

CLDDV 173: Autism: Overview and Treatment (3 Units)
Section: 1730
ONLINE
Spring 2018

Instructor: Debbie Laffranchini

Office: 157 D

Email: laffranchinid@mjc.edu

Website: <http://laffranchinid.faculty.mjc.edu>

When emailing me, please put the course number and section in the subject line.

Example: 173 Online

Office Hours:

W 3:30 pm – 6:00 pm

REQUIRED TEXT AND MATERIALS:

- *Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies*, Boutot and Myles, Pearson, 2016, 2nd edition
- *Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think*, Greenspan and Wieder, Merloyd Lawrence Book, 2009

STUDENT AUDIENCE:

Child Development majors, future multiple/single subjects teachers, parents, community members interested in the development and support of children with autism spectrum disorder.

COURSE DESCRIPTION:

Basic concepts of autism. Topics include description, identification, interventions and treatments, and developmental approach.

COURSE LEARNING OUTCOME:

1. Student will be able to provide a definition of Autism Spectrum Disorders according to the DSM-V.
2. Student will be able to identify and describe the first four social-emotional levels of functioning.
3. Student will be able to provide strategies to address deficits in each of the four social-emotional levels of functioning.

COURSE OBJECTIVES:

Upon successful completion of the course, students will have the preparation to:

1. Identify the indicators, social symptoms, communication difficulties, and repetitive behaviors associated with Autistic Spectrum Disorders.
2. Evaluate resources (internet, support groups, books) available for Autistic Spectrum Disorders.
3. Identify the primary intervention strategies for Autistic Spectrum Disorders.
4. Compare the primary intervention strategies for Autistic Spectrum Disorders.
5. Apply the primary intervention strategies for Autistic Spectrum Disorders under appropriate supervision.

CLASS FORMAT:

The online class format may include: lecture, student participation, individual presentations, and parent and professional speakers. The knowledge you acquire will inform you of skills that you will be able to apply when working with children and their families in your current or future careers.

EXAMPLES OF INSTRUCTIONAL METHODS AND ASSIGNMENTS:

1. Worksheet assignments	10 - 20 points each
2. Sensory Integration Article Summary/Reflection Paper:	25 points
3. Social Story	15 points
4. Environmental Modifications	10 points
5. Quizzes	10 points each
6. Video Summaries	5 - 10 points each
7. Video Worksheets	10 points each
8. Final	40 points
9. Discussion Boards	5 – 10 points each

90% of points available = A

80% of points available = B

70% of point available = C

60% of points available = D

Description of Assignments (Thorough instructions are provided for each activity on Blackboard)

1. Worksheet Assignments:

Worksheets for some chapters in both textbooks will be completed by responding to questions in essay, fill-in-the-blank, and/or bulleted formats.

2. Sensory Integration Article Summary/Reflection Paper:

Each student will write a summary of an article provided. Guidelines for the summary will be provided.

3. Social Story:

Students will watch and summarize several videos explaining social stories. They will then create their own social story in a powerpoint presentation. They will share with others on the Discussion Board. Complete description of the activity will be provided.

4. Environmental Modifications: Students will complete an assignment following assigned reading designed to have them examine modifications that can be made to support children in classroom environments.

5. Quizzes: Quizzes will be from assigned readings and videos. The timed quizzes will consist of multiple choice, matching, and true/false questions randomly presented from a bank of questions, questions presented one at a time with backtracking not available.

6. Video Summaries: Following viewing of some videos, students will submit a typewritten paragraph to one-page summary of the video, depending on the length and complexity of the video.

7. Video Worksheets: Following viewing of some videos, students will complete a prepared worksheet identifying salient aspects of the video.

8. Final: The final will consist of the 15 true/false, multiple choice, and matching questions.

9. Discussion Board: Students will be asked to post and then read others' posts and respond to them on a discussion board.

Course Policies

- Late submission papers are accepted with 10% deduction for each day or week late, depending on the assignment.

- All papers must be Times New Roman, font size 12, double space only. Do not use bold type or all caps.
- All work must be submitted on Canvas only. Work may not be submitted by email.
- Don't cheat. All cheating will be responded to. Do not plagiarize, which means do not take any sentence from anyone else's paper or online resource and use it as your own. If cheating is discovered, it will result in a zero on the entire paper.

Welcome!

Here because I choose to be here,

Here because I love to be here,

Here because you deserve my very best.

I commit to give you my very best each class!