

## Term Information

Effective Term Spring 2021  
*Previous Value* Spring 2017

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

We request to move this class to distance learning.

**What is the rationale for the proposed change(s)?**

To provide the class via distance learning due to classroom shortages.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4530
Course Title	Introduction to Autism
Transcript Abbreviation	Intro to ASD
Course Description	This course provides an overview of the identification and diagnosis of autism, scientific perspectives on etiology, and the neurobiological underpinnings of autism, as well as treatment components of autism.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 51.0202  
Subsidy Level Baccalaureate Course  
Intended Rank Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes

- 1. Students will develop an understanding of the characteristics of autism and how autism is identified.
- 2. Students will develop an understanding of genetic and neurobiological underpinnings of autism.
- 3. Students will develop an understanding

Content Topic List

- Introduction to autism
- Diagnosis of autism
- Characteristics of autism
- Etiology of autism
- Neurobiology of autism
- Theories of autism
- Intervention
- Autism in the media

Sought Concurrence

No

[Previous Value](#)

[Yes](#)

## Attachments

- SPHHRNG 4530 Bean.pdf: ASC Tech Review  
*(Other Supporting Documentation. Owner: Harnish,Stacy M)*
- 4530 Syllabus\_Spring 2020.doc: In-Person Syllabus  
*(Other Supporting Documentation. Owner: Harnish,Stacy M)*
- 4\_30\_20\_4530\_online\_syllabus\_Spring 2021\_Revised.docx: DL Syllabus  
*(Syllabus. Owner: Harnish,Stacy M)*

**COURSE CHANGE REQUEST**  
4530 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
05/01/2020

**Comments**

- The new DL syllabus with the requested revisions is attached. *(by Harnish,Stacy M on 04/30/2020 10:10 PM)*
- See 4-28-20 email to S. Harnish *(by Oldroyd,Shelby Quinn on 04/28/2020 02:51 PM)*
- 04.09.20: Please attach a copy of the in-person syllabus. *(by Haddad,Deborah Moore on 04/09/2020 04:02 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Harnish,Stacy M	04/09/2020 01:53 PM	Submitted for Approval
Approved	Fox,Robert Allen	04/09/2020 02:09 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	04/09/2020 04:02 PM	College Approval
Submitted	Harnish,Stacy M	04/10/2020 12:14 PM	Submitted for Approval
Approved	Fox,Robert Allen	04/10/2020 12:48 PM	Unit Approval
Approved	Haddad,Deborah Moore	04/10/2020 01:16 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	04/28/2020 02:51 PM	ASCCAO Approval
Submitted	Harnish,Stacy M	04/30/2020 10:10 PM	Submitted for Approval
Approved	Fox,Robert Allen	05/01/2020 06:25 AM	Unit Approval
Approved	Haddad,Deborah Moore	05/01/2020 08:26 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	05/01/2020 08:26 AM	ASCCAO Approval



# SYLLABUS SPHHRNG 4530

Introduction to Autism  
Spring 2021 – Online

## COURSE OVERVIEW

### Instructor

Instructor: Allison Bean, Ph.D., CCC-SLP

Email address: [bean.61@osu.edu](mailto:bean.61@osu.edu)

Phone number: 614-292-5664

Office hours: by appointment using CarmenZoom

### Course description

This course provides an overview of the identification and diagnosis of autism, scientific perspectives on etiology, and the neurobiological underpinnings of autism, as well as treatment components of autism.

### Course learning outcomes

By the end of this course, students should successfully be able to:

- Describe the characteristics of autism and how autism is identified
- Identify the genetic and neurobiological underpinnings of autism
- Describe best practice interventions and services for students with autism spectrum disorders
- Critically evaluate how autism is portrayed in the media

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### REQUIRED BOOKS

Sicile-Kira, C. (2014). *Autism Spectrum Disorder: The complete guide to understanding autism*. New York, NY: Penguin Group.

#### REQUIRED READINGS (LOCATED ON CARMEN)

Case-Smith, J., Weaver, L. L., & Fristad, M. A. (2015). A systematic review of sensory processing interventions for children with autism spectrum disorders. *Autism, 19*(2), 133-148.

