

Instructor/TA Info

Instructor Information

Name: Terisa Gabrielsen

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Course Information

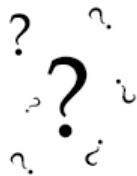
Description

This course is designed to meet the needs of pre-service and inservice professionals from the many disciplines who serve individuals with autism spectrum disorder. Using a lifespan/lifecourse approach, autism issues are presented and explored through multiple media. Reading assignments, online lectures, online training modules, and visits to autism classrooms and treatment centers promote learning and exposure to autism outside of class. In-class experiences will include current scientific and educational research on identification and interventions, video examples, and in vivo and video application of learning (assessment and intervention). History, controversies and future directions will also be addressed. The course is offered for 1- 3 credits, which means there is a tiered assignment structure to match the hours of credit.

Prerequisites

This is a graduate level course. No specific previous course completion is required. Undergraduates and professionals already working in the field may register only with permission from Dr. Gabrielsen. Undergraduates may only register if they are currently working in autism research with Dr. Gabrielsen or are working in the field of autism treatment. The number of undergraduate students admitted each year is very limited (e.g., 1-2).

Materials

Item	Price (new)	Price (used)
 <p><u>Autism Spectrum Disorder 2e - Required</u> by Rosenblatt, P</p>	16.95	12.75

Learning Outcomes

Comprehensive Knowledge

Students will demonstrate knowledge of history, scientific literature and current issues of autism from individual, family and educational perspectives

Skill Development

Students will be able to identify evidence-based practices for improving outcomes, including training and other resources to support their own skill development in assessment and intervention related to autism.

Intersectionality

Students will be able to use language, intervention techniques, and assessment practices that are informed, respectful, and sensitive to culture, gender, socioeconomic, language and neurodiversity.

Consultation and Collaboration

Students will be able to identify and demonstrate interdisciplinary collaboration and consultation skills (with parents, teacher, and other care providers) specific to issues important to families and students with autism.

Effective Writing

Students who take the course for 3 credits will write a 15-20 page literature review of a current topic in autism spectrum disorder.

Data Based Decision Making and Accountability

Students will demonstrate knowledge of evidence-based practice in assessment and treatment and make plans to promote evidence-based practice in school and other treatment settings.

Collaboration and Consultation

Consultation and Collaboration, Leadership and Collaboration, and Family-School Collaboration Services

Students will demonstrate skills in collaboration and consultation with families and other professionals regarding assessment and treatment of individuals with autism at various ages across the lifespan.

Academics and Instruction

Academic Interventions and Instructional support, Professional Education Practices, School-Wide Practices to Promote Learning

Students will demonstrate knowledge of a range of evidence-based interventions, with a focus on behavioral interventions and instructional supports for individuals across the autism spectrum.

Intervention/Mental Health Services; Life Skills

Students will demonstrate awareness of the mental health care needs of individuals with autism across the lifespan. Students will also demonstrate planning for evidence-based methods of improving life skills for individuals across the autism spectrum, with a focus on behavioral interventions to improve function.

Preventive and Responsive Services

Students will demonstrate knowledge of preventative services, including screening for autism and co-morbid conditions. Students will also demonstrate clinical skills in designing behavioral intervention plans for targeted skill goals.

Diversity in Development and Learning

Students will demonstrate cultural competency in approaching screening, assessment, and intervention case studies.

Research and Program Evaluation, Current Issues in Sp. Ed.

Students will demonstrate knowledge of systematic methods to remain current in instructional and behavioral interventions for students with autism spectrum disorder. Principles of progress monitoring, including program evaluation, will also be demonstrated in class.

Research and program evaluation, Current Issues in Special E

Students will demonstrate application of legal rights and advocacy to case studies.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
-	----

C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grades will be determined by participation in class activities, logs of learning activities outside of class, and (where required) written assignments.

This is a variable credit course. The following schedule shows expectations according to the number of hours of credit enrolled:

1 hour of credit:

(1) Attend classes, complete a minimum of 2 hours of online lectures, online training modules, and reading for each of the 10 modules.

