDS • STAT • CSBS • CAST • Callier-Azusa • Battelle Developmental Inventory	Hall, (2018), Ch. 2	Assessment Exploration Discussion on Blackboard
6/ Feb. 24-March 2	Diagnostic Tools • ADI-R • ADOS • CARS • GARS • DSM V	DSM V criteria American Psychiatric Association: http://www.dsm5.org/Pages/Default.aspx	Assessment Exploration and Discussion on Blackboard
7/ March 3- March 9	Adaptive Behavior Scales • Scales of Independent Behavior (SIB) • Adaptive Behavior Assessment System (ASAB-II) • Vineland • School Functional Assessment (SFA) Behaviors Rating Scales • Achenbach • BASC	Journal articles and/or supplemental readings Hall, (2018), Ch. 4	
8/ March 10- March 16	Functional Behavioral Assessment Assessing Communicative Intentions Language/Communication Assessment	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.

Ecological Inventory and Discrepancy Analysis
Rubric for Scoring

1. Provide a short (1-2 paragraph) description of the student (5pts), giving information on functional skills in positive terms (5pts). 10 points

2. Complete the inventory detail of a routine activity as done by a non-disabled peer. 10 points

3. 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

4. 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

5. 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

Total points:_____/54 points

Evidence-based Practice (EBP) Review Format
Rubric for Scoring

1. Description of the EBP (4pts), including strengths and weaknesses (4pts) with references cited (2pts) = 10pts.

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

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

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

5. Comprehensive reference list of all literature cited using APA style (5pts) = 5pts.

Total points:_____/40 points

Critical Review of the Literature on Assessment for Students with ASD/Severe Disabilities
Rubric for Scoring

1. Description of the comprehensive literature search that was performed including key words used (1pt), databases searched (1pt), a listing of the resulting articles (1pt), and complete references in APA style for the selected articles described in the next bullet point below (1pt) = 4 points.

2. Selection of 12 excellent quantitative research articles relevant to assessment that the student will read and summarize as follows:

   a. Discuss the purpose of the study, the study design, participants included, and critical results reported (1pt)

   b. Interpret the value of the stated outcomes and relevance for contributing to assessment or intervention practices (1pt)

   c. Evaluate any caveats or concerns you have in using the study's results to inform practice (1pt)

3. Students will use the critical review form for quantitative studies found at the end of the syllabus to help make a determination for studies with sound research to include as part of the 12 final articles.

4. Students should complete a paragraph for each of the 3 items (discuss, interpret, and evaluate) for each of the 12 articles – no longer than one page single-spaced for each article. This portion of the assignment is worth 36 points (3pts for each article x 12 articles), for a total of 40 points.

Total points:＿＿＿＿/40 points

Training Module Development
Rubric for Scoring

1. Summary of the tool and the psychometric properties, 2-3 pages (10pts),

2. Explanation of the use and value as a screening tool for discriminating children with and without autism, 1 page (5pts),

3. Instructions on administration and scoring, 1-2 pages (5pts),

4. 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),

5. Ten test questions – five pre-test 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).

Total points: /40 points

Selected References:

Abu-Hamour, B., Urso, A., & Mather, N. (2013). The application of standardized assessments and CBM measures in a case study of a student with a severe reading disability. *Reading & Writing Quarterly, 29*(1), 44-63. doi:10.1080/10573569.2013.741950

Ayres, K. M., Lowrey, K. A., Douglas, K. H., & Sievers, C. (2011). I can identify Saturn but I can't brush my teeth: What happens when the curricular focus for students with severe disabilities shifts. *Education and training in autism and developmental disabilities*, 11-21.

Browder, D. M., & Cooper-Duffy, K. (2003). Evidence-based practices for students with severe disabilities and the requirement for accountability in "No child left behind". *The Journal of Special Education, 37*(3), 157-163. doi:10.1177/00224669030370030501

Cannella-Malone, H. I., Sabielny, L. M., & Tullis, C. A. (2015). Using eye gaze to identify reinforcers for individuals with severe multiple disabilities. *Journal of Applied Behavior Analysis, 48*(3), 680-684. doi:10.1002/jaba.231

Carter, E. W., Brock, M. E., & Trainor, A. A. (2014). Transition assessment and planning for youth with severe intellectual and developmental disabilities. *The Journal of Special Education, 47*(4), 245-255.

