

**SILVER LAKE COLLEGE**  
**MANITOWOC, WI. 54220**  
**DIVISION: PROFESSIONAL STUDIES**  
**DEPARTMENT: SPECIAL EDUCATION**  
*Educating Professionals for All Learners*

**Course #:** SED 585-001  
**Course Title:** Building Social Relations for Learners on Autism Spectrum  
**Credit:** 1 OR 2  
**Term:** Fall 2009  
**Date/Time** October 2, 2009  
8:00 a.m. -3:30 p.m.  
**Location:** Crowne Plaza Chicago North Shore  
510 E. Rt. 83  
Mundelein, IL 60060  
847-949-5100  
**Presenter/s:** Scott Bellini, Ph.D.  
**Instructor:** Sr. Mary Karen Oudeans, Ph.D.

To register for this course, participants also must be registered for the Spectrum Training Systems, Inc. Workshop "Building Social Relations for Learners on the Autism Spectrum." If it is necessary to "withdraw" from this course after sending an official registration for credit to Silver Lake College, a formal "withdraw" from credit must be made no later than one (1) week after the workshop to be exempt from tuition penalties. Call (920-686-6157) if you need to withdraw from credit after official credit registration.

The cost PER CREDIT is \$180.00. Credit tuition cost is in addition to the workshop fee. Payment is due with the credit registration form.

***Nature of the Course:***

Participants, who choose to earn credit from Silver Lake College, will have the opportunity to extend the knowledge and skills gained in the workshop training "Building Social Relations for Learners on the Autism Spectrum" in an independent and authentic application of theory to practice within his/her relevant educational and/or professional setting. Evaluation Criteria Checklists for written requirements outline the specific components and content which participants need to include for each requirement. It is the student's responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit option requirements.

***Workshop Content Description:***

This workshop will provide an overview of a social skill instructional model which uses a systematic and comprehensive framework to guide the development and implementation of effective social skills programming for children and adolescents with Autism Spectrum Disorders. Research on social-emotional functioning and practical and effective strategies for teaching social interaction skills will be emphasized throughout the workshop.

***Objectives of the course:***

Participants who choose to complete the independent and authentic application of theory to practice for one (1) **OR** two (2) graduate credit/s will demonstrate the following knowledge and skills related to building social relation skills for learners on the autism spectrum.

**One (1) Graduate Credit Course Objectives**

1. Define the term "social skills."
2. List and explain the five basic tenets of social skills programming.
3. Identify the three integrated components that are a part of social interaction skills.
4. State the consequences of poor social skills for learners on the Autism Spectrum.
5. Explain the relation between social skill deficits and social anxiety in Autism Spectrum Disorders.
6. List and explain each of the five stages of social skills instruction.
7. Describe the common social skill difficulties children/adolescents with Autism Spectrum Disorders (ASD) may exhibit.
8. Differentiate between skill acquisition and performance deficits as the terms relate to social interaction skills.
9. Match social interaction intervention strategy with a specific type of skill deficit.
10. Describe strategies that promote skill acquisition and enhance social performance.
11. List the steps in social (and emotional) problem solving.

- Analyze, compare and contrast current research and best practice strategies for teaching social interaction skills to children/adolescents on the autism spectrum.

**Two (2) Graduate Credit Course Objectives:**

Objectives 1-12 above, **PLUS**

- Assess learner knowledge and skill level in one (1) of the following social interaction areas addressed in the workshop: social initiation, reciprocity and termination of social interactions, nonverbal communication, social cognition, and skills associated with perspective-taking, self-awareness.
- Summarize assessment data and information.
- Develop an instructional intervention plan for minimum of 2-weeks, which uses one of the strategy options from the workshop (e.g., social problem solving, social stories, role playing and behavior rehearsal, etc) to proactively teach the knowledge and skills to acquire or enhance learner performance for the one (1) social interaction skill identified as a learner need in objective # 13 (e.g., social initiation, reciprocity and termination of social interactions, nonverbal communication, social cognition, and skills associated with perspective-taking, self-awareness).
- Implement the instructional/intervention plan with the learner on the autism spectrum assessed in objective #13.
- Collect data on learner performance (progress) in acquiring or performing (using) the social interaction skill.
- Analyze and evaluate learner progress data and indicate any instructional/intervention changes that need to be made based on the learner data.

