

## Term Information

Effective Term Autumn 2020  
*Previous Value* Autumn 2017

## Course Change Information

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

We are requesting a hybrid section and a distance learning section of this course.

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

To facilitate physical distancing and allow for flexibility with content delivery.

### 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 Graduate  
Course Number/Catalog 6150  
Course Title The SLPs Role Working with Individuals with Autism  
Transcript Abbreviation SLP Role-ASD  
Course Description This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.  
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  
Greater or equal to 50% at a distance  
Less than 50% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar, 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 Prereq: Grad standing, and coursework in language development, or permission of instructor.  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 51.0203  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

**Course goals or learning objectives/outcomes**

- Students will develop an understanding of the characteristics of autism and how autism is identified.
- Students will develop an understanding of social-communication development in individuals with autism.
- Students will develop an understanding of best practice interventions and services for students with autism spectrum disorders.
- 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.
- Students will discuss and evaluate strategies and approaches used in the identification and diagnosis of autism.
- Students will describe social-communication development in individual with autism.
- Students will identify theoretical frameworks and mechanisms of change across a wide range of empirically supported interventions available for the treatment of autism.

**Content Topic List** • Autism  
**Sought Concurrence** No

**COURSE CHANGE REQUEST**  
6150 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
05/12/2020

**Attachments**

- SPHHRNG 6150- TECH review.docx: ASC Tech Review- Hybrid  
*(Other Supporting Documentation. Owner: Harnish,Stacy M)*
- 6150\_hybrid\_syllabus\_Fall 2020.docx: Hybrid syllabus  
*(Syllabus. Owner: Harnish,Stacy M)*
- 6150\_online\_syllabus\_Fall 2020.docx: DL syllabus  
*(Syllabus. Owner: Harnish,Stacy M)*
- SPHHRNG 6150 all online- TECH review.docx: ASC Tech Review- DL  
*(Other Supporting Documentation. Owner: Harnish,Stacy M)*
- SHS 6150 Syllabus\_Fall 2017.docx: in person syllabus  
*(Other Supporting Documentation. Owner: Harnish,Stacy M)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Harnish,Stacy M	05/11/2020 05:41 PM	Submitted for Approval
Approved	Fox,Robert Allen	05/11/2020 09:11 PM	Unit Approval
Approved	Haddad,Deborah Moore	05/12/2020 08:51 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	05/12/2020 08:51 AM	ASCCAO Approval



# SYLLABUS SPHHRNG 6150

The SLPs Role Working with Individuals with Autism  
Autumn 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 Hours/Level: 3 hours/ Graduate

### Course description

This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.

### Course learning outcomes

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

- Describe the characteristics of autism and how autism is identified
- Understand how social-communication development in individuals with autism differs from typical social-communication development
- Identify best practice interventions and services for students with autism spectrum disorders

## 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

Prelock, P.A., & McCauley, R.J. (2012). Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions. Baltimore, MD: Brookes Publisher.

#### REQUIRED READINGS (LOCATED ON CARMEN)

Barton, E.,E., Harris, B., Leech, N., Stiff, L., Choi, G., & Joel, T. (2015). An analysis of state autism educational assessment practices and requirements. *Journal of Autism and Developmental Disorders*, 46, 737-748.

