



Autism Spectrum Disorder: Information & Effective Intervention Strategies

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Introduction

Welcome to *Autism Spectrum Disorder*, an interactive computer-based instruction course designed to help you achieve a better understanding of Autism Spectrum Disorder, of intervention strategies to enhance communication and learning, and of methods for teaching more conventional behaviors. *Autism Spectrum Disorder* provides information about the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses, and various intervention strategies that have proven to be successful when working with autistic students. The course helps you comprehend why individuals with Autism Spectrum Disorder act the way they do and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who would like more help or information on autism.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Autism Spectrum Disorder: Information & Effective Intervention Strategies*
Author: Dr. Marrea Winnega, Ph.D. & Mary Coughlin, CCC-SLP
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Instructor: Dr. Marrea Winnega

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout. A participant who fails to complete the entire course in the manner intended and as outlined, may have their grade reduced or fail the course. It is the student's responsibility to contact the facilitator, instructor-of-record, or VESi registrar if there is any question as to the manner in which this course is to be completed.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application in work or work-related settings. The intervention strategies are designed to be used with autistic students who display a range of verbal abilities from use of few words or mute to very verbal and ranging in age from approximately 3 years to adulthood.

Expected Learning Outcomes

As a result of this course, participants will demonstrate their ability to:

- Define the characteristics of Autism Spectrum Disorder for better understanding of these disorders.
- Increase the ability to identify students having this disorder.
- Provide information on how individuals with this disorder are different from other students, and how to teach them given these differences.
- Understand their behavior in terms of their differences and communication styles.
- Develop an understanding of the communication differences and weaknesses in autistic students.
- Provide information on teaching strategies.

- Provide resources for teachers and parents.

Course Description

The course *Autism Spectrum Disorder* has been divided into four chapters and into five to eight exercises within each chapter. The first chapter is on the diagnosis of Autism Spectrum Disorder; it gives a clear picture of the characteristics that define this disorder. Although the information in this chapter is thorough, there is much information published about autism. We recommend that you complete readings and research outside the course materials to gain a fuller understanding of these disorders and the variety of interventions. To cover all areas and issues affecting autistic students and their behavior would not be possible in one course. However, this introduction chapter and subsequent chapters should give you a firm understanding of the disorder and effective tools for facilitating positive changes with these students.

The second chapter of *Autism Spectrum Disorder* is “**Behaviors & Differences.**” This chapter discusses ways that autistic individuals are different from other learners. The information in this chapter serves to increase your understanding of Autism Spectrum Disorder so that an effective intervention plan can be developed to help the student with communication and/or behavioral difficulties. Gaining an understanding of the possible reasons for their behaviors will also help in the understanding of why certain interventions are more successful in teaching these students.

The third chapter is “**Communication & Language.**” In this chapter, you will be given information about the prerequisites of communication, the components of speech and language, and the profiles of nonverbal and verbal children with Autism Spectrum Disorder. You will be provided with interventions to enhance communication.

The final chapter covers “**Visually Supported Communication.**” You will learn how to use visual supports, schedules, and calendars to help autistic students monitor their time and program more effectively and independently. You will learn to use the strategy of “first/then” to help children finish important daily tasks before moving into pleasurable free-time activities. You will also be presented with some case examples to strengthen your understanding.

Please note that at this time we are using both identity-first language and person-first language to recognize the preferences of both autistic individuals and parents.

Student Expectations

As a student, you will be expected to:

- Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**

- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Course Overview

Chapter 1 – Introduction & Characteristics

This section focuses on the characteristics that define the autism spectrum. The areas to be discussed are the social and communication deficits and the restricted, repetitive patterns of behavior, interests or activities exhibited by individuals with Autism Spectrum Disorder.

Chapter 2 – Behaviors & Differences

This section describes how autistic individuals perceive the world and their different learning styles. These differences will be applied to the behavioral challenges these students exhibit.

Chapter 3 – Communication & Language

This section discusses the prerequisites for communication, such as object permanence and cause and effect, the components of speech and language, and the communication profiles exhibited by individuals with Autism Spectrum Disorder. Enhancing communication in both the nonverbal and the verbal student will be addressed.

Chapter 4 – Visually Supported Communication

This section discusses how visual supports can be used to help students understand verbal directions and what they need to be doing. Visual supports include symbols, line drawings and pictures used as pictures on a ring, communication boards, schedules, lists, and first/then cards.

Examinations

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete

all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link.***

You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.

1) ***Critical Thinking Questions***

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE PROGRESS once you are done with your edits.

You must click SAVE PROGRESS before you write another essay or move on to another part of the course.

2) ***Journal Article Summations***

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article. Your summaries must meet the minimum word count. In other words, the citations are not to be used as a means to meet the minimum word count.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE PROGRESS**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE PROGRESS before you write another summary or move on to another part of the course.