- Courchesne, E. (2004). Brain development in autism: Early overgrowth followed by premature arrest of growth. *Mental Retardation and Developmental Disabilities Research Reviews*, 10(2), 106-111.
- Cynthia, C., Duck, M., McQuillan, R., Brazill, L., Malik, S., Hartman, L., . . . Jachyra\*, P. (2019). Exploring the role of physiotherapists in the care of children with autism spectrum disorder. *Physical & Occupational Therapy in Pediatrics*, 39(6), 614-628.
- Fakhoury, M. (2015). Autistic spectrum disorders: A review of clinical features, theories and diagnosis. *International Journal of Neuroscience*, 43, 70-77.
- Gernsbacher, M. A., Morson, E. M., & Grace, E. J. (2016). Language development in autism. *Neurobiology of language* (pp. 879-886) Elsevier.
- Levy, A., & Perry, A. (2011). Outcomes in adolescents and adults with autism: A review of the literature. *Research in Autism Spectrum Disorders*, 5(4), 1271-1282.
- Petrina, N., Carter, M., & Stephenson, J. (2014). The nature of friendship in children with autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 8(2), 111-126.
- Wu, C., & Chiang, C. (2014). The developmental sequence of social-communicative skills in young children with autism: A longitudinal study. *Autism*, 18(4), 385-392.
- Yates, K., & Le Couteur, A. (2016). Diagnosing autism/autism spectrum disorders. *Paediatrics and Child Health*, 26(12), 513-518.
- Yin, J., & Schaaf, C. P. (2017). Autism genetics—an overview. *Prenatal Diagnosis*, 37(1), 14-30.

## Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Exams (2 total)	135
Weekly discussion participation (10 points per week)	130
Case studies (10 points each)	30
Total	295

*See course schedule below for due dates.*

## Late assignments

Late submissions can receive up to 50% up to one week after the submission deadline. After one week, you will receive a grade of "0".

## Grading scale

93–100% (275 - 295 points): A  
 90–92.9% (266 - 274 points) : A-  
 87–89.9%(255 - 265 points): B+  
 83–86.9% (245 - 254 points): B  
 80–82.9% (236 - 244 points): B-  
 77–79.9% (228 - 235 points): C+  
 73–76.9% (216 - 227 points) : C  
 70 –72.9% (207 - 215 points): C-  
 67 –69.9% (198 - 206 points): D+  
 60 –66.9% (176 - 197 points) : D  
 Below 60% (0-175 points): E



## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

#### POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [\*Code of Student Conduct\*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; [www.ccs.osu.edu](http://www.ccs.osu.edu)) for assistance, support and advocacy. This service is free and confidential.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student

Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

## Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Academic and Student Services offered on the OSU Main Campus

An overview of and contact information for student academic services offered on the OSU main campus can be found here <http://advising.osu.edu/welcome.shtml>

An overview of and contact information for student services offered on the OSU main campus can be found here <http://ssc.osu.edu>

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		What is autism (Ch. 1)
2		The myths and history of autism (Ch. 2) Diagnosis and classification (Yates & LeCouteur, 2016)
3		<b>Case Study 1</b> Social development in autism (Wu & Chiang, 2014)
4		Language development in autism (Gernsbacher et al., 2016) School age children with autism (Petrina et al., 2014)
5		Adults with autism (Levy & Perry, 2011) <b>Case Study 2</b>
6		Etiology of autism (Ch. 3) Neurobiology of autism (Courchesne et al, 2004)
7		Neurobiology of autism (Courchesne et al, 2018) Genetics of autism (Yin & Schaff, 2017)
8		Theories of autism (Fakhoury, 2015) <b>Exam 1</b>
9		Introduction to intervention (Ch. 5) Vocational interventions (Seaman & Cannella-Malone, 2016)
10		Spring Break – No Class
11		Challenging behaviors & Functional communication training <b>Case Study 3</b>
12		Early behavioral interventions Augmentative and alternative communication
13		Physical therapy (Campos et al., 2019) Sensory processing interventions (Case-Smith et al., 2015)
14		Perspectives: Neurodiversity – Autistic people’s perspectives Families of autistic people (Bekhet et al., 2012)
Finals Week		<b>Exam 2</b>

