

CSD 742: Autism Spectrum Disorder

Spring 2021 Syllabus

General Information

Instructor Information

Instructor: Sarai Holbrook, Ph.D., CCC-SLP

Office: CPS 040

Office Hours: TBD – I will need to finalize my clinic schedule first; by appointment – email me

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Course Information

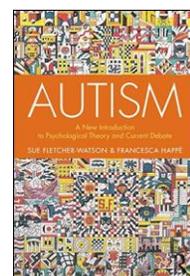
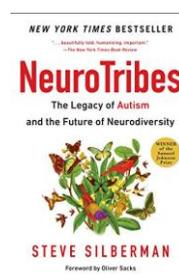
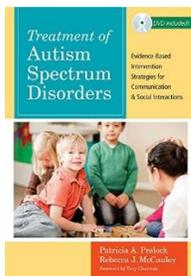
Course Description:

Seminar-style course designed to expose students to the history, contexts, and controversies that influence current theoretical perspectives, assessment practices, and intervention approaches related to Autism Spectrum Disorder.

Credits: 2

Prerequisite: Department consent

Textbooks & Course Materials



Required:

- Prelock, P.A., & McCauley, R. J. (2012). *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions*. Towson, MD: Brookes Publishing.
- Silberman, S. (2015). *NeuroTribes: The legacy of autism and the future of neurodiversity*. New York: Avery.
- Others as assigned (will be provided via Canvas)

Recommended:

- Fletcher-Watson, S. & Happé, F. (2019). *Autism: A new introduction to psychological theory and current debate*. New York: Routledge. (assigned readings will be posted to Canvas)

Course Learning Outcomes

Students will:

- A. Identify, define, and analyze characteristics of ASD levels 1, 2, and 3 across the lifespan.
- B. Express how the history of ASD influences current attitudes, practices, and controversy.
- C. Identify and practice appropriate formal and informal assessments for persons with ASD levels 1, 2, and 3 based on given case studies.
- D. Distinguish between various treatment approaches and their theoretical foundations, including pseudoscience and non-evidence-based interventions.
- E. Practice evidence-based intervention techniques for persons with ASD levels 1, 2, and 3, based on given case studies.

ASHA Standards

You will have the opportunity to meet the following ASHA standards as they relate to ASD in this course: IV-C, IV-D, IV-E, IV-F, IV-G, IV-H, V-A, V-B. Other ASHA standards may apply, but these are the ones most directly relevant to this class.

Expectations

Students are expected to:

- Complete assigned readings before class
- Attend synchronous lectures
- View asynchronous lectures
- Actively participate in discussions and in-class exercises
- Answer questions asked by the instructor
- Ask for clarification when needed
- Complete assignments on time
- Be courteous and respectful to other students and the instructor

Dr. Holbrook is expected to:

- Be prepared for class
- Have a solid rationale for materials taught
- Begin and end Zoom meetings on time
- Announce any changes to the syllabus or assignments in advance
- Answer student questions – If I don't know the answer, I will find it out!
- Meet with students outside of class to discuss questions or concerns about the course requirements or the student's performance
- Be courteous and respectful to all students, provide constructive feedback, and return assignments efficiently

Assignments

Required

1. **Synchronous Attendance:** Because this is a seminar-style class, attendance in synchronous meetings is essential to your learning and is a required part of your grade. Please, contact me ASAP if/when there are any extenuating circumstances (we are still in a pandemic, after all...) and we will work together to make an acceptable plan. Note: There are 4 asynchronous classes (see schedule). Also, should my health circumstances change in unanticipated ways after spring break, adjustments will be made accordingly at that time.
2. **Readings/Classwork:** The bulk of your outside class time will be devoted to readings/screencasts/videos rather than assignments as is consistent with a seminar course. Most “assignments” will be completed in class or will be minimal in their requirements for outside time investment (if this isn’t turning out to be the case, let me know ASAP!). Examples of in-class activities are: practicing assessment/intervention techniques with a partner/small group; short reflections; discussion; written one-minute summaries; self-generated questions; one-sentence reading reflections; video analyses; etc.
3. **“Treatment” Screencast:** This is the one exception to the “in class” nature of the required assignments of this class. In pairs, you will develop a 5-7 minute screencast using PowerPoint and Zoom, Kaltura, or another appropriate technology about an autism treatment, myth, or common misconception and contrast information gleaned from peer-reviewed research and “Dr. Google.” Groups, treatments, and due date will be randomly assigned. Screencasts will be due at NOON on the day they are due (see schedule).