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

- Dean, M., Harwood, R. & Kasari, C. (2016). The art of camouflage: Gender differences in the social behaviors of girls and boys with autism spectrum disorder. *Autism, 21*, 678-689.
- Drysdale, H., van der Meer, L., & Kagohara, D. (2015). Children with autism spectrum disorder from bilingual families: a systematic review. *Review Journal of Autism and Developmental Disorders, 2*, 26-38.
- Dyches, T.T. (2011) Assessing diverse students with autism spectrum disorders. *The ASHA Leader, 16*, 12-15.
- Jiujia, M., Kelley, E., & Hall, L., (2017). Restricted, repetitive behaviors in autism spectrum disorder and obsessive compulsive disorder: A comparative review. *Child Psychiatry & Human Development, 48*, 944-959.
- Kim, S.H., Paul, R., Tager-Flusberg, H., & Lord, C. (2014). Language and communication in autism. In Eds (Volkmar, F., Paul, R., Rogers, S. & Pelphrey, K.A). *Handbook of Autism and Pervasive Developmental Disorders – Fourth Edition*. John Wiley & Sons, Inc.
- Hull, K., Petrides, K.V., Allison, C., Smuth, P., Baron-Cohen, S., Lai, M., & Mandy, W. (2017). “Putting on My Best Normal”: Social camouflaging in adults with autism spectrum conditions, *Journal of Autism and Developmental Disorders, 47*, 2519-2534.
- McCauley, R.J., Bean, A. & Prelock, P. (in press). Language assessment in autism spectrum disorders.
- Reichow, B., Volkmar, F.R., Cicchetti, D.V. (2008). Development of the evaluative method for evaluating and determining evidence based practices in autism. *Journal of Autism and Developmental Disorders, 38*, 1311-1319.
- Tager-Flusberg et al (2009). Defining spoken language benchmarks and selecting measures of expressive language development for young children with autism spectrum disorders. *Journal of Speech, Language and Hearing Research, 52*, 643-652.

## 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
Weekly Carmen Quizzes (13 total – 15 points each )	195
Rating the Evidence Project Paper	35
Weekly discussion participation (10 points per week)	130
Total	360

*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% (335 - 360 points): A  
 90–92.9% (324 - 334 points) : A-  
 87–89.9%(314 - 323 points): B+  
 83–86.9% (299 - 313 points): B  
 80–82.9% (288 - 298 points): B-  
 77–79.9% (278 - 287 points): C+  
 73–76.9% (263 – 277 points) : C  
 70 –72.9% (252 - 262 points): C-  
 67 –69.9% (242 - 251 points): D+  
 60 –66.9% (216 - 241 points) : D  
 Below 60% (0-215 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.**

## OTHER COURSE POLICIES

### 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	8/25-8/30	Syllabus review, defining autism, the role of the SLP Reading: ASHA Guidelines
2	8/31-9/6	Language Development in Autism & Bilingual Language Development in Autism Readings: Kim et al (2014) & Drysdale et al (2015) Carmen Quiz needs to be completed by 5pm 9/4
3	9/7-9/13	Social Development in Autism Readings: Davis & Carter (2014) Carmen Quiz needs to be completed by 5pm 9/11
4	9/14-9/20	Restricted Repetitive Behaviors Introduction to Intervention and Rating the Evidence Readings: Jiuja et al. (2017); Reichow et al (2008) Carmen Quiz needs to be completed by 5pm 9/18
5	9/21-9/27	Autism Diagnosis & Autism Diagnosis in Culturally and Linguistically Diverse Patients Readings: Barton et al (2015) & Dyches (2011) Carmen Quiz needs to be completed by 5pm 9/25
6	9/28-10/4	Assessing Language and Communication in Individuals with Autism Readings: Tager-Flusberg et al (2009) & McCauley et al (in press) Carmen Quiz needs to be completed by 5pm 10/2
7	10/5-10/11	Camouflaging in Autism Readings: Hull et al. (2017) & Dean et al (2016) Carmen Quiz needs to be completed by 5pm 10/9
8	10/12-10/18	Readings: Pivotal Response Treatment Readings: Chapter 12 Carmen Quiz needs to be completed by 5pm 10/14 <b>Autumn Break</b>
9	10/19-10/25	Early Behavioral Intervention & Early Social Interaction Project Readings: Chapters 4 & 9 Carmen Quiz needs to be completed by 5pm 10/23
10	10/26-11/1	Social Stories & Video Modeling Readings: Chapters 13 & 14 Carmen Quiz needs to be completed by 5pm 10/30
11	11/2-11/8	Enhanced Milieu Training & Peer-Mediated Support Interventions Readings: Chapters 8 & 10 Carmen Quiz needs to be completed by 5pm 11/6
12	11/9-11/15	Challenging Behaviors & Functional Communication Training