### Weekly Discussion Participation Rubric

Points	Description
<b>10 - Excellent</b>	Posts twice during the week. The posts are related to the discussion prompt and demonstrate high-level integration of the readings, other class material, and other student's posts.
<b>9</b>	Posts twice during the week. The posts are related to the discussion prompt and demonstrate high-level integration of the readings, other class material, and 2-3 other posts.
<b>8</b>	Posts twice during the week. The posts are related to the discussion prompt and demonstrate high-level integration of the readings, other class material, and 1-2 other posts.
<b>7</b>	Posts twice during the week. The posts are related to the discussion prompt and demonstrate integration of the readings, other class material, and 2-3 other posts.
<b>6</b>	Posts twice during the week. The posts are related to the discussion prompt and demonstrate an integration of the readings, other class material, and 1-2 other posts.
<b>5 – Average</b>	Posts twice during the week. The posts are related to the discussion prompt and demonstrate an integration of the readings and other class material.
<b>4</b>	Posts twice during the week. The posts are related to the discussion prompt and demonstrate a surface level integration of the readings, other class material and/or 1-2 other posts.
<b>3</b>	Posts twice during the week. The posts are related to the discussion prompt and demonstrate a surface level integration of the readings and other class material.
<b>2</b>	Posts once during the week. The posts are related to the discussion prompt and demonstrate a surface level integration of the readings, other class material and/or 1-2 other posts.
<b>1</b>	Posts once during the week. The posts are related to the discussion prompt and demonstrate a surface level integration of the readings and other class material.
<b>0 - Needs Improvement</b>	Does not post during the week.

### Case Study 1 & 2 Rubric

Points	Description
Description of behavior	
<b>10 - Excellent</b>	<p>Provides a comprehensive description (i.e., at least 4 examples) of the individual's behavior across the following areas:</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> <li>• Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li> </ul>
<b>9</b>	<p>Provides a comprehensive description (i.e., includes 3-4) of the individual's behavior across the following areas:</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> <li>• Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li> </ul>
<b>8</b>	<p>Provides a comprehensive description (i.e., includes 2-3) of the individual's behavior across the following areas:</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p>

	<ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> </ul> <p>Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</p>
<b>7</b>	<p>Provides a comprehensive description (i.e., includes multiple examples) of the deficits in social communication and interaction but only one or two examples of RRBs</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> </ul> <p>Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</p>
<b>6</b>	<p>Provides a comprehensive description (i.e., includes multiple examples) of the individual's RRBs but only one or two examples of deficits in social communication and interaction</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> <li>• Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li> </ul>
<b>5 – Average</b>	<p>Provides a description (i.e., 1 or 2 examples) of the individual's behavior across the following areas:</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> </ul>



	<ul style="list-style-type: none"> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> <li>• Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li> </ul>
4	<p>Provides a description (i.e., 1 or 2 examples) of deficits in social communication and interaction and provides 2 examples of one type of RRB or one example of two types of RRBs</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> <li>• Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li> </ul>
3	<p>Provides a description (i.e., 1 or 2 examples) of the individual's behavior in social-emotional reciprocity or nonverbal communicative behaviors and provides 1 or 2 examples of RRBs</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> <li>• Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li> </ul>

2	<p>Provides a description (i.e., 1 or 2 examples) of the individual's behavior in social-emotional reciprocity or nonverbal communicative behaviors and does not provide any examples of RRBs</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> <li>• Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li> </ul>
1	<p>Provides a description (i.e., 1 or 2 examples) of the individual's behavior for a (deficits in social communication and interaction) or b (RRBs)</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> <li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li> <li>• Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li> </ul>
<b>0 - Needs Improvement</b>	<p>Does not provide a description of the individual's behavior across the following areas:</p> <p>a) Deficits in social communication and interaction</p> <ul style="list-style-type: none"> <li>• Social-emotional reciprocity</li> <li>• Nonverbal communicative behaviors</li> </ul> <p>b) RRBs</p> <ul style="list-style-type: none"> <li>• Stereotyped or repetitive speech, motor movements or use of objects</li> <li>• Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Highly restricted, fixated interests that are abnormal in intensity or focus</li><li>• Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</li></ul> |
|--|--|

