



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009 **NEXT REVIEW: 2013-2014** **STATUS: A**
(i.e. 2003-2004) *(i.e. 2008-2009)* *(A, I, D)*

COURSE TITLE: Nature and Needs of The Autism Spectrum Disorder Student

COMMON COURSE NUMBER: EEX 3109

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: **48**

Lab:

Clinic:

Other: **10**

PREREQUISITE(S):

EEX 3010 Introduction to Exceptional Student Education

COREQUISITE(S): Field Experience

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course is designed for students enrolled in the Bachelor of Science Degree program for Exceptional Student Education. This is an overview course examining issues in providing educational services to individuals with Autism Spectrum Disorder Students (ASD). Emphasis will be placed on definitions and concepts, classification, prevalence, behavioral characteristics, communication, intervention strategies, classroom technology, multicultural issues, and family involvement. Service delivery systems will be reviewed and current trends discussed.

UNIT TITLES

1. **Conceptual Framework for Dealing with ASD**
2. **Historical Perspective and definitions of students with ASD**
3. **Educational Approaches to teaching ASD students**
4. **Structured Teaching**
5. **Behavioral assessment and interventions**
6. **Application Activity, Functional Behavioral Assessment**
7. **Communication Strategies**
8. **Teaching Social Skills to the ASD student**
9. **Service Delivery Models for ASD students**
10. **Working with families of ASD Students including those from culturally diverse backgrounds**
11. **Transition and generalization strategies**
12. **IEP development for students with ASD**
13. **Teaching leisure skills to ASD students**
14. **Perceptual motor needs of ASD students**

EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

This course will involve a variety of evaluation techniques

- Journal Article Summaries
- Characteristics of ASD research project
- Historical/ethical practices paper
- Observation log from Field Experience
- Critical Assignments
- Mid Term Exam
- Final Exam

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills *:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	NA
2. Speak and listen effectively	NA
3. Write clearly and coherently	NA
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	NA
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	NA
6. Apply problem solving techniques to real-world experiences	NA
7. Apply methods of scientific inquiry	NA
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	NA
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	NA
10. Collaborate with others to achieve common goals.	NA
11. Research, synthesize and produce original work	NA
12. Practice ethical behavior	NA
13. Demonstrate self-direction and self motivation	NA
14. Assume responsibility for and understand the impact of personal behaviors on self and society	NA

15. Contribute to the welfare of the community

NA

* *General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*

Common Course Number: EEX 3109

UNITS

Unit 1

General Outcome:

1.0 The student shall:

Analyze the legal and ethical issues pertaining to educating student with autism spectrum disorder

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Discuss the confidentiality of records and record keeping
- 1.2 Identify the continuum of services for Autism Spectrum disorder students in exceptional student education
- 1.3 Participate in the development of an Individual Education Plan (IEP)
- 1.4 Interpret how the Individuals with Disabilities Act (IDEA) impacts services for autistic students
- 1.5 Compare and contrast the federal IDEA definitions with the Florida definition of Autism
- 1.6 Describe the historical and ethical perspectives of teaching students with autism spectrum disorders in the United States
- 1.7 Identify the essential ethical principles to be followed in establishing positive behavior support and specific legal requirements

Common Course Number: EEX 3109

Unit 2

General Outcome:

2.0 The student shall:

Identify the characteristics of the autism spectrum disordered student.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Identify etiology and prevalence/incidence of the autistic learner.
- 2.2 Identify the social, learning, physical, and behavioral characteristics of individuals with autism spectrum disorders, including individuals from diverse backgrounds
- 2.3 Compare the curricular and related services needs of students with mild autism to the needs of students with more severe autism
- 2.4 Analyze the societal and cultural prejudices that impact perceptions of individuals with autism

Common Course Number: EEX 3109

Unit 3

General Outcome:

3.0 The student shall:

Identify and interpret educational and behavioral assessments related to teaching students with autism spectrum disorder to of students

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Identify assessment techniques for use with students with mild, moderate and severe disabilities
- 3.2** Identify cultural variables related to the assessment of students with autism spectrum disorders
- 3.3** Evaluate assessment strategies (traditional and alternative) to assist in the continuous development of the autistic learner
- 3.4** Administer and interpret behavioral assessments for ASD students
- 3.5** Discuss key federal and state laws that guide evaluation practices for students with Autism
- 3.6** Prepare and communicate assessment results for academic skills and social behaviors
- 3.7** Apply effective strategies and techniques to strengthen the connections between assessment and instruction

Unit 4

General Outcome:

4.0 The student shall:

Identify appropriate educational strategies and techniques for teaching students with autism spectrum disorder

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Compare and contrast educational service delivery options for the ASD learner
- 4.2 Discuss current national trends with regard to providing educational services for students with autism spectrum disorder
- 4.3 Apply various learning theories applicable to students with autism spectrum disorder
- 4.4 Discuss intervention techniques for use with students with mild, moderate, and severe Autism
- 4.5 Identify cultural variables affecting students with autism spectrum disorders
- 4.6 Discuss the importance of and strategies for including families in the provision of services to students with disabilities, including families with diverse backgrounds
- 4.7 Compare examples of evidence-based practices for services and supports in the classroom, home and community