EDUC631

Course Summary

Course : EDUC631 **Title :** Evidence-Based Practice for Students with Autism Spectrum Disorder (ASD)
Length of Course : 8
Prerequisites : EDUC630 **Credit Hours :** 3

Description

Course Description: This course provides candidates with examination of the components of and process for evidence-based practice (EBP) in educational programming for students with ASD to include integration of research-validated intervention strategies with other critical factors (i.e., professional judgment and data-based decision making, family values and preferences, and capacity). Intervention strategies with the highest level of empirical support will be examined with attention to qualifying evidence, effective proven outcomes, and ages of individuals. Medication commonly prescribed to students with ASD will be explored related to target behavior and potential side effects. Laws, legislation, and litigation related to EBP for students with ASD will be examined.(Prerequisite: EDUC630)

Course Scope:

This course is the second of three concentration courses. Examining components of and process for evidence-based practice in educational programming for students with ASD in the context of current law, legislation, and litigation will equip educators in serving students with ASD and in collaborating with families and the professional community. Exploring medication commonly prescribed to students with ASD as related to target behavior and potential side effects will assist educators in monitoring behavior intervention plans.

Objectives

After successfully completing this course, you will be able to

- Evaluate components of and process for EBP in educational programming for students with ASD. (CEC-AAS: ACS13 K3, SEDAS3.S11; WVPTS: 1A, 1D, 2B, 2C, 2D, 3A, 3F; CAEP: 1.1, 1.3, 1.6, 1.7, 1.8, 1.9; ISTE: 3B)
- Assess importance of lifelong professional development and self-evaluation. (CEC-AAS: ACSI1 S2, ACSI1 S3, ACS13 K2, ACSI3 S2, SEDAS3.S12, ACS14 S3; WVPTS: 1D, 2D, 2E; CAEP: 1.2, 1.5, 1.6, 1.7; ISTE: 4A)
- Justify selection of research-validated intervention strategies for students with ASD while assessing qualifying evidence, effective proven outcomes, and ages of individuals. (CEC-AAS: ACSI1 S2, ACSI1 S3, ACS13 K2, ACSI3 S2, SEDAS3.S12, ACS14 S3; WVPTS: 1D, 2D, 2E; CAEP: 1.2, 1.5, 1.6, 1.7; ISTE: 4A)

- Analyze medication commonly prescribed to students with ASD with attention to target behavior and potential side effects.(CEC-AAS: SEDASI.K5; WVPTS: 1A, 1C, 2D, 2E; CAEP: 1.1, 1.8; ISTE: 4A)
- Analyze laws, legislation, and litigation related to ASD. (CEC-AAS: ACSI5 K4, ACSI5 K5; WVPTS: 1A, 5I; CAEP: 1.11.5; ISTE: 4A)
- Appraise the importance of lifelong professional development and self-evaluation. (CEC-AAS: SEDAS4.S2, ACSI6 K1, ACSI6 K2, ACSI6 K3, SEDAS6.K1, SEDAS6.K2, ACSI6 S6, SEDAS6.S5, SEDAS6.S6; WVPTS: 4A, 4B, 4C, 4D; CAEP: 1.5, 1.9; ISTE: 5C)

Outline

Week 1: Evidenced Based Practice and Cultural Considerations Parts 1 & 2

Learning Objectives

LO-1: Evaluate components of and process for EBP in educational programming for students with ASD.

LO-2: Assess importance of lifelong professional development and self-evaluation.

Readings

Text Readings:

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment, Interventions, and Policy (Wiley, 2014)

- Chapter 43

Findings and Conclusions:

National Standards Project, Phase 2 (NAC, 2015)

- Chapter 5

Evidence-Based Practice and Autism in the Schools (NAC, 2011)

- Introduction, Chapter 4

Assignment

Assignment: Cultural Variables in EBP

Forum: Program Planning Tools in EBP

Week 2: Evidenced Based Practice and Cultural Considerations Parts 1 & 2

Learning Objectives

LO-1: Evaluate components of and process for EBP in educational programming for students with ASD.

LO-2: Assess importance of lifelong professional development and self-evaluation.

Readings

Text Readings:

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment,

Interventions, and Policy (Wiley, 2014)

- Chapter 43

Findings and Conclusions:

National Standards Project, Phase 2 (NAC, 2015)

- Chapter 5

Evidence-Based Practice and Autism in the Schools (NAC, 2011)

- Introduction, Chapter 4

Assignment

Assignment: Cultural Variables in EBP

Forum: Program Planning Tools in EBP

Week 3: Target Skills for Increase and Interventions-Focus on Communication

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Learning Objectives

LO-3: Justify selection of research-validated intervention strategies for students with ASD while assessing qualifying evidence, effective proven outcomes, and ages of individuals.

