

Summer 2024 Semester

June 17, 2024 – August 30, 2024

Title of Course: Autism Advocate - Supporting Students with ASD	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 45	Total Number of Credits: 3
Course Start Date: June 17, 2024	Course End Date: August 30, 2024
Course Location: Online at CE Credits Online www.cecreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Dave Beyers	Instructor's Telephone: 425-788-7275
Instructor's Email: support@cecreditsonline.org	
Education Partner Fee: \$159	
Materials Fee if applicable: N/A	
Registration Deadline: July 22, 2024	

Course Information

Course Description

The goal of this course is to provide participants with the skills necessary to advocate for and effectively teach students with Autism Spectrum Disorder (ASD). Those skills will be developed through an exploration of the defining components of ASD diagnosis, assessment, treatment, and services, as well as strategies, programs, and available services for addressing the key components of ASD through evidence-based practices. Throughout the course, participants will also be asked to reflect on their prior experience and apply the concepts and strategies they learn to improve current practices. In the final project, participants will create a comprehensive student plan for an ASD-eligible student. The student plan will demonstrate the participant's knowledge of the various concepts, practices, and resources explored throughout the course.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Primary Standards

Domain 1: Planning and Preparation

1b - Demonstrating Knowledge of Students

- Understanding the challenges that students with Autism Spectrum Disorder face both in and out of the classroom is critical to being able to effectively address those challenges. To that end, this course focuses first on understanding the definition of Autism and then

explores individual aspects of that definition in greater detail through the use of examples and case studies. Participants will continually apply these examples to their own students (and potential students) in order to better understand and address the needs of all students.

Domain 2: Classroom Environment

2a - Creating an Environment of Respect and Rapport

- Participants will explore challenges that ASD-eligible students face with social interactions, communication, and a variety of other behaviors, as well as strategies for helping them improve in each area. Inherent in this exploration is an emphasis on the importance of establishing and maintaining positive teacher/student and student/student relationships. Participants will reflect on and examine current relationships, biases, and practices throughout the course to identify areas for improvement.

2d - Managing Student Behavior

- Although this course does not cover classroom management in the traditional sense, the strategies for supporting students with ASD almost exclusively center on managing behaviors and, more importantly, helping ASD-eligible students manage their own behavior. In this way, like traditional classroom management techniques, managing the behavior of ASD-eligible students involves setting expectations, monitoring behavior, and preparing to respond appropriately to undesirable and potentially disruptive behaviors.

Domain 4: Professional Responsibilities

4e - Growing and Developing Professionally

- This course moves students from the simple act of defining Autism Spectrum Disorder to the creation of comprehensive Student Plan that outlines a variety of strategies to meet the unique needs of an individual ASD-eligible student. Along the way, participants will consistently examine their own experiences, past practices, and potential biases - challenging themselves to make meaningful improvements to improve the experiences of students with Autism Spectrum Disorder.

Additional Standards

Domain 1: Planning and Preparation

1d- Demonstrating Knowledge of Resources

Domain 2: Classroom Environment

2b - Establishing a Culture for Learning

2c - Managing Classroom Procedures

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

Integration of Standards (Student standards should address Next Generation learning Standards)

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1f - Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4a - Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b - Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

Standard 5: Diverse Learning

- 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b - Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

Standard 8: Data-driven Professional Practice

- 8b - Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.

A Plus Instructional Priorities**Key Shift 1: Focus on Strengthening the Instructional Core**

- Setting Instructional Outcomes
- Engaging Students in Learning
- Teacher Instructional Leadership

Key Shift 2: Knowing Your Students

- Instruction that Reflects Students
- Social and Emotional Learning
- Using Data, Informed by Multiple Perspectives, to Understand Students
- Classroom Communities

Pedagogical Approach

This course consists of six modules, each one developed around a variety of strategies to meet the diverse needs of adult learners in the NYC DOE. Each module contains relevant readings and video, reflection and analysis questions, downloaded journals to encourage reflective practice and ongoing evaluation, and two discussion boards that require participants to apply the skills and concepts they've learned to a variety of scenarios and personal experiences. The course also includes two Authentic Tasks and a comprehensive Final Project.

Learning is scaffolded throughout the course and across each module. Participants interact with a variety of learning materials through which to explore and reflect on the ideas and strategies presented. That exploration is accompanied by a reflective journal activity and followed by an opportunity to apply what they've learned through a variety of reflective discussions and activities. The course modules build on each other so that participants start by examining a standard definition of ASD, then explore available treatments and services, as well as strategies for addressing key components of ASD. The course culminates with a final project that requires them to synthesize what they've learned into a comprehensive plan for an ASD-eligible student. All of the learning materials, reflective questions, discussion board prompts, and major assessments are designed to elicit genuine reflection on participant's current teaching practices and student population with the goal of implementing meaningful change through the use of the concepts and strategies explored throughout the course.

Participants collaborate with colleagues at multiple times throughout the course: in the discussion board prompts in which they are asked to share ideas or strategies to address the question(s) they posted using the ideas and strategies being explored.

Application to Instruction and Student Learning

Course Objectives

As a result of this course, participants will:

- Define Autism Spectrum Disorder by its key components.
- Differentiate between medical diagnosis and school-based ASD eligibility.
- Examine the challenges that students with ASD face with social interactions, communication, and other behaviors.
- Apply programs, services, and classroom strategies for addressing the challenges faced by students with ASD.
- Create a plan for the effective implementation of various resources to provide a holistic experience for each and every student.

