



LILIE, LLC Course Information

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**More detailed course curriculum 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.

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

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

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



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



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



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