Instructor Description

Autism Spectrum Disorder has been developed by Marrea Winnega, PhD, BCBA, and by Mary Coughlin, CCC-SLP. Dr. Marrea Winnega, the instructor of record, is a licensed clinical psychologist and a board certified behavior analyst with more than 25 years of experience in the field of Autism Spectrum Disorder. Previously, she was an assistant professor of Clinical Psychology at the University of Illinois in Chicago's Department of Disability and Human Development and the Department of Psychiatry. She facilitated numerous parent groups for parents of autistic children in her position at the University of Illinois at Chicago Institute on Disability and Human Development (UAP). She has also conducted diagnostic evaluations, numerous workshops, in-services, and trainings throughout the United States. In 1998, Dr. Winnega developed the Autism Dynamic Beginnings classroom, an intensive, multimodal classroom for 3- to 6-year-olds with autism. This program has grown to multiple classrooms serving students ages 3 to 21. Currently, she is consulting in schools, supporting structured classrooms, and providing positive, proactive interventions for autistic students in their general education classrooms. She is also supporting school teams to identify students with educational autism. During school breaks, she conducts diagnostic assessments.

Mary Coughlin is a retired speech-language pathologist with more than 35 years of experience in the field. Her background includes working with students in both regular education and special education settings. She has taught in a communication development classroom and has worked with students with behavior disorders; students with severe-profound disabilities, birth to 5; and medically fragile children, as well as those with developmental delays and autism. She served on a diagnostic team serving early childhood children for more than 10 years. For the last 25 years, she has worked with students with autism and significant other impairments. She has presented numerous workshops for parents and professionals on the various aspects of communication, speech, and language. She worked with Dr. Winnega in Autism Dynamic Beginnings since its inception and was a consultant to the program (renamed the Students Teachers Achieving Results [STAR] program) incorporating the verbal behavior approach and structured teaching into effective teaching strategies for its students to maximize socially appropriate behavior and functional communication skills using a positive behavior approach. She also initiated the positive behavioral interventions and supports (PBIS) program for its use within a segregated school environment and has served on the committee for the Cooperative on which she worked for more than 10 years.

Contacting the Instructor

You may contact the instructor by emailing Dr. Winnega at marrea_winnega@virtualeduc.com or calling her at 509-891-7219, Monday through Friday, 8 a.m. – 5 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists, please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

Bibliography (Suggested Readings)

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- Latest information in a variety of journals, including *Journal of Autism and Developmental Disorders*; *Focus on Autism*; *Journal of Applied Behavior Analysis*

Books by Carol Gray:

The New Social Story Book and *The New Social Story Book—Illustrated Edition* (2015) and *Taming the Recess Jungle*. Available through Future Horizons.

Resources

Autism Society of North Carolina blog with useful information: <https://www.autismsociety-nc.org/blog/>

Contact the **Autism Society** for information including about the affiliate network: <https://www.autism-society.org/about-the-autism-society/affiliate-network/>

Journal of Applied Behavior Analysis, 46(1), Spring 2013 – Special Issue on Functional Analysis: Commemorating Thirty Years of Research and Practice. <https://onlinelibrary.wiley.com/toc/19383703/2013/46/1>

Resources for the ASD spectrum:

Autism Spectrum Connection (Formerly: OASIS [Online Asperger's Syndrome Information and Support]); MAAP Services for Autism and Asperger Syndrome
Website: <http://www.aspergersyndrome.org>

Autism Speaks statistics: <https://www.autismspeaks.org/autism-statistics>

Signs of autism in girls who are highly verbal:

<https://www.autismparentingmagazine.com/signs-of-autism-in-girls/>
<https://childmind.org/article/autistic-girls-overlooked-undiagnosed-autism/>

Lives in the balance:

www.livesinthebalance.org
<https://truecrisisprevention.org/unsolved-problems-vs-overt-behavior/>

National Standards Project, National Autism Center, www.nationalautismcenter.org ©2009 “The National Center is a nonprofit organization dedicated to supporting effective, evidence-based treatment approaches for Autism Spectrum Disorders (ASD) and to providing direction to families, practitioners, organizations, policy-makers, and funders. The Center’s goal is to serve individuals with ASD by responding to the rising demand for reliable information and by providing comprehensive resources for families and communities.”

Autism-Focused Intervention Resources & Modules: <https://afirm.fpg.unc.edu/>

Social Thinking by Michelle Garcia Winner: <https://www.socialthinking.com/>

Universal Design for Learning: <https://medium.com/udl-center/new-udlcenter-16ce1923fd19>

UDL Guidelines: <https://udlguidelines.cast.org/>

UDL at a

glance: <https://www.youtube.com/watch?v=bDvKnY0g6e4&list=PLR6ytVuE7QqQNii40DtLcM8RAYZd2VJt5>

Publishers/Bookstores

Future Horizons, Inc. <https://www.fhautism.com> (Also has webinars and conferences)

AAPC Publishing <https://www.aapcautismbooks.com/>

Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization’s web home page.

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COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letters will be assigned as follows:

90% to 100%	A
80% to 89%	B
70% to 79%	C
69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions:

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.
- Course Evaluation: Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.
- Print Certificate: You can print a copy of your course certificate for your records. Print Certificate: You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.