

**SCHOOL OF EDUCATION
MARIAN UNIVERSITY OF FOND DU LAC
Institute for Professional Development (IPD)**

COURSE NUMBER: TDE 604

SEMESTER/YEAR: SPRING 2017

COURSE TITLE: “PEAK VIRGINIA AUTISM CONFERENCE”

INSTRUCTOR: DEBRA WARREN

CREDITS: 1, 2 or 3 credit option

dbwarren53@marianuniversity.edu

COURSE LOCATION: Springfield, VA

COURSE DATE: May 4-5, 2017

DUE DATE: Research Paper is due May 20, 2017. Grades are posted by June 5, 2017.

I. COURSE DESCRIPTION:

This class accompanies the PEAK Conference Group, LLC, Conference held May 4-5, 2017 in Springfield VA.

Students will learn how problem-solving skills are essential for current and future student success, leaving the seminar equipped with many new tools and strategies to implement immediately with individuals of all ages and functioning levels in educational and community settings.

II. PURPOSE AND RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK:

The Institute for Professional Development (IPD) in the School of Education focuses on supporting post-graduate educators committed to excellence through life-long learning in their profession. Five interconnected themes serve as the framework for courses: Value and Ethics, Knowledge, Reflection, Collaboration and Accountability.

III. COURSE OBJECTIVES:

Value and Ethics

Students will:

1. Be respectful of a communal learning environment and practice sensitivity to others opinions and communication styles.
2. Practice civil discourse and professional behavior at all times.

Knowledge

Students will be able to:

Day One

1. Identify characteristics of social and emotional functioning
2. Describe the relationship between social skill deficits and social anxiety
3. Demonstrate skills necessary to assess social functioning

4. Compare skill acquisition versus performance deficits
5. Describe evidence based social skill strategies
6. Demonstrate skills necessary to implement social skills strategies

Day 2

1. Identify crisis situations
2. Analyze problematic behaviors to determine underlying causes, including antecedents, setting events, and functions
3. Describe and teach alternative behaviors
4. Formulate a behavior support plan
5. Apply strategies for achieving long term behavior change
6. Analyze techniques for teaching alternative behaviors

Reflection

Students will:

1. Listen critically and attentively in preparation for discussions pertaining to the material.
2. Critically evaluate the speaker(s) topic and be willing to challenge those assumptions or suspend previous assumptions as evidenced in the written paper.
3. Reflect outside of the conference and implement key learnings in appropriate classroom situations.
4. Think beyond the conference setting by reading other expert's work to gain a deeper learning of the topic and include these references in your paper.
5. Research and reference additional articles in their paper to support your findings.

Collaboration

Students will:

1. Respect the ideas of others even when they are in conflict with their own by conducting a thoughtful debate and/or discussion.
2. Present ideas that will further the learning of the conference attendees.
3. Ask questions to other attendees, parents, or the speaker to gain insight from a different perspective or to answer specific questions they may have.

Accountability

Students will:

1. Attend all registered days of the conference.
2. Complete all required coursework.
3. Seek out information that furthers their own learning regarding the topic.

IV. SEQUENTIAL OUTLINE:

Day one of conference: *“Building Social Relationships through Evidence Based Social Skills Programming for Youth with Autism Spectrum”*

- Video case examples presented.
- Give participants the tools for understanding social-emotional functioning with effective strategies for teaching social skills to children and adolescents with autism spectrum disorder.

- Share a systemic and comprehensive framework to guide parents and practitioners in the development and implementation of social skills programming.
- Address both social cognitive processing and social skill performance.
- Lastly, present high impact strategies that you can be implemented in the classroom, practice or home.

This course will provide an overview of the Building Social Relationships (BSR) program, a social skills instructional model developed by Dr. Scott Bellini. Research will be integrated on social-emotional functioning with effective strategies for teaching social skills to children and adolescents with autism spectrum disorder (ASD). Social cognitive processing and social skill performance are key to the systematic and comprehensive framework that will presented to guide parents and practitioners in the development and implementation of effective social skills programming.

Day two of conference: *“High Impact Strategies for Supporting Individuals with an Autism Spectrum Disorder who Engage in Problematic Behaviors”*

- Video case examples presented.
- Effective behavioral support with individualized practices that address the primary areas of difficulty in social understanding and interactions will be presented as well as formulating a behavior support plan.
- Pragmatic communication, managing anxiety, preferences for sameness as well as rules and ritualistic behaviors used will be addressed.
- Practical strategies that can be implemented in your classroom, practice or home that utilize the technology associated with applied behavior analysis (ABA) and positive behavior support will be discussed.

This course will feature the challenging behaviors that are frequently the primary obstacle in supporting students with Autism Spectrum Disorder. The focus will be identifying, analyzing and applying practical strategies that can be implemented in a range of settings utilizing the technology associated with applied behavior analysis (ABA).