Optional

You will write a thorough and thoughtful reflection (1-2 pgs.) on the following:

4. **Movie Reflection:** Watch HBO’s *Temple Grandin* (available through the library’s “Films → On Demand” database; https://fod-infobase-com.ezproxy.uwsp.edu/p_ViewVideo.aspx?xtid=196447&tScript=0) and write a reflection on how it relates to what we’ve talked about in class and/or your experiences.
5. **Book Review:** I have read several books on ASD, but there are many more. I’m considering what ones to include in this class and could use your evaluations. Choose one of the books from the list. Would it be a good one to include in this class in the future? Why or why not?
6. **Article Reflections:**
 - a. Read Asperger’s and Kanner’s original articles. What are your reactions to each? How are they similar/different from each other? How are their descriptions of ASD similar/different from today’s conceptualization(s) and from your own experience?
 - b. Read 1) the retracted Lancet article by Wakefield that “linked” ASD to the MMR vaccine and 2) a high-quality refutation of that article. Compare the two studies in terms of quality and explain why you think the Wakefield article gained such traction.

Grading System and Policies

This course will use a specifications grading system (Nilson, 2014), which is likely different from how you have been graded in the past (unless you've taken one of Dr. Terrell's classes before 😊). This type of grading also gives you a choice in determining your desired grade and the necessary work and competency to achieve it. All assignments will be graded as pass/fail, or more specifically as "Met competencies" or "Did not meet competencies." Thorough directions will be given for each assignment with clear criteria for meeting competency.

Note: Because of the unique circumstances of this class (pandemic, my first time teaching it, maternity leave, etc.) the grading scale has more free "re-dos" than other versions of specifications grading. If the work is completed competently, no matter how many revisions it takes, you will make a B or higher in this course.

B-	B	B+	A-	A
3 absences without making arrangements prior.	2 absences without making arrangements prior.	1 absence without making prior arrangements.	100% attendance (or absences with prior arrangements)	100% attendance (or absences with prior arrangements)
Complete Assignments 2 & 3	Complete Assignments 2 & 3	Complete Assignments 2 & 3	Complete Assignments 2 & 3	Complete Assignments 2 & 3
Competence not met, revisions not attempted	All competencies met, but more than 2 revisions needed to achieve mastery	Complete 1 reflection competently (4, 5, 6a, or 6b)	Complete 2 reflections competently (4, 5, 6a, and/or 6b)	Complete 3 reflections competently (4, 5, 6a, and/or 6b)
		All competencies met, but 2 revisions needed to achieve mastery	All competencies met, but 2 revisions needed to achieve mastery	All competencies met, but 1-2 revisions needed to achieve mastery

Late Policy

I realize that life goes on while you are in school and many of you may be juggling multiple roles because of COVID. Therefore, I am posting deadlines well in advance and making them predictable as much as possible. If you are unable to meet a deadline, please let me know before the due date (if possible) and we will work out a plan together. I want to be mindful of different working conditions/environments, illness, caregiving, mental health, technology issues, and other potential variables during this stressful time.

