**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

Semester: Summer 2023 - a 7 week online course

June 26 – August 13, 2023

Course Title: Vis Imp and Autism: Building Relationships

Day(s) and time of classes - Online

**Instructor:** Jay Felice Hiller, M.A., CCC-SLP

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**Support**

Contact your instructor with questions on course content: syllabus, course map, objectives, handouts and readings, discussions, PowerPoint presentations, assignments, grades, grading system, course requirements, rubrics:

[hillerj@tsbvi.edu](mailto:hagood.linda@gmail.com)

Contact Perkins eLearning with technical questions related to issues preventing you from accessing the course, launching videos:

Perkins eLearning:

email: [Perkins.elearning@perkins.org](mailto:Perkins.elearning@perkins.org)

phone (eastern US time zone) 617 – 972-7824

<mailto:hillerj@tsbvi.edu>

**COURSE DESCRIPTION:**

This course, based on an activity-rich curriculum guide, will provide theoretical and practical information for teaching social communication skills to the growing population of students with combined challenges of visual impairment and autism. Through reading, discussion and hands-on practice, participants will improve their confidence and skills in working with this challenging group of students.

***If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.***

**TEXTS:**

Fitchburg State University Teacher Preparation Programs. (2012).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <https://www.fitchburgstate.edu/offices-services-directory/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

Hagood, Linda, 2008. *Better Together: Building Relationships with People Who Have Visual Impairment and Autism Spectrum Disorder (or Atypical Social Development*., Chapter 1 (1-49).

Fink, C. & Borchert, M. (2011) Optic nerve hypoplasia and autism: Common features of spectrum disorders. Journal of Visual Impairment and Blindness, 105 (6), 334-338.

Jure, R., Pogonza, R., Rapin, I. (2016) Autism spectrum disorders (ASD) in blind children: Very high prevalence, potentially better outlook. *Journal of Autism and Developmental Disorders, 46*: 745-759. DOI 10.1007/s10803.-015-2612.5

Prizant, Barry (Spring 2009). “Is ABA the Only Way?” Autism Spectrum Quarterly, pp 28-32. Retrieved from:

<http://barryprizant.com/wp-content/uploads/2015/07/asq5_aba_only_way_part_2_spring_2009.pdf>

Belote,M & Maier, J (2014) [Why deaf—blindness and autism can look so much alike](http://files.cadbs.org/200002495-2f170310b5/Belote%20-%20Maier%20reSources%20Fall%202014.pdf), reSources, Volume 19, No.2 California Deaf-Blind services

Pawletko, Teresa. Employment implications for autism spectrum disorders and visual impairments

<https://visionaware.org/emotional-support/working-with-people-new-to-visual-impairment/employment-implications-for-autism-spectrum-disorder-and-visual-impairments/>

​Pawletko, T., Could my visually impaired clients be on the autism spectrum?

<https://visionaware.org/emotional-support/working-with-people-new-to-visual-impairment/could-my-visually-impaired-clients-be-on-the-autism-spectrum/>

Additional (optional) reading is also listed

National Standards Project Phase 2 (2015) PDF document or link <http://www.nationalautismcenter.org/national-standards-project/phase-2/>

Pawletko, T., Chokron, S, & Dutton, G.N. (2015) “Considerations in the behavioral diagnosis of CVI: Issues, Cautions, and potential outcomes”, in Lueck, A.H. & Dutton, G. (eds.) Vision and the brain: Understanding cerebral visual impairment in children. AFB Press: Louisville, KY., pages 159-170.

[Wong, C., Odom, S.L., Hume, K., Cox, A.W/. Fettig, A., Kucharczyk, S.., & Schultz, T.R.. (2014) Evidence-based practices for children, youth, and young adults with autism spectrum disorder... Chapel Hill: The University of North Carolina](http://cidd.unc.edu/Registry/Research/Docs/31.pdf)

Sapp, W. & Hatlen, P. (2010). The expanded core curriculum: Where we have been, where we are going, and how we can get there. Journal of Visual Impairment and Blindness, 104 (6), 338-348.