2 hours of credit:

(1) Attend classes, complete a minimum 2 hours of online lectures, online training modules, and reading for each of the 10 modules.

(2) Complete 10 hours of observations in autism treatment settings as listed in the syllabus. **At least 2 of the 10** hours need to be completed at the ASSERT classroom (Early Intensive Behavioral Intervention using ABA) in Nebo school district.

3 hours of credit:

(1) Attend classes, complete a minimum of 2 hours of online lectures, online training modules, and reading for each of the 10 modules.

(2) Complete 10 hours of observations in autism treatment settings as listed in the syllabus. **At least 2 of the 10** hours need to be completed at the ASSERT classroom (Early Intensive Behavioral Intervention using ABA) in Nebo school district.

(3) Write a 15-20 page literature review on a current autism topic, preferably a behavioral intervention, approved by the instructor in advance.

Participation Policy

The nature of this course is to give you the most in-depth learning possible within a short period of instruction. To accomplish this goal, active participation in class and full participation in outside of class activities will be required. Because this is a flipped class, the discussions and activities in class will follow, not duplicate, the assignments outside of class. If participation outside of class is lacking, your experience in class will not produce the amount of learning designed for the session.

Attendance Policy

Attendance is expected in each class session. Notification of any necessary absences is also expected.

Classroom Procedures

This is a "flipped" course, which means lectures and other learning activities take place online. Our class time will be spent addressing questions from the outside assignments, discussing current issues in autism, sharing experiences from observations, and in video or live demonstrations of autism assessment, family and individual experiences, and behavioral treatment strategies.

Teaching Philosophy

This is a graduate level training course meant to give you skills to serve a targeted population. These skills have broader application, and it is hoped that you will find immediate application to generalize your new skills and knowledge. For this to happen, I intend to give you as much experience "in the driver's seat" as possible. This may be uncomfortable at first, but is the type of learning that is required

for you to become proficient in your clinical and teaching skills.

BCBA Competencies

This course fulfills a minimum of 15 hours of Discretionary coursework for Board Certified Behavior Analyst. It may fulfill more, depending on the number of credits registered.

School Psychology PRAXIS competencies

This course will prepare you for the following School Psychology PRAXIS Competencies:

- I. Professional Practices, Practices that Permeate all Aspects of Service Delivery
 - A. Data-based Decision Making and Accountability
 4. Assessment of special populations
 - c. is familiar with assessment of students with low-incidence disabilities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairment).
- II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)
 - A. Interventions and Instructional Support to Develop Academic Skills
 - B. Interventions and Mental Health Services to Develop Social and Life Skills
 1. Primary and secondary and tertiary preventative strategies
 - a. Is familiar with common classroom organization and management techniques
 - b. Knows how to conduct individual and small-group programs (e.g., social skills training, conflict resolution)
 2. School-based interventions and techniques
 - b. knows about appropriate intervention techniques for various developmental levels
 - c. understands applied behavioral analysis and intervention
- IV. Foundations of School Psychological Service Delivery
 - A. Diversity in Development and Learning
 1. Recognizes the importance of culture, background, and individual learning characteristics (e.g., age, gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes.

Reliable Sources

In today's world, information is easy to access and share. This can be a great blessing for those seeking to be educated and informed. However, many sources of information are unreliable and do not edify. Some sources seek to promote anger, contention, fear, or baseless conspiracy theories (see 3 Nephi 11:30 (<https://www.churchofjesuschrist.org/study/scriptures/bofm/3-ne/11.30?lang=eng#p30>); Mosiah 2:32 (<https://www.churchofjesuschrist.org/study/scriptures/bofm/mosiah/2.32?lang=eng#p32>)). Therefore, it is important that Church members be wise as they seek truth.

Members of the Church should seek out and share only credible, reliable, and factual sources of information. They should avoid sources that are speculative or founded on rumor. The guidance of the Holy Ghost, along with careful study, can help members discern between truth and error (see Doctrine and Covenants 11:12 (<https://www.churchofjesuschrist.org/study/scriptures/dc-testament/dc/11.12?lang=eng#p12>); 45:57 (<https://www.churchofjesuschrist.org/study/scriptures/dc-testament/dc/45.57?lang=eng#p57>)).

