Course: EDUC 586 Teaching Students on the Autism Spectrum—Online MEd

Course Instructor: Suzanne Stolz
Semester: Spring 2014

Instructor's Contact Information

Office Phone   (619) 260-2707

Receiving Email   All email correspondence will occur within the Blackboard environment, using the messaging function. All messages will be answered within 24 hours except on weekends when it will be 48 hours. It is imperative that you log in to Blackboard regularly to check your correspondence. In the event that Blackboard becomes inaccessible and urgent correspondence about the course is necessary, you can contact the instructor by email at sstolz@sandiego.edu.

Course Description & Information

Course Description   This course is an exploration of our evolving understanding of autism in the research literature, educational practice, and popular imagination. The focus lies in examining and applying instructional strategies for supporting autistic students in communication, organization, and social interaction.

Online Learning Expectations   To be successful academically, online students must be able to navigate and search the web, use email, attach and upload documents, download and save files, and have access to and use Microsoft Word, Excel and PowerPoint. It is also expected of all students to be familiar with multi-media and related video-production software (QuickTime, Flash, etc.) as well as free downloadable communication systems such a Skype. Please refer to the new student orientation course if you have questions on any of these items.

Required Textbook   Kluth, P. (2010). *You're Going to Love This Kid: Teaching Students with Autism in the Inclusive Classroom*. Baltimore, MD: P.H. Brookes.

Valle, J. W., & Connor, D. J. (2011). *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*. New York, NY: McGraw-Hill.

Technological Requirements and Troubleshooting

Course Access and Navigation

All course-related information is posted on the Blackboard e-learning platform and can be accessed through the USD student portal.

http://ole.sandiego.edu

Recommended Browser

Firefox is the recommended browser for use with Blackboard on both the Mac and PC. The Final Release Channel version of Firefox is listed as certified or compatible with Blackboard.
Chrome (Mac/Windows) is also a supported browser.

Blackboard lists the most current browser compatibility information on its site, here. (www.blackboard.com)

If you're having browser issues or your browser is locking up, try clearing your browser's cache. Instructions for clearing your cache on the most common browsers are found here. (http://www.wikihow.com/Clear-Your-Browser%27s-Cache)

If components of your course are missing or broken, check to see whether your system is running the most current version of Java. (http://www.java.com/en/)

Windows Users: Test your version of Java here: http://www.java.com/en/download/testjava.jsp
Mac Users: Click: Apple > Software Update

You can download the latest version of Java here (http://www.java.com/en/).

Plugins

The Adobe Reader Plugin is required for some content in this course. Users may need to download and install the most current version of Adobe Reader, which includes the plugin. Visit Adobe's website (http://www.adobe.com/products/reader.html) to download the most current version for your system.

Some Mac users may experience further issues when using Safari or Firefox. The best known solution is a free plugin download called Schubert|it PDF Browser Plugin (http://www.schubert-it.com/pluginpdf/).

Please clear your browser's cache and restart your browser after installing the plug-in.

Firefox: Firefox menu > Preferences > Advanced > Network > Offline Storage > Clear Now

The **QuickTime Plugin** is required for some content in this course. Windows

users may need to download and install the QuickTime Plugin. To install the

QuickTime Plugin in Firefox, follow Mozilla's instructions (http://support.mozilla.org/en-US/kb/quicktime-plugin-play-audio-and-video?redirectlocale=en-US&redirectslug=Using+the+QuickTime+plugin+with+Firefox). To Install QuickTime in other browsers or update QuickTime in Windows, visit Apple's QuickTime download page (http://www.apple.com/quicktime/download/).

Technical Support   ITS Help Desk
(619) 260-7900
help@sandiego.edu

For basic questions you can contact the Program Coordinator during regular business hours.

Course Learning Objectives

21st Century Skills
- Develop critical thinking skills to examine historical and contemporary views of autism that impact students with autism and how schools serve them.
- Utilize critical thinking skills to evaluate various autism organizations through an exploration of their websites.
- Participate in discussion on broadening concepts of how to facilitate effective communication in classrooms.
- Develop an understanding of how the emergence of an autistic community has been enabled by the growth of new technologies.
- Develop the capacity to articulate and communicate an in-depth understanding of behavior as personal and contextual.
- Design lessons with consideration for a diverse group of learners, including students with autism, and for nurturing the strengths of all students.