Course Outcomes

By the end of this course, learners will:

- Develop a working journal of concepts, ideas, and strategies for addressing the needs of ASD-eligible students.
- Outline an assessment plan to determine ASD eligibility and potential services.
- Compose an Individualized Education Plan for a student struggling with social interaction.
- Create a comprehensive plan for addressing the unique needs of an ASD-eligible student.

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks ([Appendix B](#)) and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

Autism affects students indiscriminately - regardless of race, culture, experience, socio-economic status or another demographic. However, students with ASD are a demographic of their own - one often subjected to the bias, misunderstanding, and uninformed practices of their peers, teachers, and institutions. Therefore, in addition to examining the services and strategies for working with Autistic students, this course consistently emphasizes reflective practice among participants in order for them to identify and question underlying personal and institutional beliefs and practices that may negatively impact their ability to serve this population.

Major Assignment	Due Date
Authentic Task #1: Assessment Plan	Self-paced. Due by August 30, 2024
Authentic Task #2: IEP for Social Interaction	Self-paced. Due by August 30, 2024
Classroom Practice Analysis	Self-paced. Due by August 30, 2024
Final Project: Student Plan	Self-paced. Due by August 30, 2024

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Module #1: Defining Autism Spectrum Disorder (ASD)	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards Domain 1: Planning and Preparation 1b - Demonstrating Knowledge of Students</p> <p>Domain 4: Professional Responsibilities 4e - Growing and Developing Professionally</p> <p>Additional Standards Domain 2: Classroom Environment 2b - Establishing a Culture for Learning</p> <p>Domain 4: Professional Responsibilities 4a - Reflecting on Teaching</p>	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. 1f - Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-Based Professional Learning</p> <ul style="list-style-type: none"> 3a - Professional development is based on current research in teaching, learning, and leadership. 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
Objectives:	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> Define Autism Spectrum Disorder (ASD). Characterize the social and communicative challenges that ASD students face. 	

- Identify examples of behaviors that may be indicative of ASD.
- Reflect on the prior teaching strategies to help instructors recognize the historical trend of teachers and institutions being guided in their instructional design by personal beliefs, norms, practices, and assumptions.

Topics and Agenda:

The following activities will take place during this Module:

- Creating a Brave Learning Space
- Downloadable Resource: [Characteristics of ASD](#)
- Interactive Presentation: Challenges in Social Interaction
- Interactive Presentation: Challenges in Communication
- Reflection: Historical Instructional Design Based on Beliefs, Norms, Practices, and Assumptions.
- Discussion Board: [Observing Interactions](#)
- Interactive Presentation: Restrictive, Repetitive Behaviors
- Discussion Board: [Observing Behaviors](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity (list the corresponding activities for each criteria below):

- Creating a Brave Learning Space
- M1 Discussion: [Observing Interactions](#)
- M1 Discussion: [Observing Behaviors](#)
- Reflection: Creating a Brave Learning Space
- [Moving Safe Classrooms to Brave Classrooms](#)
- [Norms for Facilitating Courageous Conversations](#)
- Reflection: Historical Instructional Design Based on Beliefs, Norms, Practices, and Assumptions.
- Reading: [Implementing Universal Design for Learning in Classrooms with Minorities with Autism](#)

Application to Instruction and Student Learning:

In this introductory module, participants will be introduced to the official definition of Autism Spectrum Disorder and explore the general characteristics of those on the spectrum. Specifically, participants will examine the challenges in social interactions, challenges in communication, and examples of restrictive and repetitive behaviors that are often indicative of students with ASD. Participants will also reflect on their own experiences and apply their new knowledge to past observations in order to increase their awareness of potential signs of ASD in their own classrooms.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #2: Medical Diagnosis and Services Eligibility

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 7

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:**Alignment to the Charlotte Danielson Framework for Teaching****Primary Standards****Domain 1: Planning and Preparation**

1b - Demonstrating Knowledge of Students

Domain 2: Classroom Environment

2a - Creating an Environment of Respect and Rapport

Domain 4: Professional Responsibilities

4e - Growing and Developing Professionally

Additional Standards**Domain 1: Planning and Preparation**

1d- Demonstrating Knowledge of Resources

Domain 2: Classroom Environment

2b - Establishing a Culture for Learning

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

Alignment to the New York State Professional Development Standards and Indicators**Standard 1: Designing Professional Development**

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1f - Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4a - Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b - Professional development provides ongoing opportunities for educators to work with

	<p>colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.</p> <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement. <p>Standard 8: Data-driven Professional Practice</p> <ul style="list-style-type: none"> 8b - Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
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Objectives:

In this Module, learners will:

- Identify the components and measures of a medical diagnosis for ASD.
- Identify the components of a school-based evaluation for ASD eligibility.
- Differentiate between treatments and services for ASD-eligible students.
- Review teaching strategies specific to working in classrooms with minorities with ASD.

