

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

**Course #:** SED 583-004  
**Course Title:** Curricular Adaptations for Students on the Autism Spectrum  
**Credit:** 1 OR 2  
**Term:** Fall 2007  
**Date/Time** November 16, 2007  
**Location:** Howard Johnson Plaza Miami Airport  
7707 NW 103<sup>rd</sup> St.  
Hialeah Gardens, FL 33016  
305-825-1000  
**Presenter:** Patrick Schwarz, 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 “Curricular Adaptations for Students 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 \$175.00. 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 “Curricular Adaptations for Students 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:**

Participants in this workshop will learn specific team processes necessary to personalize and improve the quality of educational settings to meet the needs of students on the Autism Spectrum in the inclusive classroom. Workshop topics will address how to provide a rationale for curricular adaptations, differentiated instruction and universal design in the general classroom. Other topics include how to: set up an IEP-at-glance tool for supporting students, orchestrate a planning process to meet student needs creatively but with quality. Ideas for differentiation and universal design will be provided.

**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 adolescents on the autism spectrum.

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

1. Identify the instructional challenges for students on the autism spectrum in the inclusive classroom.
2. List and describe ways that adaptations make a difference between presence and participation for on the autism spectrum in the inclusive setting.
3. Identify and analyze curricular areas and activities that may need adaptation/s for students on autism spectrum in order to meet everyday academic, emotional, and environmental challenges in the inclusive classroom.
4. Describe instructional strategies that facilitate the success of all learners.

5. Describe how student strengths contribute to planning curricular adaptations.
6. Identify rationale statements for using curricular adaptations, differentiated instruction and universal design in the general classroom for students on the Autism Spectrum.
7. Explain the purpose and benefits of the “IEP-at-a-Glance” process.
8. Analyze, compare and contrast current research and best practice in the area of curricular adaptations for supporting and teaching students on the autism spectrum in an inclusive classroom.

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

Objectives 1-8 above, **PLUS**

9. Develop an “IEP-at-a-Glance” for one (1) student on the Autism Spectrum in an inclusive setting.
10. Identify and analyze one of the curricular areas or activities that may need adaptations or modifications for the one (1) student on the Autism Spectrum for whom the “IEP-at-a-Glance” was developed.
11. Complete the “Curricular Adaptations Checklist” for a minimum of two (2) curricular areas and/or activities for the student for whom the “IEP-at-a-Glance” was developed.
12. Develop and implement an instructional plan for a minimum of 1-week using one of the suggested adaptation alternatives that were identified in the “Curricular Adaptations Checklist.”
13. Collect data on student performance (progress).
14. Analyze student progress data and indicate any changes that need to be made based on the student data.

\* Note: Forms and information for Objectives 9-11 are located in the workshop handouts.

**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.
  - 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 contains more specific information.**

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

- a. Read an article on Curricular Adaptations for students 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-credits only) Authentic Application of Theory to Practice (200 points)**

**PART A:**

- 1) Develop an “IEP-at-a-Glance” for one (1) student on the Autism Spectrum in an inclusive setting.
- 2) Observe the identified student in one of the curricular areas or activities identified in the “IEP-at-a-Glance.”
- 3) Complete the “Curricular Adaptations Checklist” for a minimum of two (2) curricular areas and/or activities.

**PART B:**

- 4) Develop an instructional plan for a minimum of 1-week using one of the suggested adaptation alternatives that were identified in the “Curricular Adaptations Checklist.” **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 student performance; clearly identify and describe the adaptation/ that will be used during instruction.**
- 5) Implement the instructional plan for a **minimum of 1-week** with the identified student.

**PART C**

- 6) Collect data on student performance (progress) for each daily lesson
- 7) Analyze student progress data and indicate any changes that need to be made based on the student data.

**Graduate Evaluation of Requirements**

<b>Grade</b>	<b>Percentage</b>	<b>PR/LL</b>	<b>Achievement</b>
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

Expected Level of Learning (ELL) for each competency	Expected Level of Disposition (ELD) (Professional Behavior)
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.

Workshop Dates	1-credit Submission Date	2-credit Submission Date	Grades Available
November 16, 2007	December 14, 2007	February 1, 2008	Mid-March 2008

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/career/credentials.htm>.

**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 only)**  
**Curricular Adaptations for Students on the Autism Spectrum**  
**November 16, 2007**

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

Criterion	Points
<b>General Information</b>	None
<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 only)**  
**Curricular Adaptations for Students on the Autism Spectrum**  
**November 16, 2007**

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

Criterion Checklist	Points
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**Reference/s & Bibliographic Information**

- Followed American Psychological Association format (APA) \_\_\_\_\_/5  
<http://www.wisc.edu/writetest/Handbook/DocAPA.html>
  - Complete citation
  - Accurate

**Comments:**

**Content Summary** \_\_\_\_\_/30

- Addressed topics of workshop
- Summarized main idea/s which described the article content, methods, strategy, etc

**Comments:**

**Critical Analysis, Synthesis, and Evaluation** \_\_\_\_\_/45

- Provided critical analysis and evaluative statements—such as--
  - Comparing/contrasting points in article with information from workshop, professional experience, etc. (e.g., varying perspectives concerning content, application, conclusions, etc.)
  - Describing strong/weak points of the article
  - Identifying and describing cautions, concerns, and benefits of information.
- Integrated concepts from workshop, professional experience, etc.
- Provided evidence of critical analysis and evaluation for application and implementation in personal educational or professional setting
- Gave specific examples of application and implementation
- Demonstrated overall quality and depth of analysis, synthesis, and evaluation throughout critique.