Week	Dates	Topics, Readings, Assignments, Deadlines
		Guest Speaker: Anne Pilewski Readings: Chapter 6 & TBA Carmen Quiz needs to be completed by 5pm 11/13
13	11/16-11/22	Challenging Behaviors & Minimally Verbal Children with Autism Readings: Chapter 3 & TBA Guest Speaker: Anne Pilewski Carmen Quiz needs to be completed by 5pm 11/20
14	11/23-11/29	Minimally Verbal Children with Autism Readings: TBA Guest Speakers: Lindsey Cargill & Samantha Lyle <b>Thanksgiving Break</b>
15	11/30-12/6	Joint Attention Intervention Readings: Chapter 7 Carmen Quiz needs to be completed by 5pm 12/4
16	12/7-9	Wrap up class <b>EBP papers due</b>
Finals Week		

### Weekly Discussion Participation Rubric

<b>Points</b>	<b>Description</b>
<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.

### Assessment Case Study Rubric

The purpose of this in-class activity is to provide you with an opportunity to apply the information that you have learned regarding assessment and language development in individuals with autism to a case study. You will be provided a description of an individual who is coming in for an assessment similar to what you would receive prior to an individual coming in to an assessment in a clinical setting. Depending on the age of the individual, this person may or may not have already received an autism diagnosis. Based on the information provided you will create an assessment plan. The assessment plan will include a discussion of what particular skills are most important to assess for this particular individual based on the information provided, a description of the assessments that will be used during the evaluation (this should include what information each assessment will provide), and a list of any additional information that you would like to get prior to the assessment.

Points (15 total)	Description
7	Identify what areas you are most concerned about assessing and why these areas are of particular importance.
6	List the battery of assessments that you will use ( keep in mind that each evaluation will only last for one hour) and what information each assessment will provide.
2	Indicate what additional information you will like to get prior to the evaluation

### Theory & Mechanism Chart

The purpose of this assignment is to provide you with an opportunity to make a clear connection between the theoretical framework that is being used to motivate a specific intervention to the intervention itself. In addition you will be asked to identify the mechanism of change (i.e., what is causing the change).

Theory & Mechanism Chart Rubric:

Intervention	Theoretical Framework (1 point each)	Mechanism of Change (1 point each)
Pivotal Response Treatment		
Early Behavioral Intervention		
Early Social Interaction Project		
Social Stories		
Video Modeling		
Enhanced Milieu Training		
Peer-Mediated Support Interventions		
Functional Communication Training		
Joint Attention Intervention		
AAC		



## Rating the Evidence Project

This assignment will be completed in small groups of no more than 5 students. Groups will be determined by which interventions students sign up for on the assigned date. This project will consist of two parts. One part will be a paper that describes the intervention and the state of the evidence. The second part will be a round table presentation where students talk about the intervention they examined, describe the intervention, and provide an analysis of the state of the evidence for this intervention.

### Paper Rubric:

#### Paper:

Points	Description
10	Intervention Description: Describe what the intervention is used to target, the theoretical framework, mechanism of change, dosage, population, and how the intervention is implemented.
15	Evidence Based Table: Be sure to include the following information – article authors, study design, target treatment, comparison treatment or condition, participant characteristics, quality rating, outcome measures, results, effect size
5	Based on your findings indicate the level of evidence (strong, adequate, weak) for the intervention and how you came to this conclusion

### Evidence Based Table Example

Article	Study design	Target treatment	Comparison treatment or condition	Participant characteristics	Reichow Scale Quality Rating	Outcome measures	Results	Effect Size
<i>Jurgens, Anderson, &amp; Moore (2009)</i>	<i>SSRD N=1</i>	<i>PECS</i>	<i>Baseline</i>	<i>A child 3.7 years of age with a diagnosis of ASD</i>	<i>Adequate</i>	<i>PECS requests and verbal requests</i>	<i>Verbal requests increased from 0 at baseline to 2.6.  PECS requests were variable starting at 0 at baseline and</i>	<i>PND=5%  PND = 0%</i>

							<i>remainin g at 0.</i>	
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# SYLLABUS

# SPHHRNG 6150

The SLPs Role Working with Individuals with Autism  
Autumn 2021 – Hybrid

## 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 in person or using CarmenZoom

Course Hours/Level: 3 hours/ Graduate

Schedule: In-person classroom meetings Thursday 9-10:20 am

### Course description

This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.

