Name: Dr. Nicole Letchworth  
Email: Nicole.letchworth@sfasu.edu  
Office: Early Childhood Research Center 209J  
Office Phone: 936-468-2034  
Office Hours: Virtual by Appointment

I am available to set up appointments in my office when I am on campus, by phone, or through Zoom. I will reply to your email within 24 hours during the week and by COB Monday if you email over the weekend.

Department: Perkins College of Education

Class meeting time and place:

Fully online

Course Description

Overview of etiology, research, characteristics, and program components related to children and youth with autism with a discussion of traditional and current causations with subsequent implications drawn for providing appropriate educational interventions. Educational Programming for Students with Autism is designed for pre-service teachers seeking Special Education certification. This course focuses on the characteristics, issues, content and methods appropriate for students with autism. Functional living and communication skills will be the primary emphasis.

SPED 4360 Children with Behavioral Disorders and Autism (3 credit; fully online spans 15 weeks). The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events in assessment and special education. In addition, students are required to complete quizzes/exams over the course content and complete intensive writing assignments that evaluate their ability to interpret and apply information learned in the modules.

Prerequisites

SPED 3329

Course Contact Hours and Study Hours

For each credit hour of the class, a minimum of two hours of preparation each week is expected on the part of the student. 6 hours total. Many students should spend more than this amount of time in study.

General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Intended Learning Outcomes/Goals/Objectives

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary to obtain certification as Special Education Teacher.
Academic excellence through critical, reflective, and creative thinking
Life-long learning
Collaboration and shared decision making
Openness to new ideas, to culturally diverse people, and to innovation and change
Integrity, responsibility, diligence, and ethical behavior, and
Service that enriches the community

This course is also designed to enable you to begin preparing for the TExES. In parentheses at the end of each of the following goals you will find reference to specific TExES standards.

Additional information about the TExES can be obtained from the COE Assessment & Accountability Office. In addition study guides may be accessed at www.texas.nesinc.com.

Given the complexity of the teaching and learning process, this course enables students to be knowledgeable of multiple ages, disabilities, theories and teaching strategies. For more information see the Perkins College of Education's Conceptual Framework.

Standards Addressed:

TExES standard and competency numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser: tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

1. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education. TExES Standard 1.2k, 1.5k, 1.2s
2. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession. TExES Standard 2.1k, 2.3k, 2.4k, 2.1s, 2.3s
3. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings. TExES Standard 3.2s
4. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities. TExES Standard 4.1k, 4.3k, 4.4k, 4.5k, 4.6k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.13k
5. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions. TExES Standard 5.5s, 5.10s
6. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments. TExES Standard 6.1s, 6.3s, 6.10s, 6.11s, 6.16s, 6.19s
7. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills. TExES Standard 7.1k, 7.9k, 7.10k, 7.12k, 7.5s, 7.8s
8. NA
9. The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations. TExES Standard 10.1k, 10.4k, 10.5s, 10.7s, 10.8s, 10.15s

Student Learning Outcomes:

Specifically, this course will enable you to:

1. Recognize and appreciate human diversity and examine your own beliefs and attitudes related to individuals with disabilities (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V).
2. Identify the types, characteristics, and etiology of learners with autism (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V).
3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development (Domain II, Promoting Student Learning and Development, Standard VII). Know Procedures for promoting the social skills and communication skills of students with autism.
4. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities (Domain I, Understanding Individuals with
Disabilities and Evaluating Their Needs, Standard V).

5. Identify and comprehend procedures for managing the teaching and learning environment, including behavior management, daily
routines and transitions (Domain II, Promoting Student Learning and Development, Standard VII).

6. Compare and contrast effective, proven, accepted, new and/or controversial strategies for the treatment of students with autism. These may
include, but are not limited to: Applied Behavior Analysis, TEACCH, PECS, auditory and sensory stimulation, Medical as well as non-
traditional treatments.

**Program Learning Outcomes**

Standard 1: Learner Development and Individual Learning Differences
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge
to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with
exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with
exceptionalities.

Standard 4: Assessment
4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Standard 5 Instructional Planning and Strategies
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of
individuals with exceptionalities.

Standard 6 Professional Learning and Ethical Practice
6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice
Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7 Collaboration
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities,
and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of
learning experiences.

