COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education
Course No.EX556
Course: Communication Interventions & Strategies for Individuals with Autism Spectrum Disorder
Revised: SP 12

“The Teacher as Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:
This course addresses the process of verbal and non-verbal communication skills and investigates research-based strategies and interventions for improving communication in individuals with autism spectrum disorder. (3)

Course Description:
This course addresses the process of verbal and non-verbal communication skills, the assessment of ability in communication and investigates research-based strategies and interventions for improving communication in individuals with communication difficulties, autism spectrum disorder and related disabilities. A brief overview of language development, social skills training, alternative/augmentative modes of communication, assistive technology devices and environment arrangement will be discussed and investigated. Field experiences are embedded in this course.

II. Prerequisite(s):
Successful completion of EX 555, Introduction to Autism Spectrum Disorder (ASD) or instructor permission.

III. Purposes or Objectives of the Course:
The student will demonstrate a knowledge base and skills necessary to:
A. demonstrate an understanding of communication and language impairments in individuals with autism spectrum disorder and related disabilities.
B. understand the process and components of communication of individuals with autism spectrum disorder and related disabilities.
C. recognize communication characteristics of individuals with autism spectrum disorder and related disabilities.
D. assess communication and language individuals with autism spectrum disorder and related disabilities.
E. recognize and demonstrate treatment approaches for communication of individuals with autism spectrum disorder and related disabilities.
F. demonstrate the use of assistive and instructional technology and natural, alternative and augmentative communication systems for individuals with autism spectrum disorder and related disabilities.

G. integrate approaches to enhance social outcomes for individuals with autism spectrum disorder and related disabilities.

H. demonstrate methods, materials, and strategies to promote self-determination for individuals with autism spectrum disorder and related disabilities.

Alignment of Standards

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework (Unit) Standard Met</th>
<th>SPA or NCATE Standard Met (CEC)</th>
<th>MoStep Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
<th>Number of Hours Allocated (45 Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of communication and language impairments in individuals with autism spectrum disorder and related disabilities.</td>
<td>1.1</td>
<td>CEC Standard 6</td>
<td>1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1</td>
<td>Forum Quizzes and Exams</td>
<td>6</td>
</tr>
<tr>
<td>Understand the process and components of communication of individuals with autism spectrum disorder and related disabilities.</td>
<td>1.1, 1.2</td>
<td>CEC Standards 2 &amp; 6</td>
<td>1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3</td>
<td>Forum Teacher interview journal Portfolio</td>
<td>7</td>
</tr>
<tr>
<td>Recognize communication characteristics of individuals with autism spectrum disorder and related disabilities.</td>
<td>1.1, 1.2</td>
<td>CEC Standards 2 &amp; 6</td>
<td>1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3</td>
<td>Article reviews Case Study</td>
<td>6</td>
</tr>
<tr>
<td>Assess communication and language individuals with autism spectrum disorder and related disabilities.</td>
<td>1.3, 2, 2, 4, 2</td>
<td>CEC Standard 8</td>
<td>1.2.1.3, 1.2.8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3</td>
<td>Forum Case Study</td>
<td>6</td>
</tr>
<tr>
<td>Recognize and demonstrate treatment approaches for communication of individuals with autism spectrum disorder and related disabilities.</td>
<td>1.1, 6, 2</td>
<td>CEC Standards 4 &amp; 6</td>
<td>1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.1.4, 1.2.2.3, 1.2.5.2, 1.2.2.3, 1.2.6.3, 1.2.7.3</td>
<td>Quizzes/Exams Portfolio Presentation/Case Study</td>
<td>6</td>
</tr>
<tr>
<td>Demonstrate the use of assistive and instructional technology and natural, alternative and augmentative communication systems for individuals</td>
<td>5.1, 5.2, 5.3</td>
<td>CEC Standard 6</td>
<td>1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2, 1.2.11.4</td>
<td>Quizzes/Exams Presentation/Case study</td>
<td>5</td>
</tr>
</tbody>
</table>
with autism spectrum disorder and related disabilities.

Integrate approaches to enhance social outcomes for individuals with autism spectrum disorder and related disabilities.

| 5.1 | CEC Standard 5 | 1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2 | Social story | 5 |

Demonstrate methods, materials, and strategies to promote self-determination for individuals with autism spectrum disorder and related disabilities.

| 5.1 | CEC Standard 5 | 1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2 | Quizzes and Exams | 4 |

Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant dispositions and Praxis results of program graduates has reinforced the relevance of the College’s emphasis on a synergistic meld of the themes of competent, reflective, and caring as the foundation of its conceptual framework. As the list of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who assiduously reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of competencies, reflective learning, and caring supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be competent, reflective and caring in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a competent, reflective and caring professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate...
technology throughout their individual subject area fields, to promote understanding and appreciation for diversity, and to support the development of literacy skills needed in an increasingly complex society. This Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and assess proficiencies according to standards evidenced in college, state and national standards.

IV. Expectations of Students:

Students will be expected to complete the following course requirements:

A. complete all assigned readings. The student must ask questions if s/he needs the material clarified.
B. participate in all class discussions and activities.
C. check the course website at least twice a week for announcements.

V. Course Content

A. Research communication and language impairments. 6 hours
B. Investigate the process and components of communication. 7
C. Communication and language characteristics of persons with autism spectrum disorders. 6
D. Assess communication and language. 6
E. Treatment approaches for Communication Disorders. 6
F. Assistive and instructional technology, AAC devices. 5
G. Social outcome approaches. 5
H. Self-determination methods and strategies. 4

45 hours

VI. Textbooks:


Additional Resources Recommended for Further Study:


VII. Basis for Student Evaluation:
### COMPONENT EVALUATION CHART EX 556

<table>
<thead>
<tr>
<th>Component Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Assignments / 10 at 10 points each</td>
<td>100</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Assignments / 8 at 30 points each</td>
<td>240</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Active Participation / 15 weeks X 10 points</td>
<td>150</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Quizzes – 5 at 25 points each</td>
<td>125</td>
<td>Periodically</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Presentation – Case Study</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Exams – 2 @100 points each</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

A. **Forum Assignments**: Respond to weekly questions/issues/dilemmas/simulations and problem-solving activities posted on the course website throughout the semester. Forum activities are designed to provide a platform for discussion. Consequently, all forum assignments require students to reply to at least one other student's entry. To fully complete forum assignments, you will need to upload your response; read at least one other student's response; and reply to at least one other student's forum entry.

B. **Assignments** including article reviews, brochure, social story, visual supports and teacher interview journal.

C. An electronic **Portfolio** that includes an accumulation and documentation of class activities for the entire course. The content of the portfolio will vary from student to student due to individual learning activities as well as individual organizational style. The portfolio must be organized with a narrative explanation of the contents. The portfolio will not only serve as a documentation tool for class requirements, but will also be a valuable resource on assessment and exceptionalities for future reference.

D. **Presentation**: Based on case study.

E. **Active Participation**: Students will earn participation and/or activity points associated with assignments and activities assigned for the week.

F. **Quizzes & Exams**: Students will demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading material.
VIII. Undergraduate Grading Scale

100-90% = A
89-80% = B
79-70% = C
69-60% = D
59% and below = F

Graduate Grading Scale

100-90% = A
89-80% = B
79-70% = C
69% and below = F

In addition, all graduate students will complete an additional research project and present it to the class in electronic format.

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

X. Student with Exceptionalities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm
XI. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.