



LILIE, LLC Course Information

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Title of Course (*45 hours*): Autism and Today's Classroom

Course Description: Teaching students on the Autism Spectrum presents many challenges for teachers. A clear understanding of these challenges is essential, especially when these students are mainstreamed into the regular education settings. This class will thoroughly review the traits of the brain disorder in K-12 children, its origins, and discuss the environmental and social considerations that need to be made in the educational setting. Teachers will be given an overview of autistic characteristics, importance of the parent-teacher relationship, and successful classroom methodologies used in the mainstream classroom.

Overall Course Objective and Expectation(s):

- To define and explore the importance of understanding of Autism Spectrum Disorders
- To analyze the socialization of autistic children in the school/social settings
- To promote the awareness of the teacher's role in the education of an autistic child
- To explore positive outcomes for typically developing students who have classmates on the Autism Spectrum
- To evaluate assessment practices
- To promote an understanding of the "Culture of Autism"

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

Cross, A.F. & Dixon, S.D. (2003). *Adapting curriculum and instruction in inclusive early childhood classrooms*. Bloomington, IN: Indiana University Indiana Institute on Disability and Community.

Cole, S., Horvath, B., Chapman, C., Deschenes, C., Ebeling, D.G. & Sprague, J. (2000). *Adapting curriculum and instruction in inclusive classrooms: A teacher's desk reference (2nd edition)*. Bloomington, IN: Indiana University Indiana Institute on Disability and Community.

Fouse, B. (1996). *Creating a "win-win IEP" for students with autism: A how-to manual for parents and educators*. Arlington, TX: Future Horizons, Inc.

Grandin, Temple, Ph.D. (2008) *The Way I See It: A Personal Look at Autism and Asperger's*, Future Horizons

Handleman, J.L. & Harris, S.L. (2001). *Preschool education programs for children with autism (2nd edition)*. Austin, TX: PRO-ED, Inc..

Hannah, L. (2001). *Teaching young children with autism spectrum disorders to learn: A practical guide for parents and staff in general education classrooms and*

preschools. Shawnee Mission, KS: Autism Asperger Publishing Company.

Moyes, R.A. (2003). *I need help with school: A guide for parents of children with autism and Asperger's Syndrome*. Arlington, TX: Future Horizons, Inc.

Myles, B. S., & Adreon, D. (2001). *Aspergers syndrome and adolescence: Practical solutions for school success*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Notbohm, Ellen. (2005). *Ten Things Every Child with Autism Wishes You Knew*, Future Horizons, Inc.

Pratt, C., Vicker, B. & Davis, K. (2001). *Early intervention for young children with autism spectrum disorders: Recommendations for designing effective programs*. Bloomington, IN: Indiana University Indiana Institute on Disability and Community.

Robison, John Elder. (2007). *Look Me in the Eye: My Life with Asperger's*, Crown

Strichart, S.S., Mangrum, C.T. & Iannuzzi, P. (1998). *Teaching study skills and strategies to students with learning disabilities, attention deficit disorders, or special needs*. Needham Heights, MA: Allyn & Bacon.

Twachtman-Cullen, D. (2000). *How to be a Para Pro: A comprehensive training manual for paraprofessionals*. Higganum, CT: Starfish Specialty Press.

Twachtman-Cullen, D., Twachtman-Reilly, J. (2002). *How well does your IEP measure up? Quality indicators for effective service delivery*. Higganum, CT: Starfish Specialty Press.

Wagner, S. (2002). *Inclusive programming for middle school students with autism/Asperger's Syndrome: Topics and issues for consideration by teachers and parents*. Arlington, TX: Future Horizons, Inc.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

- Personal Introduction
- Definitions
- Statistics
- General Characteristics

Objectives:

- Students will provide classmates with a personal introduction
- Students will formulate working definitions for Autism (AUT), Asperger's Syndrome (ASY) and Pervasive Developmental Disorder (PDD)
- Students will investigate statistics pertinent to discussions related to AUT, ASY and PDD
- Students will identify general behavior characteristics associated with AUT, ASY and PDD

Impact on Classroom Instruction:

- Better understand the characteristics of Autism Spectrum disorders.
- Improved ability to identify students who may be on the Spectrum
- Recognition of the need to consider changes to classroom environment and/or methodology.

