About the Instructor

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Welcome

I love teaching this course because this where second year students get to see how much they've learned over the past four semesters and apply those skills. It's exciting to see your skills start to come together to inform how you carry out applied evaluation and intervention work.

Bio

I have worked with children with ASD since my first year of graduate school, but that wasn't always my primary interest. My research interests in graduate school focused more broadly on consultation and students with classroom behavior challenges. It wasn't until I was on internship, working in a school and a district with high-quality, evidence-based services for students with ASD, that I fell in love with the practice and research issues that come up when working with learners with ASD. I often say that autistic/folks with ASD are our best barometer for how well we're explaining things, being consistent in our expectations, and keeping accountability for those expectations. I've seen over and over again in my career how, once a teacher or a psychologist is clear, effective, and supportive in working with someone with ASD, they'll be successful in meeting most students' needs.

Teaching Philosophy

I believe that teaching is interactional, and requires both sides of the equation – you as the learner, me as the instructor – to be actively engaged with one another. I can say something beautifully and eloquently, but if it doesn't meet you where you are in your understanding, you're not going to learn anything. Thus, I welcome and encourage questions, so that I can be sure that I'm explaining things in a way that works for you. Another core part of my teaching philosophy is that, as a graduate educator, I have an ethical and legal obligation to ensure that you are prepared to practice the psychological methods that we learn together. While I will always provide strong support

and encouragement to all students, I need to ensure that everyone who passes one of my classes has met the criteria for doing so.

Communicating with the Instructor

I try to respond to student emails within 24 hours, or by the end of the day on Monday if you email me over the weekend. If you don't hear back to me within that time, **please send a follow-up email.** You're not bothering me – I get a lot of emails and sometimes I miss one, and I want to make sure that I answer your question. If you need to get in touch with me urgently, on Mondays, Tuesdays, Thursdays, and Fridays, I'm usually in the office, so you can stop by or *give me a call* on my office phone. Sometimes a quick phone call is the fastest way to resolve a complicated situation or answer a hard question.

About the Course

Course description

This course is designed to apply advanced clinical child and school psychology students' existing competencies in assessment, intervention, and consultation to the process of identifying Autism Spectrum Disorder in school-age children and helping to ensure that the needs of children with ASD are met throughout the span of development. Best practices in assessment of ASD will be reviewed, with an emphasis on incorporating previous skills in cognitive and emotional/behavioral assessment. Students will deepen their understanding of evidence-based interventions for school-age children, such that they can be effective in their roles as school- or community-based mental health providers and members of problem-solving teams working to meet children's needs. Finally, students will develop their ability to critically evaluate the efficacy of intervention services for the purposes of effective progress monitoring.

Course goals and objectives

1) Students will build upon previously developed skills in standardized and dynamic methods of assessment to accurately identify the presence of Autism Spectrum Disorder in school-aged children.
2) Students will develop a sophisticated understanding of the state of the science with regard to evidence-based interventions addressing core symptoms of Autism Spectrum Disorder.
3) Students will be able to identify when educational programming is successful in meeting the needs of children with Autism Spectrum Disorder, and how to assist in modifying such programming to meet developmentally emergent educational, social, and mental health needs.

***Disclaimer:** During this course, students will be exposed to examples of Autism Diagnostic Observation Schedule, Second Edition (ADOS-II) administrations and will learn and be assessed on appropriate administration, scoring, and interpretation of the ADOS-II across modules. However, this graduate education experience does not establish 1) a student's reliability in administering and scoring the ADOS-II within his/her practice site or 2) that the student has

received training commensurate with that provided by the publishers of the ADOS-II and other research reliable, approved trainers. As such, any students who wish to build upon the skills provided in this course in order to independently administer the ADOS-II should either 1) receive training from and establish reliability with a trained administrator at their internship/future employment site and/or 2) attend direct training in person from approved ADOS-II trainers (see portal.wpspublish.com for more information).

Course textbooks

Kroncke, A. P., Willard, M., & Huckabee, H. (2016). *Assessment of Autism Spectrum Disorder: Critical Issues in Clinical, Forensic, & School Settings.* New York, NY: Springer International Publishing.