**General Requirements**

Attendance and participation in all sessions of the Spectrum Training Systems Inc workshop activities **is mandatory for both the one-(1) credit AND two-(2) credit options.**

**General Directions for credit options:**

- It is the student's responsibility to determine whether s/he has the prerequisite knowledge and skills to complete the credit requirements.
- Requirements #1 and #2 must be word processed/typed.
- Requirement # 3 must be word processed with the exception of data in charts, graphs, and actual assessment protocols etc. which do not need to be computer-generated.
- Graduate quality work (e.g., critical analysis, synthesis, evaluation, and professional writing skill) is expected for all requirements.
- An Evaluation Criteria Checklist for each requirement is found at the end of this syllabus.**
  - Use the Evaluation Checklist as a guide to the components and specific content which must be included for successful completion of each indicated requirement. "Check off" on the Evaluation Criteria Checklist each component to be sure that you have included it in your project before submission.
  - The content and information from the workshop and additional outside research on specific topics related to your project choices should be used as you prepare your requirements for submission.
  - Attach the correct Evaluation Criteria Checklist found at the end of this syllabus to each completed requirement prior to submitting for evaluation and feedback.

**One (1)-Credit Requirements**

- Write a brief biographical sketch of your professional education, experience and current professional position.
- Complete Requirement #1
- Complete Requirement #2

**Two (2)-Credit Requirements**

- Write a brief biographical sketch of your professional experience and current /professional position.
- Complete Requirement #3

**General Descriptions of Credit Requirements—Evaluation Criteria Checklist for each requirement is found at the end of this syllabus and contain more specific information.** Use the Evaluation Criteria Checklist to "Check off" each component to be sure that you have included it in your project before submission.

**Requirement #1 (1-credit only) – Key Concepts, New Learning & Application (Summary, synthesis, application) (100 points)**

This requirement involves summarizing the key concepts addressed in the workshop. The content of the key concepts summary includes synthesis of workshop information, identification of new knowledge and skills or extension of

knowledge and skills, and authentic application to relevant educational or professional setting. The outline below (a-c) delineates the topic headings for Requirement # 1.

**Please identify each section as indicated below:**

**PART A:** Summarize 8-10 key concepts (knowledge and skills) from the workshop.

**PART B:** Identify (in paragraph form) new knowledge and skills or the extension of prior knowledge and skills for each of the summarized key concepts in Part A.

**PART C:** Apply, analyze, evaluate the above new knowledge and skills or extension of prior knowledge and skills for each of the identified concepts to your educational and/or professional setting (i.e., how and/or when you can use the knowledge & skills, etc., usefulness of the knowledge and skills to you professionally (i.e., what information was most helpful, interesting, and why the knowledge and skills will be helpful to you. Be specific. Give examples.

**Requirement #2 (1-credit only)-Journal Article Critique (100 points)**

- a. Read an article on social interaction skills for learners on the Autism Spectrum.
- b. Write a brief summary of the article (3-4 paragraphs).
- c. Critique the article using Evaluation Criteria Checklist Form.
- d. Give specific examples of how you can/will incorporate this knowledge and skills into program planning in your classroom or educational setting.

**Requirement # 3 (2-credit option only) Authentic Application of Theory to Practice (200 points)**

**PART A:**

- 1) Assess learner knowledge and skill level in one (1) of the following social interaction areas addressed in the workshop: social initiation, reciprocity and termination of social interactions, nonverbal communication, social cognition, and skills associated with perspective-taking, self-awareness.
- 2) Summarize assessment data and information for the identified skill.

**PART B:**

- 3) Develop an instructional intervention plan for minimum of 1-2-weeks, which uses one (1) of the strategy options from the workshop (e.g., social problem solving, social stories, role playing and behavior rehearsal, etc.) to proactively teach the one (1) social interaction skill identified as a learner need in objective # 13 (e.g., social initiation, reciprocity and termination of social interactions, nonverbal communication, social cognition, and skills associated with perspective-taking, self-awareness).  
**Be sure that the instructional goal/objective is written in observable and measurable terms and includes specific behavior (skill), conditions, criteria of acceptable performance, and # of consecutive demonstrations (use) of the skill so that you can collect data on learner performance.**
- 4) Implement the instructional/intervention plan with the learner on the autism spectrum assessed in objective #13.