-Church Handbook 38.8.41

Reporting Suspected Child Abuse

You will not be providing any direct care to children as part of this course, so it is not expected that you will encounter any disclosure of child abuse. Keep in mind, however, that all adults in Utah are reporters for child abuse, and that as educators or clinicians, you are a mandated reporter as part of your job. Any suspected child abuse should be reported.

When is a report required? When any person has reason to believe that a child has been subjected to abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect. When an individual, including a licensee under the Medical Practice Act or the Nurse Practice Act, attends the birth of a child or cares for a child, and determines that the child, at the time of birth, has fetal alcohol syndrome, fetal alcohol spectrum disorder, or fetal drug dependency, the individual shall report that determination to the division as soon as possible.

Where does it go? Utah Department of Human Services – Division of Child and Family Services (<http://dcfs.utah.gov/services/child-protective-services/>), the nearest peace officer, or law enforcement agency. Reports may be made by telephone to the Child Abuse/Neglect Hotline at 1-855-323-3237.

Source: Mandatory Reporting Requirements: Children Utah <https://apps.rainn.org/policy/policy-state-laws-export.cfm?state=Utah&group=4> (<https://apps.rainn.org/policy/policy-state-laws-export.cfm?state=Utah&group=4>)

NASP Domains

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- This course addresses data-based screening and assessment, as well as progress monitoring for decision making.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

- Talking with parents and consulting with teachers about autism symptoms and difficulties is a part of each of the lifespan stages discussed in the course.

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

- Academic interventions are addressed in the school age, adolescent, transition, and adult years modules.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Systems-Level Services

- Social skills interventions are discussed in school age, adolescent, transition, and adult years modules.

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

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Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

- Screening and interventions are discussed in class, covered in assignments, and are observed for student with 2-3 credits.

Domain 7: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths,

needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

- Family consultation is covered in readings, observations, and class discussions across modules.

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

- Individuals with autism are considered to be a neurodiverse population. Discussions and assignments, especially in the early years, discuss the barriers that may be encountered by diverse families.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

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Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Ethical practices, best practices, and legal issues related to families with autism spectrum disorder are discussed throughout, but legal issues are addressed specifically in adolescent modules.

APA Guidelines

Please refer to the following website

<http://www.apa.org/topics/autism/index.aspx> (<http://www.apa.org/topics/autism/index.aspx>)

For APA's page on Autism and selected resources.

APA general guidelines for practice and be found at

<http://www.apa.org/about/policy/approved-guidelines.aspx> (<http://www.apa.org/about/policy/approved-guidelines.aspx>)

Best Practices for Positive Behavior Intervention and Support (PBIS) - NASP

Please refer to the [Position Statement on the Integrated Model of Academic and Behavior Supports](http://file:///Users/terisap/Downloads/Integrated_Model_of_Academic_and_Behavioral_Supports.pdf) from the National Association of School Psychologists (http://file:///Users/terisap/Downloads/Integrated_Model_of_Academic_and_Behavioral_Supports.pdf)

Assignments

Assignment Descriptions

Look Me in the Eye by John Elder Robison

Feb



Due: Wednesday, Feb 22 at 11:59 pm



Write up a one-page summary of the book for extra credit OR present a 5 minute summary of the book in class.

Scenic View Academy (adults)

Apr
10

Due: Monday, Apr 10 at 11:59 pm

Please contact Jared Steward to arrange a visit to Scenic View Academy jareds@svacademy.org
Here is their website <https://www.svacademy.org/>
Contact Jared Stewart <jareds@svacademy.org>

Two autism screeners

Apr
21

Due: Friday, Apr 21 at 11:59 pm

You do NOT have to upload the screener reports, please just post a note that you have completed them and have them returned to you.

Does My Child Have Autism?

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

GIANT STEPS Preschool

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

Giant Steps is an ABA preschool.

YOU MUST WRITE UP YOUR OBSERVATIONS -- 1 PG-- TO GET CREDIT.

