

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

Course #: SED 587-001
Course Title: Adolescents on the Autism Spectrum
Credit: 1 OR 2
Term: Fall 2008
Date/Time November 6, 2008
8:00 a.m.- 3:30 p.m.
Location: Holiday Inn Harbourside/Clearwater Beach, 401 Second St.
Indian Rocks Beach, FL 33785
727-595-9484
Presenter: Chantal Sicile-Kira
Instructor: Sr. Mary Karen Oudeans, Ph.D.

To register for this course, participants also must be registered for the Spectrum Training Systems, Inc. Workshop “Adolescents 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 “Adolescents 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:

Adolescence is a time of positive growth as well as challenges. This workshop will provide practical strategies for teaching adolescents of all abilities who are on the autism spectrum the necessary life skills of self-care, self-regulation, self-advocacy, and self-esteem and related common adolescent concerns. Topic areas will emphasize transition and career planning focusing on student strengths, developing work/career skills, and preparing for college. Different types of employment structures, employer needs and the use of mentors will be examined.

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 general challenges for adolescents on the autism spectrum.
2. Describe how sensory processing challenges affect relationships and social interactions, and daily functioning for adolescents on the autism spectrum.
3. Identify coping strategies and accommodations that will assist adolescents on autism spectrum meet everyday academic, emotional, and environmental challenges.
4. Define terms IDEA, IEP, and ITP as they relate to adolescent transition from school to post-school environments.
5. Describe physical challenges associated with adolescences and their effect on growth and development.

6. Identify and explain proactive strategies for addressing adolescent concerns related to physical growth and development.
7. Describe proactive strategies for teaching self-reliance, self-awareness, self-regulation, self-esteem, and self-advocacy to adolescents on the autism spectrum.
8. Summarize potential challenge areas adolescents on the autism spectrum encounter when preparing to enter higher education or the world of work.
9. Analyze, compare and contrast current research and best practice for supporting and teaching adolescents on the autism spectrum in the areas of physical, social, emotional growth and development and in the area of transition from school to post-school environments.

Two (2) Graduate Credit Course Objectives:

Objectives 1-8 above, **PLUS**

10. Assess student knowledge and skill level in one of the following areas addressed in the workshop: self-care, social interaction, transition/pre-career, self-determination, self-advocacy, etc.
11. Summarize assessment data and information.
12. Develop an instructional plan (a minimum of 2-weeks) to proactively teach the knowledge and skills in one of the following areas addressed in the workshop self-care, social interaction, transition/pre-career, self-determination, self-advocacy etc.
13. Implement the instructional plan with a student on the autism spectrum.
14. Collect data on student performance (progress) on the skill being taught.
15. Analyze student progress data and indicate any instructional changes that need to be made based on the student 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.
 - 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.

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 Adolescent Issues on the Autism Spectrum.
- b. Write a brief summary of the article (3-4 paragraphs).
- a. Critique the article using Evaluation Criteria Checklist Form.
- b. 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 only) Authentic Application of Theory to Practice (200 points)

PART A:

- 1) Assess student knowledge and skill level in one of the following areas addressed in the workshop: self-care, social interaction, transition/pre-career, self-determination, self-advocacy, etc.
- 2) Summarize assessment data and information for the identified skill.

PART B:

- 3) Develop an instructional plan for a **minimum of 2-weeks** to proactively teach the knowledge and/or skill chosen in PART A (e.g., self-care, social interaction, transition/pre-career, self-determination, self-advocacy etc.). **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.**
- 4) Implement the instructional plan for a **minimum of 2-weeks** with the student on the autism spectrum you have assessed.

PART C

- 5) Collect data on student performance (progress) on the skill being taught.
- 6) Analyze student progress data and indicate any instructional changes that need to be made based on the student 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)

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

Expected Level of Learning (ELL) for each competency	Expected Level of Disposition (ELD) (Professional Behavior)
1-2 Knowledge Level: Remembering an idea or fact Comprehension Level: Demonstrating an understanding of an idea or fact in a form close to the way it was presented	1-2 Receiving Level: Receiving new knowledge, skill or disposition Responding Level: Participation in and compliance with requirements
2 Comprehension Level Application Level: Applying the fact to a real or simulated situation	2 Valuing Level: Involvement in or commitment to new knowledge, skill or disposition
3 Application Level Analysis Level: Analyzing the parts, patterns or organization	3 Organizing Level: Integrating new knowledge, skill, disposition with the existing organization of knowledge, skill, disposition at a high level of priority and advocacy
4 Synthesis Level: Putting the parts together to form a whole; Combining information into patterns and structures Evaluation Level: Making judgments about the value of ideas, methods or materials with rationale for judgment	4 Internalizing Level: 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 6, 2008	December 5, 2008	January 9, 2008	End March