V. TEACHING STRATEGIES:

- A. Lecture
- B. Discovery Learning
- C. Demonstration
- D. Reflection
- E. Research Paper

VI. EVALUATION METHODS (Assignments):

A. Attend all sessions of the conference	70%
B. Research Paper	30%
Total	100%

A	93-100	B	83-88	C	73-78	D	63-68
A-	91-92	B-	82-81	C-	72-71	D-	62-61
B+	89-90	C+	80-79	D+	70-69	F	60-0

Research Paper Requirements

- A. List the speaker(s) name and write a line or two on what they spoke about at the event. Provide their current position and the background that gives them the authority to speak on their chosen subject(s).
- B. Construct a themed statement that reflects the focus of the conference and your personal goal for attending the sessions.
- C. Include highlights from the speaker(s) in your research paper. If you are unclear about any of the speaker's main points, ask them about them afterwards or talk to other key people at the conference and get their opinion on the most important topics discussed.
- D. Research other experts in the field and use your findings to further your own ideas. Provide proper APA citations for any idea or opinion that is not your own.
- E. It is recommended that you write a rough draft of your research paper within two weeks of the conference. It is important to get the information on paper while it is still fresh in your mind. You have two weeks after the conference ends to email your paper to dbwarren53@marianuniversity.edu.
- F. Your paper will be evaluated on the following criteria: grammar, spelling and content. It is always better to let another pair of eyes check your work before you submit it to be evaluated.
- G. Papers submitted electronically must be in one of the following file formats: Microsoft Word Document (.docx), Adobe PDF (.pdf), or rich text format (.rtf).

For 1 Graduate Credit Option.

One Day Attendance and Research Paper

Paper should be 5 – 6 pages and include a minimum of two other research sources, have a 12 point font and be double spaced. At least one page of your research paper must include an ‘action plan’ of how you intend to use what you learned in your work or home setting. Use APA style formatting and include a works cited page for additional research cited in your paper.

For 2 Graduate Credit Option.

One Day Attendance and Research Paper

Paper should be 7 – 8 pages, 12 point font, double spaced. The paper required for this 2 credit option should also include a minimum of three research sources. At least one page of your research paper must include an ‘action plan’ of how you intend to use what you learned in your work or home setting. Use APA style formatting and include a works cited page for additional research cited in your paper.

Two Day Attendance and Research Paper

Paper should be 5 – 6 pages, 12 point font, double spaced. The paper required for this 2 credit option should also include a minimum of two research sources. At least one page of your research paper must include an ‘action plan’ of how you intend to use what you learned in your work or home setting. Use APA style formatting and include a works cited page for additional research cited in your paper.

For 3 Graduate Credit Option.

Two Day Attendance at the conference and Research Paper

Paper should be 9-12 pages, 12 point font, double spaced. The paper required for the 3 credit option should also include a minimum of four research sources that you do on the topic covered at the conference. At least one page of your research paper must include an ‘action plan’ of how you intend to use what you learned in your work or home setting. Use APA style formatting and include a works cited page for additional research cited in your paper.

VII. OTHER RELEVANT INFORMATION:

The Academic Honesty Statement

Academic Honesty: The rules and procedures dealing with academic honesty set forth in the Marian University Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a paper is prepared by a student for this class, it is expected that the paper be the student’s own work and that any use of the work of another in a student’s paper be properly quoted and cited pursuant to Marian University Reference Manual (available on the Marian University Writing Center website).

Classroom and Campus Expectations

Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University (this includes online, Facebook, web-based venues).

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

Incomplete Policy (change of grade)

The rules and procedures for academic honesty are set forth in the Incomplete Policy Section of the Marian University *Graduate Educational Studies Information Guide*. Upon the assignment of an incomplete (I), the student will have until the end of the following semester to complete the course work. An extension may be granted by the Chair of Educational Studies. If the work is not complete by the end of the following semester, the incomplete will be changed to an “F”. (This does not apply to practicum courses or to Action Research courses.)

Attendance Policy

Marian University has at the heart of its core values, that it is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from class by a student not only limits that student's learning, but it also limits the learning of the entire class that is deprived of that student's input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus. Such criteria are supported by Marian University. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

Statement regarding Persons with Disabilities

Marian University will provide reasonable accommodations to qualified people with disabilities. If you feel you need accommodations to fully participate in this class, please contact Lisa Olig Coordinator of Disability Services at lmolig65@marianuniversity.edu or Academic Support at 920-923-8951.

VIII. REQUIRED TEXT(S):

NONE

IX. REQUIRED READINGS:

NONE

X. BIBLIOGRAPHY:

Adreon, Diane and Myles, Brenda Smith, (2001). Asperger syndrome and adolescence: Practical solutions for school success. Overland Park, KS: AAPC.

Atwood, Tony, (2008). The Complete Guide to Asperger's Syndrome, Philadelphia, PA: Jessica Kingsley Publishing.