I WILL BE LOOKING FOR YOU TO INTEGRATE WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR OBSERVATIONS.

Giant Steps Pre-School

Our Giant Steps program is open and we would be willing to have your students come and do observations at our Foothill Elementary location, 921 N. 1240 E., Orem. I would be the best contact person and they will also need to sign a confidentiality form with us. Our program runs Tuesday-Friday from 9:15-3:30.

I look forward to hearing from some of your students.

Janeen McFadden

GIANT Steps Supervisor, M.Ed BCBA

Office: (801) 226-5437

Cell: (801) 362-1639

15-20 page paper

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

See me for a list of topics to choose from. You may write about a current research project (literature review). A literature review about behavioral interventions is preferred. Please have your topic approved by me before you begin to research and write.

Books about Girls and Women with Autism

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

Other books

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

Just let me know the title and autism content. Must be documentary, first person account, or historical. Fiction is not included.

Diagnostic Evaluations

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

YOU MUST WRITE UP YOUR OBSERVATIONS -- 1 PG-- TO GET CREDIT.
I WILL BE LOOKING FOR YOU TO INTEGRATE WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR OBSERVATIONS.

Please contact me for available times and dates.

The Activity Kit for Babies and Toddlers at Risk

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

Books Written by Temple Grandin

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

Kids on the Move Structure Play Group

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

YOU MUST TURN IN A 1-PAGE SUMMARY OF YOUR OBSERVATION FOR CREDIT. I WILL BE LOOKING FOR INTEGRATION OF WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR WRITE UP.

Contact Heather Waters

Heather Waters <HWaters@kotm.org>

Playgroup runs Tues and Thurs for 90 minutes. I don't know the time(s). Participants are suspected to have autism, but are not diagnosed.

Final Training Log

Apr

22

Your Final Training Log (see content: Training Log) is a record of how many hours you spent viewing/reading online resources (listed in each Module). Expectations are that you spend 1-3 hours per week outside of class. Each Module suggests a way to prioritize your time. Lectures are typically one hour or more, online training modules are more. You should also log your observations (if 2-3 credit hours), hours spent on your literature review paper (if 3 hours) and reading time.

Total Observation Hours

Apr

22

Due: Saturday, Apr 22 at 11:59 pm

Report the total number of hours you spent observing. You will receive 20 points for each hour observed. Upload your observations, identifying the location and elapsed time of the observation -- combine all in one report.

Neurotribes

Apr

22

Due: Saturday, Apr 22 at 11:59 pm

Spectrum Academy

Apr

22

Due: Saturday, Apr 22 at 11:59 pm

You will need to write up your observations in a one-page paper.

I am looking for integration of what we have learned in class with what you observed.

Spectrum Academy is open for observers this year. With the recent increase of COVID-19 across the state over the past two weeks we have been limiting the number of people coming into the schools. We have many staff members out and would like to do what we can to keep them healthy and on-campus:). On that note, I apologize for the delay in my response. I have been in classrooms and going on behavior calls to help and support our staffing needs. I am hoping that we will be able to resume having outside members of our community by the end of the month. Would that work for your students' schedules? If so, we would love to have them.

We would require the following:

- Fingerprints and background checks
- A signed confidentiality agreement
- We recommend wearing a mask
- It would be helpful to know what area of the school they would like to observe.
 - High school, middle school, elementary school, or our functional skills (STARS) campus.

We love having our community come in and observe and look forward to possibly meeting some

We love having our community come in and observe and look forward to possibly meeting some of your students.

Contact Liz Banner <LBanner@spectrumcharter.org> or the following specific administrators:

They are welcome to reach out to me (Liz Banner) if they would be happy to observe any of our grade levels or buildings. If however, they would like to observe a particular grade level they are welcome to contact our administration at that building. Their information is below.