<https://journals.sagepub.com/doi/abs/10.1177/0145482X1010400604>

Prizant, Barry. Behavior is not the issue: an emotional regulation perspective on behavior

<http://barryprizant.com/wp-content/uploads/2015/07/asq13_problem_behavior_part_1_spring_2011.pdf>

Prizant, Barry. Thinking developmentally.

<http://barryprizant.com/wp-content/uploads/2015/07/asq19_thinking_developmentally_part_2_fall_2012.pdf>

Pawletko, T. Empkloyment implications for autism spectrum disorder and visual impairments

<https://web.archive.org/web/20>181103032017/[http://www.afb.or](http://www.afb.or/)g/info/programs-and-services/professional-development/multiple-disabilities/employment-implications-for-autism-spectrum-disorder-and-visual-impairments/1235

**Fitchburg State University Teacher Education Conceptual Framework**

**LEARNING OUTCOMES / OBJECTIVES:**

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:

* Methodological differences between approaches to teaching children with autism
* Issues in the diagnosis of autism in children with visual impairment.
* Relationship-based curricula that can be adapted for students with visual impairment.

**Skill**: As a result of the learning experiences in the course, you will become better able to:

* Use 3 different criterion referenced tools to evaluate and select teaching objectives for students with visual impairment and atypical social development**.**
* Demonstrate and practice a repertoire of unit-based activities for teaching social communication skills to students with visual impairment and atypical social development.
* Give examples of skills in each of four domains in the Better Together curriculum-Social interaction, Communication, Social Cognition, and Emotional Development.

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Explain the importance of engagement and relationship-building in teaching students who have visual impairment and atypical social development or autism.
* Describe and practice effective strategies for building relationships with students who have visual impairment and atypical social development/ autism.

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Write and document progress on observable and measurable relationship-based objectives for students who have visual impairment and atypical social development/ autism.
* Assess the effectiveness of teaching strategies and adjust as needed to facilitate student growth.

**INSTRUCTIONAL STRATEGIES [Place an X for each strategy you use while teaching this course.]**

x Lecture x Data Collection and Analysis

x Discussion/Questioning Pre-Practicum

Laboratory Role Playing/Simulation

x Problem Finding/Solving Independent Learning

Discovery Field Trips

Interviewing Computer Applications

Collaborative Learning Groups x Viewing or Listening to Followed by

x Reflective Responses Discussing

Creating Visual Illustrations of Concepts Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Technology Initiatives**:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:

* to access the course
* a communication method (email)
* a research method

**COURSE REQUIREMENTS**

This is a graduate level course. As such, the course requirements reflect a level of academic rigor appropriate for graduate work and course participants are expected to meet these expectations.

The required assignments for this course are as follows:

**Session quizzes:** There will be a multiple choice quiz covering the content for each of the seven sessions. The quizzes are a way to assess the participants’ participation in reading and lecture presentations. Participants may reference the reading or lecture materials to answer the “open book” quizzes. .

The rubric point scale will be used to assess your work based on a 4-point scale.

Possible points for each of the 7 quizzes: 28

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Quiz Rubric | 4 points | 3 points | 2 points | 1 point | 0 points |
| Percent of multiple choice questions answered correctly | 90-100% of questions answered correctly | 80-89%% of questions answered correctly | 70-79%% of questions answered correctly | 60-69% of questions answered correctly | Less than 60% of questions answered correctly |

**Discussion Forums:** There will be a discussion forum assignment in each of the seven sessions. Each participant is required to contribute to each forum using information and knowledge gathered from class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of two posts are required. You should submit your first post early in the session, with references to the readings to support the post. Your second post (and any additional posts) should specifically reference the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good idea" will not be considered adequate. Support your statements with examples, experiences or references. However, please limit your posts to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Respond directly to the discussion prompt(s). You may extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon and connect your responses to those of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate)
* Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 5 point scale

Seven discussion forums are required at 5 points possible for each = 35 possible points. Rubric =