### Course learning outcomes

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

- Describe the characteristics of autism and how autism is identified
- Understand how social-communication development in individuals with autism differs from typical social-communication development
- Identify best practice interventions and services for students with autism spectrum disorders

## HOW THIS COURSE WORKS

**Mode of delivery:** This is a hybrid course 50% of the course will take place online and 50% of the course will take place in the classroom. For the online portion of the course there are no required

sessions when you must be logged in to Carmen at a scheduled time. The in-person portions of the course will take place on Thursday from 9-10:20 am in Pressey Hall room 35.

**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.

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- **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 in-person activities for attendance: ONCE PER WEEK**  
You are expected to attend class on Tuesday from 9-10:20 am. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### REQUIRED BOOKS

Prelock, P.A., & McCauley, R.J. (2012). Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions. Baltimore, MD: Brookes Publisher.

#### REQUIRED READINGS (LOCATED ON CARMEN)

Barton, E.,E., Harris, B., Leech, N., Stiff, L., Choi, G., & Joel, T. (2015). An analysis of state autism educational assessment practices and requirements. *Journal of Autism and Developmental Disorders*, 46, 737-748.

- Davis, N.O., & Carter, A.S. (2014). Social development in autism. In Eds (Volkmar, F., Paul, R., Rogers, S. & Pelphrey, K.A). *Handbook of Autism and Pervasive Developmental Disorders – Fourth Edition*. John Wiley & Sons, Inc.
- Dean, M., Harwood, R. & Kasari, C. (2016). The art of camouflage: Gender differences in the social behaviors of girls and boys with autism spectrum disorder. *Autism, 21*, 678-689.
- Drysdale, H., van der Meer, L., & Kagohara, D. (2015). Children with autism spectrum disorder from bilingual families: a systematic review. *Review Journal of Autism and Developmental Disorders, 2*, 26-38.
- Dyches, T.T. (2011) Assessing diverse students with autism spectrum disorders. *The ASHA Leader, 16*, 12-15.
- Jiujia, M., Kelley, E., & Hall, L., (2017). Restricted, repetitive behaviors in autism spectrum disorder and obsessive compulsive disorder: A comparative review. *Child Psychiatry & Human Development, 48*, 944-959.
- Kim, S.H., Paul, R., Tager-Flusberg, H., & Lord, C. (2014). Language and communication in autism. In Eds (Volkmar, F., Paul, R., Rogers, S. & Pelphrey, K.A). *Handbook of Autism and Pervasive Developmental Disorders – Fourth Edition*. John Wiley & Sons, Inc.
- Hull, K., Petrides, K.V., Allison, C., Smuth, P., Baron-Cohen, S., Lai, M., & Mandy, W. (2017). “Putting on My Best Normal”: Social camouflaging in adults with autism spectrum conditions, *Journal of Autism and Developmental Disorders, 47*, 2519-2534.
- McCauley, R.J., Bean, A. & Prelock, P. (in press). Language assessment in autism spectrum disorders.
- Reichow, B., Volkmar, F.R., Cicchetti, D.V. (2008). Development of the evaluative method for evaluating and determining evidence based practices in autism. *Journal of Autism and Developmental Disorders, 38*, 1311-1319.
- Tager-Flusberg et al (2009). Defining spoken language benchmarks and selecting measures of expressive language development for young children with autism spectrum disorders. *Journal of Speech, Language and Hearing Research, 52*, 643-652.

## 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](https://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
Weekly Carmen Quizzes (13 total – 15 points each )	195
Assessment Case Study	15
Theory and Mechanism Chart	20
Rating the Evidence Project Paper	35
Rating the Evidence Roundtable Presentation	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**.