McKenney, E. L. W. (2021). *School-based Consultation and Students with Autism Spectrum Disorder*. New York, NY: Routledge.

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). *Evidence-based practices for children, youth, and young adults with Autism.* The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. Retrieve online at: https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%2 02020.pdf

Zager, D., Cihak, D. F., & Stone-MacDonald, A. (2017). *Autism Spectrum Disorders: Identification, Education, and Treatment.* New York, NY: Routledge.

Articles

Azad, G. F., Marcus, S. C., Sheridan, S. M., & Mandell, D. S. (2018). Partners in School: An innovative parent-teacher consultation model for children with Autism Spectrum Disorder. *Journal of Educational and Psychological Consultation*, *28*, 460-486. https://doi.org/10.1080/10474412.2018.1431550

Bernardin, C. J., Lewis, T., Bell, D., & Kanne, S. (2021). Associations between social camouflaging and internalizing symptoms in autistic and non-autistic adolescents. *Autism, 25,* 1580 – 1591. https://doi.org/10.1177/1362361321997284

Boudreau, A. M., Lucyshyn, J. M., Corkum, P., Meko, K., & Smith, I. M. (2021). Peer-mediated Pivotal Response Treatment at school for children with Autism Spectrum Disorder. *Canadian Journal of School Psychology, 36,* 34 – 50. https://doi.org/10.1177/0829573519870923

Dababnah, S., Habayeb, S., Bear, B. J., & Hussein, D. (2018). Feasibility of a trauma-informed parent- teacher cooperative training program for Syrian refugee children with autism. *Autism, 23,* 1300 – 1310. https://doi.org/10.1177/1362361318805368

de Leeuw, A. Happé, F., & Hoekstra, R. A. (2020). A conceptual framework for understanding the cultural and contextual factors on autism across the globe. *Autism Research, 13,* 1029 – 1005. https://doi.org/10.1002/aur.2276

Harmon, A. (2011, September 17). Autistic and seeking a place in an adult world. *The New York Times.* Retrieved from http://www.nytimes.com

McDonald, C. A., Lopata, C., Donnelly, J. P., Thomeer, M. L., Rodgers, J. D., & Jordan, A. K. (2016). Informant discrepancies in externalizing and internalizing symptoms and adaptive skills of high-functioning children with Autism Spectrum Disorder. *School Psychology Quarterly, 31,* 467 – 477. https://doi.org/10.1037/spq0000150

Morris, S. L., & Vollmer, T. R. (2021). Evaluating the function of social interaction for children with autism. *Journal of Applied Behavior Analysis, 54,* 1456 – 1467. https://doi.org/10.1002/jaba.850

Norris, M., & Lecavalier, L. (2010). Screening accuracy of Level 2 Autism Spectrum Disorder rating scales. *Autism, 14,* 263 – 284. https://doi.org/10.1177/1362361309348071

Smith, I. M., & MacDonald, N. E. (2017). Countering evidence denial and the promotion of pseudoscience in Autism Spectrum Disorder. *Autism Research, 10,* 1334 – 1337. doi: 10.1002/aur.1810

Snider, L. A., Talapatra, D., Miller, G., & Zhang, D. (2020). Expanding best practices in assessment for students with intellectual and developmental disabilities. *Contemporary School Psychology, 24,* 429 – 444. https://doi.org/10.1007/s40688-020-00294-w

Stahmer, A. C., Rieth, S., Lee, E., Reisinger, E. M., Mandell, D. S., & Connell, J. E. (**2015**). Training teachers to use evidence-based practices for autism: Examining procedural implementation fidelity. *Psychology in the Schools, 52,* 181 – 195. https://doi.org/10.1002/pits.21815

Stahmer, A. C., Suhrheinrich, J., Reed, S., & Schreibman, L. (**2012**). What works for you? Using teacher feedback to inform adaptations of Pivotal Response Training for classroom use. *Autism Research and Treatment, 2012,* 1 – 11. https://doi.org/10.1155/2012/709861

Vivanti, G., Dissanayake, C., Duncan, E., Feary, J., Capes, K., Upson, S., Bent, C. A., Rogers, S. J.,& Hudry, K. (2019). Outcomes of children receiving Group-Early Start Denver Model in an inclusive versus autism-specific setting: A pilot randomized controlled trial. *Autism, 23,* 1165 – 1175. https://doi.org/10.1177/1362361318801341