* 1 pt. possible for appropriate incorporation of and reference to the readings.
* 2 pts. possible for the appropriate number of responses (two responses per discussion-one to the question and one to another participant’s post)
* 2 pts. Possible for quality response (well-written, appropriate response to the question/ topic, or query which stimulates further discussion)

|  |  |  |  |
| --- | --- | --- | --- |
| **Discussion Forum Rubric** | **2 points** | **1 point** | **0 points** |
| Incorporation of and reference to the readings in discussion responses  Max pts: 1 | Max pts: 1 | Responses to include reference to the assigned readings for the week. | Responses do not include any reference to the readings for the week |
| Quality, well-written response to other participants’ post(s)  Max pts: 2 | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to the responses posted by others, | Responses do not address the discussion topic. |
| Appropriate number of responses  Max pts: 2 | A minimum of 2 responses are posted. | Only one response is posted | No responses are posted |

**Essay questions:** These assignments are extension activities, used to facilitate application of skills taught through reading and lecture. Response to an essay question involves use of the information in hypothetical situations.

Rubric for essay questions

* 2 points for providing a response that is at least three paragraphs in length.
* 3 points for quality of the response

Three essay questions with 5 possible points per question= 15 points for Essay questions possible

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric for Extension activity:**  **Essay question** | **3 points** | **2 points** | **1 point** | **0 points** |
| Length of response |  | Response is 3 paragraphs in length | Response is 1 or 2 paragraphs in length | No response, or a response that is less than a paragraph in length |
| Quality of response | Response is thorough and provides a complete, well supported response (reference to course readings) to the question. Response demonstrates application and extension of information learned through the session reading and lecture, going beyond simple recall of facts. | Response is thorough, providing a complete response to the question, but may not provide adequate support from course materials, or may not demonstrate an ability to extend and apply information learned | Response provides only a partial answer to the essay question, or makes no effort to support response with course materials/ extend and apply information learned | No response is submitted. |

**Interaction analysis activities**

Analysis of taped samples of sample/ case study students, will require responding to questions about the sample interaction.

**OR**

Report on hands-on teaching activity with a student you know., with analysis guided by questions posed by the facilitator.

Rubric =

* 2 points for observation/ description of teacher and student behaviors
* 2 points for interpreting teacher and student behaviors
* 1 point for using information to evaluate and or plan future interactions

Four interactive analysis activities are required, with 5 possible points per activity= 20 points for Interaction Analysis Questions

|  |  |  |  |
| --- | --- | --- | --- |
| **Rubric for Extension Activity:**  **Interaction Analysis** | **2 points** | **1 point** | **0 points** |
| Observation/ Description/ practice of teacher and student behaviors. Or activities | Observes,, Describes or Practices 3 or more examples of the types of behaviors or activities described in question. | Observes , describes or practices 1 or 2 examples of the types of behaviors or activities described in the question. | Does not observe. describe , or practice any of the behaviors required in the question. |
| Interprets student or teacher behaviors | Correctly answers all questions regarding intent or interactive function of student or teacher behaviors / activities | Answers to questions regarding intent or interactive function of student or teacher behaviors are partially correct | Does not answer any questions regarding intent or interactive function of behaviors. |
| Evaluates current interactions and uses information to plan future interactions | Provides detailed plan for modification of future teaching, based on information from observation. | Description of future plans are general, nonspecific.  Modification may not be based on observed behavior | Does not attempt to plan future interactions. |

All assignments must be posted by the posted due date. Assignments will be accepted late but 1 point will be deducted for each week the assignment is submitted after the due date.

**EVALUATION OR GRADING POLICY:**

**Methods of Evaluation**

The scoring Rubrics will be used to evaluate student performance as follows:

* Introduction 2 possible points
* Pre/ Post Tests 28 possible points
* Discussion Forums 35 possible points
* Essay question. 15 possible points
* Interaction analysis. 20 possible points

100 points are available. 70 points are required to pass for course credits.