**PART C**

- 5) Collect data on learner performance (progress) in acquiring or performing (using) the social interaction skill (e.g., social initiation, reciprocity and termination of social interactions, nonverbal communication, social cognition, and skills associated with perspective-taking, self-awareness).
- 6) Analyze and evaluate learner progress data and indicate any instructional/intervention changes that need to be made based on the learner data.

**Graduate Evaluation of Requirements**

Grade	Percentage	PR/LL	Achievement
A	97% - 100%	PR 4/LL 4	Excellent
A/B	92% - 96%	PR 4/LL 4	Excellent
B	89% - 91%	PR 4/LL 3	Satisfactory
B/C	84% - 88%	PR 3/LL 3	Need for Improvement
C	80% - 83%	PR 3/LL 2	Unsatisfactory for Graduate Level
F	Below 80%	PR 2/LL 1-2	Unsatisfactory for Graduate Level

**Performance Rating (PR) - Level of Learning (LL)**

<b>Use the following code to designate the OVERALL performance rating (PR) for each competency area:</b>
<b>4 - Proficient</b> - consistent application of knowledge, skill or disposition at this level.
<b>3 - Developing</b> - progress in the application of knowledge, skill or disposition at this level
<b>2 - Emerging</b> - limited application of knowledge, skill or disposition at this level
<b>1 - Not Present</b> -competency not addressed

<b>Expected Level of Learning (ELL) for each competency</b>	<b>Expected Level of Disposition (ELD) (Professional Behavior)</b>
1-2 <b>Knowledge Level:</b> Remembering an idea or fact <b>Comprehension Level:</b> Demonstrating an understanding of an idea or fact in a form close to the way it was presented	1-2 <b>Receiving Level:</b> Receiving new knowledge, skill or disposition <b>Responding Level:</b> Participation in and compliance with requirements
2 <b>Comprehension Level</b> <b>Application Level:</b> Applying the fact to a real or simulated situation	2 <b>Valuing Level:</b> Involvement in or commitment to new knowledge, skill or disposition
3 <b>Application Level</b> <b>Analysis Level:</b> Analyzing the parts, patterns or organization	3 <b>Organizing Level:</b> Integrating new knowledge, skill, disposition with the existing organization of knowledge, skill, disposition at a high level of priority and advocacy
4 <b>Synthesis Level:</b> Putting the parts together to form a whole; Combining information into patterns and structures <b>Evaluation Level:</b> Making judgments about the value of ideas, methods or materials with rationale for judgment	4 <b>Internalizing Level:</b> Internalizing new knowledge, skill, disposition so that it consistently characterizes thought and action

**Due Dates for Submission of Requirements:**

Course requirements must be submitted according to the dates indicated in the table below. To facilitate authentic application of theory to practice, timelines for submission of the 2-credit requirement is extended.

<b>Workshop Dates</b>	<b>1-credit Submission Date</b>	<b>2-credit Submission Date</b>	<b>Grades Available</b>
October 2, 2009	October 30, 2009	December 4, 2009	1-credit (Mid-December) 2-credit (End February)

1. A team of educators who represent varied expertise areas evaluate the credit requirements.
2. If you wish to have your completed requirements returned to you, enclose a self-addressed, pre-weighed and stamped envelope with your requirements and they will be returned to you with feedback.
3. Send via U. S. Postal Service, Federal Express, etc. completed requirements, with correct Evaluation Criteria Checklist form attached to:

**Sister Mary Karen Oudeans, Ph.D.**  
Silver Lake College  
2406 S. Alverno Road  
Manitowoc, WI 54220

4. Requirements must be received at Silver Lake College by the indicated due date.
5. Grades will be available online; Campus Web access information will be mailed to you.
6. Request and application form for an “official” academic transcript for this course is available at <http://www.sl.edu/Resources/requestfortranscript.pdf>