## OTHER COURSE POLICIES

### 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	8/25-8/27	Syllabus review, defining autism, the role of the SLP Reading: ASHA Guidelines
2	8/31-9/3	Language Development in Autism & Bilingual Language Development in Autism Readings: Kim et al (2014) & Drysdale et al (2015) Carmen Quiz needs to be completed by 5pm 9/2
3	9/7-9/10	Social Development in Autism Readings: Davis & Carter (2014) Carmen Quiz needs to be completed by 5pm 9/9
4	9/14-9/17	Restricted Repetitive Behaviors Introduction to Intervention and Rating the Evidence Readings: Jiuja et al. (2017); Reichow et al (2008) Carmen Quiz needs to be completed by 5pm 9/16
5	9/21-9/24	Autism Diagnosis & Autism Diagnosis in Culturally and Linguistically Diverse Patients Readings: Barton et al (2015) & Dyches (2011) Carmen Quiz needs to be completed by 5pm 9/23
6	9/28-10/1	Assessing Language and Communication in Individuals with Autism Readings: Tager-Flusberg et al (2009) & McCauley et al (in press) Carmen Quiz needs to be completed by 5pm 9/30
7	10/5-10/8	Camouflaging in Autism Readings: Hull et al. (2017) & Dean et al (2016) Carmen Quiz needs to be completed by 5pm 10/7
8	10/12-10/15	Readings: Pivotal Response Treatment Readings: Chapter 12 Carmen Quiz needs to be completed by 5pm 10/14 <b>Autumn Break no in person meeting on Thursday 10/15</b>
9	10/19-10/22	Early Behavioral Intervention & Early Social Interaction Project Readings: Chapters 4 & 9 Carmen Quiz needs to be completed by 5pm 10/21
10	10/26-10/29	Social Stories & Video Modeling Readings: Chapters 13 & 14 Carmen Quiz needs to be completed by 5pm 10/28
11	11/2-11/5	Enhanced Milieu Training & Peer-Mediated Support Interventions Readings: Chapters 8 & 10 Carmen Quiz needs to be completed by 5pm 11/4
12	11/9-11/12	Challenging Behaviors & Functional Communication Training Guest Speaker: Anne Pilewski Readings: Chapter 6 & TBA

Week	Dates	Topics, Readings, Assignments, Deadlines
		Carmen Quiz needs to be completed by 5pm 11/11
13	11/16-11/19	Minimally Verbal Children with Autism Readings: Chapter 3 & TBA Guest Speakers: Lindsey Cargill & Samantha Lyle Carmen Quiz needs to be completed by 5pm 11/15
14	11/23-11/26	Joint Attention Intervention Readings: Chapter 7 Carmen Quiz needs to be completed by 5pm 11/25 <b>Thanksgiving Break no in person meeting on Thursday 11/26</b>
15	11/30-12/3	EBP Roundtables
14	12/7-9	<b>No in person meeting Wed 12/9 is the last day of classes</b>
Finals Week		EBP Roundtables

### Assessment Case Study Rubric

The purpose of this in-class activity is to provide you with an opportunity to apply the information that you have learned regarding assessment and language development in individuals with autism to a case study. You will be provided a description of an individual who is coming in for an assessment similar to what you would receive prior to an individual coming in to an assessment in a clinical setting. Depending on the age of the individual, this person may or may not have already received an autism diagnosis. Based on the information provided you will create an assessment plan. The assessment plan will include a discussion of what particular skills are most important to assess for this particular individual based on the information provided, a description of the assessments that will be used during the evaluation (this should include what information each assessment will provide), and a list of any additional information that you would like to get prior to the assessment.

Points (15 total)	Description
7	Identify what areas you are most concerned about assessing and why these areas are of particular importance.
6	List the battery of assessments that you will use ( keep in mind that each evaluation will only last for one hour) and what information each assessment will provide.
2	Indicate what additional information you will like to get prior to the evaluation

### Theory & Mechanism Chart

The purpose of this assignment is to provide you with an opportunity to make a clear connection between the theoretical framework that is being used to motivate a specific intervention to the intervention itself. In addition you will be asked to identify the mechanism of change (i.e., what is causing the change).