The micro-credential is earned at 80 points with *all* assignments completed.

GRADES

4.0 95-100 A

3.7 92-94 A-

3.5 89-91 A-/B+

3.3 86-88 B+

3.0 83-85 B

2.7 80-82 B-

2.5 77-79 B-/ C+

2.3 74-76 C+

2.0 71-73 C

0.0 0-70 F

W Withdrawn

IN Incomplete

IP In Progress

Grades that fall between intervals will be rounded to the higher number

**COURSE CONTENT / TOPICAL OUTLINE**

Session One: **Autism and visual impairment: Issues in diagnosis and instructional methods**

**Session Goals:**

Upon completion of this session the participant will be able to :

* List criteria from the DSM V for identifying individuals with autism.
* Describe learning characteristics and developmental pathways to autism.
* Define important concepts in understanding autism, including Gestalt learning style, Theory of Mind, Executive Function skills, Central Coherence Theory, Asperger’s Syndrome, High Functioning Autism
* Describe complexity and challenges of diagnosing autism in children with visual impairment.
* List and compare three approaches to teaching children with autism.

1. **Introduce Yourself**

Post an introduction of yourself to the class in the Discussion Forum

What is your role in working with people who have visual impairment and social communication disorders? If you currently work with or parent a student with visual impairment and social challenges, describe the student you would like to use as a case study in this workshop

* Visual capabilities/ problems:
* Communication level:
* Additional medical, physical, or cognitive issues, if any:
* Strengths:
* Interests:
* Social Challenges (including behavioral issues):

\*Questions you have about this individual:

\*What curriculum, materials or methods are you using to evaluate and teach social communication skills to your students with visual impairment and autism?

\*Rate your own level of confidence and competence in teaching social communication skills to children with autism and visual impairment.

\*Why are you taking this course and what do you hope to learn?

1. **View Lecture Slides for Session One**
2. **Complete Readings:**

Hagood, Linda, 2008. *Better Together: Building Relationships with People Who Have Visual Impairment and Autism Spectrum Disorder (or Atypical Social Development*., Chapter 1 (1-49).

Prizant, Barry (Spring 2009). “Is ABA the Only Way?” Autism Spectrum Quarterly, pp 28-32. Retrieved from:

Pawletko, Teresa. Employment implications for autism spectrum disorders and visual impairments

<https://visionaware.org/emotional-support/working-with-people-new-to-visual-impairment/employment-implications-for-autism-spectrum-disorder-and-visual-impairments/>

National Standards Project Phase 2 (2015)

“Could my Client with Visual Impairment be on the Autism Spectrum?”

 “Employment and Implications for Autism Spectrum Disorder and Visual Impairment”

Additional optional readings are also provided

**4. Post to Discussion board:**

Respond to this situation: A student in your class or on your caseload has been recently diagnosed with autism in addition to his previous eligibility as a student with visual impairment. His parents have researched programming for autism on the internet and have come to you requesting that an ABA program be implemented for their son. How would you respond? (Please reference materials in your readings, as well as your own experience and knowledge base).

**5.** **Complete Interaction analysis:**

Watch the video tape segments of Alex and interviews with his parents.

If you were working as a therapist or Teacher of the Visually Impaired with this student, how would you respond to the following issues which might arise at a team meeting?

1. How are Alex’ vision and hearing impairments impacting his social functioning?

2. Which features of autism, as described in the DSM 5 criteria (powerpoint slides), are demonstrated through the parent interview, teacher concerns and observation?

3. Which of the “pathways to autism” (pg. 30-32) do you see impacting Alex’s social communication functioning, based on information you have from the parent interview, teacher concerns and observations?