NASP Standards for Graduate Preparation of School Psychologists (2020) Addressed:

Domain 1. Data-Based Decision Making & Accountability

Domain 2. Consultation and Collaboration

Domain 4. Mental and Behavioral Health Services and Interventions Domain 5. School-Wide Practices to Promote Learning

Domain 7. Family-School Collaboration Services

Domain 8. Equitable Practices for Diverse Student Populations Domain 9. Research and Evidence-Based Practice

Course Assignments

Observations & CARS-2 Assignment. Students will conduct two structured observations of the student with or suspected of having ASD that they are evaluating, using the observation form provided by the instructor. Then, they will complete a third observation of the student and immediately fill out the CARS-2 observation form, at the appropriate level, immediately afterward. Students will **briefly** (strict 10-minute limit,

including questions from peers) present the results of those observations in class, as though they are presenting them in a multidisciplinary evaluation team setting. The presentation is worth 20 points, and the observations and CARS-2 administration are graded as part of the comprehensive evaluation case described further below. *Grading will be based on having accurately completed each observation form, accurately scoring behavior via the CARS-2, accurately reporting findings to peers, attending to relevant information, exploring implications of initial observation data and how those findings might inform future evaluation activities, and answering peers' questions knowledgeably.*

ADOS-2 Co-Scoring and Class Presentation. Students will be assigned an ADOS-2 administration to watch with a peer. Immediately following the viewing, students will each individually score the administration, and then talk through their scoring and come to agreement regarding the code to assign to each item. They will submit their scores and notes to the instructor using a provided template, and will receive the official scores in return. Each team will then prepare a brief (no more than 15 minute) presentation, in which they show key examples of behaviors from the ADOS-2 administration and share 3 – 4 examples of how items were scored. Examples should include 1 – 2 clear instances in which a specific behavior demonstrated by the client led to and/or illustrates a specific score, and 1 – 2 instances in which it was difficult to come to consensus or the score initially assigned was incorrect (in comparison to the official score), and how the team resolved the scoring and/or made sense of why their initial scoring was incorrect. Thus, students are publicly modeling their learning for their peers. Presentations will be given in class, and should involve ample opportunities for peer questions and discussion. *Grading will be based on adherence to assignment procedures, initial evidence of care taken while coding and consideration of each other's opinions, accuracy in identifying clear examples of various behaviors/codes in the assigned video, and clear, thorough discussion of items/behaviors that were more challenging to code.*

ABAS-3, ASRS, & other ASD Symptomology Summary and Anonymous Peer Evaluation. Students will be given de-identified data from the ABAS-3, ASRS, and at least one other ASD rating scale, with at least one parent and one teacher reporting. Following guidance provided in-class, students will create tables for and write narrative summaries of each component, and submit an electronic draft to the instructor. The instructor will send an anonymous copy of the draft to a peer reviewer, who will then provide feedback regarding clarity and intelligibility of the narrative. This assignment is worth 75 points, 50 points will be based on each student's own writing and 25 points will be based on the thoroughness and helpfulness of feedback provided by each student as a peer reviewer. *Grading of the written narrative will be based on submitting a complete and thorough first draft that is consistent with guidelines and examples provided in-class. Grading of the peer evaluation will be based on providing a detailed and helpful review of a peer's narrative.*

Comprehensive ASD evaluation and report. Students will conduct a comprehensive evaluation or re-evaluation of a student demonstrating evidence of having learning difficulties due to Autism Spectrum Disorder. Students should discuss with their practicum supervisors the possibility of being involved with the evaluation of a student who will be administered the ADOS-2, if that measure is given within the district. If the ADOS-2 will be administered, students should plan to observe the administration. Other evaluation procedures that should be used include:

- ➢ a thorough file review,
- ➢ administration of the Cultural Formulation Interview, adapted for school, with <u>either</u> one of the child's parents/caregivers or the student, <u>if</u> the student is in 8th grade or higher
- ➢ an interview-based or written developmental history,
- ➢ direct observations of child behavior in structured **and** social settings,
- ➢ <u>two</u> rating scales of ASD symptomology, such as the SRS-2, ASRS, and/or SCQ (choose 2 of the 3 to administer), <u>each</u> administered to at least one teacher and one parent/caregiver
- ➢ adaptive behavior scales administered, scored, and interpreted by the grad practicum student, and
- ➢ either an intelligence test, an achievement battery (narrow academic measures are acceptable), or a thorough description of the student's recent IEP progress, depending upon the needs of the referral.