**Questions should be directed to Sister Mary Karen Oudeans, Ph.D. (920-686-6157 or 1-800-236-4SLC Ext. 157).**

**Evaluation Criteria Checklist**  
**Requirement #1: Key Concepts, New Learning & Application (1-credit requirement)**  
**Building Social Relations for Learners on the Autism Spectrum**  
**October 2, 2009**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion	Points
<b>General Information</b>	<b>None</b>
<input type="checkbox"/> Date of Workshop <input type="checkbox"/> Topic of Workshop	
<b>PART A Key Concepts</b>	_____/30
<input type="checkbox"/> Summarized 8-10 key concepts from workshop topics <input type="checkbox"/> Concepts corresponded with Objectives 1-8 (Refer to course syllabus) <b>Comments:</b>	
<b>PART B New or Extended Knowledge &amp; Skills</b>	_____/25
<b>Evidence of:</b> <input type="checkbox"/> New or extended knowledge & skills identified for <u>each</u> concept identified in PART A <input type="checkbox"/> Linkages between new/extended knowledge & skills and <u>each</u> concept identified in PART A <b>Comments:</b>	
<b>PART C Critical Analysis, Application, and Evaluation of New or Extended Knowledge &amp; Skills to Professional Roles and Responsibilities</b>	_____/30
<b>Evidence of:</b> <input type="checkbox"/> Critical analysis statements for <u>each</u> of the key concepts regarding new/extended knowledge & skills (e.g., compared, contrasted workshop information with other sources, prior knowledge, experience, etc.) <input type="checkbox"/> Evaluative statements regarding application, usefulness, etc. of the new/extended knowledge & skills <input type="checkbox"/> Personal/professional growth statements regarding new/extended knowledge & skills <input type="checkbox"/> Gave specific examples of application and usefulness to educational or relevant professional setting <input type="checkbox"/> Evidence of critical thinking (e.g., synthesis, analysis, and evaluation statements) <b>Comments:</b>	
<b>Professional Format (Overall)</b>	_____/15
<input type="checkbox"/> Correct grammatical structure <input type="checkbox"/> Accurate punctuation, spelling <input type="checkbox"/> Introduction, main ideas, supporting details, transition <input type="checkbox"/> Clear summary and evaluative statements <input type="checkbox"/> Conclusion statements <input type="checkbox"/> Graduate quality professional writing <b>Comments:</b>	
<b>Total Points</b> _____/100	

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement #2: Journal Article Analysis & Critique (1-credit requirement)**  
**Building Social Relations for Learners on the Autism Spectrum**  
**October 2, 2009**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion Checklist	Points
<b>Reference/s &amp; Bibliographic Information</b> <input type="checkbox"/> Followed American Psychological Association format (APA) <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete citation</li> <li><input type="checkbox"/> Accurate</li> </ul> <b>Comments:</b>	_____/5
<b>Content Summary</b> <input type="checkbox"/> Addressed topics of workshop <input type="checkbox"/> Summarized main idea/s which described the article content, methods, strategy, etc <b>Comments:</b>	_____/30
<b>Critical Analysis, Synthesis, and Evaluation</b> <input type="checkbox"/> Provided critical analysis and evaluative statements—such as-- <ul style="list-style-type: none"> <li><input type="checkbox"/> Comparing/contrasting points in article with information from workshop, professional experience, etc. (e.g., varying perspectives concerning content, application, conclusions, etc.)</li> <li><input type="checkbox"/> Describing strong/weak points of the article</li> <li><input type="checkbox"/> Identifying and describing cautions, concerns, and benefits of information.</li> </ul> <input type="checkbox"/> Integrated concepts from workshop, professional experience, etc. <input type="checkbox"/> Provided evidence of critical analysis and evaluation for application and implementation in personal educational or professional setting <input type="checkbox"/> Gave specific examples of application and implementation <input type="checkbox"/> Demonstrated overall quality and depth of analysis, synthesis, and evaluation throughout critique. <b>Comments:</b>	_____/45
<b>Professional Quality</b> <b>Evidence of overall professional quality:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization (Introduction, main ideas, supporting details, logical, sequential development of ideas, conclusion etc.)</li> <li><input type="checkbox"/> Correct grammatical structure, punctuation, spelling, etc.</li> <li><input type="checkbox"/> Graduate quality professional writing</li> <li><input type="checkbox"/> Neatness</li> </ul> <b>Comments:</b>	_____/20
<b>Total Points</b> _____/100	

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement 3: Authentic Application of Theory to Practice (2-credit requirement only)**  
**Building Social Relations for Learners on the Autism Spectrum**  
**October 2, 2009**