Learner Outcomes:

- Students will create a KWL Chart outlining information acquired during Week 1

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- introduce self and respond to classmates' postings
- post to the discussion board as outlined in the course expectations
- *submit copy of the KWL chart they have completed during Week 1*
- post reactions to articles on Autism, Asperger's Syndrome and Pervasive Developmental Disorder
- share personal observations regarding behavior characteristics



Week II

Topic(s):

- Famous People on the Spectrum
- Least Restrictive Environment
- Typically Developing Peers

Objectives:

- Students will investigate Famous People on the Autism Spectrum
- Students will assess what academic setting provides the best environment for a student on the Autism Spectrum
- Students will identify what positive outcomes occur for *typical* students working with individuals on the Autism Spectrum

Impact on Classroom Instruction:

- Higher expectations for students on the Spectrum
- Realize the importance classroom setting in quality instruction
- Improved social/emotional growth for typical students

Learner Outcomes:

- Students will generate a short Biography about a Famous person on the Spectrum
- Students will Chart Positive & Negatives for Self Contained and Inclusion classes
- Students are to create a “How to Help” brochure for typical students to deal with peers on the Spectrum

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- post to the discussion board as outlined in the course expectations
- share “HELP” brochure with classmates and instructor
- post reactions to articles on academic settings
- submit a short biography about a famous person with autism



Week III

Topic(s):

- Classroom Strategies
- Visual Supports
- Physical Environment/Structured Teaching

Objectives:

- Students will identify effective classroom strategies utilized in an Inclusion model (Specific to Autism Spectrum)
- Students will prepare 3 classroom schedules for students with varying levels of need (visual support)
- Students will identify factors unique to students on the Autism Spectrum and their Physical Environment

Impact on Classroom Instruction:

- Improved ability to utilize resources and methodology for effective teaching in the Inclusion model
- Better visual supports for all students
- Creating a physical space most conducive to student learning

Learner Outcomes:

- Student will observe in an Inclusion classroom with a student on the Spectrum and provide a review
- Students will prepare 3 schedules for a students who need minor, moderate and intensive visual supports
- Student will identify 3 specific changes to their current classroom that would benefit students on the Spectrum

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- post to the discussion board as outlined in the course expectations
- submit report on classroom observation
- post reactions to articles on visual supports
- submit summary of specific classroom changes to benefit students on the Spectrum
- submit copies of schedules for varying levels of visual support



Week IV

Topic(s):

- Program Assessment
- Student Assessment
- Parent/Teacher Relationship

Objectives:

- Students will provide feedback as to where their program's strengths and weaknesses fall
- Students will discuss the appropriateness of NYS Assessments for students on the Autism Spectrum
- Students will identify specific reasons why the relationship between parents of students on the Spectrum and Teachers is particularly important

Impact on Classroom Instruction:

- Improved feedback for administrators about program's strengths and weaknesses
- Increased knowledge of NYS Alternate assessment
- Better Home/School Relationships

Learner Outcomes:

- Student will create a mock letter to an administrator outlining the need for 3 specific changes to their program which will benefit students on the Spectrum
- Student will review a completed Alternate Assessment and share 3 positive/negative thoughts about this type of assessment
- Students will create a sign for co-workers entitled Home/School Relationships and AUTISM

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- post to the discussion board as outlined in the course expectations
- submit mock letter for program changes
- post reactions to articles on assessments
- submit summary of specific classroom changes to benefit students on the Spectrum
- submit Home/School Relationship sign for review