Dymond, S. K., & Orelove, F. P. (2001). What constitutes effective curricula for students with severe disabilities?. *Exceptionality, 9*(3), 109-122.

Finnerty, M. S., Jackson, L. B., & Ostergren, R. (2019). Adaptations in general education classrooms for students with severe disabilities: Access, progress assessment, and sustained use. Research and Practice for Persons with Severe Disabilities, 44(2),

Goldstein, J., & Behuniak, P. (2012). Assessing students with significant cognitive disabilities on academic content. *The Journal of Special Education, 46*(2), 117-127. doi:10.1177/0022466910379156

Horner, R. H., & Carr, E. G. (1997). Behavioral support for students with severe disabilities: Functional assessment and comprehensive intervention. *The Journal of Special Education, 31*(1), 84-104.

Karan, O. C., DonAroma, P., Bruder, M. B., & Roberts, L. A. (2010). Transitional assessment model for students with severe and/or multiple disabilities: Competency-based community assessment. Intellectual and Developmental Disabilities, 48(5), 387-392. do

Lyons, G. L., Huber, H. B., Carter, E. W., Chen, R., & Asmus, J. M. (2016). Assessing the social skills and problem behaviors of adolescents with severe disabilities enrolled in general education classes. *American Journal on Intellectual and Developmental Disabilities, 121*(4), 327-345. doi:10.1352/1944-7558-121.4.327

Siegel, E., & Allinder, R. M. (2005). Review of assessment procedures for students with moderate and severe disabilities. *Education and Training in Developmental Disabilities, 40*(4), 343.

Turner, M. D., Baldwin, L., Kleinert, H. L., & Farmer Kearns, J. (2000). The relation of a statewide alternate assessment for students with severe disabilities to other measures of instructional effectiveness. The Journal of Special Education, 34(2), 69-7

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.

THE UNIVERSITY OF
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College of Education and
Human Development

Leading Educational Excellence
RESEARCH • INNOVATION
COLLABORATION • ENGAGEMENT

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

Summer 2020

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

Instructor: Jamie Treworgy, Ed.S., BCBA **Office:** Off Campus/Adjunct **Email:** jamie.treworgy@maine.edu	**Primary Delivery Format:** Asynchronous (with short synchronous learning opportunities) **Class Location:** Online (Blackboard) **Office hours:** By Zoom appointment, schedule via email

Preferred method of communication with instructor: Students are encouraged to first contact their instruction 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, visual supports, and response interruption and redirection.

Prerequisites: SED 528 or permission.   Credits: 3

SED 563

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: (*Dates TBA during the first week of class)*
- 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
There is one required textbook.

O'Neill, R.E., Albin, R.W., Storey, K., Horner, R.H., & Sprague, J.R. (2015). *Functional assessment and program development for problem behavior: A practical handbook.* (3rd. ed.). Stamford, CT: Cengage. ISBN-10: 1285734823

The Instructor will distribute additional selected readings as downloads on blackboard.

Course Goals and Objectives

Course Goals
This course will introduce graduate students to methods of preventing, documenting, analyzing, and addressing challenging behavior in students with Autism Spectrum Disorder (ASD) as well as other low incidence disabilities. Challenging behavior will be examined while looking at the environmental and consequential factors that influence the function of the behavior. 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 and LI. Reflective weekly assignments and opportunities to collaborate with peers will be used to assist students to examine their experiences and to integrate the course content into their own classrooms. In addition, students will be learning step-by-step how to develop 5 interventions that directly address challenging behaviors: antecedent based interventions, functional communication training, differential reinforcement, use of visual supports, and response interruption redirection. Finally, while applying the principles of Applied Behavior Analysis, students will learn to complete a thorough Functional Behavior Assessment through the use of both indirect and direct measures, as well as learn to complete a behavior analytic problem-solving process. Students will use the data from their FBA to develop a comprehensive positive behavior support plan for their student, that includes both fidelity and outcome measures to determine intervention effectiveness.

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. Students will exhibit a fluent ability to translate concepts from their 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:
- Become familiar with the characteristics of Autism Spectrum Disorder and how these characteristics can manifest into challenging behaviors.
- Recognize and functionally match 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 thorough 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 theTk-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.

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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 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 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 and discussion boards. 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.

