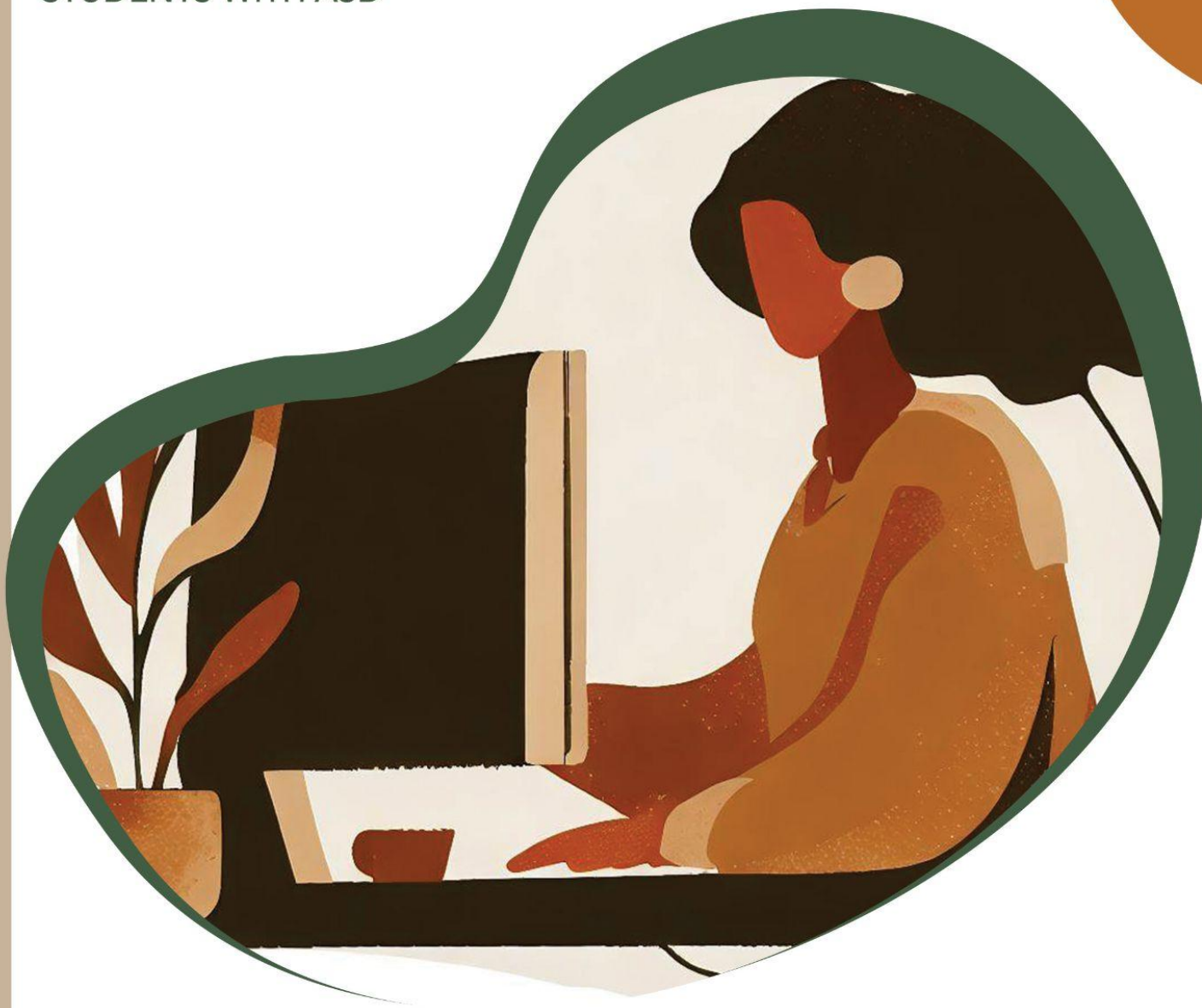




Course Syllabus

AUTISM ADVOCATE: SUPPORTING
STUDENTS WITH ASD



Autism Advocate: Supporting Students with ASD
112.5 Hours of Coursework
3 Salary Points

Course Access: Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

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.

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.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

Primary Standards

Domain 1: Planning and Preparation

1b - Demonstrating Knowledge of Students

Domain 2: Classroom Environment

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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

Course Components

This course consists of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Credit:

- For those taking this course for LAUSD Salary Points, this course has been approved by the JSPCC for that purpose. Upon successful completion, CE Credits Online will submit your paperwork to LAUSD for processing.
- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.

Course Outline

Module 1: Defining Autism Spectrum Disorder (ASD)

- Interactive Presentation: Challenges in Social Interaction
- Interactive Presentation: Challenges in Communication
 - Discussion Board: Observing Interactions
- Interactive Presentation: Restrictive, Repetitive Behaviors
 - Discussion Board: Observing Behaviors

Module 2: Medical Diagnosis and Services Eligibility

- Interactive Presentation: Medical Diagnosis

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- Interactive Presentation: School Eligibility
 - Discussion Board: Diagnosis vs. Eligibility
- Interactive Presentation: Treatment vs. Services
 - Discussion Board: User Habits: Treatment vs. Services
- Authentic Task #1: Assessment Plan

Module 3: Individualized Education Plans (IEP)

- Interactive Presentation: Present Level of Academic and Functional Performance (PLAFP)
- Interactive Presentation: Goals and Objective
 - Discussion Board: Goal Setting
- Interactive Presentation: Programs, Services, and Accommodations
 - Discussion Board: Services and Accommodations

Module 4: Addressing Social Interaction

- 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
- Authentic Task #2: IEP for Social Interaction

Module 5: Addressing Restrictive, Repetitive Behaviors

- Interactive Presentation: Preoccupation
- Interactive Presentation: Inflexibility
 - Discussion Board: Strategies for Improving Repetitive, Restrictive Behaviors
- Interactive Presentation: Sensory Challenges
 - Discussion Board: Strategies for Decreasing Sensory Challenges

Module 6: Addressing 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

Final Project: Student Plan

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.

Grading Policy

Course Component	Percentage of Final Grade
Authentic Tasks (2)	30%
Discussion Boards (12)	20%
Classroom Practice Analysis	15%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.