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [Diagnosis vs. Eligibility](#)
- Interactive Presentation: Medical Diagnosis
- Interactive Presentation: School Eligibility
- Discussion Board: [Diagnosis vs. Eligibility](#)
- Article Review: [Implementing Universal Design for Learning in Classrooms with Minorities with Autism](#)
- Interactive Presentation: Treatment vs. Services
- Discussion Board: [Treatment vs. Services](#)
- Authentic Task #1: [Assessment Plan](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk () will be evaluated this year but providers may address other criteria):*

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not

Activity (list the corresponding activities for each criteria below):

- Article Review: [Implementing Universal Design for Learning in Classrooms with Minorities with Autism](#)
- M2 Discussion: [Diagnosis vs. Eligibility](#)

<p>limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<ul style="list-style-type: none"> • M2 Discussion: Treatment vs. Services • Video: Autistic Student Brings Happiness to Everyone • Reading: Autism Rates Declining Among Wealthy Whites, While Escalating Among Poor, Minorities • Reading: Racial Disparities in Autism Diagnosis • Reading: Spotlight On: Racial and Ethnic Differences in Children Identified with ASD • Reading: Racial/Ethnic Disparities in the Identification of Children with Autism • Authentic Task #1: Assessment Plan
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Application to Instruction and Student Learning:

The first part of this module compares how Autism is diagnosed by medical professionals to how it is evaluated by educators to determine eligibility for district services. Similarities and differences between diagnosis and eligibility will be explored in depth. The latter part of the module introduces medical treatments and educational services often implemented for students with ASD in order to differentiate between the two, as well as begin to evaluate potential plans for effectively assessing, treating, and supporting them. Participants conclude the module by completing Authentic Task #1, in which they will create an assessment plan to determine ASD eligibility.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #3: Individualized Education Plans (IEP)

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

Standards and Components Alignment:

<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards</p> <p>Domain 1: Planning and Preparation</p> <p>1b - Demonstrating Knowledge of Students</p> <p>Domain 2: Classroom Environment</p> <p>2a - Creating an Environment of Respect and Rapport</p> <p>Domain 4: Professional Responsibilities</p>	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. • 1f - Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of
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4e - Growing and Developing Professionally

Additional Standards

Domain 1: Planning and Preparation

1d- Demonstrating Knowledge of Resources

Domain 2: Classroom Environment

2b - Establishing a Culture for Learning

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4a - Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b - Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

Standard 5: Diverse Learning

- 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community

	<p>where everyone participates in maintaining a climate of caring, respect, and high achievement.</p> <ul style="list-style-type: none"> 6b - Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts. <p>Standard 8: Data-driven Professional Practice</p> <ul style="list-style-type: none"> 8b - Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
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Objectives:

<p>In this Module, learners will:</p> <ul style="list-style-type: none"> Identify the main components of an Individualized Education Plan (IEP) for ASD-eligible students. Assess the value of determining Present Level of Academic and Functional Performance (PLAFP). Outline goals, objectives, programs, services, and accommodations for ASD-eligible students.
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Topics and Agenda:

<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> Downloadable Resource: IEPs Interactive Presentation: Present Level of Academic and Functional Performance (PLAFP) Interactive Presentation: Goals and Objectives Discussion Board: Goal Setting Interactive Presentation: Programs, Services, and Accommodations Discussion Board: Services and Accommodations
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Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p>□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p>	<p>Activity (list the corresponding activities for each criteria below):</p> <ul style="list-style-type: none"> M3 Discussion: Services and Accommodations People with Disabilities and the Accommodations they Need Reading: A New Frame of Mind Video: Experience Autism Through Carly's Eye Reading: 'Autism While Black': How Autism Amplifies Stereotypes Reading: Autism spectrum disorder and the science of social work: A grand challenge for social work research Equity v. Equality: Giving Students the Tools They Need to Succeed by Naomi Shelton
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<ul style="list-style-type: none"> <input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community <input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities <input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry 	<ul style="list-style-type: none"> • 6 Myths About Educational Inequity
Application to Instruction and Student Learning:	
<p>Individualized Education Plans, or IEP, are used to support a variety of students coping with a wide range of learning disabilities and other obstacles. In this module, participants will explore the key components of the IEP in the context of supporting ASD-eligible students. These components, including the Present Level of Academic and Functional Performance, Goals and Objectives, and Programs, Services, and Accommodations, are critical to creating learning environments and support structures in which ASD-eligible students can thrive.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.</p>	

Module #4: Addressing Social Interaction	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards Domain 1: Planning and Preparation 1b - Demonstrating Knowledge of Students</p> <p>Domain 2: Classroom Environment 2a - Creating an Environment of Respect and Rapport 2d - Managing Student Behavior</p> <p>Domain 4: Professional Responsibilities 4e - Growing and Developing Professionally</p> <p>Additional Standards Domain 1: Planning and Preparation 1d- Demonstrating Knowledge of Resources</p> <p>Domain 2: Classroom Environment 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures</p>	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. • 1f - Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> • 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-Based Professional Learning</p>

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4a - Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b - Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

Standard 5: Diverse Learning

- 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b - Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

Standard 8: Data-driven Professional Practice

- 8b - Professional development provides educators with the opportunity to examine all

	<p>relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.</p>
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> ● Examine the importance of establishing peer relationships for students with ASD. ● Analyze student backgrounds to recognize their complex identities and cultures. ● Identify opportunities to practice and promote social and emotional reciprocity to improve social interaction. ● Discuss strategies for improving nonverbal behaviors among students with ASD. 	
<p>Topics and Agenda:</p>	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> ● Downloadable Resource: Evidence-Based Strategies for Improving Social Interactions ● Interactive Presentation: Establishing Peer Relationships ● Interactive Presentation: Social and Emotional Reciprocity ● Discussion Board: Strategies for Improving Relationships and Reciprocity ● Interactive Presentation: Nonverbal Behaviors ● Discussion Board: Strategies for Improving Nonverbal Behaviors ● Record in Personal Journal: Census and Description of Student Cultures and Identities ● Authentic Task #2: IEP for Social Interaction 	
<p>Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):</p>	
<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Activity (list the corresponding activities for each criteria below:</p> <ul style="list-style-type: none"> ● Journal: Census and Description of Student Cultures and Identities ● Creating a Brave Space for Dialogue ● M4 Discussion: Strategies for Improving Relationships and Reciprocity ● M4 Discussion: Strategies for Improving Nonverbal Behavior ● Authentic Task #2: IEP for Social Communication

