



# Professional and Continuing Education

UNIVERSITY of ALASKA ANCHORAGE

School of Education  
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## EDSE 590 AARC/SESA Online Autism Conference 2019: Communication

1 Credit, Graded A-F  
Fall 2019

**Course Sponsor:** Alaska Autism Resource Center & Special Education Service Agency

**Primary (Grading) Instructor:** Aimee Smith, MA

**Co-Instructors:** Brian Babcock, MEd  
Anne Freitag, MLIS  
Nicole Taylor, MEd  
John Barrowman, MS  
Lyon Johnson, MA, NCSP, BCBA, LBA  
Kendra Wolf, MEd

### Contact Information

**Address:** Alaska Autism Resource Center  
3501 Denali Street, Suite 101 Anchorage, AK 99504

**Telephone:** 907-334-1312  
**FAX:** 206-330-0306

**Email address:** asmith@sesa.org

### Course Meeting Information

**Location:** Online via Zoom  
*SESA will provide information for participants on accessing the conference and troubleshooting.*

**Start and End Date:** November 4<sup>th</sup> – February 7<sup>th</sup>, 2020

**Class Day(s) & Time(s):** Monday 11/4 & Tuesday 11/5, 9:00 am – 4:30 pm  
*Sign In/Support will begin at 8:30 am, Sessions begin promptly at 9am*

**All Assignments Due:** January 31<sup>st</sup>, 2020 at 11:59 pm, Alaska Time

**Course Description:** This course explores evidence-based practices in communication and practical strategies for supporting individuals with autism spectrum disorders. Participants will gain insight on nationally recognized practices and will reflect on practical classroom, home or community application, both individually and collegially.

**Intended Audience:** General & Special Education Teachers, Community/Related Service Providers, Self-Advocates & Parents/Family Members

**Enrollment Restrictions:** Must be registered for the conference through the AARC website.

**Prerequisite/Co-requisites:** None

**Alignment with School of Education Vision, Mission, and Conceptual Framework:**

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA School of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

**Link to Standards for Alaska's Teachers:**

This professional development is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, "clearly define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers." (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

**Learning Forward Standards for Professional Learning:**

This course informed by the Learning Forward Standards for Professional Learning which outline the "characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results." As explicit in the standards, "professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help student perform at higher levels." (<https://learningforward.org/standards-for-professional-learning>)

**Course Design:**

This course is based in a distance-lecture format with opportunities for questions from students. It will include a knowledge assessment, exploration of extension activities and resources, collegial online discussion and application/reflection on practical strategy implementation.

- a. Requires 15 contact hours and an average of approximately 30 hours of engaged learning outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

**Instructional Goals and Defined Outcomes:**

**RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)**

**1.0 Instructional Goal:**

Instructors will introduce evidence-based communication practices for working with individuals with autism spectrum disorder.

**Defined Outcome:**

- 1.1 Participants will demonstrate knowledge of evidence-based practices for communication and begin to explore practical classroom, home or community implementation.

## THEORY INTO PRACTICE (APPLICATION)

- 2.0 Instructional Goal:  
Instructor will provide a collaborative structure for participants to discuss individualized questions, curiosities, and practical application in relation to evidence-based practices.

### Defined Outcome:

- 2.1 Participants will discuss evidence-based practices presented.
- 2.2 Participants will explore extension activities to further consolidate understanding of ASD evidence-based practices.
- 2.3 Participants will incorporate at least one strategy into their practice.

## REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

- 3.0 Instructional Goal:  
Instructors will engage participants in reflective examinations of strategies used, their implemented practices, and specific outcomes.

### Defined Outcome:

- 3.1 Participants will-reflect upon and analyze the evidence-based practices presented, their individual application in the classroom, and the outcomes of the implementation.

## RELATIONSHIP TO STANDARDS

- 4.0 Instructional Goal:  
Instructors will familiarize participants with national standards addressed by strategies and concepts presented.

### Defined Outcome:

- 4.1 Participants will identify the standards met by implementing one or more evidence-based practices for autism spectrum disorders.

### **Writing Style Requirements:**

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

### **Attendance and Make-up Policy:**

Participants are expected to actively and collegially participate in all sessions as a contributing member of a learning community. Attendance at every session is, therefore, very important.

Students may make up points for up to 2 conference sessions through Professional Learning Collaboration (2 posts per session) or additional applied learning (1 hour per session). Students should plan on attending all sessions and should consult the primary (grading) instructor for further information.

Additional make-up will be approved by the instructor on an exception basis only. **All Make-Up Work Due: 1/31 at 11:59 pm**

### **Course Assignments, Assessment of Learning, and Grading System:**

Course grading will be A-F based upon the following scale:

- A 90 – 100% of course points

- B 80 – 89.9% of course points
- C 70 – 79.9% of course points
- D 60 – 69.9% of course points
- F 0 – 59.9% of course points

- a. **Conference Participation (15 hours)** **20%**  
Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the conference. Grading will be based on session attendance for 13 sessions. Engagement and attendance are tracked electronically through distance platform. Participants must register with their name and email to receive credit for attendance. **Due: 11/4 & 11/5**
- b. **Knowledge Assessment & Participant Survey (1 hour)** **15%**  
Participants will complete the pre-assessment prior to the start of the first session. Grading will be based solely on completion. Participants will complete the post-assessment questions and participant survey for each session. Grading will be based on accurate responses to the post-assessment and completion of the participant survey. **Due: 11/4 & 11/5**
- c. **Collegial & Professional Learning Collaboration (2 hours)** **20%**  
Participants will collaborate collegially via Blackboard by professionally asking and responding to peer questions during and after the conference. Participants are expected to post at least two questions or reflective discussion items to demonstrate their own reflection of the content, and respond to at least two peer submissions. **Due: 11/30 at 11:59pm**
- d. **Applied Learning (25 hours)** **25%**  
Participants will investigate extension resources provided by instructors during sessions and log each activity in an online journal, with reflections and questions about application. 25 hours of application activities must be logged. The instructor will respond to the journal entries. **Due: 1/31 at 11:59 pm**
- e. **Reflection Paper (2 hours)** **20%**  
Participants will complete a final thoughtful reflection (min. one-page) of their current practices, in response to the evidence-based practices presented, including how they are implementing, in their daily practice, one strategy learned through the conference and next steps beyond the course. **Due: 1/31 at 11:59pm**