4. Do you think the team should recommend pursuing an autism evaluation for him? Please describe reasons for your recommendation )see “pros and cons of autism diagnosis, pg 32-33)

**6. Take quiz**

Read: Why Deaf-Blindness and Autism can look so much alike .pdf

**Session 2**—**Curricula forStudents with Visual Impairment and Autism—**

**Better Together and Other appropriate curricula**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Define and describe skills sequences in four domains for evaluation/ instruction which are components of the Better Together curriculum model.
* Locate and access criterion referenced instruments from the Better Together Curriculum to assess student skills, teacher skills, and the quality of the adult-student interaction.
* Develop appropriate IEP goals for students with visual impairment and autism, based on the skills hierarchy in the Better Together curriculum

1. **View lecture slides for Session 2**
2. **Complete Readings:**

Hagood, Linda, 2008. *Better Together, Building Relationships with People Who Have Visual Impairment and Autism Spectrum Disorder (or Atypical Social Development),* Chapters 2 and 3.

1. **Post to Discussion Board:**

The Better Together model can be used to develop a profile of social strengths and weaknesses. Profiling across the domains can be helpful in developing plans for teaching. Areas of strength can be used to address weaker areas, or the teacher can make a conscious effort to teach to the student’s strengths (usually in older students) or weaknesses (usually in younger students).

You are working with a 17-year old whose profile indicates strong communication skills and relatively strong interactive skills, but poor emotional regulation and social cognition. Item analysis from the Evaluation of Student skills is shown below:

Social Interaction—all skills through Level 4, items 15 and 17 in Level 5;

Communication—all skills through Level 4, items 24 and 25 in Level 5

Social Cognition—all skills in Levels 1 and 2, items 10 and 11 at Level 3, item 17 at Level 4.

Emotional development—All items at Levels 1 and 2, emerging skill at Level 3 (item 13)

Would you select goals from his weak area or strong area?

Discuss one or two specific goals, describing ways to use his strong communication and interactive skills to address areas of weakness.

1. **Complete Interaction Analysis Activity**

Choose one of these activities for this Session:

Watch the tape of Alex engaged in interaction during the foot bath activity.  Use this information, combined with the information from the parent interview and observations and background from previous session, to complete  Evaluation of Student Skills from the *Better Together*book (pages 377-381)  to identify skills he has achieved in each of the four domains, and to select possible goals for him from the curriculum.  Give specific examples of skills you have given them credit for, and skills which are emerging or not achieved in each area.

**OR**

Complete the above evaluation with your own student.

1. **Take Quiz**

**Session 3: Strategies for building relationships**

**Session Goals:**

Upon completion of this session, participants will be able to:

* Describe the implications of various visual problems for social learning.
* Develop programming strategies based on the stage of the adult-student relationship.
* Identify, describe, and practice three or more strategies to use at each of the four stages of relationship development described in the chapter.
* Evaluate and discuss personal values related to equity and collaboration between teachers and their students with visual and social-communication challenges.

**1. View lecture slides for Session 3**

1. **Complete Readings:** Hagood, Linda, 2008. *Better Together, Building Relationships with People Who Have Visual Impairment and Autism Spectrum Disorder (or Atypical Social Development),* Chapter 4
2. **Post to Discussion Board:**

Discuss the concept of “equity” as a goal for students with combined visual and social challenges. Do you think it is a useful or realistic goal? Why or why not? Include information from your past experiences and personal values, as well as any professional journal articles or position papers you might be able to locate through outside research.

1. **Complete Interaction Analysis Activities (Choose one of the following)**

This week, you have a choice of Interaction Analysis activities. Choose from either the water balloon activity analysis OR an analysis of your own teaching.

Watch the tape of the students engaged in the water balloon activity.

•Listat least 3 strategies described in the reading which are being used with Zane. Describe the teaching behaviors which represent the use of those strategies**,** who is using the strategies, and how he responds.

•What additional strategiesmight increase Zane’s interactions in the activity?

**OR**

Choose a student who you currently teach. Describe specifically which of the strategies described in this chapter you currently use with this student, also describe at least 3 new strategies you will try to use after completing this session. Discuss how both current and potential strategies are implemented with this student in specific routines in his day.