Application to Instruction and Student Learning:

Students with Autism Spectrum Disorder often struggle interacting in social situations. While the ways in which they struggle vary from case to case, typically, their challenges fall into one or more of the following categories: forming peer relationships, practicing reciprocity, and controlling nonverbal behaviors. In this module, participants will explore the importance of these categories in improving social interaction, as well as specific strategies for helping ASD-eligible students improve in each. The module culminates in Authentic Task #2, in which participants will create an Individualized Education Plan for an ASD-eligible student struggling with social interaction.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #5: Addressing Restrictive, Repetitive Behaviors

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 7

Time: Self-paced

Assignments due today: August 30, 2024

Standards and Components Alignment:**Alignment to the Charlotte Danielson Framework for Teaching****Primary Standards****Domain 1: Planning and Preparation**

1b - Demonstrating Knowledge of Students

Domain 2: Classroom Environment

2a - Creating an Environment of Respect and Rapport

2d - Managing Student Behavior

Domain 4: Professional Responsibilities

4e - Growing and Developing Professionally

Additional Standards**Domain 1: Planning and Preparation**

1d- Demonstrating Knowledge of Resources

Domain 2: Classroom Environment

2b - Establishing a Culture for Learning

2c - Managing Classroom Procedures

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

Alignment to the New York State Professional Development Standards and Indicators**Standard 1: Designing Professional Development**

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.
- 1f - Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4a - Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b - Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

Standard 5: Diverse Learning

- 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

- 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b - Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

Objectives:

In this Module, learners will:

- Examine strategies for identifying and addressing preoccupation and restrictive patterns of interest.
- Identify ways to help students with ASD break away from inflexible adherence to rules and routines.
- Explore sensory challenges often faced by students with ASD and strategies for coping with those challenges.
- Review the importance of establishing safe, brave, and welcoming learning environments through UDL.

Topics and Agenda:

The following activities will take place during this Module:

- Downloadable Resource: [Restrictive, Repetitive Behaviors](#)
- Interactive Presentation: Preoccupation
- Interactive Presentation: Inflexibility
- Article Review: [Safety & Diversity in the Classroom](#)
- Discussion Board: [Strategies for Improving Repetitive, Restrictive Behaviors](#)
- Interactive Presentation: Sensory Challenges
- Discussion Board: [Strategies for Decreasing Sensory Challenges](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):

* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

Activity (list the corresponding activities for each criteria below):

- M5 Discussion: [Strategies for Improving Repetitive, Restrictive Behaviors](#)
- Article Review: [Safety & Diversity in the Classroom](#)
- M5 Discussion: [Strategies for Decreasing Sensory Challenges](#)

Application to Instruction and Student Learning:

When a child exhibits restrictive and repetitive behaviors in the classroom, it can cause difficulty with transitions during the school day. It can also make it difficult for the student to focus on the learning task. In this module, participants will explore strategies and practices that will help either accommodate for these behaviors or attempt to replace, reduce or extinguish the behaviors.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.

Module #6: Addressing Communication

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 10 (including final)

Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards Domain 1: Planning and Preparation 1b - Demonstrating Knowledge of Students</p> <p>Domain 2: Classroom Environment 2a - Creating an Environment of Respect and Rapport 2d - Managing Student Behavior</p> <p>Domain 4: Professional Responsibilities 4e - Growing and Developing Professionally</p> <p>Additional Standards Domain 1: Planning and Preparation 1d - Demonstrating Knowledge of Resources</p> <p>Domain 2: Classroom Environment 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures</p> <p>Domain 4: Professional Responsibilities 4a - Reflecting on Teaching</p>	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. 1f - Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-Based Professional Learning</p> <ul style="list-style-type: none"> 3a - Professional development is based on current research in teaching, learning, and leadership. 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> 4a - Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal. 4b - Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success. <p>Standard 5: Diverse Learning</p>

	<ul style="list-style-type: none"> • 5a - Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom. • 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement. <p>Standard 6: Student Learning Environments</p> <ul style="list-style-type: none"> • 6a - Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement. • 6b - Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts. <p>Standard 8: Data-driven Professional Practice</p> <ul style="list-style-type: none"> • 8b - Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
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Objectives:

- In this Module, learners will:
- Examine strategies for addressing a delay or lack of spoken language.
 - Identify strategies for addressing pragmatic language with ASD-eligible students.
 - Explore ways to address stereotyped and repetitive language.

Topics and Agenda:

- The following activities will take place during this Module:
- Downloadable Resource: [Improving Communication](#)
 - Interactive Presentation: Delay or Lack of Spoken Language
 - Interactive Presentation: Pragmatic Language
 - Discussion Board: [Strategies for Improving Communication](#)
 - Interactive Presentation: Stereotyped and Repetitive Language
 - Discussion Board: [Strategies for Decreasing Repetitive Language](#)
 - [Classroom Practice Analysis](#)
 - Final Project: [Student Plan](#)

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP):

<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p>Activity:</p> <ul style="list-style-type: none"> ● Discussion: Strategies for Improving Communication ● Discussion: Strategies for Decreasing Repetitive Language ● Resources: Social Justice Books: Disability and Autism ● Classroom Practice Analysis ● Final Project
<p>Application to Instruction and Student Learning:</p>	
<p>In this module, participants will explore strategies for improving communication for ASD-eligible students. By exploring the impact of and strategies for addressing delay or lack of spoken language, pragmatic language, and stereotyped and repetitive language, participants will gain a better understanding of these challenges and how to address them for students with ASD. After completing this module, participants will begin the final project - in which they will develop a comprehensive student plan to address a unique set of challenges faced by ASD-eligible students.</p>	
<p>Assessment and Feedback:</p>	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section.</p>	