### Quality of Work

Assignments will be graded for quality as follows:

**FULL POINTS:** Work is complete, comprehensive, and well prepared; demonstrates originality, scholarship and critical thinking; clearly indicates that considerable time and intellectual effort was spent in preparing the assignment.

**PARTIAL or HALF POINTS:** Attempted work is below average, incomplete or late, does not meet course standards, shows minimal effort and only partial understanding.

**NO POINTS:** Work is not submitted or shows limited or no effort or understanding of the topic.

**Course Calendar (Tentative):** *Session order/topic is subject to change.*

<b>October 30<sup>th</sup></b> <b>8:00am – 4:30 pm</b>	<b>Technology Test Session</b> <i>Please plan to log into the session and test your connection &amp; equipment. If you are unable to test at this time, please contact the primary instructor to set up another time.</i>
Welcome Session <b>11/4, 9:00 am</b>	Welcome, Credit Information, Course Requirements (30 min) <i>Aimee Smith, AARC Program Coordinator</i>
Session 1 <b>11/4, 9:30 am</b>	Show & Tell Using Communication Devices <i>Anne Freitag, SESA Librarian</i>
Session 2 <b>11/4, 10:00 am</b>	Research: Evidence-Based Practice Update & Evaluating Research <i>Aimee Smith, AARC Autism Resource Specialist</i>
Session 3 <b>11/4, 10:45 am</b>	Communication Temptations <i>John Barrowman, SESA Education Specialist – Autism</i>
Session 4 <b>11/4, 1:00 pm</b>	Let's Play! Teaching Communication in Integrated Play Groups <i>Nicole Taylor, SESA Education Specialist – Emotional Disabilities</i>
Session 5 <b>11/4, 2:15 pm</b>	Supporting Social Communication/Thinking in the Early Years <i>Kendra Wolf, SESA Education Specialist – Autism</i> <i>Aimee Smith, AARC Autism Resource Specialist</i>
Session 6 <b>11/4, 3:30 pm</b>	Communicating Expectations through Prompting <i>Aimee Smith, AARC Autism Resource Specialist</i>
Session 7 <b>11/5, 9:00 am</b>	Ask the Specialist! Panel Presentation <i>AARC &amp; SESA Specialists</i>
Session 7 <b>11/5, 9:30 am</b>	Behavior is Communication: Understanding Basic Functions <i>Lyon Johnson, SESA Education Specialist – Emotional Disabilities</i>
Session 8 <b>11/5, 10:45 am</b>	Functional Communication Training <i>John Barrowman, SESA Education Specialist – Autism</i>
Session 9 <b>11/5, 1:00 pm</b>	Non-Verbal & Behavioral Communication in the Classroom <i>Brian Babcock, SESA Education Specialist – Autism</i>
Session 10 <b>11/5, 2:15 pm</b>	Pivotal Response Training <i>Aimee Smith, AARC Autism Resource Specialist</i>
Session 11 <b>11/5, 3:30 pm</b>	Getting PECS Right the First Time <i>John Barrowman, SESA Education Specialist – Autism</i>

**Assignment Deadlines:**

15 min after the start of each session

November 5<sup>th</sup>, 11:59 pm

November 30<sup>th</sup>, 11:59 pm

January 31<sup>st</sup>, 11:59 pm

Pre-Assessment Questions

Post-Assessment Questions & Survey

Blackboard Questions/Responses

Application/Reflection Assignments

**Related Professional Organizations:**

Council for Exceptional Children

Autism Society of Alaska/America

National Professional Development Center on ASD

**Course Texts, Readings, Handouts, and Library Reserve:****Required Text/Materials:**

Wong, C., Odom, S.L., Hume, K.A., Cox, C.W., Fettig, A., Kurcharczyk, S., et. Al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*. Advance online publication.

Available Free Here:

<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/2014-EBP-Report.pdf>

Handouts Provided by Instructors during sessions and in applied learning activities.

**Content References:**

*Instructors will provide additional references and resources within each session presentation.*

Wong, C., Odom, S.L., Hume, K.A., Cox, C.W., Fettig, A., Kurcharczyk, S., et. Al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*. Advance online publication.

**Standards References:**

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students*. Juneau, AK: Author.

*What every special educator must know: professional ethics & standards* (2015). Arlington, VA: Council for Exceptional Children.

**Course Policies:****Incomplete Grades**

Due to the nature of this course, grades of incomplete will not be permitted except in extenuating circumstances. Students should contact the primary (grading) instructor for information.

### ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in RH 105 or on-line at [www.uaa.alaska.edu/dss](http://www.uaa.alaska.edu/dss).

### Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

### Professional and Ethical Behavior

University of Alaska Anchorage School of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

### Non-Discrimination Policy

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at [www.alaska.edu/nondiscrimination](http://www.alaska.edu/nondiscrimination).

### Technology Integration

University of Alaska Anchorage School of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.