Students are encouraged to work closely with other professionals involved in the evaluation, when relevant (e.g., Speech/OT/PT). If a child with ASD or suspected of ASD is not available for evaluation, discuss with your supervisor the possibility of evaluating a child suspected of having an intellectual disability or an emotional/behavioral disorder, and inform me of the need to conduct an alternate evaluation immediately.

As detailed in the table at the end of this syllabus, 70 points are available for accurate and thorough completion of each aspect of the evaluation, including the observations and CARS-2 administration.

A de-identified report describing the evaluation and results will be turned in **two times** over the course of the semester. The **first draft** should be considered a semi-rough draft, in which all available assessment information is included and described, but not all assessment activities may yet be completed.

The first draft of the report is worth 50 points. *Grading will reflect thoroughness and accuracy with which assessment procedures are described, evidence of coherent organization, and evidence of careful planning in developing an appropriate evaluation approach that is based on course content, including careful collection of background information and behavior management procedures during test administration.*

The **second draft** should be an ***edited, full and complete*** draft, in which all assessment activities are described. The document should be carefully edited and prepared, in such condition that it is ready to be turned in as a final copy, given to one's supervisor, and given to the child's parents.

The second draft of the report is worth 60 points. *Grading will reflect the overall readiness of the document as described above, evidence-based interpretation, conclusions, and recommendations ,the degree to which students*

attend to the report writing guidelines at the end of this syllabus, and the degree to which the written product reflects feedback provided on the first draft.

IRIS/AFIRM Modules Activities. Periodically throughout the semester, students are assigned an IRIS or AFIRM module to watch, and will turn in short answer responses to reflection activities posted throughout each module. The specific module to be watched for each of these assignments is linked below, in the Course Calendar. *Grading will be based on providing complete and accurate (when relevant) responses to each set of questions provided throughout each module. For the AFIRM Module on DTT, students can submit a pdf of the final page after taking the post-assessment quiz, on which their responses and score are provided.*

Intervention and Progress Monitoring Activity. Following the conclusion of all assessment activities for the comprehensive evaluation, students will seek out a student with ASD in need of intervention or whose interventions would benefit from implementation support. They will meet with the child's parent and/or teacher, and conduct a Needs Identification Interview to learn about and clearly define the target behavior(s). Target behaviors should include the desired behavior to increase, as well as any disruptive behavior in need of decreasing, if its occurring instead of and appears to be functionally related to the desired target behavior.

Students should work with the parent and teacher to obtain 3 – 5 baseline measurements of the target behavior(s), and engage in appropriate needs analysis activities as indicated by the presenting concern and consultees' goals. Students will then research several appropriate EBI for the target concerns, discuss preferences for intervention with the parent and/or teacher, and share implementation materials with them, to attempt the intervention. These should include the relevant AFIRM module link, and a brief 10 - 15 minute <u>recorded presentation or recorded meeting</u> in which the graduate consultant reviews the rationale for the intervention and goes over relevant implementation materials that the graduate consultant has located or created. Relevant implementation materials can include: data monitoring systems, reminders of implementation steps, self-evaluations of implementation fidelity, reinforcement systems, and any other relevant tools. If the graduate consultant is able to record a meeting with the parent and/or teacher, the meeting should also include practice of the implementation steps.

Ideally, consulting students should also arrange for 3 -5 measurements of the target behavior(s) following implementation, to evaluate the apparent impact of the intervention attempted. Monitoring and collection of fidelity data is also encouraged.