Name \_\_\_\_\_ Workshop Date Attended \_\_\_\_\_

Criterion	Points
<b>PART A</b>	
<b>Assessment Component</b>	
<input type="checkbox"/> Provided basic background information on learner	____/5
<input type="checkbox"/> Direct Observation of learner social interaction behavior (minimum of 4 observations—approximately 30 minutes each)	
<input type="checkbox"/> Date, time, description of environment/	
<input type="checkbox"/> Identified type of recording system (appropriate to the behavior being recorded—e.g., event, duration, latency)	
<input type="checkbox"/> ABC format and analysis (Setting event, antecedent, social interaction behavior, maintaining consequence)	
<input type="checkbox"/> Included completed standardized assessment/s protocols (if applicable) with identifying information omitted	
<input type="checkbox"/> Included completed Informal (e.g., Curriculum-based, teacher-made, etc) protocols with identifying information omitted	____/20
<input type="checkbox"/> Summarized assessment data for learner from <u>each</u> assessment	
<input type="checkbox"/> Name of assessment	
<input type="checkbox"/> Purpose of assessment, brief description of assessment, and rationale for choice of assessment	
<input type="checkbox"/> Patterns of behaviors in direct observations—“triggers” or variables maintaining or increasing behaviors, etc.)	
<input type="checkbox"/> Learner’s Present Level of Performance (PLOP) for each assessment—in objective, measurable terms	
<input type="checkbox"/> Learner’s strengths and areas of need in social interaction skill based on assessment	
<input type="checkbox"/> Chart or graph of assessment results as applicable (e.g., direct observations, ABC analysis, etc.)	____/20
<b>Total Points for Section</b>	
	____/45
<b>PART B</b>	
<b>Instructional (intervention) Plan</b>	
<input type="checkbox"/> Stated long-range goal/ and objectives which teach a social interaction skill (e.g., social initiation, reciprocity and termination of social interactions, nonverbal communication, social cognition, perspective-taking, self-awareness, etc.)	____/10
<input type="checkbox"/> Used assessment data (e.g., areas of need, results of direct systematic observations, etc.) as basis for instructional (intervention) goal & objectives	
<input type="checkbox"/> Statement of long-range goal (e.g., builds new skill, long-term learning, challenging, realistic, and positive in focus)	
<input type="checkbox"/> One (1) objective (e.g., connected to goal, direct focus of intervention, defines short-term immediate behavior, written in observable & measurable terms with stated conditions, criteria, consecutive times	
<input type="checkbox"/> Outlined 5-10 days of instruction which proactively teaches the specific social interaction skill .which will lead to achievement of the one (1) objective and ultimately the long-range goal	____/50
<input type="checkbox"/> Wrote daily lesson objective for each instructional lesson (i.e., behavior stated in observable & measurable terms, specific conditions, and criterion of acceptable performance)	
<input type="checkbox"/> Sequenced lessons so each day learner moved closer to achieving the objective and long-range goal	
<input type="checkbox"/> Used one (1) of the strategy options from the workshop (e.g., social problem solving, social stories, role playing and behavior rehearsal, etc.) for the instructional intervention so learner can achieve objective and eventually goal.	
<input type="checkbox"/> Implemented instruction plan	____/25
<input type="checkbox"/> Taught daily lesson for learner acquisition, identified social interaction skill	
<input type="checkbox"/> Kept data on learner performance (e.g., data chart, graph of data, etc.)	
<input type="checkbox"/> Wrote a brief evaluation of daily lesson instructional session	
<b>Total Points for Section</b>	
	____/85
<b>PART C</b>	
<b>Data and Instructional Decisions</b>	
<input type="checkbox"/> Summarized learner performance data for each daily lesson	____/25
<input type="checkbox"/> Used correct chart conventions (match between chart data and skill; accurate)	
<input type="checkbox"/> Used correct graphing conventions	
<input type="checkbox"/> Provided analysis and evaluation of client learner performance data	____/25
<input type="checkbox"/> Summarized overall performance toward meeting objective and eventually long-range goal	
<input type="checkbox"/> Described instructional decisions (e.g., changes, future sub skill objectives, etc.) based on performance data with rationale for decisions	
<b>Total Points for Section</b>	
	____/50
Overall Graduate quality (i.e., evidence of critical thinking—analysis, synthesis, evaluation, & professional writing	____/20
<b>Overall Total Points</b>	
	____/200