APPENDIX A: DISCUSSIONS

Discussion Boards

Module:	Discussion Board:	Text:
1	Observing Interactions	<p>At all points throughout these discussions, you are expected to follow the Norms for Facilitating Courageous Conversations.</p> <p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What challenges do students experience with social interactions and communication? • How can you determine whether or not these challenges are indicative of a larger issue (like ASD)? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe three potential observations that would signal to you that a student in your classroom might have challenges with social interactions and/or communication. Explain your rationale. • Prior to now, how likely would you have been to notice these challenges among your students? How have your own experiences, beliefs, assumptions, and practices enhanced or inhibited your ability to differentiate potential signs of ASD? • In what ways might observing, assessing, and reporting these interactions require you to be "brave" (as defined in this module)? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
1	Observing Behaviors	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What restricted and repetitive behaviors have you observed among students? • How can you determine whether or not these behaviors are indicative of a larger issue (like ASD)? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe three potential observations that would signal to you that a student in your classroom might be exhibiting restrictive and/or repetitive behaviors. Explain your rationale. • Prior to now, how likely would you have been to notice these behaviors among your students? How have your own experiences, beliefs, assumptions, and practices enhanced or inhibited your ability to differentiate potential signs of ASD? • In what ways might observing, assessing, and reporting these behaviors require you to be "brave" (as defined in this module)? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).

2	Diagnosis vs. Eligibility	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • How does an assessment for a medical diagnosis of ASD differ from an evaluation for eligibility for school services? • What are the pros and cons of each? • What impact does race, and ethnicity play in diagnosis and eligibility? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe at least three similarities and/or differences between a medical assessment for Autism and a school-based evaluation for Autism? • What are the three most important factors used in either type of evaluation? (i.e., observing the child in multiple environments to ensure characteristics are pervasive). Defend your answers. • How might you account for any potential shortcomings or inherent biases that may exist in the factors or methods you outlined above? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
2	Treatment vs. Services	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • How does treatment for ASD differ from services offered to Autistic students in schools? • What are the benefits of each? How might they inform each other? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe at least three similarities and/or differences between medical treatment for Autism and school-based services for Autism? • What are three treatment/school-based strategies that you feel would be the most beneficial and why? (i.e. The use of an augmentative and alternative communication system would allow the child to learn how to functionally communicate until verbal language is gained). Defend your answers. • Discuss why you think each strategy could be helpful in a school setting and, more specifically, how each strategy might eliminate deficit thinking, highlight the strengths of the identified student, and help establish, promote, or model the tenets of a brave learning space. • How are these treatments or strategies different than those you would have expected or suggested prior to now? How have your own biases, experiences, culture, and teaching style - as well as those of your students - influenced your thinking to this point? How has what you've learned so far influenced your approach to supporting students with ASD? <p>Respond to at least one of your colleagues' postings.</p>

		<ul style="list-style-type: none"> Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
3	Goal Setting	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> How can the Present Level of Academic and Functional Performance (PLAFP) inform goals for students with an ASD eligibility? What should those goals measure and why? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> Name three potential goals for a school-aged child with an ASD eligibility. Explain why each goal should be targeted for the student you identified. More specifically, how might each goal help to eliminate deficit thinking, highlight the strengths of the identified student, and help establish, promote, or model the tenets of a brave learning space. How might you highlight and incorporate the strengths of this student into the goals you set (as opposed to just focusing on their identified deficits)? In what ways might advocating for these goals require you to be "brave" (as defined in the first module of this course)? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
3	Services and Accommodations	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> What services and accommodations are available for students with ASD? How do those services and accommodations aim to make an impact in the lives of those students? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> Name two special education services and two accommodations potentially necessary for a school-aged child with an ASD eligibility. Explain why each service or accommodation may be important for the student you identified. Think about the impact these strategies may have in the classroom and at home. How might these services reinforce the strengths of this student (as opposed to just focusing on their identified deficits)? Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to ensure that these accommodations address the student's challenges and promote their strengths? How might the suggested services and accommodations challenge or support current institutional beliefs, norms, practices, and assumptions to benefit the student?

		<p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> Your response should extend the discussion (i.e. ask a question, provide a similar experience, make a suggestion).
4	Strategies for Improving Relationships and Reciprocity	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> What challenges do students with ASD typically face in forming relationships and practicing social and emotional reciprocity? What impact do these challenges have on these students? How can you guide them through these challenges? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> Name three strategies or practices that could be used with a school-aged child that could help improve his/her peer relationships and/or social/emotional reciprocity. Discuss why you think each strategy could be helpful in a school setting and, more specifically, how each strategy might eliminate deficit thinking, highlight the strengths of the identified student, and help establish, promote, or model the tenets of a brave learning space. Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to ensure that these strategies address the student's challenges and promote their strengths? How are these strategies different than those you would have expected or suggested prior to now? How has what you've learned so far influenced your approach to supporting students with ASD in this area? Reflect on what you've learned about the importance of and potential barriers to forming relationships for those with ASD, as well as your own strengths and weaknesses building and maintaining relationships with students. How might you go about building relationships with your ASD students that benefit your ability to teach and their ability to learn? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
4	Strategies for Improving Nonverbal Behaviors	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> What nonverbal behaviors do students with ASD typically present? How are those behaviors often interpreted by their peers and teachers? What strategies exist to help ASD students improve these behaviors? <p>Post to the discussion board.</p>