1. **Take Quiz**

**Session 4: Other curricula available for visually impaired students with atypical social development.**

**Session goals:**

Upon completion of this session, the participant will be able to :

* Access other curricula and activity guides for both autistic and typically developing children, which can be adapted for students with visual impairment
* Locate social skills curriculum and materials specifically designed for students with visual impairment.
* Describe unique aspects of several commonly used curricula for autism.
* Develop a “wish list” of materials to use in the classroom or home setting when working with this population.

1. **View Lecture Slides for Session 4**
2. **Complete Readings.** Hagood, Linda, 2008. *Better Together, Building Relationships with People Who Have Visual Impairment and Autism Spectrum Disorder (or Atypical Social Development),* Chapter 5.
3. **Post to Discussion board:**

Some of the materials described here are more comprehensive curriculum guides and include theoretical materials and programming guidelines (EG SCERTS, and Engaging Autism, Basic Skills for Community Living), while others are more activity-specific (e.g. Great Games, Social Stories, I love you rituals).

If you had a limited budget, and were only able to purchase two items from the chapter, which materials would be on your “Wish” list? Justify your decision, describing why these would be helpful to you in your teaching, therapy or parenting role.

1. **Complete Interaction analysis activity**

1. Watch the video library of Jackson in this week’s lecture. In all of these play situations, Jackson takes turns with me and sings along with rhymes and jingles  associated with each game.  
  
Now, I would like to begin to include peers in his play, using the Integrated Play Groups Model. I used Pamela Wolfberg’s  integrated playgroups framework, which is introduced on page 162 to develop a profile of Jackson’s play levels.  Results of this hypothetical play assessment  are summarized here:  
  
Play preferences: Jackson loves songs and movement games, he enjoys playing “hide and seek” with peers, he likes to share children’s books (Especially Dr. Seuss books) with peers.  He is very limited in his engagement in pretend play scenarios   
  
Social Play style: Jackson demonstrates an Active-Odd play style with peers, in which he approaches them, then suddenly and unexpectedly withdraws, often screaming “All done” when a peer attempts to extend his initiation.  
  
Social dimensions of play: Without adult support, Jackson is primarily an onlooker and a parallel player; he can briefly find a common focus when supported by adults.  
  
Symbolic dimensions of play: Jackson primarily participates in manipulation-sensory and functional play.  Little evidence of symbolic pretend play is noted.  
  
Communicative Function/ Means: Jackson frequently initiates with peers, using the same scripted phrases he has learned to use with adults (“Hello there. How are you doing?/ Nice to see you” but does not modify this greeting based on peer interests or use their names, and does not  always respond to peer social bids . He seldom demonstrates social reciprocity.  After one or two peer social bids, he usually responds with “no more” or “all done!”  
  
2. Using this framework, combined with what you observe about Jackson’s  visual and developmental skills, what goals would you choose for Jackson as a participant in a playgroup with peers?   
  
3. In your current or future role, how would you choose play partners and make time for a play group? How many play partners? What qualities would you look for in peers? How often would you meet and where? What activities might be included in your plans?

1. **Take Quiz**

**Session 5—What to do on Monday morning: Planning instruction**

**Session Goals**

Upon completion of this session, participants will be able to:

* Write lesson plans for embedding / infusing social communication goals in functional activities throughout the school day (play, domestic, vocational, academic)
* Write lesson plans for a social skills class, in which social-communication skills are taught as a separate curricular area.
* Describe and demonstrate social games designed to teach concepts in each of the four sample units described (Connections, Understanding others’ perspectives, Handling change and transitions, and Coping with strong emotions)

1. **View Lecture slides for Session 5**
2. **Complete Readings**. Hagood, Linda, 2008. *Better Together, Building Relationships with People Who Have Visual Impairment and Autism Spectrum Disorder (or Atypical Social Development),* Chapter 6.
3. **Post to Discussion board:**

Practice three activities from this chapter: Activities may be social games, stories , science, art, music, dramatic play/ movement,) from any of the 4 units. You may practice with any child or adult, although it will be a better learning opportunity if you can find and practice with a person who has visual impairment and/ or autism. Discuss your experience with the activities, answering the following questions:

● Who did you practice with?