Equity and Social Justice
- Recognize stereotypical views of autism in the media, in common discourse, and in classrooms and consider the impact of those stereotypes on students.
- Develop an understanding of the barriers to friendship and social interaction faced by many students with autism.
- Develop an understanding of the historical legacy of deficit models, the opposing "resistance to the cultural denial of competence," and evident impact on students with autism and other disabilities.
- Engage in problem-solving to address the misuse of power in managing student behavior through restraint and seclusion.
- Develop plans for teaching students to be critical of norms and the pressure to uphold norms and to be understanding of human diversity.

Classroom Inquiry
- Analyze the environment of a classroom and discuss strategies for enhancing the comfort of the classroom for students with autism.
- Demonstrate an ability to think critically about the experience of individuals with autism and construct a list of interview questions to elicit information about an individual.
- Assess the literacy needs of students and develop a literacy plan utilizing research-based strategies.

- Assess the individual and whole group student support needs and write a list of behavioral objectives and possible supports.
- Analyze the implementation and outcomes of using an inclusive pedagogical strategy.
- Engage in thoughtful communication to learn about the experiences of an individual with autism and construct a plan for supporting that individual through teaching practices.

Course Grading and Evaluation

Grading Criteria   The following are the assignments to be used in assessing student performance. The related grading weight is based on a 1000 point system:

Points	Percentage	Assignment
195	19.5%	Discussion Forum Participation
90	9%	Reflection Journal
300	30%	Modular Assignments
415	41.5%	Applied Project Assignments
1000pts	**100%**	**Total**

Grading Breakdown

Points Earned	Grade
940-1000	A
900-939	A-
870-899	B+
830-869	B
800-829	B-
760-799	C+
730-759	C
690-729	C-
660-689	D+
630-659	D
600-629	D-
0-599	F

Discussion Board Criteria   Every module includes a forum with 2 discussion questions. An initial response to each thread prompt is due by day 4 of the week assigned. Each initial response is worth up to 5 points. Participants are also expected to engage actively in ongoing conversation with classmates in the discussion threads by the end of the lesson: participants may earn up to 3 points per conversation post on up to 5 conversation posts per lesson.

ADA Compliance   The University of San Diego is committed to promoting knowledge and academic excellence for all learners. The University of San Diego's Disability Services helps students with verified disabilities obtain meaningful academic accommodations and support to help improve access to Professional and Continuing Education programs and

courses.

If you are a student who would like to be considered for academic accommodations, please visit the [Disability Services website](#) and follow the instructions under [Requesting Services](#).

Make-Up & Late Work	Late assignments will NOT be accepted unless there are significant extenuating circumstances, and we discuss this matter in advance of the assignment deadline.
Grade of Incomplete	The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work **no later than the end of the tenth week of the next regular semester**, otherwise the "I" grade will become a permanent "F."
Extra Credit	There are no opportunities for extra credit in this course.

Learner Responsibilities

Research has shown that online students are self-starters and highly motivated. The fact that you sought out this learning experience and are enrolled in an online class attests to that fact. You may have taken an online class prior to this, or this could be your first experience with online education. Taking some time to plan for your course of study can yield benefits and help ensure success.

Time Commitment	Any course of study requires a "time" for class. This online instructional environment requires you to arrange your schedule to allow time for you to "attend" class on a regular basis each week. The time you select is not important, but it is important that you log into your Blackboard course and complete the activities and assignments on a regular basis. You can expect to spend about 16 – 18 hours per week in the class. Online forum discussions are more valuable when all members of the group participate. Waiting until the last minute of the final due date for postings to log into the course does not contribute to the dialog. Planning a space and time for studying and accessing the course is paramount to your success.
Student Conduct/ Netiquette	Online learning brings together students from diverse locations and populations. This creates potential for a rich learning community and also creates a need for thoughtful, courteous communications. Use a professional and collegial tone in course dialogue. Refrain from using inappropriate or offensive language. Humor can be sometimes be a challenge because of the lack of cues such as facial and body gestures and voice inflection in the online forums. Be sensitive to these limitations and respectful to all participants.
Building Community	University of San Diego online courses are designed to be community-centered learning environments. This means that the courses are designed to foster connections among the participants as you explore of common learning goals and interests. Each student is an individual, adult learner, bringing unique characteristics and experiences to the online classroom. Online learning

experiences can be optimized when students and the instructor get to know each other. Learn to use all the course tools and begin creating connections right away. Building a classroom community helps ensure successful learning. It is the responsibility of all members of class to foster social and information interactions. Thoughtfully share a bit about yourself, your ideas, experiences and new knowledge in the class forums to promote a collaborative, rich learning environment.