		<ul style="list-style-type: none"> • Name two strategies or practices that could be used with a school-aged child that could help improve his/her nonverbal behaviors. • Discuss why you think each strategy could be helpful in a school setting and, more specifically, how each strategy might eliminate deficit thinking, highlight the strengths of the identified student, and help establish, promote, or model the tenets of a brave learning space. • Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to ensure that these strategies address the student's challenges and promote their strengths? • How are these strategies different than those you would have expected or suggested prior to now? How has what you've learned so far influenced your approach to supporting students with ASD in this area? • Reflect on what you've learned about the difficulties those with ASD face in regard to nonverbal behaviors, as well as your typical expectations in this area. How might implementing strategies to improve nonverbal behaviors benefit your overall ability to teach and your students' ability to learn? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
5	Strategies for Improving Repetitive, Restrictive Behaviors	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What repetitive and restrictive behaviors do students with ASD typically present? How are those behaviors often interpreted by their peers and teachers? • What strategies exist to help ASD students improve these behaviors? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Name two strategies or practices that could be used with a school-aged child that could help improve his/her restrictive, repetitive behaviors. • Discuss why you think each strategy could be helpful in a school setting and, more specifically, how each strategy might eliminate deficit thinking, highlight the strengths of the identified student, and help establish, promote, or model the tenets of a brave learning space. • Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to ensure that these strategies address the student's challenges and promote their strengths? • How are these strategies different than those you would have expected or suggested prior to now? How has what

		<p>you've learned so far influenced your approach to supporting students with ASD in this area?</p> <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
5	Strategies for Decreasing Sensory Challenges	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> What sensory challenges might students with ASD potentially face? What impact do these challenges have on these students? How can you guide them through these challenges? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> Name one strategy or practice that could be used with a school-aged child that could help improve his/her sensory challenges. Discuss why you think each strategy could be helpful in a school setting and, more specifically, how each strategy might eliminate deficit thinking, highlight the strengths of the identified student, and help establish, promote, or model the tenets of a brave learning space. Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to ensure that these strategies address the student's challenges and promote their strengths? How is the strategy that you chose different than one you would have expected or suggested prior to now? How has what you've learned so far influenced your approach to supporting students with ASD in this area? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
6	Strategies for Improving Communication	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> What challenges do students with ASD typically face communicating with others? What impact do these challenges have on these students? How can you guide them through these challenges? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> Name three strategies or practices that could be used with a school-aged child that could help improve his/her communication skills. Discuss why you think each strategy could be helpful in a school setting and, more specifically, how each strategy might help eliminate deficit thinking, highlight the strengths of the identified student, and establish, promote, or model the tenets of a brave learning space.

		<ul style="list-style-type: none"> • Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to ensure that these strategies address the student's challenges and promote their strengths? • How is the strategy that you chose different than one you would have expected or suggested prior to now? How has what you've learned so far influenced your approach to supporting students with ASD in this area? • Reflect on what you've learned about the difficulties those with ASD face in regard to communication, as well as your typical strengths, weaknesses, and expectations in this area. How might implementing strategies to improve communication with and among your ASD students benefit your overall ability to teach and your their ability to learn? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
6	Strategies for Decreasing Repetitive Language	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What challenges do students with ASD typically face with repetitive language? • What impact do these challenges have on these students? How can you guide them through these challenges? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Name one strategy or practice that could be used with a school-aged child that could help improve their repetitive use of language. • Discuss why you think each strategy could be helpful in a school setting and, more specifically, how each strategy might eliminate deficit thinking, highlight the strengths of the identified student, and help establish, promote, or model the tenets of a brave learning space. • Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to ensure that these strategies address the student's challenges and promote their strengths? • How is the strategy that you chose different than one you would have expected or suggested prior to now? How has what you've learned so far influenced your approach to supporting students with ASD in this area? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).

Discussion Board Rubric

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues respectfully.</p>
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission and will advance the group's discussion of critical consciousness.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

APPENDIX B: AUTHENTIC TASKS

Authentic Task #1: Assessment Plan

Having a high-level understanding of the challenges that students with an ASD eligibility face (social, communicative, and behavioral, as well as the treatments, services, and accommodations available to them, is a crucial first step to meeting the needs of this student population.

Therefore, in this assignment, you will be creating an assessment plan for a potentially ASD eligible student.

The student you choose to assess in this task can be completely fictional or based on a student you have worked with in the past.

Step 1: Biographical Information

Write a 2-3 paragraph description of the student. Make sure to provide enough information to paint a clear picture of the student, including his or her:

- first name (do not use real names), gender, age, and grade level.
- interests, hobbies, strengths, and positive personality traits.
- general classroom performance, both academic and behavioral.

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Step 2: Observed Challenges

Describe, in detail, the observed social, communication, and behavioral traits that led you to feel the student should be evaluated for ASD, providing at least one specific example for each.

Traits	Observations
Challenges in Social Interaction	
Challenges in Communication	
Restricted, Repetitive Behaviors	

Step 3: Assessment Plan

Develop a school-based assessment plan for the student you described in Steps 1 and 2. Your plan should include (but is not limited to) each of the following components:

TEAM MEMBERS

Identify at least three members of the assessment team (i.e. general education teacher, Speech Therapist, etc.), and briefly describe their role or purpose on the team.

Team Member	Role/Purpose

ASSESSMENT TOOLS

Identify at least three assessment tools (i.e. observations, parent interview, ADOS-II, etc) that will be used, and briefly describe what each is intended to capture.