● Which activities did you choose to practice? (page # and name of activity)

● What was the student’s response to the activity in terms of engagement and interaction?

● Did you enjoy practicing the activity?

● Which of the 3 activities were most successful in terms of engaging both you and the student?

● How could you modify the activities or strategies to facilitate increased engagement next time your try it?

1. **Answer Essay question (choose one of the following situations to discuss)**

**Choose one of these situations to discuss in essay form**

Choose one of these situations to discuss in essay form Develop a lesson plan for one of the following students. ( You may develop plans for either teaching social skills in a separate class, or imbedding social-communication skills in everyday activities. ).

 Plans should include:

● name of the activity,

 ● goals to be addressed,

 ● who will teach the skill (TVI, SLP, gen ed or special ed teacher

●  at least 2 specific strategies you will use ● a format for documenting progress on goals

Choice A

You are assigned to teach a 3rd grade student with low vision due to Optic Nerve Hypoplasia and Asperger’s Syndrome who has strong academic capability, good language and communication skills, and difficulty with emotional regulation and social cognition.

 Her goals are:

1. To maintain partner-initiated topics for communication or nonverbal interaction.(Social Cognition goal 14)

2. To write cooperatively to report or plan or to communicate feelings and ideas. (social cognition goals 11, 19)

3. Participate in adult-facilitated peer interaction (Emotional development 13)

4. Work with partner to develop and practice strategies to regulate emotions and behaviors. (Emotional development 14)

**OR**

Choice B

You are providing related service support (as TVI, COMS, SLP, OT) to a nonverbal middle school student in a life skills class. The student has been diagnosed as having autism in addition to congenital blindness. The student spends much of his day in unstructured situations, without meaningful activities to support his participation or social communication skills. The teacher would like ideas for what and how to teach this student. One of the educational assistants has worked with him for several years. She has become something of a “mindreader” and caretaker, and translates his affective responses to the others in the room. She tells you that the student enjoys music, movement, and food, and thinks that he recognizes others in the room. He communicates mostly through behavior and affect, though he does sometimes guide and adult’s hand to help with locating or activating a favorite music toy or accessing snacks. Interactions are brief, usually consisting of only one adult and one student turn. For this student, the goals are 1. Perform first part of 3 different routines with context and object cues (Social interaction 5)

2. Maintain interactions for 5 student turns (social interaction 7)

3. Develop 5 new topics for communication or interaction (Communication 6)

4. Communicate to request or protest at least 5 times in a 10 minute activity (Communication 2)

1. **Take Quiz**

**Session 6—Fill up your “Bag of Tricks”: Following your own interests**

**Session goals**

Upon completion of this session, participants will be able to—

* Identify social communication goal areas to address when teaching a children’s yoga class.
* Describe social and cognitive play levels and writing skills which correspond to each level.
* Describe and practice play based strategies for writing with students who have visual impairment and autism.
* Incorporate teacher and family interests into activities with students
* Name and describe areas in the Expanded Core Curriculum.
* Self-evaluate teaching strengths and needs, based on the evaluation tools in Better Together curriculum.

1. **View Lecture slides for Session 6**
2. **Complete Readings:** Hagood, Linda, 2008. *Better Together, Building Relationships with People Who Have Visual Impairment and Autism Spectrum Disorder (or Atypical Social Development),* Chapter 7.

“What is the Expanded Core Curriculum?” AFB and Perkins School for the Blind.

1. **Post to Discussion Board:**

Think of one of your own personal interests or hobbies. Discuss social communication goals and strategies which could be used to include your students in this activity. For example, how could you imbed teaching social communication skills during gardening, sewing, or carpentry?

1. **Essay question (choose one of the following situations to discuss)**

Read the article on the Expanded Core Curriculum. How do the yoga and play-based writing activities described in this session correspond to the principals and goal areas in the Expanded Core Curriculum?