**Text and Materials**

2. Q Classroom

**Course Requirements**

**Quizzes**

There will be 13 quizzes @ 10 pts. Each and a syllabus quiz worth 5 points for a total 135 pts. Quizzes will include multiple choice, fill in the
blank, and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all of the
material in the chapters. The quizzes will be administered on-line. You will have 2 attempts to take the quiz. The highest grade will post in the
gradebook.

You should take the quiz during the week each chapter is assigned in the course. There will be NO late quiz attempts. You must complete and
submit quizzes at the time that they are due.

**DropBox Assignments**

- Goal Planning/Progress Monitoring 10 Points
- 5 Article Analysis (40 points each) 200 Points
- Module 3 Certificates 30 Points
- Module 5 DTT Certificate 20 points
- Module 6 Social Story 20 Points
- FBA/BIP Project 50 Points
- De-escalation Strategies 10 Points
- Jack Straw ABC Chart 10 Points
- TBSI Training                              50 Points
- Language Project                         100 Points

**Discussions**

- 10 @ 10 each                             100 points

**Exam**

- Final Exam                               100 points

**Course Evaluation**                     10 points

**Total: 845 Points**

**Note:** The use of any artificial intelligence such as but not limited to Chat GBT is NOT allowed and will be checked via Turnitin. Any use of AI will be considered an act of plagiarism and will be submitted to the university.

**Technical Support**

If at any point during the course you experience technical difficulties in Brightspace, you will need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.
## Tentative Course Calendar