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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

Indirect Assessments	1 assignment x 10 points = 1 assignment x 5 points=	15 Points
Directions: Complete the Functional Assessment Interview (FAI) provided from the course text (O'Neil, et al., 2015) on student of choice (or case study provided). 　　　　Submissions will be scored as follows: 1.　All sections are completed using clear and professional language based on case study or selected student (6 Points). 2.　Assessment analyzed to use in the development of the hypothesis section. Function and hypothesis correspond with information gathered from the FAI (4 Points). Directions: Complete the Motivational Assessment Scale (MAS) provided by the instructor (Durand & Crimmins, 1988; 1992) on student of choice (or case study provided). 　　　　Submissions will be scored as follows: 1.　Assessment is completed and scored based on findings (3 Points). 2.　Provide a brief, 3-4 sentence summary of your findings and how they compared to your hypothesis and findings from the FAI (2 Points)		
Direct Assessments	1 assignment x 5 points = 1 assignment x 5 points=	10 Points

Directions: Complete the Functional Assessment Observation Form (FAO) provided from the course text (O'Neil, et al., 2015) on student of choice (or videos provided) as well as the ABC data collection sheet provided by the instructor.
   Submissions will be scored as follows:
1. Observational assessment is completed based on instructions provided, and reflects behavior observed (3 Points).
2. Provide a brief, 3-4 sentence summary of your findings and how they compared to your hypothesis and findings from the FAI and MAS (2 Points).

Directions: Complete the ABC data collection sheet provided by the instructor, on student of choice (or case study provided).
   Submissions will be scored as follows:
1. Observational assessment is completed based on instructions provided, and reflects behavior observed (3 Points).
2. Provide a brief, 3-4 sentence summary of your findings and how they compared to your hypothesis and findings from the FAI and MAS (2 Points).

DUE TO SOCIAL DISTANCING AND LACK OF AVAILBLE STUDENTS IN SCHOOLS, THIS ASSIGNMENT WILL BE ADAPTED AND DISCUSSED FURTHER WHEN THE COURSE BEGINS.

AFIRM Module Certificate of Completion	6 assignments x 2 points =	12 Points

Directions: Complete AFIRM module
 be sure to select certificate track when starting the module.
Once you have successfully completed the module:
1. Upload the certificate as proof of completion (2 points per certificate):
   ● Functional Behavior Assessment
   ● Antecedent Based Intervention
   ● Functional Communication Training
   ● Differential Reinforcement
   ● Visual Supports
   ● Response Interruption Redirection

Article Review	2 assignments x 5 points =	10 Points

Articles 1 and 2:
Directions: Read the article and submit your answers to the following questions:
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 points).
3. Provide a 3-4 sentence summary of this articles findings that you would share with you colleagues (1 point).

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Competing Behavior Pathway and PBS Teaching Plan	1 assignment x 10 points =	10 Points
Directions: Using the Competing Behavior Pathway and PBS Teaching Plan template, identify which proactive positive behavior supports would be appropriate for your student (or case study) based on what you determined to be the function of the behavior. Submissions will be scored as follows: 1. Proactive support appears appropriate for the activity and are matched to the perceived function of the behavior (5 Points). 2. A clear rationale for the use of proactive supports is provided (5 Points).		
Functional Behavior Assessment	1 assignment x 10 points =	10 Points
Directions: Using the information you gathered in your indirect (FAI) and direct assessments (FAO and ABC), complete the FBA Summary Template and provide information regarding the setting events, antecedent events, consequence events, behavioral and learning history, frequency of behavior, and functional hypothesis. *Submit all FBA forms for full credit!* Submissions will be scored as follows: 1. Behavioral and Learning History (2 points) 2. Setting Events and Antecedents (2 points) 3. Consequences (2 points) 4. Frequency of behavior (2 points) 5. Functional Hypothesis (2 points).		
Positive Behavior Support Plan	1 assignment x 12 points = 1 assignment x 3 points	15 Points
Directions: Using the PBSP Template, identify the interventions you will use to prevent the challenging behavior from occurring, teach positive and prosocial and replacement 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 Intervention, Visual Supports, FCT, RIR, and Differential Reinforcement if applicable.* 1. Identification of Positive and Prosocial behaviors 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 and prosocial skills (2 points). 4. Reinforce strategies with steps to implement , including Differential Reinforcement (2 points). 5. Response to challenging behaviors (2 points). 6. Fidelity and Outcomes Measures (2 points). Directions: Using the Quick Reference PBSP for staff template, condense the information provided in the PBSP and develop a "user friendly" one page version for staff or team use. Submissions will be scored as follows: 1. All information related to the implementation of the behavior plan is added to the plan (2 points) 2. The document is clear, concise, and free of unnecessary jargon (1 points)		

Final Reflection Paper	1 assignment x 6 points =	6 Points

Directions: Write a 2-3 (max) page summary of your reflections on the following questions using graduate level writing and APA formatting. Your responses should demonstrate:

· How has this process shaped your understanding of behavioral challenges that present in the classroom with students with ASD and LI?