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-weighted 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 only)
Adolescents on the Autism Spectrum
November 6, 2008

Name _____ Workshop Date Attended _____

Criterion	Points
General Information	None
<input type="checkbox"/> Date of Workshop <input type="checkbox"/> Topic of Workshop	
PART A Key Concepts	_____/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)	
Comments:	
PART B New or Extended Knowledge & Skills	_____/25
Evidence of:	
<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	
Comments:	
PART C Critical Analysis, Application, and Evaluation of New or Extended Knowledge & Skills to Professional Roles and Responsibilities	_____/30
Evidence of:	
<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)	
Comments:	
Professional Format (Overall)	_____/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	
Comments:	
Total Points	_____/100

General Comments:

Evaluation Criteria Checklist
Requirement #2: Journal Article Analysis & Critique (1-credit only)
Adolescents on the Autism Spectrum
November 6, 2008

Name _____ Workshop Date Attended _____

Criterion Checklist	Points
---------------------	--------

Reference/s & Bibliographic Information

- | | |
|--|----------------|
| <input type="checkbox"/> Followed American Psychological Association format (APA)
http://www.wisc.edu/writetest/Handbook/DocAPA.html <ul style="list-style-type: none"> <input type="checkbox"/> Complete citation <input type="checkbox"/> Accurate | <p>_____/5</p> |
|--|----------------|

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)
Adolescents on the Autism Spectrum
November 6, 2008

Name _____ Workshop Date Attended _____

	Criterion	Points
PART A	Assessment Component	
	<input type="checkbox"/> Provided client/student's basic background information	____/5
	<input type="checkbox"/> Identified Skill Area (e.g., self-care, social interaction, etc.) for assessment	
	<input type="checkbox"/> Provided the following information for <u>each</u> assessment used	____/10
	<input type="checkbox"/> Rationale for choosing assessment	
	<input type="checkbox"/> Brief description of assessment	
	<input type="checkbox"/> Types of data/information provided, etc.	
	<input type="checkbox"/> Included completed Standardized Assessment/s protocols (if applicable) with identifying information omitted	____/10
	<input type="checkbox"/> Included completed Informal (e.g., Curriculum-based, teacher-made, etc) protocols with identifying information omitted	
	<input type="checkbox"/> Summarized data for <u>each</u> assessment included:	____/20
	<input type="checkbox"/> Name of assessment	
	<input type="checkbox"/> Purpose statement for assessment	
	<input type="checkbox"/> Client/student's Present Level of Performance (PLOP)	
	<input type="checkbox"/> Statement of individual strengths and areas of need	
	<input type="checkbox"/> Objective statement of results (e.g., no subjective or interpretive statements)	
	<input type="checkbox"/> Chart or graph of data results (e.g., direct observations of behavior/skill) when applicable	
	Total Points for Section	____/45
PART B	Instructional Plan	
	<input type="checkbox"/> Stated long-range goal that can be accomplished within 2 weeks of instruction	____/10
	<input type="checkbox"/> Used assessment data (i.e., areas of need) as basis for instructional goal	
	<input type="checkbox"/> Wrote statement of long-range goal in observable & measurable terms with stated conditions, criteria, consecutive times,	
	<input type="checkbox"/> Outlined 10 days of individual instructional plans which teach the skill/s needed for attaining the long-range goal	____/50
	<input type="checkbox"/> Wrote daily objective for lesson (behavior stated in observable & measurable terms, specific conditions, and criterion of acceptable performance for each lesson	
	<input type="checkbox"/> Sequenced lessons so each day student moved closer to meeting long-range goal	
	<input type="checkbox"/> Described strategy, method/s to teach the skill	
	<input type="checkbox"/> Implemented plan	____/25
	<input type="checkbox"/> Taught daily lesson	
	<input type="checkbox"/> Kept data on client/student performance (e.g., data chart, etc.)	
	<input type="checkbox"/> Wrote a brief evaluation of each daily lesson instructional session	
	Total Points for Section	____/85
PART C	Data and Instructional Decisions	
	<input type="checkbox"/> Summarized client/student performance data	____/30
	<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 of client/student performance data	____/40
	<input type="checkbox"/> Summarized overall performance toward meeting long-range goal	
	<input type="checkbox"/> Described instructional decisions based on performance data with rationale for decisions	
	Total Points for Section	____/70
	Overall Total Points	____/200