Note: this is subject to change. All assignments and quizzes are due the Sunday for the week they are assigned by 11:59 CST unless otherwise noted.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Assignments</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction</td>
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<tr>
<td>Jan 18- Jan 21</td>
<td>Complete all the components of the <strong>Getting Started Module.</strong></td>
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<tr>
<td></td>
<td>Read and print the course syllabus and course timeline.</td>
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<tr>
<td></td>
<td><strong>Topic: Autism</strong></td>
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<td></td>
<td>Begin Learning Module 1: Chp 1 and 2 (Classification and the Physiological</td>
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<tr>
<td></td>
<td>Approach; Assessment)</td>
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<td></td>
<td>• <strong>Discussion:</strong> Introduction</td>
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<td></td>
<td>• <strong>Discussion:</strong> Prevalence Rates (found in Module 1)</td>
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<tr>
<td>Week 2:</td>
<td><strong>Topic: Autism</strong></td>
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<tr>
<td>Jan 22- Jan 28</td>
<td>Learning Module 1: Chp 1 and 2 (Classification and the Physiological</td>
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<td></td>
<td>Approach; Assessment)</td>
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<td></td>
<td>• <strong>Discussion:</strong> Data Collection</td>
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<td></td>
<td>• <strong>Dropbox:</strong> Goal Planning and Progress Monitoring</td>
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<tr>
<td></td>
<td>• <strong>Quiz:</strong> Chp.1 and Chp. 2 Quiz</td>
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<tr>
<td>Week 3:</td>
<td><strong>Topic: Autism</strong></td>
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<tr>
<td>Jan 29- Feb 4</td>
<td>Learning Module 2: Chp 3 Effective Implementation of Evidence-Based</td>
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<td>Practices</td>
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<td>• <strong>Discussion:</strong> Where to Start?</td>
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<td></td>
<td>• <strong>Dropbox:</strong> Article Analysis</td>
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<tr>
<td></td>
<td>• <strong>Quiz:</strong> Chp 3</td>
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<tr>
<td>Week 4:</td>
<td><strong>Topic: Autism</strong></td>
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<tr>
<td>Feb 5- Feb 11</td>
<td>Learning Module 3: Chp 4 and 5 (Applied Behavior Analysis)</td>
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<td></td>
<td>• <strong>Discussion:</strong> Replacement Behavior Discussion</td>
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<td></td>
<td>• <strong>Dropbox:</strong> 2 Training Certificates</td>
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<tr>
<td></td>
<td>• <strong>Quiz:</strong> Chp. 4 and Chp. 5</td>
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<tr>
<td>Week 5:</td>
<td><strong>Topic: Autism</strong></td>
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<tr>
<td>Feb 12- Feb 18</td>
<td>Learning Module 4: Chp 6 Developmental, Social-Relational, Transactional, and</td>
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<td></td>
<td>Other Approaches to Intervention</td>
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<td></td>
<td>• <strong>Discussion:</strong> How Many TEACCH Strategies?</td>
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<td></td>
<td>• <strong>Dropbox:</strong> Article Analysis</td>
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<td></td>
<td>• <strong>Quiz:</strong> Chp. 6</td>
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<td>Week 6:</td>
<td><strong>Topic: Autism</strong></td>
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<tr>
<td>Feb 19- Feb 25</td>
<td>Learning Module 5: Chp 7 Focus on Language</td>
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<td>• <strong>Discussion:</strong> Opportunities for Communication</td>
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<td></td>
<td>• <strong>Dropbox:</strong> Module 5 DTT Training Certificate</td>
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<td></td>
<td>• <strong>Language Project:</strong> Review and begin Language Project</td>
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<td>• <strong>Quiz:</strong> Chp. 7</td>
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<tr>
<td>Week 7:</td>
<td><strong>Topic: Autism</strong></td>
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<tr>
<td>Feb 26- Mar 3</td>
<td>Learning Module 6: Chp 8 Building Social Skills &amp; Social Relationships</td>
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<td>• <strong>Dropbox:</strong> Module 6 Social Story</td>
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</tbody>
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| Week 8: Mar 4 - Mar 10 | **Language Project**: Continue to work on Language Project  
**Quiz**: AU Chp. 8  
**Topic**: Autism  
**Learning Module 7**: Chp. 9 and 10 (Transition to Adulthood; Systems of Support)  
**Language Project Due**  
**Discussion**: Module 7 Employment in the Curriculum  
**Discussion**: Module 7 Bronfenbrenner’s System  
**Quiz**: Chp. 9 and Chp. 10 |
|---|---|
| Week 9: Mar 11 - Mar 17 | **Topic**: ED and FBAs/BIPs  
**Learning Module 8**: PowerPoint, IRIS Module, materials in module  
**Dropbox**: FBA BIP Project  
**Quiz**: ED Module 8 Quiz |
| **Mar 18 - Mar 24** | Spring Break |
| Week 10: Mar 25 - Mar 28 | **Topic**: ED, Conduct Disorder and ODD  
**Learning Module 9**: PowerPoint, materials in module  
**Dropbox**: Breakfast Club- Applying De-escalation Strategies  
Note: This is due on a Thursday |
| **Mar 28 - Mar 31** | Easter Break |
| Week 11: Apr 1 - Apr 7 | **Topic**: ED, Conduct Disorder and ODD  
**Learning Module 9**: PowerPoint, materials in module Continued  
**Dropbox**: Jack Straw ABC Chart  
**Quiz**: ED Module 9 Quiz |
| Week 12: Apr 8 - Apr 14 | **Topic**: ED, ADHD  
**Learning Module 10**: PowerPoint, materials in module  
**Dropbox**: Module 10 Article Analysis  
**Quiz**: ED Module 10 Quiz |
| Week 13: Apr 15 - Apr 21 | **Topic**: ED, Anxiety  
**Learning Module 11**: PowerPoint, materials in module  
**Dropbox**: Module 11 Article Analysis  
**Quiz**: ED Module 11 Quiz |
| Week 14: Apr 22 - Apr 28 | **Topic**: ED, Eating Disorders, Depressive Disorders, Bipolar Disorders, and Suicide Prevention  
**Learning Module 12**: PowerPoints, materials in module  
**Discussion**: Preventing Childhood Obesity  
**Quiz**: ED Module 12 Quiz |
| Week 15: Apr 29 - May 5 | **Topic**: ED, At-Risk Behaviors and ED and Focusing on Success  
**Learning Module 13**: PowerPoints, materials in module  
**Dropbox**: Module 13 Article Analysis  
**Dropbox**: Module 13 TSBI Training  
**Quiz**: ED Module 13 Quiz |
| Week 16: May 6 - May 10 | **Final Exam**: Your exam will be 100 questions worth 1 point each. You will have 2 hours to complete this exam. The exam is open book and open notes. |

**Grading Policy**

**Grading Scale:**
- A (100-90%)
- B (89-80%)
In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment,** regardless of the total number of points earned.

Late work: There will be NO late work accepted in this class without prior approval to submit work late. To be approved for submitting work late, you must email faculty prior to the due date with evidence of an extenuating circumstance. For example- a doctor’s note. Emails after the due date will not be considered and the assignment will be graded with a 10% per day penalty and worth zero points after 5 days. Note that technical issues when attempting to submit last minute are not considered extenuating circumstances.

Note: A 10% per day deduction for late work is at the sole discretion of faculty.

**Attendance Policy**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments.

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. **ALL assignments using Artificial Intelligence (other than Grammarly) will be considered as a plagiarized artifact.**

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarly, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

Updated August 2023
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person—mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

**Course Evaluations**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.