At the end of the semester, students will compile relevant video clips and powerpoint slides with voiceover to create a composite video of approximately 10 minutes that includes the following:

1. The name of evidence-based intervention for students with ASD
2. A brief review of the populations and needs for which that intervention has been deemed to be

effective

3. The student need for which the intervention was applied and the rationale for using the particular intervention selected (student name and other identifying information removed)

4. Core components of the intervention that need to be delivered accurately and consistently

5. One to three relevant video clips that may be available, which may include the student practicing/modeling the intervention for the parent/teacher, a brief instance of a meeting with the parent/teacher, or, if possible, implementation of the intervention with the target child client. If the child client is videoed, clips should include no more than the student's first name, and other children who have not provided consent should not be visible

6. A review of steps taken to ensure integrity during implementation, including, if relevant, video clips of implementation support strategies used

7. A graph depicting student response

8. A summary discussion of the effectiveness of the intervention in this particular case and next steps to be taken.

Videos will be uploaded to Blackboard for online discussion there during the final week of the semester. Procedures for obtaining consent for videos will be discussed in class. Intervention activities are worth up to 60 points, and the final presentation is worth up to 40 points.

Participation. High-quality discussion of course readings is essential to ensuring mastery of the material covered in this course. Each week, students are expected to identify at least one point from each reading to raise during in-class discussion. Preparation of more than one topic is encouraged, in case a peer selects a similar/overlapping discussion point. Due to the advanced nature of this course, participation is evaluated qualitatively rather than quantitatively. Students will be provided participation feedback at least once during the semester, and if a student does not make substantial changes to their participation practices in response to corrective feedback, their final grade will be reduced by one letter grade. The below table describing participation quality is intended to help students operationalize high quality participation, and will be used to provide feedback.

Participation Quality

Extremely Low Quality	The student attended class but did not participate in discussion more than three times during the semester. Discussion of self-assigned key point during each class was cursory.
Low Quality	The student participated during less than half of class meetings during the semester. Discussion of self-assigned key point during each class was cursory.
Satisfactory Quality	The student participated approximately once per class. **Or** The student's participation was consistently lacking in quality. **Or** The student dominated classroom discussion such that peers were sometimes denied the opportunity to participate. Discussion of self-assigned key point during each class also met one

	of the previous qualifiers.
High Quality	The student consistently offered comments or questions that indicated comprehension of assigned readings. Discussion of self-assigned key point during each class indicated understanding of the issue and/or careful consideration of conflicting/confusing evidence.
Extremely High Quality	The student contributed insightful and novel comments and questions during most classes, and participated in class, without dominating the conversation, during all meetings. Discussion of self-assigned key point during each class indicated insightful and critical understanding of the issue and any contradictory evidence.

Course Grades

How to succeed in this class: This class is intended to familiarize you with the core symptoms of ASD, so that in your future work you can make evidence-based decisions about assessment and intervention practices for children suspected of having ASD. *Knowledge of the important link between data and service delivery is expected to benefit you in serving all children with whom you work, not just those with ASD.* To master this material, you must read thoroughly, analyze carefully, and observe closely. Students who receive a "B" in this class will complete the assigned activities in their entirety and demonstrate a sound understanding of the related theory. Students who receive an "A" will, in addition, demonstrate evidence of continuous critical analysis of readings and experiences.

Assignment	Total Points	Percentage of Grade
Adaptive Behavior and ASD Rating Scales Summary & Peer Review	75	15%
ADOS-2 Co-scoring Assignment	50	10%
Comprehensive Evaluation Activities (see table at end of syllabus for complete breakdown)	200	40%
IRIS and AFIRM Activities	75	15%
Intervention and Progress Monitoring Activity	100	20%
Total	**500**	**100%**
Course Averages		
A = 92.5% or above = 462.5 points or above		
B = 84% to 92.4% = 420 points to 462.4 points		
C = 77.5% to 83.9% = 387.5 points to 419.9 points		
D = 387.4 points and below		

<u>**Instructor, Departmental, and University Policies**</u>

Instructor's Course Policies

Technology Requirements. Because this is a technology facilitated course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. http://www.siue.edu/its/bb/

At a minimum, you will need the following software/hardware to participate in this course:

- Microsoft Zoom
- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students can now get Free Office 365 at http://www.siue.edu/its/news/2014/09/office365.shtml
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: http://www.siue.edu/its/software/index.shtml)

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary.