Readings

Readings:

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment, Interventions, and Policy (Wiley, 2014)

- Chapters 27, 31, 32, & 37

Findings and Conclusions: National Standards Project, Phase 2 (NAC, 2015)

- Chapter 3

Evidence-Based Practice and Autism in the Schools (NAC, 2011)

- Chapters 3, 4

Assignment

Assignment: Jackson's Case Study – Part 1

Forum: Established Intervention: Communication

Week 4: Target Skills and Interventions

Learning Objectives

LO-3: Justify selection of research-validated intervention strategies for students with ASD while assessing qualifying evidence, effective proven outcomes, and ages of individuals.

Readings

Readings:

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 1 Diagnosis, Development, and Brain Mechanisms (Wiley, 2014)

- Chapters 11, 15, & 16

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment, Interventions, and Policy (Wiley, 2014).

- Chapters 34, 35, 36, & 41

Findings and Conclusions: National Standards Project,Phase 2 (NAC, 2015)

- Chapter 3

Evidence-Based Practice and Autism in the Schools (NAC, 2011)

- Chapters 3 & 4

Assignment

Assignment: Jackson's Case Study – Part 2

Forum: Self-Management Module

Week 5: Target Behavior Areas for Decrease and Interventions

Learning Objectives

LO-3: Justify selection of research-validated intervention strategies for students with ASD while assessing qualifying evidence, effective proven outcomes, and ages of individuals.

Readings

Readings:

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 1 Diagnosis, Development, and Brain Mechanisms (Wiley, 2014).

- Chapter 16

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment, Interventions, and Policy (Wiley, 2014).

- Chapters 28, 33

Findings and Conclusions: National Standards Project, Phase 2 (NAC, 2015)

- Chapter 3 & 5

Evidence-Based Practice and Autism in the Schools (NAC, 2011)

- Chapters 4

Assignment

Assignment: Shana's Case Study - Part 1

Forum: Established Intervention: Target Behavior Area for Decrease

Week 6: ASD and Medication

Learning Objectives

LO-4: Analyze medication commonly prescribed to students with ASD with attention to target behavior and potential side effects.
LO-3: Justify selection of research-validated intervention strategies for students with ASD while assessing qualifying evidence, effective proven outcomes, and ages of individuals.

Readings

Readings:

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 1 Diagnosis, Development, and Brain Mechanisms (Wiley, 2014).

- Chapter 19 & 23

Findings and Conclusions: National Standards Project, Phase 2 (NAC, 2015)

- Chapter 3 & 5

Evidence-Based Practice and Autism in the Schools (NAC, 2011)

- Chapter 4

Assignment

Assignment: Sara's Case Study – Part 2

Forum: ASD & Medication

Week 7: Legal Considerations

Learning Objectives

LO-5: Analyze laws, legislation, and litigation related to ASD.

Readings

Reading:

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment, Interventions, and Policy (Wiley, 2014)

- Chapter 47

Assignment

Assignment: Legally Defensible IEPs

Forum: ASD Case Law Review

Week 8: Professional Development and Self- Evaluation

Learning Objectives

LO-6: Appraise the importance of lifelong professional development and self-evaluation.

Readings

Reading:

Handbook of Autism and Pervasive Developmental Disorders (4th ed.): Volume 2 Assessment, Interventions, and Policy (Wiley, 2014)

- Chapter 45

Assignment

Assignment: Self-Reflection

Forum: Professional Development Components

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Handbook of Autism and Pervasive Developmental Disorders, Volume 2, Assessment, Interventions, and Policy, 4th ed. (Text required for EDUC631 and EDUC632. Only one purchase required.)

Author: Volkmar, Paul, Rogers and Pelphrey

Publication Info: Wiley

ISBN: 9781118107034

Book Title: Handbook of Autism and Pervasive Developmental Disorders, Volume 1, Diagnosis, Development, and Brain Mechanisms, 4th ed. (Text required in EDUC630, EDUC631 and EDUC632. Only one purchase required.)

Author: Volkmar, Paul, Rogers and Pelphrey

Publication Info: Wiley

ISBN: 9781118107027

Required Readings

Randolph, M.A. (2015). Findings and conclusions: National Standards Project, Phase 2. Retrieved from http://www.nationalautismcenter.org/national-standards-project/phase-2/

Randolph, M.A. (2011). Evidence-based practice and autism in the schools. Retrieved from http://www.nationalautismcenter.org/resources/for-educators/

Course Guidelines

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