### Case Study 3 Rubric

Points	Description
<b>Identification of interfering behavior function (5 points)</b>	
<b>5 - Excellent</b>	Correctly identifies the function of the behavior and uses at least 4 examples to indicate why this is the function that the behavior serves.
<b>4</b>	Correctly identifies the function of the behavior and uses 2-3 examples to indicate why this is the function that the behavior serves.
<b>3</b>	Correctly identifies the function of the behavior and uses 2 examples to indicate why this is the function that the behavior serves.
<b>2</b>	Correctly identifies the function of the behavior and uses 1 example to indicate why this is the function that the behavior serves.
<b>1</b>	Correctly identifies the function of the behavior but does not provide any examples to indicate why this is the function that the behavior serves.
<b>0</b>	Does not correctly identify the function of the behavior.
<b>Identification of replacement behavior (5 points)</b>	
<b>5</b>	<p>Identifies three replacement behaviors that:</p> <ul style="list-style-type: none"> <li>• serve the same function as the interfering behavior</li> <li>• allow the learner to get what he wants just as easily, or more easily, than the interfering behavior</li> </ul> <p>A detailed description is provided regarding how the behaviors:</p> <ul style="list-style-type: none"> <li>• serve the same function</li> <li>• allow the learner to get what he wants as easily</li> </ul>
<b>4</b>	<p>Identifies two replacement behaviors that:</p> <ul style="list-style-type: none"> <li>• serve the same function as the interfering behavior</li> <li>• allow the learner to get what he wants just as easily, or more easily, than the interfering behavior</li> </ul> <p>A detailed description is provided regarding how the behaviors:</p>

	<ul style="list-style-type: none"> <li>• serve the same function</li> <li>• allow the learner to get what he wants as easily</li> </ul>
<b>3</b>	<p>Identifies one replacement behavior that:</p> <ul style="list-style-type: none"> <li>• serves the same function as the interfering behavior</li> <li>• allows the learner to get what he wants just as easily, or more easily, than the interfering behavior</li> </ul> <p>A detailed description is provided regarding how the behavior:</p> <ul style="list-style-type: none"> <li>• serves the same function</li> <li>• allows the learner to get what he wants as easily</li> </ul>
<b>2</b>	<p>Identifies one replacement behavior that:</p> <ul style="list-style-type: none"> <li>• serves the same function as the interfering behavior</li> <li>• allows the learner to get what he wants just as easily, or more easily, than the interfering behavior</li> </ul> <p>A limited description is provided regarding how the behavior:</p> <ul style="list-style-type: none"> <li>• serves the same function</li> <li>• allows the learner to get what he wants as easily</li> </ul>
<b>1</b>	<p>Identifies one replacement behavior that:</p> <ul style="list-style-type: none"> <li>• serves the same function as the interfering behavior</li> <li>• allows the learner to get what he wants just as easily, or more easily, than the interfering behavior</li> </ul> <p>A limited description is provided regarding how the behavior:</p> <ul style="list-style-type: none"> <li>• serves the same function</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• allows the learner to get what he wants as easily</li> </ul>
<b>0</b>	Does not identify a replacement behavior that:

- serves the same function as the interfering behavior
- allows the learner to get what he wants just as easily, or more easily, than the interfering behavior

Or provide a detailed description regarding how the behavior:

- serves the same function

allows the learner to get what he wants as easily

**Introduction to Autism  
SHS 4530  
Course Syllabus**

**Instructor:** Allison Bean, Ph.D., CCC-SLP

**Office Hours:** Derby Hall Room 20  
T : 11-12:20 and by appointment

**Class Location:** Gateway Film Center House 2

**Office Address:** 101c Pressey Hall

**Time:** 2:30-3:40

**Email:** [bean.61@osu.edu](mailto:bean.61@osu.edu)

**Class Website:** Carmen

**Phone:** 292 – 5664

**Course Description:** This course provides an overview of the identification and diagnosis of autism, scientific perspectives on etiology, and the neurobiological underpinnings of autism, as well as treatment components of autism.