· What questions are you left with?

· Moving forward, how do you plan to take the knowledge and skill set that you have gained to apply in the work you do within your school setting?

1. A thorough understanding of the concepts presented in this class (2 points).
2. A fluent ability to translate concepts from your case study and literature into practical application for your teaching practice (2 points).
3. A willingness to synthesize and incorporate new information into your teaching practice (2 points).

Weekly Discussion Threads	6 assignment x 2 points =	12 Points

Directions: Participate in a weekly discussion thread on various topics related to course content and assignments with the instructor and other students in the course.

1. Ability to respond to the weekly prompt with meaningful dialogue concerning scholarly research, evidence-based practice, and your own perspective regarding this population of students (1 point).
2. Ability to read, critique, and support the positions and analyses of your peers in your responses to other classmates (1 point).

Evaluation

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

Indirect Assessments	1 assignment x 10 points = 1 assignment x 5 points=	15 Points
Direct Assessments	1 assignment x 5 points = 1 assignment x 5 points=	10 Points
AFIRM Modules (weekly)	6 assignments x 2 points =	12 Points
Article Review	2 assignments x 5 points =	10 Points
Competing Behavior Pathway and PBS Teaching Plan	1 assignment x 10 points =	10 Points
Functional Behavior Assessment	1 assignment x 10 points =	10 Points
Positive Behavior Support Plan Quick Reference PBSP - Staff	1 assignment x 12 points = 1 assignment x 3 points	15 Points
Final Reflection Paper	1 assignment x 6 points =	6 Points
Discussion Threads (weekly)	6 assignment x 2 points =	12 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%	

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SED 563 Course Schedule

Date/Topic	Readings	Assignments
Week 1 **May 11th** · Evidence Based Practice · Intro and Understanding of FBA	O'Neill et al. Ch. 1 Readings and Handouts from Instructor	
Week 2 **May 18th** · Indirect Assessment Procedures for FBA	O'Neill et al. Ch. 2, p.13-40. Readings and Handouts from Instructor	**DUE May 18th** FBA Module (AFIRM) with certificate Article Review # 1 Weekly Discussion Thread
Week 3 **May 25th** · Direct Observation · Antecedent Manipulations · Antecedent Based Interventions	O'Neill et al. Ch. 2, p.40-57. O'Neill et al. Ch. 2, p.57-66. Readings and Handouts from Instructor	**DUE May 25th** FCT Module (AFIRM) with certificate Weekly Discussion Thread Indirect Assessments (FAI & MAS) Article Review # 2
Week 4 **June 1st** · Competing Behaviors and Teaching Replacement Behaviors	O'Neill et al. Ch. 3 Readings and Handouts from Instructor	**DUE June 1st** ABI Module (AFIRM) with certificate Visual Supports Module (AFIRM) with certificate Weekly Discussion Thread Direct Assessments (FAO & ABC)
Week 5 **June 8th** · Developing and Writing the Behavior Plan · Considering Generalization, Outcomes and Fidelity	O'Neill et al. Ch. 4 Readings and Handouts from Instructor	**DUE June 8th** DR Module (AFIRM) with certificate RIR Module (AFIRM) with certificate Weekly Discussion Thread Competing Behavior Pathway and PBS Teaching Plan
Week 6 **June 15th** · Implementation of the Behavior Plan · Fidelity in the Classroom	Readings and Handouts from Instructor	**DUE June 15th** Weekly Discussion Thread Positive Behavior Support Plan **DUE June 19th** Quick Reference PBSP 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 the class during weeks 4 and 5 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 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.