Theory & Mechanism Chart Rubric:

Intervention	Theoretical Framework (1 point each)	Mechanism of Change (1 point each)
Pivotal Response Treatment		
Early Behavioral Intervention		
Early Social Interaction Project		
Social Stories		
Video Modeling		
Enhanced Milieu Training		
Peer-Mediated Support Interventions		
Functional Communication Training		
Joint Attention Intervention		
AAC		

## Rating the Evidence Project

This assignment will be completed in small groups of no more than 5 students. Groups will be determined by which interventions students sign up for on the assigned date. This project will consist of two parts. One part will be a paper that describes the intervention and the state of the evidence. The second part will be a round table presentation where students talk about the intervention they examined, describe the intervention, and provide an analysis of the state of the evidence for this intervention.

### Paper Rubric:

#### Paper:

Points	Description
10	Intervention Description: Describe what the intervention is used to target, the theoretical framework, mechanism of change, dosage, population, and how the intervention is implemented.
15	Evidence Based Table: Be sure to include the following information – article authors, study design, target treatment, comparison treatment or condition, participant characteristics, quality rating, outcome measures, results, effect size
5	Based on your findings indicate the level of evidence (strong, adequate, weak) for the intervention and how you came to this conclusion

### Evidence Based Table Example

Article	Study design	Target treatment	Comparison treatment or condition	Participant characteristics	Reichow Scale Quality Rating	Outcome measures	Results	Effect Size
<i>Jurgens, Anderson, &amp; Moore (2009)</i>	<i>SSRD N=1</i>	<i>PECS</i>	<i>Baseline</i>	<i>A child 3.7 years of age with a diagnosis of ASD</i>	<i>Adequate</i>	<i>PECS requests and verbal requests</i>	<i>Verbal requests increased from 0 at baseline to 2.6.  PECS requests were variable starting at 0 at baseline and</i>	<i>PND=5%  PND = 0%</i>

							<i>remaining at 0.</i>	
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**Roundtable Presentation Rubric:**

**Paper:**

Points	Description
5	Intervention Description: Describe what the intervention is used to target, the theoretical framework, mechanism of change, dosage, population, and how the intervention is implemented.
5	Summary of the evidence: summarize the quantity and quality of the research as well as the results
5	Conclusion: Based on your findings indicate the level of evidence (strong, adequate, weak) for the intervention and how you came to this conclusion



The Ohio State University  
Speech and Hearing Sciences

SHS 6150

Credit Hours: 3  
Course Level: Graduate  
Schedule: Tuesday & Thursday  
7:30-8:50 am  
Pressey Hall  
Rm 35

Instructor: Allison Bean Ellawadi,  
Ph.D., CCC-SLP  
Office Room: 101C  
Office Hours: By appointment  
Office Phone: 614-292-5664  
E-mail: ellawadi.1@osu.ed

**Course Description:**

This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.

**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 social-communication development in individuals with autism.
3. Students will develop an understanding of best practice interventions and services for students with autism spectrum disorders.

**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 describe social-communication development in individual with autism.
4. Students will identify theoretical frameworks and mechanisms of change across a wide range of empirically supported interventions available for the treatment of autism.

**ASHA Standards Addressed:**

III-C: Students will be able to demonstrate knowledge of the nature of speech, language, hearing and communication disorders.

III-D: Students will be able to demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for children with communication disorders.

**Learning Objectives/Knowledge Outcomes:**

Autism Spectrum Disorders

1. Define autism spectrum disorders.
2. Describe different types of intervention approaches used with individuals with ASD
3. Describe techniques that may be used to support the individual, environment and communication partner to maximize opportunities for individuals with ASD.

**Required Texts:**

Prelock, P.A., & McCauley, R.J. (2012). Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions. Baltimore, MD: Brookes Publisher.

**Required Readings:** Will be available on carmen

American Speech-Language-Hearing Association. (2006b). *Principles for Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span* [Technical Report]. Available from [www.asha.org/policy](http://www.asha.org/policy)

Gernsbacher, M. A., Morson, E. M., & Grace, E. J. (2015). Language development in autism. *Neurobiology of Language*, 879-86.

Barbaro, J., & Dissanayake, C. (2016). Diagnostic stability of autism spectrum disorder in toddlers prospectively identified in a community-based setting: Behavioural characteristics and predictors of change over time. *Autism*, 1, 11.