**LEARNING OBJECTIVES**

**Goals:**

1. Students will develop an understanding of the characteristics of autism and how autism is identified.
2. Students will develop an understanding of genetic and neurobiological underpinnings of autism.
3. Students will develop an understanding of best practice interventions and services for students with autism spectrum disorders.
4. Students will develop a strong knowledge base regarding the disorder and critically evaluate how autism is portrayed in the media

**Learning Objectives:**

1. Students will learn the history of the disorder and discuss possible reasons for the change in prevalence that has occurred in the last 20 years.
2. Students will discuss and evaluate strategies and approaches used in the identification and diagnosis of autism.
3. Students will learn scientific perspectives on the genetic and neurobiological underpinnings of autism.
4. Students will identify the wide range of empirically supported interventions available for the education and treatment of autism.
5. Students will critically evaluate how autism is portrayed in the media.

**Course Requirements**

**Exams (300 points)**

You will take **3 in-class exams (100 points each; 300 points total)**. These exams will consist of multiple choice questions; they will be based on material from readings, videos, class meetings (lectures, media).

The exams are non-cumulative but require understanding of previous material. You must take all exams as scheduled.

**Autism in the Media (25 points)**

Students will identify a recent news story about autism or an individual with autism and write a 2 page paper that summarizes the news story followed by a discussion of how the news story aligns with and differs from what has been discussed in class. Students must turn in a hard copy of the news article and their paper together.

## **Grading Summary**

1. Exam 1
2. Exam 2
3. Exam 3
4. Paper

## **Points**

100  
100  
100  
25  
**Total = 325**

## **Grading Scale (%)**

A	93-100	B	83-86	C+	77-79	D	63-66
A-	90-92	B-	80-82	C-	70-72	E	<63
B+	87-89	C	73-76	D+	67-69		

## **Required Books:**

Sicile-Kira, C. (2014). *Autism Spectrum Disorder: The complete guide to understanding autism*. New York, NY: Penguin Group.

## **Required Readings (located on Carmen):**

Bauminger-Zviely, N. (2014). School Age children with Autism. In Volkmar, F., Paul, R., Rogers, S. & Pelphrey, K.A. (Eds) *Handbook of Autism and Pervasive Developmental Disorders – Fourth Edition*. John Wiley & Sons, Inc.

Chawarska, K., Maracri, S.L., Volkmar, F., Kim, S., & Shic, F.. (2014) ASD in Infants and Toddlers. In Volkmar, F., Paul, R., Rogers, S. & Pelphrey, K.A. (Eds) *Handbook of Autism and Pervasive Developmental Disorders – Fourth Edition*. John Wiley & Sons, Inc.

Davis, N. & Carter, A. (2014). Social Development in Autism. In Volkmar, F., Paul, R., Rogers, S. & Pelphrey, K.A. (Eds) *Handbook of Autism and Pervasive Developmental Disorders – Fourth Edition*. John Wiley & Sons, Inc.

Ecker, C., Bookheimer, S. & Murphy, D. (2015). Neuroimaging in autism spectrum disorder: Structure and brain function across the lifespan. *Lance Nuerology, 14*, 1121-1134.

Fakhoury, M. (2015). Autistic spectrum disorders: A review of clinical features, theories and diagnosis. *International Journal of Neuroscience, 43*, 70-77.

Kim et al (2014). Language and Communication Development. In Volkmar, F., Paul, R., Rogers, S. & Pelphrey, K.A. (Eds) *Handbook of Autism and Pervasive Developmental Disorders – Fourth Edition*. John Wiley & Sons, Inc.

Robison (April, 2017). *The Controversy Around Autism and Nuerodiversity*. Psychology Today.  
<https://www.psychologytoday.com/us/blog/my-life-aspergers/201704/the-controversy-around-autism-and-neurodiversity>

Tager-Flusberg, H. & Kasari, C. (2013). Minimally verbal school-aged children with autism spectrum disorder: The neglected end of the spectrum. *Autism Research, 6*, 468-478.

Thomas, M.S.C., Davis, R., Karmiloff-Smith, A., Knowland, V.C.P., & Charman, T. (2016). The over-pruning hypothesis of autism. *Developmental Science, 19*, 284-305.

Volkmar, F. & Reichow, B. (2013). Autism in DSM-V: progress and challenges. *Molecular Autism, 4*, 1-6.