Assessment	Intent

ASSESSMENT ENVIRONMENTS

Identify at least two assessment environments (i.e., classroom observations, recess, etc.) in which the student will be observed and by which team members.

Environment	Team Member(s)

OTHER

In the box below, identify any other components of your proposed assessment plan that are not provided in the Team Members, Assessment Tools, and Assessment Environments sections above.

Step 4: Anticipated Findings

In 1-2 paragraphs, describe what you anticipate might be the results of your proposed assessment plan. Make sure to draw clear connections to the components of your plan and the potential results of each.

Step 5: Reflection

Write a one-paragraph reflection on the opportunities and challenges you might encounter while working with this student and the team members you've identified. Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to make in anticipation of the opportunities and challenges you identified?

RUBRIC: ASSESSMENT PLAN

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations	Score
Biographical Information	Clearly and articulately	Succinctly describes basic	Identifies basic components of	Fails to identify basic	

(Step 1)	describes all of the required components of the student's biographical information	components of the student's biographical information	the student's biographical information but may not provide enough information for a complete profile	components of the student's biographical information	
Observed Challenges (Step 2)	Details at least one observation in each of the areas identified Provides clear and specific examples to illustrate each observation	Identifies at least one observation in each of the areas identified and provides general examples or details to illustrate each observation	Identifies observations in two of the areas identified AND/OR Fails to clearly detail observations in a way that provides a clear picture	Identifies observations in only one of the areas identified AND/OR Fails to provide evidence or examples in support of observations	
Assessment Plan (Step 3)	Clearly indicates all required components of the assessment plan (members, tools, environments) Thoughtfully considers the role and purpose of each required component	Generally, addresses all required components of the assessment plan (members, tools, environments) Consideration was given to the role and purpose of the plan, but may be lacking in some areas	Provides most of the required components of the assessment plan (members, tools, environments) AND/OR Provides general considerations to most, but not all, of the plan components	Fails to adequately address the required components of the plan AND/OR Fails to adequately address the role and purpose of plan components	
Anticipated Findings (Step 4)	Details potential results of the plan in a way that demonstrates a holistic understanding of the student, as well as all components of the assessment plan	Identifies potential results of the plan Identified results are realistic potential outcomes based on plan components	Generally, identifies a result of the plan, but those results may not be directly or inherently connected to the plan as described	Fails to clearly identify realistic results of the assessment plan	
Reflection (Step 5)	Clearly addresses the potential opportunities and challenges of	Generally, addresses both the potential opportunities and	Addresses basic opportunities and challenges of	Fails to address opportunities and/or challenges of	

	executing the assessment plan Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs	challenges of executing the assessment plan Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs	executing the assessment plan Fails to adequately address personal strengths and weaknesses in relation to the student's needs	executing the assessment plan AND/OR Fails to address personal strengths and weaknesses in relation to the student's needs	
Total:					
Summative Comment:					

Authentic Task #2: IEP for Social Interaction

In this assignment, you will create a mock Individualized Education Plan (IEP) for an ASD-eligible student who struggles with social interactions. The student you choose to assess in this task can be completely fictional or based on a student you have worked with in the past.

Step 1: Biographical Information

Write a 2-3 paragraph description of the student. Make sure to provide enough information to paint a clear picture of the student, including his or her:

- first name (do not use real names), gender, age, and grade level.
- interests, hobbies, strengths, and positive personality traits.
- general classroom performance, both academic and behavioral.

Step 2: Observed Challenges

Describe, in detail, at least three observed behaviors, challenges, or previous interactions that led you to suggest the creation of an IEP.

Observation 1:	
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Observation 2:	
Observation 3:	

Step 3: Present Levels of Academic and Functional Performance (PLAFP) Statement

Craft a PLAFP Statement related to social interactions in the classroom. Include at least three examples of strategies or practices that could help the student make progress in this area. Explain why each is an appropriate strategy for this student.

PLAFP Statement:	
Strategy 1 & Explanation:	
Strategy 2 & Explanation:	
Strategy 3 & Explanation:	

Step 4: Goals and Objectives

Create one goal with two corresponding objectives for this student to improve in the identified areas.

Goal:	
Objective 1:	
Objective 2:	

Step 5: Programs and Services

In the space below, identify one program or service that you would recommend as part of this student's IEP. Justify your choice.

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Step 6: Reflection

Write a one-paragraph reflection on the opportunities and challenges you might encounter while working to implement this IEP. Consider the strengths and weaknesses of your own personality, experience, teaching style, culture, and biases, as well as the current resources available to both you and the student. What adjustments might you need to make in anticipation of the opportunities and challenges you identified? How might your IEP for this student help to eliminate deficit thinking, highlight the strengths of the identified student, and help establish, promote, or model the tenets of a brave learning space?