Constantino, J. N., & Charman, T. (2016). Diagnosis of autism spectrum disorder: reconciling the syndrome, its diverse origins, and variation in expression. *The Lancet Neurology*, 15(3), 279-291.

Dawson, G., Jones, E. J., Merkle, K., Venema, K., Lowy, R., Faja, S., ... & Smith, M. (2012). Early behavioral intervention is associated with normalized brain activity in young children with autism. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51(11), 1150-1159.

Hambly, C. & Fombonne, E. (2012). The impact of bilingual environments on early language development in children with autism spectrum disorders. *Journal of Autism and Developmental Disabilities*, 42, 1342-1352

Leonard, et al. (2010) Unpacking the complex nature of the autism epidemic. *Research in Autism Spectrum Disorders*, 4, 548-554.

Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. *Journal of autism and developmental disorders*, 38(7), 1311-1319.

Tager-Flusberg, H., Rogers, S., Cooper, J., Landa, R., Lord, C., Paul, R., Rice, M., Stoel-Gammon, C., Wetherby, A., & Yoder, P. (2009). Defining spoken language benchmarks and selecting measures of expressive language development for young children with autism spectrum disorders. *Journal of Speech, Language, and Hearing Research*, 52, 643-652.

Volkmar, F. & McPartland, J.C. (2014). From Kanner to DSM-5: Autism as an evolving diagnostic concept. *Annual Review of Clinical Psychology*, 10, 193-212.

**Additional Resources:**

Autism Navigator <http://autismnavigator.com/>

Autism Internet Modules (AIM) <http://www.autisminternetmodules.org/>  
You must create an account to log into this website.

The National Professional Development Center on Autism Spectrum Disorders  
<http://autismpdc.fpg.unc.edu/>

**Methods of Instruction:**

Lecture, hands-on-learning activities, and web-based learning activities

**Grading:**

Your final grade will be based upon the following:

**Test (40 points).** There will be 1 test at the send of section 1. This test will be comprised of short answer questions and will key concepts.

**Video Analysis (20 points):** Students will watch a 30-minute video segment in class and describe the social and communication features observed during the segment and indicate whether the observed features are or are not consistent with the features of autism.

**Rating the evidence project (40 points).** Students will chose to examine the quality of evidence related to an intervention that is not discussed in class. Students must submit what intervention to Dr. Ellawadi by the date listed on the syllabus. This project will consist of two parts. One part will be a paper that describes the intervention and the state of the evidence. The second part will be a brief presentation where students talk about the intervention they examined, describe the intervention, and provide an analysis of the state of the evidence for this intervention

**Grading Summary**

**Points**

- |                                |    |
|--------------------------------|----|
| 1. Exam 1                      | 40 |
| 2. Video Analysis              | 20 |
| 3. Rating the evidence project | 40 |

**Total = 100**

**Grading Scale:**

A	93-100% (93-100 points)	C+	77-79% (77-79 points)
A-	90-92% (90-92 points)	C	73-76% (73-76 points)
B+	87-89% (87-89 points)	C-	70-72% (70-72 points)
B	83-86% (83-86 points)	D+	67-69% (67-69 points)
B-	80-82% (80-82 points)	D	60-66% (60-66 points)
		E	<60% (less than 60 points)