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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/

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 2020

Brightspace: https://courses.maine.edu/d2l/home
IT Help Center: https://umaine.edu/it/

Instructor: Sarah K. Howorth, Ph.D., BCBA-D **Office: Shibles 303** **Email: sarah.howorth@maine.edu** **Phone: 207-581-2448**	**Primary Delivery Format: Online** **Class Location: Online (Blackboard)** **Office hours: By appointment, schedule via email**

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. 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 support 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: Brightspace https://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 Brightspace announcements are sent to your **maine.edu** email address
  - *Webcam, microphone, and Microsoft Word software.*

Technical Assistance
If you are unfamiliar with the Brightspace Platform, you are encouraged to take the self-guided tutorial, Brightspace, available at https://courses.maine.edu/d2l/le/discovery/view/home

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 (Brightspace, 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)

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Instructional Materials and Resources

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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 Brightspace.

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.

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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

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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

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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 Brightspace 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 Brightspace 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* Brightspace *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 Brightspace *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 ***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 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 Brightspace (not email).
Be Informed	Follow syllabus, guided notes and class presentations regarding content to be read or viewed.	Sign up for Brightspace notifications. Check your email regularly. Be alert to cancellations due to weather, instructor emergency, etc.	Identify assignment due dates on Brightspace'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.

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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 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 20, October 11, & November 1 as indicated in the course website. 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 11.*

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

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       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 Brightspace 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

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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.

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 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

SED 585

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/

Voter Registration and the 2020 Election
This semester coincides with an extremely important national election on Tuesday, November 3rd. The University of Maine is committed to empowering all eligible students to exercise their right to vote as democratic citizens. The university will offer numerous opportunities in the lead-up to the election for you to register to vote, learn how to request an absentee ballot, and get non-partisan information so that you can make informed choices at the polls.

Note that if you are living locally while attending UMaine, you are likely eligible to register to vote in the community in which you currently reside.

For information on how to register to vote, how to request an absentee ballot and more, visit https://umaine.edu/studentlife/uvote/ or follow UMaine UVote on Facebook or @um.uvote on Instagram. If you have questions about voting, you can contact a UMaine UVote team member at um.uvote@maine.edu.

SED 585

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.

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.

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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:

SED 585

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:

SED 585

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:

SED 585

Explicit Social Skills Lesson Plan Template

Date:		Teacher:	
Subject:			
Target Grade Level for EBP: Name of Evidence Based Practice (EBP): Brief Description of EBP:		Students will engage in: ☐ independent activities ☐ Cooperative learning ☐ peer tutoring ☐ visuals ☐ simulations ☐ other _____	☐ pairing ☐ hands-on ☐ whole group instruction ☐ technology integration ☐ project ☐ lecture ☐ centers
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	*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.*		*List materials that you need to teach this lesson. Describe any technology (e.g., software, hardware or websites) used to deliver or support instruction.*
	Review	*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.*		
	Preview	*Communicate the purpose and importance of the lesson (i.e., rationale) and the EBP in a way that would be meaningful to the students.*		

| Body | I do | *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:*

1. *Break down the task into manageable steps*
2. *Demonstrate each step*
3. *Make very clear (slow down, exaggerate)*
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)*
5. *Provide examples and non-examples, where applicable*
6. *Check for understanding*
7. *Model again, if necessary* | |
| | We do | *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.*

Describe how you will provide multiple opportunities for students to actively practice | |

		the objectives with support and feedback from you, the teacher. Below are some important components of Guided Practice:	
		1. *All students should be actively engaged*	
		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*	
		3. *Keep wording consistent*	
		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)*	
		5. *Monitor responses - check for understanding*	
		6. *Continue until proficiency is demonstrated*	
	You do	*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*	
		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:	
		1. *This is where you will provide students with opportunities to show whether or not they met the objective(s) of your lesson.*	
		2. *Have students do one and stop before going on*	

		3. *Monitor - check for understanding* 4. *Provide feedback* 5. *Continue until students are consistently successful* 6. *Provide several successful repetitions* *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*	
*Provide immediate corrective feedback for incorrect responses.	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. Sources: Discrete trial error correction, Cindy Myers, SLC SD; Error correction cycle, Utah Running Start		
Closing	Review	*Describe how the teacher will integrate new and old learning in a summary of the lesson. Describe how the students will summarize what they have learned.*	
	Preview	*Tell the students what is the next step in this lesson sequence.*	
	Independent Work	*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.*	
Data Collection Procedure: *How will you collect data?*			
Baseline/Monitor Assessment Data: *How will you assess the objective and use the data to monitor instruction? This should also be reflected in the Independent Practice section.*			