- Secondary - Grades 7-12 (traditional course / mild and moderate)
 - Principal Kristi Ungerman kristi.ungerman@spectrumcharter.org
 - Vice Principal Scott Moffatt smoffatt@spectrumcharter.org
- Elementary - Grades K-6 (traditional course / mild and moderate)
 - Principal Paul Lundberg paul.lundberg@spectrumcharter.org
 - Vice Principal Jodi Blackhurst jblackhurst@spectrumcharter.org
- Elementary and Secondary (severe/profound)
 - Principal Aubrey Whiting aubrey.whiting@spectrumcharter.org
 - Vice Principal Paul Woodworth paul.woodworth@spectrumcharter.org

Temple Grandin movie

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

This counts as a book (or you could actually read the book). You need to do a one-page write up of what you learned about autism from the viewpoint of the individual with autism. OR do an oral book report (5 minutes) in class.

Additional Diagnostic

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

Autism's False Prophets by Paul Offit (extra credit)

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

Read the book by Paul Offit, write a 1-page summary, OR do a 5-minute report on the book to the class.

Autism's False Prophets by Paul Offit (extra credit)

Apr
22

Due: Saturday, Apr 22 at 11:59 pm

Read the book by Paul Offit, write a 1-page summary, OR do a 5-minute report on the book to the class.

Kids on the Move Autism Program

Apr

22

KOTM is an ABA Early Intensive Behavioral Intervention autism treatment program.
YOU NEED TO WRITE UP YOUR OBSERVATIONS TO GET CREDIT--1 PAGE. I WILL BE LOOKING FOR INTEGRATION OF WHAT YOU HAVE LEARNED IN CLASS SO FAR INTO WHAT YOU OBSERVED.

Contact: Nicole please text 385-419-0150
(may need to be updated each year)

Autism Services Director:

Phone number:

Email:

Kids on the Move

475 West, 260 North, Orem, UT

Kids on the Move is an early intervention agency, but they provide other services as well.

ASSERT in Nebo

Apr

23

Due: Sunday, Apr 23 at 11:59 pm

ASSERT is an Early Intensive Behavioral Intervention ABA preschool classroom. There are also some early grades classrooms.

YOU MUST WRITE UP YOUR OBSERVATIONS -- 1 PG-- TO GET CREDIT.

I WILL BE LOOKING FOR YOU TO INTEGRATE WHAT YOU HAVE LEARNED IN CLASS SO FAR IN YOUR OBSERVATIONS.

Contact Michele Thompson <michele.thompson@nebo.edu>

AHello Terisa!

I am teaching a half-day Kindergarten class for students with Autism, although I believe some of them do not have autism. :)

You are always welcome in Nebo! My colleague teaches the afternoon class from 12:30-3:15 and I teach the morning class from 8:50-11:20. (webextlink://My colleague teaches the afternoon class from 12:30-3:15 and I teach the morning class from 8:50-11:20.)

The classes are at Foothills Elementary in Salem. There are also Autism-specific PreK classes, also half-day. So a total of four PreK classes.

Feel free to give my information out to your students

Students should check in at the front office to sign in and get a name badge. PLEASE BRING THE SIGNED CONFIDENTIALITY FORM WITH YOU - you can print it out from the Content page

"Classroom Visits."

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing

grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and

others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Belonging

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"⁽ⁱ⁾ includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism⁽ⁱⁱ⁾...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”⁽ⁱⁱⁱ⁾ Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”^(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office in addition to academic

disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Tracking Hours

Please track your hours on the spreadsheet that is provided. All of your hours, including hours when you are not face-to-face with a client do count (including report-writing hours). You can select the type of activity from the drop-down list in the spreadsheet, it will automatically separate and report everything for you automatically.

Child Abuse Reporting

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

Phone number in Utah: 1-800-876-6888

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf

[\(http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf\)](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf)

As a program, we expect our school psychology students to follow these guidelines. As challenging

situations arise, seek support and guidance from field-based supervisors and department faculty.