Topic Outline/Schedule

Important Note: This syllabus, along with course assignments and due dates, are subject to change (especially this semester). It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Week	Topic	In Class Activities	Readings/ Assignments	Due Date
1 – 1/25	What is autism? Personal reflections, DSM, ICD, research, etc.	Reflection – What is autism to me?		
2 – 2/1	History – Kanner, Asperger, and Nazis	Reflection sentence; In-class Discussion	Silberman – Chapters 3-4 (Optional: Fletcher-Watson & Happe [F-W & H], Chs. 1 & 3)	
3 – 2/8	Sibling Perspective – Tabitha Maughan, MRC, CRC; History cont.	Reflection sentence; Q&A; In-class Discussion	Silberman – Chapters 5, 7 pp.261-279	
4 – 2/15 (asynchron ous)	Gestalt Language Processing; Family life	Reflection sentence; Watch “Life Animated”; Online discussion post	Silberman – Chapter 9	
5 – 2/22	Assessment/Diagnosis– The Role of the SLP; Formal assessments	Reflection sentence; In-class Discussion; case studies	Silberman – Chapters 8, 10 (Optional: F-W & H, Ch. 2)	Optional Assignment Due (soft deadline)
6 – 3/1	Assessment – Play-based and informal assessments	In-class case studies; Practice techniques	Flipped class – watch PPTs on assessment	
7 – 3/8	Assessment – the rest of the story(ish) – pronouns, prosody, echolalia, joint attention	In-class case studies; Practice techniques	Flipped class – watch PPTs on assessment	
8 – 3/15	Treatment Considerations – Avoiding fads and pseudoscience, Behavior, sensory sensitivities, etc.	Reflection sentence; In-class Discussion; Discuss treatment screencast assignment	Silberman Ch. 2; Ch. 7 pp. 280- 334	
Spring Break - March 22-26				
9 – 3/29	No Class – work on treatment screencasts	Asynchronous work on treatment screencasts	Your treatment - related Prelock chapters; online readings; articles; Google etc.	Optional Assignment Due (soft deadline)
10 – 4/5	Treatment Spotlight - Screencasts	Asynchronous – watch peers’ screencasts		Groups 3, 6, 7, 9, 11, 13, 15, 16 Screencasts DUE by 10:00am

11 – 4/12	Treatment Spotlight – Screencasts	Asynchronous – watch peers’ screencasts		Groups 1, 2, 4, 5, 8, 10, 12, 14 Screencasts DUE by 10:00am
12 – 4/19	Treatment Spotlight – Sweet 16 Tournament	Sweet 16 Tournament; Reflection sentence; In-class discussion	Articles posted to Canvas: National Autism Center. (2015); Wong et al. (2015)	
13 – 4/26	Transition and Employment – Tabitha Maughan, MRC, CRC	Q&A – think of questions to ask Ms. Maughan; In-class discussion	Articles/videos posted to Canvas	
14 – 5/3	EBP treatment review; Round Robin – practicing EBPs	Level 1, 2, 3, case studies – practice EBPs in small groups	Videos/ Screencasts posted to Canvas	
15 – 5/10	Autistic Voices		Silberman – Chapters 11-12	
16 – 5/18 2:45-4:45	Final – What is autism?	In Class reflection – What is autism to me?; Synchronous discussion; Optional assignments discussion		Optional Assignment(s) Due by 2:45 (firm deadline)

Course Policies and Resources

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, **please contact me within the first week of class**. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Communicate if You are Struggling!

If you find that you are having difficulty keeping up with assignments or have any concerns or difficulties in the course, **please contact me as early as possible**. Let’s find a solution together. I want to help.

Commit to Integrity

Basically, be honest. Academic dishonesty cheapens the value of your education and others’. You’re paying a lot in time and money for your education. If you cheat and don’t learn the material, you’ve just wasted those resources. I am being flexible with deadlines and am always available to meet with you if you are struggling, so please, communicate instead of resorting to dishonest practices.

UWSP’s 2 cents: Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student

learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information see: https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03. If you will need accommodations, please let me know within the first 3 weeks of class.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Off Campus Access to Library Resources

Students can access library journals, databases, eBooks, and streaming videos from off campus. To access these resources, please go to the Library homepage (<https://www.uwsp.edu/library>) where there is a prompt to log on with your university login information before accessing resources. In addition, you can also link to library resources from Google Scholar by [following these directions](#).

Reference Librarians are also available and can be reached via virtual assistance:

- **Online chat:** www.uwsp.edu/library/chat
- **Text:** 715-602-3542
- **Email:** librefd@uwsp.edu
- **Personal Research Consultation:** <https://www.uwsp.edu/library/Pages/researchConsultation.aspx>

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. We all wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please, be civil with each other. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.

- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.