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

SED 585

SED 585 Tentative Course Scheduled

Tentative Course Schedule

Week/Dates	*Topic & Key Questions*	*Readings*	*Assignment Due*
Week 1	Autism: Definition and key characteristics Questions to consider: • What characteristics are shared across the autism spectrum? • What are the problems in diagnosis? • What are the neurological underpinnings of the disorder?	*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.* *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 *Short Play and Communication Evaluation: Teachers' assessment of core social communication and play **skills** with **young children** with **autism*** by Shire, Stephanie Y; Shih, Wendy; Chang, Ya-Chih. Autism, 04/2018, Volume 22, Issue 3 *Brief Report: **Gestures** in Children at Risk for **Autism** Spectrum Disorders* by Gordon, Rupa Gupta; Watson, Linda R. Journal of Autism and Developmental Disorders, 07/2015, Volume 45, Issue 7	*Introductions on Discussion Board Due*
Week 2:	Tenets of Social Communication Skills Programming, Social Interaction Skills & Common Difficulties Questions to consider: • 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?	*The SCERTS Model: A Transactional, Family-Centered Approach to Enhancing **Communication** and Socioemotional Abilities of Children With...* by Prizant, Barry M; Wetherby, Amy M; Rubin, Emily. Infants & Young Children, 10/2003, Volume 16, Issue 4 McGinnis, E. & Simpson, R.L. (2016). APPENDIX A (**Required text**) ABLLS-R Protocol; Basic Learner Skills Assessment sections C-P (**Required text**) *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. Drew, A., Baird, G., Taylor, E., Milne, E., & Charman, T. (2007). *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. Wetherby, A. M., Watt, N., Morgan, L., & Shumway, S. (2007). *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.	*Work on your Article Review #1* *Work on your Applied Assignment*

SED 585

| Week 3: | Assessing Social Functioning & Determining Between Social Communication Skill Acquisition Deficits and Performance Deficits

Questions to consider:
• 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 | ABLLS-R Scoring Instructions pp. 1-19

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.)

Social Communication: A Framework for Assessment and Intervention
by Timler, Geralyn
ASHA Leader, 11/2008, Volume 13, Issue 15

Conversational Behaviors in Youth with High-functioning ASD and Asperger Syndrome
by Paul, Rhea; Orlovski, Stephanie Miles; Marcinko, Hillary Chuba; More...
Journal of Autism and Developmental Disorders, 01/2009, Volume 39, Issue 1

Stanley, G. C., & Konstantareas, M. M. (2007). Symbolic play in children with autism spectrum disorders. Journal of Autism & Developmental Disorders, 37 (7), 1215-1223. | Discussion Board Video Post Due:
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

Article Review #1 Due

Work on your Applied Assignment |
| Week 4: | Selecting Social Communication Intervention Strategies

Question to consider:
• 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? | A Systematic Review of Group Social Skills Interventions, and Meta-analysis of Outcomes, for Children with High Functioning ASD
by Wolstencroft, J; Robinson, L; Srinivasan, R. Journal of Autism and Developmental Disorders, 07/2018, Volume 48, Issue 7

ABLLS-R Scoring Instructions pp. 21-39

Social skills groups for people aged 6 to 21 with autism spectrum disorders (ASD)
by Reichow, Brian; Steiner, Amanda M; Volkmar, Fred Campbell Systematic Reviews, 2012, Volume 8, Issue 1 | Work on your Article Review #2

Work on your Applied Assignment |

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

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Week 8:	Examples of evidence-based interventions for social communication skill instruction.	*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...*Focus on Autism and Other Developmental Disabilities, 11/2006, Volume 21, Issue 4 *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. Journal of Autism and Developmental Disorders, 45(12), 3978–3989. https://doi.org/10.1007/s10803-015-2504-8* *A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and... by Bellini, Scott; Akullian, Jennifer Exceptional Children, 04/2007, Volume 73, Issue 3* *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. Journal of Autism and Developmental Disorders, 42(6), 1094–1103. https://doi.org/10.1007/s10803-011-1350-6*	*Discussion Board Video Post Due: What features do the interventions described in this week's readings share?*
Week 9:	Understanding the Language, Executive Function & Theory of Mind of Children & Adolescents with Autism & Asperger Syndrome *Questions to consider:* • *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?*	*Chiang, H-M., & Carter, M. (2008). Spontaneity of communication in individuals with autism. Journal of Autism & Developmental Disorders, 38 (4), 693-705.* *Gabig, C. S. (2008). Verbal working memory and story retelling in school-age children with autism. Language, Speech & Hearing Services in Schools, 39 (4), 498-511.* *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 VJournal of Autism and Developmental Disorders, 06/2016, Volume 46, Issue 6* *Good social skills despite poor theory of mind: exploring compensation in autism spectrum... by Livingston, Lucy Anne; Colvert, Emma; Bolton, Patrick; More... Journal of Child Psychology and Psychiatry, 01/2019, Volume 60, Issue 1*	*Work on your Article Review #3* *Work on your Applied Assignment*