OR

For your case study student or another challenging student you work with, complete the following evaluations from *Better Together:*  Evaluation of Adult Teaching Strategies (pg. 372) and the Evaluation of the Adult-Child Relationship (pg. 374). Based, on these results, describe the strengths in your own teaching strategies, as well as the goals you might develop to improve your teaching strategies and the relationship.

1. **Take Quiz**

**Session 7: Frequently Asked Questions and Action Plans**

**Session goals**

Upon completion of this session, participants will be able to—

* Locate and explain strategies for dealing with specific problem areas, including echoed speech, tolerating change, isolation, restricted interests, mannerisms and self-stimulation.
* Problem-solve behavioral issues by identifying functions of behaviors and teaching replacement skills.
* Make a plan to incorporate concepts and strategies from this course into current or future interactions with individuals who have visual impairment and autism or atypical social development.

1. **View Lecture slides for Session 7**
2. **Complete Readings:**

Hagood, Linda, 2008. *Better Together, Building Relationships with People Who Have Visual Impairment and Autism Spectrum Disorder (or Atypical Social Development),* Chapter 8.

Prizant, Barry. Behavior is not the issue: an emotional regulation perspective on behavior

Prizant, Barry. Thinking developmentally.

1. **Post to Discussion Board:**

Watch this video clip called “Noelle” of a young child interacting with me in a second diagnostic teaching session.

Describe: Student and teacher strengths; behaviors which interfere with her engagement; functions of the target behaviors; how to adjust her schedule, teaching strategies, or interaction to reduce behavioral triggers; new skills which should be included on her IEP to replace the current behaviors.

1. **Answer Essay question**

Summarize what you have learned in this course by responding to the following questions. What information was review or affirmation of previous knowledge? What new insights or skills have you gained? How will you use the information from this course? Does this information change your concept of your role on the educational team? Do you have questions or concerns about using the approaches or strategies mentioned?

1. **Take Quiz**

**Summary of Weekly Topics and Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Topic(s)** | **Assignments Due** | **Possible points** |
| 1 | Autism and visual impairment: Issues in diagnosis and instructional Methods | * Discussion Forum #1 * Interaction analysis * Quiz * Introduction | * 5pts. * 5 pts. * 4 pts. * 2 pts |
| 2 | Curricula for Students with Visual Impairment and Autism- Better Together and other appropriate curricula | * Discussion Forum #1 * Interaction analysis * Quiz | * 5pts. * 5 pts. * 4 pts. |
| 3 | Strategies for Building Relationships | * Discussion Forum #1 * Interaction analysis * Quiz | * 5pts. * 5 pts. * 4 pts. |
| 4 | Other curricula available for visually impaired students with atypical social development | * Discussion Forum #1 * Interaction analysis * Quiz | * 5pts. * 5 pts. * 4 pts. |
| 5 | What do to on Monday morning: Planning Instruction | * Discussion Forum #1 * Essay question * Quiz | * 5pts. * 5 pts. * 4 pts. |
| 6 | Fill up your “Bag of Tricks”: Following your own interests | * Discussion Forum #1 * Essay question * Quiz | * 5pts. * 5 pts. * 4 pts. |
| 7 | Frequently Asked Questions and Action Plans | * Discussion Forum #1 * Essay question * Quiz | * 5pts. * 5 pts. * 4 pts. |

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at [http://www.fitchburgstate.edu](http://www.fitchburgstate.edu/) and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

**FITCHBURG STATE UNIVERSITY**

**DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

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Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or [dllibrary@fitchburgstate.edumailto:dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)

<mailto:dllibrary@fitchburgstate.edu>

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.
4. If you have questions for the instructor please post them in the Q&A forum found at the top of the home page for the course. Your instructor will respond to any questions posted within 48 hours. This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.
5. The instructor will make every effort to check email frequently. However, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification prior to the deadline.
6. Participants are welcome to use the “email the class” feature. Please keep messages sent to the whole class related to course content and maintain the same professionalism as you would in a face-to-face class.
7. Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom. While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind. This medium does give participants flexibility in attending class – it is more convenient – not easier!

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

**Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

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