**Comments:**

**Professional Quality** \_\_\_\_\_/20

**Evidence of overall professional quality:**

- Organization (Introduction, main ideas, supporting details, logical, sequential development of ideas, conclusion etc.)
- Correct grammatical structure, punctuation, spelling, etc.
- Graduate quality professional writing
- Neatness

**Comments:**

**Total Points** \_\_\_\_\_/100

**General Comments:**

**Evaluation Criteria Checklist**  
**Requirement 3: Authentic Application of Theory to Practice (2-credits only)**  
**Curricular Adaptations for Students on the Autism Spectrum**  
**November 16, 2007**

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

Criterion	Points
<b>PART A</b>	
<b>“IEP-at-a-Glance”</b>	____/25
<input type="checkbox"/> Provided client/student’s basic background information <input type="checkbox"/> Used format for “IEP-at-a-Glance” provided in workshop handout <input type="checkbox"/> IEP objectives were observable & Measurable <input type="checkbox"/> Indicated observable data that would be collected for each IEP objective	
<b>Observation of identified student</b>	____25
<input type="checkbox"/> Observed student in one of the curricular areas or activities identified in the “IEP-at-a-Glance” <input type="checkbox"/> Briefly described the classroom situation and task <u>before</u> identifying/implementing adaptation/s <ul style="list-style-type: none"> <li>○ Curricular area and/or activity</li> <li>○ Instructional strategies</li> <li>○ Student behaviors/responses during instruction and/or activity/task</li> <li>○ Student expectations for the activity/task</li> <li>○ Reason for concern</li> </ul>	
<b>“Curricular Adaptations Checklist”</b>	____25
<input type="checkbox"/> Completed the “Curricular Adaptations Checklist” for a minimum of two (2) curricular areas and/or activities identified on the “IEP-at-a-Glance.” <input type="checkbox"/> Provided summary statements which analyzed and identified the curricular areas and/or activities in need of adaptations (Refer to workshop handout) <ul style="list-style-type: none"> <li>○ What specific curricular areas or tasks within area may need adaptation/s</li> <li>○ Identified and discussed “considerations” when designing adapted or alternate activities</li> <li>○ Identified specific adaptation that will be used based on above information</li> <li>○ Provided clear rationale for choice of adaptations               <ul style="list-style-type: none"> <li>• Linked rationale to “considerations when designing adapted or alternative activities</li> </ul> </li> </ul>	
<b>Total Points for PART A</b>	____75
<b>PART B</b>	
<b>Instructional Plan</b>	____15
<input type="checkbox"/> Stated long-range goal that can be accomplished within 1 week of instruction with adaptation <ul style="list-style-type: none"> <li>○ Used data from PART A as basis for instructional plan long-range goal</li> <li>○ Wrote statement of long-range goal in observable &amp; measurable terms with stated conditions, criteria, consecutive times, etc.</li> <li>○ Identified and described briefly the adaptation that was used to assist student in meeting the expected long-range goal</li> </ul>	
<input type="checkbox"/> Outlined 5 days of individual instructional plans which use the adaptation of curricular area or task/activity to meet long-range goal <ul style="list-style-type: none"> <li>○ Wrote daily objective for lesson (behavior stated in observable &amp; measurable terms, specific conditions, and criterion of acceptable performance for each lesson)</li> <li>○ Sequenced lessons so each day student moved closer to meeting long-range goal</li> <li>○ Described strategy, method/s to teach the skill and/or activity/task expectation</li> </ul>	____30
<input type="checkbox"/> Implemented Instructional Plan <ul style="list-style-type: none"> <li>○ Taught daily lesson</li> <li>○ Kept data on client/student performance (e.g., data chart, etc.)</li> <li>○ Wrote a brief evaluation of each daily lesson instructional session</li> </ul>	____20
<b>Total Points for PART B</b>	____65
<b>PART C</b>	
<b>Data and Instructional Decisions</b>	____20
<input type="checkbox"/> Summarized client/student performance data <ul style="list-style-type: none"> <li>○ Used correct chart conventions (i.e., match between chart data and skill/activity/task)</li> <li>○ Used correct graphing conventions</li> </ul>	
<input type="checkbox"/> Provided analysis of client/student performance data <ul style="list-style-type: none"> <li>○ Summarized overall performance toward meeting long-range goal</li> <li>○ Described instructional decisions based on performance data with rationale for decisions</li> </ul>	____25
<b>Total Points for PART C</b>	____45
Overall Graduate quality (i.e., evidence of critical thinking (analysis, synthesis, evaluation) & professional writing	____15
<b>Overall Total Points</b>	____200