

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDSE 5353 Autism Spectrum Disorders and Related Issues

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

An overview of ASD analyzing etiology and neurology of varied disorders on the spectrum and their impact on student academic, physical, emotional and social development. Relating educational legislation, curricular programming considerations, related services and analysis of strategies proven effective for students with disabilities falling on the ASD spectrum emphasized.

B. LEARNING OBJECTIVES

Upon completion of this course, the learner will:

1. Describe the deficits that are necessary for the diagnosis of autism spectrum disorders (ASD) according to the proposed DSM-5.
2. Discuss the increase in reported prevalence rate and contributing factors based on empirical findings.
3. Analyze different perspectives on causes of ASD and correlating intervention perspectives.
4. Indicate, analyze, and identify factors regarding effective implementation of evidence-based practices shown to be effective for individuals with ASD including, but not limited to, applied behavior analysis for increasing skills and replacing behaviors, developmental and social-relational approaches, and cultural approaches including instruments commonly used; how research provides evidence and empirical basis for the use of educational strategies and supporting legislation expectations for scientifically based practices by educators.
5. Illustrate the impact of classroom environment and instructional strategies for use with assessment and data collection purposes.
6. Discuss methods for developing partnerships with parents and paraprofessionals impacting academic and personal skill development of children with ASD.
7. Explain typical development of gestures, speech, and nonverbal behavior and describe communication impairments associated with autism.
8. Provide a rationale for why it is important to address communication as a priority goal and identify cultural considerations when selecting communication objectives and the ways in which communication partners can facilitate interaction.
9. Explain early identification signs of young children with autism spectrum disorders including interaction with caregivers.
10. Discuss strategies empirically proven to increase social skills, self-determination, and advocacy for individuals with ASD.

C. LECTURE OR DISCUSSION TOPICS

- Classification and the Physiological Approach
- Assessment and Diagnosis
- Evidence-Based Practices
- Applied Behavior Analysis
- Developmental, Social-Relational, Transactional, and Other Approaches
- Communication
- Social Skills
- Transition to Adulthood and Ethical Considerations
- Support for Individuals with ASD and their Families

D. REQUIRED OR RECOMMENDED READINGS

Gabriels, Robin L, Hill, Dina E, & Mesibov, Gary B. (2002). Autism: From Research to Individualized Practice. Jessica Kingsley Publishers.