Class attendance. Perfect class attendance to in person and online meetings is expected, but **no student should attend in-person class meetings if they are not feeling well.** Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. In addition, no late work will be accepted without prior arrangements. Repeated absences may result in letter grade deductions.

Academic Engagement. Being engaged in this course includes checking Blackboard regularly, communicating with the instructor about any delays in completing course assignments, being prepared to discuss class readings, and actively participating in course discussions. High quality participation includes allowing ample opportunity for one's peers to participate in all classroom discussions, as well as contributing one's own thoughts and ideas both independently and when called upon to do so.

Assignments. All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.

Late assignments. The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late. Any late work will be subject to an initial point deduction off the total possible points to be earned (in the range of 5 to 10% of the total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date. Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester.

APA Format in Written Work. Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the **_7th edition_** of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (http://www.siue.edu/IS/WRITING/index.html**), which also provides workshops in APA style.**

Department Policies

The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within

established deadlines are determined by university policy (see http://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.

The Psychology Department's Writing Policy. As a student in this course, you will be expected to display college-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

➢ clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
➢ verb tense consistency;
➢ clear and unambiguous sentences and ideas;
➢ writing that is free of typos, spelling errors, and major grammatical errors;
➢ properly formatted citations and references, per the 6th edition of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.

The Psychology Department's Policy on Plagiarism. Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current

instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml).

University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2023)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, SIUE will only require masking in campus healthcare settings. See, https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings when masking is required may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).
- Students who refuse to wear a face covering when masking is required will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.
- If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

Students and employees are expected to review the siue.edu/coronavirus website (https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:

  o Fever (100.4 degrees or above) or chills
  o Cough
  o Shortness of breath or difficulty breathing
  o Fatigue
  o Muscle or body aches
  o Headache
  o New loss of taste or smell
  o Sore throat
  o Congestion or runny nose
  o Nausea or vomiting
  o Diarrhea

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

Services for Students Needing Accommodations. It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content or the use of non-captioned videos – please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Instructor note**:** I have endeavored to create a syllabus, Blackboard resources, and classroom environment that are accessible to learners using assistive devices and other learners with disabilities. If you are a learner with a disability and come across a resource, assignment, or task that is not accessible, please let me know of it as soon as possible so that I can take steps to correct it and/or find a more suitable replacement.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub https://www.siue.edu/csdi is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Additional Support

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a graduate student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Student Success Coaches

Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time

management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Course Schedule

Week	Learning Activities	Readings	Work Due (submit by start of class unless otherwise noted)
Week 1 1/12/23	What ASD Is (And Isn't)	McKenney *A Note on Language;* Kroncke et al., Chps. 1 & 4	Complete SQ3R due to class cancellation
Week 2 1/19/23	Initial Signs of ASD and How They Are Measured	McKenney Chp. 2; Kroncke et al., Chps. 3 & 18; Norris & Lecavelier, 2010	Have 2 – 3 discussion points ready to discuss in class
Week 3 1/26/23	Core Components of Evidence-Based Service Delivery in Schools	Zager et al. Chps. 3, 7, & 8	Have 2 – 3 discussion points ready to discuss in class **(IRIS) Activity #1 -** https://iris.peabody.vanderbilt.edu/module/asd2/
Week 4 2/2/23	Comprehensive Evaluation of ASD: What to Include and How to Conduct	Kroncke et al, testing process on p. 50; Chps. 6 – 8; Bernardin et al., 2021 Review CARS-2 Manual	Have 2 – 3 discussion points ready to discuss in class File review for assessment client
Week 5 2/9/23	NASP Convention – **(AFIRM) Activity #2 -** https://afirm.fpg.unc.edu/discrete-trial-training		
Week 6 2/16/23	Core Components of Intensive Interventions	McKenney Chp. 3; Steinbrenner et al. pp. 7 - 14	Have 2 – 3 discussion points ready to discuss in class Observation and CARS-2 presentations 1 - 5