**SCHEDULE OF LECTURES AND ASSIGNMENTS:**

	<b>WEEK</b>	<b>TOPIC</b>	<b>READING</b>
<b>Week 1:</b> 8/22 & 24	T – TH –	Syllabus Review Diagnosis & classification (an evolving concept) Changes in prevalence (Is there an autism epidemic?)	Leonard et al. (2010); Volkmar & McPartland (2014)
<b>Week 2:</b> 8/92 & 31	T – TH –	SFARI summer institute: Familial Risk Factors & Comorbidity Dr. Bailey (2 hour video lecture – no class) The Role of the SLP	ASHA (2006)
<b>Week 3:</b> 9/5 & 7	T – TH –	Language & Social Comm. Yale Autism Series Comm. in Autism Dr. Paul (2 hour video lecture – no class) SFARI summer institute: ASD in Adulthood Dr. Howlin (2 hour video lecture – no class)	Gernsbacher et al. (2015) Mahan & Kozlowksi (2011)
<b>Week 4</b>  9/12 & 14	T – TH –	Language development in children with autism who are bilingual  SFARI summer institute: The Broader Autism Phenotype Dr. Constantino (2 hour video lecture – no class)	Hambly & Fombonne (2012)
<b>Week 5:</b> 9/19 & 21	T – TH –	<b>Test #1</b> Introduction to screening and diagnosis SFARI summer institute: Autism Diagnosis Dr. Lord (2 hour video lecture – no class)	
<b>Week 6:</b> 9/26 & 28	T –  TH –	Video Analysis practice  In class assignment - video Analysis	Barbaro & Dissanayake (2016) Constantino & Charman (2016)
<b>Week 7:</b> 10/3 & 5	T – TH –	SFARI summer institute: Structural Inequalities in diagnosis and services for autism Dr. Singh (2 hour video lecture – no class) Treatment - rating the evidence - <b>students must indicate what intervention they will be doing their intervention project on</b>	Reichow et al. 2007
<b>Week 8:</b> 10/10 & 12	T – TH –	<i>OSSPEAC Conference – No Class</i> <i>Autumn Break – No Class</i>	
<b>Week 9:</b> 10/17 & 19	T – TH –	Early Behavioral Intervention & Functional Communication Training Video Modeling	Chpt 6 Suppl. reading (Chpt 4) Chpt 13
<b>Week 10:</b> 10/24 & 26	T – TH –	SFARI summer institute: Parent and Family led intervention Dr. Kasari (2 hour video lecture – no class) Early social interaction project	Chpt 7 Chpt. 9
<b>Week 11:</b>	T –	Pivotal Response Treatment	Chpt 12

10/31 & 11/2	TH –	SFARI summer institute: Dr. Koegel (2 hour video lecture – no class) Social Stories	Chpt 14
<b>Week 12:</b> 11/7 & 9	T – TH –	Social Thinking Programs - Guest Lecturer Yolanda Rory <b>** Class starts at 8 am ***</b> <i>ASHA convention – no class</i>	TBA
<b>Week 13:</b> 11/14 & 16	T – TH –	OICALI Social Competence 1-4 (video lectures – no class) Peer-Mediated Support Interventions	Chpt 10
<b>Week 14:</b> 11/21 & 23	T – TH –	Catch-up class <i>Thanksgiving Break – No Class</i>	
<b>Week 15:</b> 11/28 & 30	T – TH –	Rating the evidence presentation Rating the evidence presentation	
<b>Week 16:</b> 12/5	T –	Rating the evidence presentation	
<b>Final</b>	TBA	Rating the evidence presentation	

**Laptop use:** The use of laptops is permitted during class for note taking purposes only

### **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; email [slds@osu.edu](mailto:slds@osu.edu); website [slds.osu.edu](http://slds.osu.edu).

### **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.

## Video Analysis

For each assigned video document the following:

Area	Points
Description of observed social-communication skills	4.5
Indicate whether or not restricted repetitive behaviors are observed (if they are observed provide examples)	4.5
Indicate whether the observed features are or are not consistent with the features of autism.	1



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

**Course: SPHHRNG 6150**

**Instructor: Allison Bean**

**Summary:** The SLP's role Working with Individuals with Autism.

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</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenZoom</li> <li>• CarmenWiki</li> <li>• Carmen Discussion Boards</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are 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			Instructions are provided
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				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: 5/4/20
- Reviewed by: Ian Anderson

**Notes: This is good to go!**

<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.

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

**Course: SPHHRNG 6150**

**Instructor: Allison Bean**

**Summary:** The SLP's role Working with Individuals with Autism.

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</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• CarmenZoom</li> <li>• CarmenWiki</li> <li>• Carmen Discussion Boards</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are 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			Instructions are provided
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				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: 5/11/20
- Reviewed by: Ian Anderson

**Notes: This is good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
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