Atwood, Tony, (1997). Asperberger's Syndrome: A Guide For Parents and Professionals, Philadelphia, PA: Jessica Kingsley Publishing.

Atwood, Tony, (2004). Exploring Feelings: Anxiety: Cognitive Behavior Therapy to Manage Anxiety, Arlington, TX: Future Horizons Publishing.

Baker, Jed, (2008). No More Meltdowns. Arlington, TX: Future Horizons Publisher.

Baker, Jed, (2006). Preparing for Life: The Complete Guide for Transitioning to Adulthood for Those with Autism and Asperger's Syndrome. Arlington, TX: Future Horizons Publisher.

- Baker, Jed, (2006). *The Social Skills Picture Book for High School and Beyond*. Arlington, TX: Future Horizons Publisher.
- Baker, Jed, (2003). *Social Skills Training for Children and Adolescents with Asperger's Syndrome and Social Communication Problems*. Arlington, TX: Future Horizons Publisher.
- Baker, Jed, (2001). *The Social Skills Picture Book: Teaching Play, Emotion and Communication to Children with Autism*. Arlington, TX: Future Horizons Publisher.
- Beurkens, N., Roon, E., and Kowalczyk, C., (2009). *Learning As We Grow: Enriching Education for Students with Autism and Other Neurodevelopmental Disorders*, Caledonia, MI: Horizons Developmental Remediation Center.
- Buron, Kari Dunn, (2007). *A 5 is against the law! Social boundaries: Straight up! An honest guide for teens and young adults*. Overland Park, KS: AAPC Publishing.
- Buron, Kari Dunn, (2005). *The incredible 5 point scale*. [DVD]. United States, AAPC Publishing.
- Buron, Kari Dunn, (2012). *The incredible 5 point scale: The significantly improved and expanded edition*. Overland Park, KS: AAPC Publishing.
- Gray, Carol, (2000). *The new social story book: Illustrated edition*. Arlington, TX: Future Horizons.
- Ingersoll, B., and Werner, M., (2013). *Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning*. Baltimore, MD: Brooks Publishing.
- Jaffe, Amy, and Gardner, Luci, (2006). *My book full of feelings: How to control and react to the size of your emotions*. Overland Park, KS: AAPC Publishing.
- Myles, Brenda Smith and Jack Southwick, (2005). *Asperger Syndrome and difficult moments: Practical solutions for tantrums, rage and meltdowns*. Overland Park, KS: AAPC Publishing.
- Myles, Brenda Smith, (2001). *Asperger Syndrome and sensory issues: Practical solutions for making sense of the world*. Overland Park, KS: AAPC Publishing.
- Myles, B. S., Adreon, D., and Gitlitz, D, (2006). *Simple strategies that work! Helpful hints for all educators of students with Asperger Syndrome, high-functioning autism, and related disabilities*. Overland Park, KS: AAPC Publishing.
- Myles, B.S., Trautman, M.L., and Schelvan, R.L. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations*. Overland Park, KS: AAPC Publishing.

Prelock, P., McCauley, R., Fey, M., and Kamhi, A., (2012). Treatment of Autism Spectrum Disorder: Evidence-Based Intervention Strategies for Communication and Social Interaction. Baltimore, MD: Brooks Publishing.

Wrobel, Mary, (2003). Taking care of myself: A hygiene, puberty, and personal curriculum for young people with autism. Arlington, TX: Future Horizons.

XI. GRADE INFORMATION AND TRANSCRIPTS ****IMPORTANT****

Marian University, like most institutes of higher education, does not mail out individual grade reports anymore. Instead they make it available to request an official transcript or download an unofficial one to verify course completions. Once a new student registers for a class, they are entered into the Marian registration system; you will then be sent information from our IT Department to set up a username and password to allow you to access our online student services system known as SabreNet. If you have any trouble with this process you can email the help desk at helpdesk@marianuniversity.edu and they will walk you through it. This system will allow you to print off an unofficial transcript with your grade on it, once grades have been posted. **Grades are posted one week after the due date.** You can get an official copy of your transcript by following the directions below.

HOW TO ORDER

- Visit <https://my.marianuniversity.edu> and log in with your Marian username and password.
- If you do not have a Marian username and password or do not remember your sign-on information, you will need to click on “Former Student Account Request” found in the upper right corner of the page under “Links”.
- You will be notified of your sign-on information via the email you listed on the form.
- Next click on “SabreNet” found under the “Academics” drop-down menu and log in with your Marian username and password.
- Next click on “Request Official Transcript” at the bottom of the page, and complete the form.
- A major credit card and a valid email address are required.
- There is a nominal \$3.00 fee per transcript requested.
- An additional fee of \$1.99 will be charged for the optional tracking feature.
- Your transcript will be securely emailed to its recipient within 1-2 business days of your completed order.

Requestors without a valid email or credit card can contact the Registrar’s Office at 920-923-7618 or registraroffice@marianuniversity.edu for assistance in ordering transcripts.