



LILIE, LLC Course Information

© Copyright Notice

The information below is proprietary information of LILIE, LLC and subject to copyright laws and restrictions. Access to this content is licensed solely to teachers seeking to evaluate it as a professional development option. LILIE, LLC reserves the right to revise the content and will pursue all available legal remedies for misuse of the content herein.

**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: The Autism Spectrum 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. Culturally responsive practices and equity will be woven into the class in order to strengthen the support our students receive in the way of strategies, cultural strengths, success, open-mindedness and a supportive learning environment.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	<ul style="list-style-type: none"> • Understand the main characteristics of Autism in children K-12 • Understand Culturally Responsive Teaching Practices • Understand how culture and diversity impacts the ASD diagnosis • Review the statistics of ASD • Evaluate anecdotal scenarios of the Autistic child and the use of strategies for our ASD children • Research anecdotal scenarios of the Autistic child in a remote learning setting and what may be best for them.
Topics	<ul style="list-style-type: none"> • Introductions • Definition of Autism Spectrum Disorder and the characteristics • Culturally Responsive Teaching Practices • The impact of culture and diversity and it impacts the ASD diagnosis • Statistics and cultural diversity statistics • General Social Characteristics and strategies that promote learning
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Participants will begin the class with an introduction to the Autism Spectrum Disorder. • After being introduced to ASD, participants will learn the main characteristics of Autism in children grades K-12 as well as learn how to apply culturally responsive teaching practices to their curriculum in order to help students and have a more rounded, equitable and engaging classroom. • Cultural diversity, diagnosis and statistics will be reviewed. They will learn about and discuss current and past statistics. • Participants will share their reactions to the Bond video as well as the short films that reference Autism. Participants will now be more knowledgeable of the behaviors and characteristics of the Autistic child. • Participants will begin to learn about strategies that may be used to educate Autistic students, specific to communication, social, sensory and behavior. • Participants will bring to their classrooms a general understanding of Autism Spectrum Disorders, its characteristics, as well as strategies that can be helpful to educate their students and how culturally responsive teaching practices and a brave learning environment help our ASD children learn.

Session II

Objectives	<ul style="list-style-type: none"> • Evaluate ASD and how it is perceived by society • Consider the list of historical figures who are perceived to have been on the spectrum and the famous people who are diagnosed with ASD now • Examine how minds operate and help you understand the origins of implicit associations. You will also uncover some of your own biases and learn strategies for addressing them.
-------------------	---

	<ul style="list-style-type: none"> • Learn how equitable practices, identifying those underrepresented and marginalized and examining your own bias to better sharpen your focus on how to meet all students needs while embracing and using their own experiences and culture can help strengthen your support of them with regards to autism • Critique the school-family dynamic in teaching students with ASD and the role cultural diversity has in this • Analyze the different instructional approaches that apply to best practices in teaching ASD students in the least restrictive environment for them. • Note how equity plays a role and how the strategies and brave learning practices enhance education in the classroom • Research the school-family dynamic in teaching Autistic students remotely and find different approaches will best help them.
Topics	<ul style="list-style-type: none"> • Famous People with ASD • Examine Impact of Marginalization • Exploring Bis • Least Restrictive Environment, equity and a brave learning environment work together to engage students • Examine School/Family dynamic and cultural diversity and how it impacts the learners in the classroom • Midterm
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • learn about how different academic settings ties into culturally responsive practices; how it effects the Autistic child and they will be able to bring this knowledge back to their own classrooms. • Participants will learn how to apply new information to create a brave learning environment as well as learn to reflect on their own complexities • As well as their students' individual identities. This will provide a stronger classroom for both the students and teachers. • Participants will have reviewed a variety of resources that provide strategies will be applied into their own practice. <p>As a result of the work this week, participants will:</p> <ul style="list-style-type: none"> • Learn about least restrictive environments, what is best for students and how it promotes equity and a brave learning environment • Gain an understanding of people with Autism and how they go about everyday life. • Begin to learn of school-family dynamic and how parents and teachers may help one another and embrace cultural diversity • Begin to find changes that they can make to their classroom for general education students vs students with ASD and be sure that their classroom is safe for all students no matter their age, gender, race, culture, etc.

Session III

Objectives	<ul style="list-style-type: none"> • How to apply flexibility, engagement, and responsiveness in teaching students with ASD • Utilization of a number of resources for adaptation of the physical space and classroom setup relating to culturally responsive practices and the needs of your students • Engage students, make learning contextual, use visual supports that benefit all learners, set up the classroom being mindful of each child's needs, including cultural, and learn strategies that will support the diverse learners • Evaluation of the Differentiated teaching strategies suggested for ASD students • Research how to apply differentiated teaching strategies to remote learning.
Topics	<ul style="list-style-type: none"> • Classroom Strategies • Visual Supports/Strategies for all learners

	<ul style="list-style-type: none"> • Physical Environment/Structured Teaching lending the set up to benefit our culturally diverse practices and the needs of our ASD children • Evaluation of the Differentiated teaching strategies suggested for ASD students • Research how to apply differentiated teaching strategies to remote learning
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Understand flexibility and responsiveness in teaching students with ASD • Use the resources for adaptations for the classroom that will benefit students on the Spectrum, the classroom and welcome the culturally diverse while making a brave learning environment. • Learn how to implement critical consciousness and well as cultural responsiveness into your classroom while ensuring that you are providing a brave learning community • Gain an understanding of differentiated teaching strategies for students on the Spectrum. • Gain knowledge of different levels of visual supports for the classroom which benefits all students. • How to apply flexibility, engagement, and responsiveness in teaching students with ASD • Utilization of a number of resources for adaptation of the physical space and classroom setup relating to culturally responsive practices and the needs of your students • Engage students, make learning contextual, use visual supports that benefit all learners, set up the classroom being mindful of each child's needs, including cultural, and learn strategies that will support the diverse learners • Evaluation of the Differentiated teaching strategies suggested for ASD students

Session IV

Objectives	<ul style="list-style-type: none"> • Complete the APQI and understand the strengths and weaknesses of your ASD program • Demonstrate knowledge of alternate assessment, which children can partake in this assessment and the potential benefits • Understanding your role and responsibilities in teaching students with ASD • Review how to establish and maintain a good working relationship with parents for our ASD and Culturally Diverse learners • Research different classroom changes that will help Autistic students with remote learning.
Topics	<ul style="list-style-type: none"> • Assessment Program • Assessment (Individual) • Parents and Teachers working together to benefit all learners • Final • Reflection sheet
Application to Instruction & Student Learning	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the APQI and their school's program strengths and weaknesses • Participants will have a greater awareness and sensitivity to working with students who are on the Spectrum. • Participants will learn about different levels and characteristics of ASD. • Review parents and teachers working together to benefit all of students • Understand how our culturally responsive practices benefit our children, engage them and provide for a brave learning environment