Week	Learning Activities	Readings	Work Due (submit by start of class unless otherwise noted)
Week 7 2/23/23	Comprehensive Evaluation: Social, Emotional, & Adaptive Assessment	Kroncke et al. Chp. 12 McDonald et al., 2016; Snider et al., 2020	Have 2 – 3 discussion points ready to discuss in class Observation and CARS-2 presentations 6 – 9
Week 8 3/2/23	Consultation and Implementation Support for Intensive Interventions	McKenney Chps. 4 & 5; Stahmer et al., **2015;** Azad et al., 2018 *Steinbrenner et al. pp. 15 - 24*	Have 2 – 3 discussion points ready to discuss in class Developmental history for assessment client Receive mid-semester participation feedback
Week 9 3/9/23	SIUE Spring Break		
Week 10 3/16/23	Introduction to the ADOS-2	Kroncke et al., Chp. 9; Review ADOS-2 manual	Have 2 – 3 discussion points ready to discuss in class Submit C/NII for intervention client In-class practice of ADOS-2 tasks

Week	Learning Activities	Readings	Work Due (submit by start of class unless otherwise noted)
Week 11 3/23/23	ADOS-2	Work on ADOS-2 assignment	**Adaptive behavior and rating scale write-up to instructor** Receive anonymized peer document via email on 3/24/22 **Submit ADOS-2 practice scores via email by 11:50 am** Receive instructor feedback on ADOS-2 scores by 5 pm on 3/24/222
Week 12 3/30/23	ADOS-2	de Leeuw et al., 2020; Sabnis & Bueno Martinez, 2022 (on BB)	Have 2 – 3 discussion points ready to discuss in class; **Small group presentations on ADOS-2 scoring** **Submit peer review by 5 pm on 3/31/23**
Week 13 4/6/23	Consultation and Implementation Support for Naturalistic Interventions	McKenney Chp. 6; Stahmer et al., **2012;** Boudreau et al., 2021 *Steinbrenner et al. pp. 25 - 40*	Have 2 – 3 discussion points ready to discuss in class

Week	Learning Activities	Readings	Work Due (submit by start of class unless otherwise noted)
Week 14 4/13/23	Report writing and sharing results	Kroncke et al. Chps. 15 & 16; Smith & MacDonald, 2017	Receive anonymous review and any add'l instructor feedback by 5 pm on 4/10/23 Have 2 – 3 discussion points ready to discuss in class **Evaluation Report Draft 1**
Week 15 4/20/23	Issues in Inclusion and Targeted Intervention Supports	Zager et al., Chp. 11; Morris & Vollmer, 2021; McKenney Chp. 8 *Review Steinbrenner et al. Intervention Fact Sheets (Appendix 3)*	Have 2 – 3 discussion points ready to discuss in class **(IRIS) Activity #3 -** https://iris.peabody.vanderbilt.edu/module/at**/**
Week 16 4/27/23	Issues in Inclusion and Targeted Intervention Supports	Zager et al., Chp. 12; Dababnah et al., 2018; Vivanti et al., 2019	Have 2 – 3 discussion points ready to discuss in class **Evaluation Report Draft 2**
Finals Week 5/4/23	Transition to Adulthood	Harmon, 2011; Zager et al., Chps. 13 & 15	**Upload EBI Implementation Support Video by 4 pm on 5/1/23** Have 2 – 3 discussion points ready to discuss in class **View and comment on each peer's video by 5pm on 5/5/23**

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review Blackboard, and check your email regularly to adjust as needed if assignments or due dates change.

ASD Assessment Case

Component	Comments	Points Available/Assigned
File Review		/10
Two structured observations		/10
Additional observation & CARS-2 administration		/5
CARS-2 presentation	See instructor feedback	/20
Parent/Client Cultural Formulation Interview		/10
Developmental history obtained		/5
Autism specific rating scales administered – two types		/10
Adaptive behavior scales administered		/10
Cognitive and/or academic assessment/information obtained		/10
Report Draft 1	See instructor feedback	/50
Report Draft 2	See instructor feedback	/60

ASD Intervention Case

Component	Comments	Points Available/Assigned
File Review		/10
Needs identification interview		/10
Appropriate needs analysis activities, including observations and/or FBA, baseline data collection		/10
Team discusses and agrees on hypothesis, intervention plan		/5
Appropriate intervention planning and training activities		/10
Fidelity monitoring and support activities		/10
Graphed behavior change w/ appropriate effect size statistics		/5
Online powerpoint presentation	See instructor feedback	/40