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Week 10:	Approaches to Selecting Intervention Strategies and Planning Collaboratively for Serving Children and Adolescents with ASD and their Families 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?	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. Research in Autism Spectrum Disorders. https://doi.org/10.1016/j.rasd.2009.12.005 Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. Journal of Autism & Developmental Disorders, 38 (7), 1311-1319. Simpson, R. L. (2005). Evidence-based practices and students with autism spectrum disorders. Focus on Autism and Other Developmental Disabilities, 20 (3), 140-149.	Discussion Board Video Post Due: What are your thoughts on the Readings this week? ♦ 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?
Week 11:	Evaluating and Monitoring Progress Questions to Consider: How can you tell if the intervention you have chosen is working? How will you be certain?	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 Gresham, Frank M.; Sugai, George; Horner, Robert H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. Exceptional Children, 67(3), 331–344	Article Review #3 Due Work on your Applied Assignment
Week 12:	The Picture Exchange Communication System & the Use of other Visual & AAC Strategies to Facilitate Communication in Children & Adolescents with ASD 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?	Carr, D., & Felce, J. (2007). The effects of PECS teaching to Phase III on the communicative interactions between children with autism and their teachers. Journal of Autism & Developmental Disorders, 37 (4), 724-737. 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. Journal of Autism & Developmental Disorders, 38(5), 926-940. Schlosser, R. W., & Wendt, O. (2008). Effects of augmentative and alternative communication intervention on speech production in children with autism: A systematic review. American Journal of Speech-Language Pathology, 17 (3), 212-230. Spencer, T. D., Petersen, D. B., & Gillam, S. L. (2008). Picture exchange communication system (PECS) or sign language: An evidence-based decision-making example. Teaching Exceptional Children, 41 (2), 40-47.	Discussion Board Video Post Due: What are your thoughts on the Readings this week?
Week 13:	Thanksgiving Break	Thanksgiving Break	Thanksgiving Break

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Week 14:	Other Interventions to Support Language & Social Communication in Children with ASD: Prelinguistic & Enhanced Milieu Teaching, Minimal Speech Approach, Time Delay, & Video Modeling Questions to consider: ♦ In what ways can practitioners enhance the language & social communication of children with ASD? ♦ How can Video Modeling support the social communication needs of children with ASD?	Goldstein, H. (2002). *Communication intervention for children with autism: A review of treatment efficacy.* Journal of Autism & Developmental Disorders, 32 (5), 373-396. Kashinath, S., Woods, J., & Goldstein, H. (2006). E*nhancing generalized teaching strategy use in daily routines by parents of children with autism.* Journal of Speech, Language & Hearing Research 49 (3), 466-485. Nikopoulos, C. K., & Keenan, M. (2007). U*sing video modeling to teach complex social sequences to children with autism.* Journal of Autism & Developmental Disorders, 37 (4), 678- 693. Walker, G. (2008). *Constant and progressive time delay procedures for teaching children with autism:* A literature review. Journal of Autism and Developmental Disorders, 38 (2), 261-275	*Applied Assignment Due*
Week 15:	*Emerging technology for social communication skills instruction/ rehearsal*	*Didehbani, N., Allen, T., Kandalaft, M., Krawczyk, D., & Chapman, S. (2016). Virtual Reality Social Cognition Training for children with high functioning autism. Computers in Human Behavior. https://doi.org/10.1016/j.chb.2016.04.033* *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. Research in Developmental Disabilities. https://doi.org/10.1016/j.ridd.2014.10.015*	*o Discussion Board Video Post Due*
Week 16:	*Classes end 12/13*	*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.*	*Book Review Due December 13*

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