School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

Schedule

Date	In Class Today	Prep for Class
Week 1		
W Jan 11 Wednesday	<p><u>PLEASE READ ME FIRST - letter to Neurotypical Psychology Students</u></p> <p>MODULE 1: What is Autism?</p> <p>I RESERVE THE RIGHT TO ADJUST THE SCHEDULE AS NEEDED ACCORDING TO AVAILABILITY OF GUESTS</p>	<p>All "Chapters" listed in this column are in Carbone & Rosenblatt (2019) <i>Autism Spectrum Disorders: What Every Parent Needs to Know, Second Edition</i>, American Academy of Pediatrics.</p> <p>THESE ARE THE ONLY REQUIRED READINGS.</p> <p>Other readings are listed in each Module. All are good, any that should be prioritized will be listed here.</p> <p>Chapter 1: What is Autism Spectrum Disorder?</p> <p>Prioritize National Standards Project 2</p>
Week 2		
W Jan 18 Wednesday	<p>MODULE 2: Etiology and Epidemiology of Autism Spectrum Disorder, Global and Cultural Perspectives</p>	<p>Chapter 2: What Causes ASD? (Rosenblatt & Carbone)</p>
Week 3		
W Jan 25 Wednesday	<p>MODULE 3: Early Signs, Screening, and Diagnosis</p>	<p>Chapter 3: How Do I know if My Child Has an ASD?</p> <p>Chapter 8: Partnering with Your Pediatrician</p>
Week 4		
W Feb 01 Wednesday	<p>Carry over from Module 3 -- Introduction to the ADOS and other assessments for ASD</p>	<p>Autism Assessment in the Schools chapter</p>
Week 5		
W Feb 08 Wednesday	<p>NO CLASS -- I am at NASP</p>	

Week 6		
W Feb 15 Wednesday	MODULE 4: Early intervention What is ABA?	Chapter 4: Behavioral and Developmental Services
Week 7		
T Feb 21 Tuesday	Monday Instruction	
W Feb 22 Wednesday	Early Intensive Behavioral Intervention and ABA for young children Sleep, Feeding, and Toileting MODULE 5: Pre-school years	Chapter 10: Accessing Care
Week 8		
W Mar 01 Wednesday	ABA treatments in preschool classrooms (full inclusion and pull-out)	Chapter 9: Services in Your Community
Week 9		
W Mar 08 Wednesday	Module 11: Girls and Women with Autism	Chapter 5: Tapping Educational Services Chapter 6: When Other Therapies Aren't Enough: The Role of Medication
Week 10		
W Mar 15 Wednesday	ABA-based interventions for classroom and home settings <u>MODULE 6: Elementary Years</u>	Chapter 12: Putting It All Together: Everyday Strategies for Helping Your Child
Week 11		
W Mar 22 Wednesday	<u>MODULE 7: Adolescents</u> ABA treatments for adolescents with ASD and age appropriate cognitive and language abilities	Chapter 11: Adolescence and Beyond
Week 12		

W Mar 29 Wednesday	<p><u>MODULE 8: Transition Planning and Post-Secondary Education Options</u></p> <p>ABA and the workplace <u>Neurodiversity Panel April 2022 starts at 1:50:00</u></p> <p>(First half of video is Judith Miller, PhD, Children's Hospital of Philadelphia <i>Topic: Challenges of Access to Care</i>)</p> <p>DO NOT DOWNLOAD -- NO PERMISSIONS ARE GRANTED</p>	Chapter 15: Advocating for Children with ASD
Week 13		
W Apr 05 Wednesday	<u>MODULE 9: Adults with autism</u>	Chapter 14: The Future of Autism Spectrum Disorders Chapter 13: Autism Spectrum Disorders and Our Family
Week 14		
W Apr 12 Wednesday	<p><u>MODULE 10: The Future of Autism</u></p> <p><u>MODULE 12: Autism in Your Family and Community</u></p>	Catch up on the important things we didn't have time for. We discuss future directions and implications for working with families.
Week 15		
W Apr 19 Wednesday	Last Day of Class MOVIE night -- movie TBA	MOVIE NIGHT!
Th Apr 20 Thursday	Exam Preparation Day	
F Apr 21 Friday	Final Exam Day Two autism screeners	
Sa Apr 22 Saturday	Final Exam Day NO Final Exam	
Su Apr 23 Sunday		