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RUBRIC: IEP for Social Interactions

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations	Score

Biographical Information (Step 1)	Clearly and articulately describes all of the required components of the student's biographical information	Succinctly describes basic components of the student's biographical information	Identifies basic components of the student's biographical information but may not provide enough information for a complete profile	Fails to identify basic components of the student's biographical information	
Observed Challenges (Step 2)	Details at least three observations pertinent to the challenges described in Step 1 Provides clear and specific examples to illustrate each observation	Identifies at least three observations pertinent to the challenges described in Step 1 and provides general examples or details to illustrate each observation	Identifies two observations pertinent to the challenges described in Step 1 AND/OR Fails to clearly detail observations in a way that provides a clear picture	Identifies fewer than two observations pertinent to the challenges described in Step AND/OR Fails to provide evidence or examples in support of observations	
PLAFP Statement and Strategies (Step 3)	Provides a clear and concise PLAFP statement Includes three appropriate strategies and thoughtfully defends the use of each in the context of the student's unique needs	Provides an appropriate PLAFP statement Includes three appropriate strategies and explains why each was chosen	PLAFP statement may be unclear or incomplete AND/OR Includes two appropriate strategies with explanations for each	PLAFP statement is missing, inaccurate, or otherwise inappropriate AND/OR Includes fewer than two strategies and explanations	
Goals and Objectives (Step 4)	Provides a clear and concise goal that is appropriate for the unique needs of the student Includes two objectives and clearly ties each to the overall goal	Provides a goal that is appropriate for the student as described Includes two objectives associated with the goal	Provides a general goal for the student Includes two objectives, but they may not be clearly associated with the goal	Fails to provide an appropriate goal for the student AND/OR Includes fewer than two associated objectives	

Programs and Services (Step 5)	Program or service described is appropriate for the student, clearly explained, and demonstrates thoughtful examination	Program or service described is appropriate for the student and justified	Program or service is generally appropriate for improving social interactions, but may not be clearly tied to the student's needs	Program or service is inappropriate, unjustified, or missing	
Reflection (Step 6)	Clearly addresses the potential opportunities and challenges of executing the IEP Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs	Generally, addresses both the potential opportunities and challenges of executing the IEP Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs	Addresses basic opportunities and challenges of executing the IEP Fails to adequately address personal strengths and weaknesses in relation to the student's needs	Fails to address opportunities and/or challenges of executing the IEP AND/OR Fails to address personal strengths and weaknesses in relation to the student's needs	
Total:					
Summative Comment:					

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?

- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How might the resource you chose impact, either positively or negatively, the disparities that exist among historically marginalized and underserved populations and/or the Digital Divide?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How might the resource you chose impact, either positively or negatively, the disparities that exist among historically marginalized and underserved populations and/or the Digital Divide?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.

Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>
Writing	Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.	Learner's writing is vague, lacks details, and contains multiple mechanical errors.

APPENDIX C: FINAL PROJECT

Final Project: Student Plan

When you have met one child with Autism . . . you have met ONE child with Autism. Although children need to meet diagnostic criteria to be eligible for Autism Spectrum Disorder in a school setting, the disability is indeed a spectrum, and each child presents with different strengths and weaknesses.

This course has provided you with an overview of what Autism is, how it is assessed, key components of an ASD Individualized Education Plan (IEP), and how the disorder is treated using specific evidence-based practices (EBPs). As you learned in Modules 4, 5, and 6, several EBPs can be used to address all areas of concern. In the final project, you will put all of this knowledge to work to create a comprehensive plan for an ASD-eligible student.

Your plan must include:

1. A profile of a student you have had, currently have, or could potentially have in the future who has ASD eligibility. Make sure to include all pertinent demographic information, as well as any observations or documents behaviors and challenges that led to eligibility.
2. A PLAFP Statement and associated strategies to address each of the following:
 - a. social communication challenges
 - b. restrictive, repetitive behaviors
 - c. communication.

The PLAFP Statement must reflect the child's challenges in all three areas, validating your goal selections.

3. Three goals that reflect the challenges outlined in the PLAFP Statement, as well as an explanation of how the goals correspond to the student's unique needs.
4. At least **three original materials** that are evidence-based (i.e., visuals, social stories, video modeling, DTT plan outline) to address the goals you want the child to work on.
5. A one-paragraph general reflection in which you address the following questions:
 - a. Based on what you've learned, what do you see as the biggest personal opportunities and challenges in your work with ASD-eligible students?
 - b. What role does understanding both your personal and institutional norms, practices, experiences, and bias - as well as those of your students - play in effectively addressing their needs?
 - c. How will what you've learned impact your current practices and philosophy?

Your final plan can be submitted as either a Word/Google document with links to all required materials, or as a folder with all necessary documents (compressed or shared Google folder).

RUBRIC: FINAL PROJECT

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations	Score
Student Profile	Clearly and articulately describes all of the required components of the student profile	Succinctly describes basic components of the student profile	Identifies basic components of the student profile but may not provide enough information for a complete profile	Fails to identify basic components of the student profile	

PLAFP Statement and Strategies	Provides a clear and concise PLAFP statement Includes three appropriate strategies and thoughtfully defends the use of each in the context of the student's unique needs	Provides an appropriate PLAFP statement Includes three appropriate strategies and explains why each was chosen	PLAFP statement may be unclear or incomplete AND/OR Includes two appropriate strategies with explanations for each	PLAFP statement is missing, inaccurate, or otherwise inappropriate AND/OR Includes fewer than two strategies and explanations	
Goals	Provides a clear and concise goal for each area that is appropriate for the unique needs of the student	Provides a goal for each area that is appropriate for the student as described	Provides a general goal for each area, with only vague explanation or justification	Fails to provide an appropriate goal for each area	
Original Materials	Provides three original, evidence-based materials that demonstrate thoughtful consideration of the student's needs and goals	Provides three original, evidence-based materials that are appropriate for meeting the student's needs and goals	Provides two evidence-based materials associated with the student's needs and goals	Provides fewer than two evidence-based materials associated with the student's needs and goals	
Reflection	Clearly addresses all required prompts. Demonstrates thoughtful consideration of the audience and course content	Generally, addresses all required prompts	Addresses required prompts, but lacks detail or focus	Fails to address all required prompts	
Total:					
Summative Comment:					