Wong et al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disabilities*, 45, 1951-1966.

**SCHEDULE OF LECTURES AND ASSIGNMENTS:**

	<b>WEEK</b>	<b>TOPIC</b>	<b>READING</b>
<b>Week 1:</b> (1/7 & 9)	T – TH –	Syllabus Review The Myths and History of autism	Chpt 1
<b>Week 2:</b> (1/14 & 16)	T – TH –	What is Autism Diagnosis & classification – an evolving concept	Chpt 2 Volkmar & Reichow (2013)
<b>Week 3:</b> (1/21 & 23)	T – TH –	Characteristics of individuals with ASD - overview Adults with autism [No Class – Video Lecture]	Review the DSM-V criteria Chpt 9
<b>Week 4</b> (1/28 & 1/30)	T – TH –	Characteristics of individuals with ASD – ADOS video Social Development in Autism	DSM-V criteria Davis & Carter (2014)
<b>Week 5:</b> (2/4 & 6)	T – TH –	Language and Communication Development ASD in Infants and Toddlers	Kim et al (2014) Chawarska et al. (2014)
<b>Week 6:</b> (2/11 & 13)	T – TH –	School Age children with Autism <b>Review</b>	Bauminger-Zviely (2014)
<b>Week 7:</b> (2/18 & 20)	T – TH –	<b>Exam #1</b> Etiology of ASD	Chpt 3.
<b>Week 8:</b> (2/25 & 27)	T – TH –	Neurobiology of ASD The Social Brain [No Class – Video Lecture]	Ecker et al. (2015) Volkmar (2011)
<b>Week 9:</b> (3/3 & 3/5)	T – TH –	<b>Review</b> <b>Exam #2</b>	
<b>Week 10:</b> (3/10 & 12)	T – TH –	<b>Spring Break - no Class</b>	
<b>Week 11:</b> (3/17 & 19)	T – TH –	Theories of autism Intervention	Fakhoury (2015) Chpt. 5
<b>Week 12:</b> (3/24 & 26)	T – TH –	Intervention - Anne Pilewskie Intervention – Anee Pilewskie	TBA TBA
<b>Week 13:</b> (3/31 & 4/2)	T – TH –	Intervention - Whitney Williams Identification of autism in the media paper due Intervention – Sam Lyle & Lindsey Paden Cargill	Wong et al. (2015) Tager-Flusberg & Kasari (2013)
<b>Week 14</b> (4/7 & 9)	T – TH –	Panel – adults with autism Neurodiversity	Chapter 6 Robison (2017)
<b>Week 15:</b> (4/14 & 16)	T – TH –	Panel – families of children with autism Review	
<b>Week 16:</b>		<b>Final Exam – Wed 4/22 2-3:45pm</b>	

## **CLASS POLICIES**

1. Lecture topics scheduled in this syllabus are subject to change. Any changes will be announced in class.
2. Exams: If you have to miss an exam due to a University recognized excuse, you must contact the instructor prior to the exam in order to arrange a make-up exam. Failure to do so will result in a zero on the exam. Documentation from a Student Health Center or private physician is required to receive a make-up exam if you are ill on the day of a test.
3. Late assignments will **not** be accepted for credit.
4. Regular attendance is expected, although it is not recorded. Class lectures follow the textbook; however, additional information is covered during lecture that may not be covered in the textbook. You are encouraged to attend class on a regular basis.
5. Cell Phones: The use of cell phones or pagers during class is prohibited. Please extend the courtesy to your classmates and the instructor by turning off your cell phone during class time.

## **Diversity**

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here:

<http://www.studentaffairs.osu.edu/bias/>

## **STUDENTS WITH DISABILITIES**

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

## **PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## **ACADEMIC MISCONDUCT**

Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** SPHHRNG 4530

**Instructor:** Allison Bean

**Summary:** Language Acquisition

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen Canvas</li> <li>• CarmenZoom</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen Discussion Boards</li> <li>• Peer reviews</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge via OSU site license.
6.4 The course technologies are current.	X			All are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Syllabus includes how to obtain this access.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 4/6/20
- Reviewed by: Ian Anderson

**Notes: Add dates to the weekly breakdown when known.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.