Plagiarism & Academic Integrity	**Academic Integrity** Students are expected to be knowledgeable about the principles of academic honesty and their application at the University of San Diego. The Course Overview area of each course provides the Academic Integrity Policy. You will be required to read the statement and pledge that you will adhere to the standards prior to beginning the course. Academic dishonesty erodes the quality of scholarship and learning. As a student at the University of San Diego, it is your responsibility to report incidents of academic dishonesty to the proper authorities. **Avoiding Plagiarism** The nature of education and scholarship is the sharing of theories and ideas. Avoid plagiarizing by providing a citation whenever you use the words or ideas of others. It is your responsibility to give credit to the sources of information you consult when developing written work. For this course you are expected to use APA for both formatting and citing references in your papers.
Withdrawal from Class	If you decide not to take a course that you registered for, you must contact the Program Coordinator on the first day of class. If you fail to officially withdraw, you will be assigned a grade of "F" and charged for the class.
Academic Grievance Procedures	University policies can be found at: http://www.sandiego.edu/soles/documents/Graduate_Student_Policies.pdf Concern about academic issues should first be raised with your faculty. If dissatisfied, you should first contact the Academic Program Coordinator.

Participation Requirements

You need to check your course every day and monitor/track deadlines accordingly. Participation and regular attendance is an integral part of your overall success in the course.

Course Outline

The following outline contains specific information on the learning modules, learning outcomes, and assignments.

Module 1: Historical and Contemporary Views of Autism

Module Learning Outcomes
By the end of this module, students will be able to:

- Examine historical and contemporary views of autism in the educational context.
- Recognize stereotypical views of autism in the media, common discourse, and in classrooms and consider the impact of these stereotypes.
- Explore and evaluate autism organizations.

Readings and Presentations

- Ch. 1 from *You're Going to Love This Kid*
- Ch. 3 from *Rethinking Disability*
- "Autism as Metaphor"
- "Historical and Contemporary Views of Autism"
- "Applied Project: Student Focus"
- "Federal Role in Support of Autism"
- "What is Normal?"
- *Loving Lampposts* film website
- Selected clips from *Loving Lampposts*
- *Refrigerator Mothers* film website
- "Introducing Refrigerator Mothers: Kartemquin on WTTW"
- "Heroism: REFRIGERATOR MOTHERS and Autism"
- "Bruno Bettelheim Attacks: REFRIGERATOR MOTHERS and AUTISM"
- "Fair Use & Documentary: Refrigerator Mothers-Print News Media"
- "Fair Use & Documentary: Refrigerator Mothers-Puff the Magic Dragon Clips"
- "Fair Use & Documentary: Refrigerator Mothers-Psychoanalytic Institute Stock Footage"

Discussion Questions

1. Historical views of autism: discuss the various ways autism has been viewed, including the metaphors used to make sense of it. Where have you seen these metaphors used? What have you noticed about depictions of autism in TV, movies, and the general media? What do you understand autism to be? What has shaped your understanding?

2. Effects on individuals: discuss how various views of autism have shaped the experience of individuals with autism and the support they have received. Who has had political power over cultural representations of autism? How do representations change when those with autism are contributors in the discourse?

Assignments

1. **Reflection Journal: Connection to the Classroom**

   Write a reflection (150-300 words) about the role you have as a teacher working with students on the autism spectrum. What considerations do you or would you make regarding a student's diagnosis or disability label? What has your experience been? What questions or concerns do you have at this point?

2. **Analysis of Autism Organizations**

   Review the websites of the various autism organizations listed below and/or others you may know. Choose 4 sites to analyze and evaluate. Consider who founded the organization, what the mission is, how autism is represented, what resources are offered, and what issues are presented. Create an annotated list, a chart, or a podcast to report your findings. Engage in the discourse by writing a brief email to one organization to commend their work and to offer feedback on what could be improved.

Autism Speaks
Autism Research Network
The Autism Self Advocacy Network
Autism Network International
Autism National Committee
The Autism Acceptance Project
Autistic People Spoke
Autism Society of America

3. **Applied Project Preparation (to be completed during Modules 1 and 2)**

   a. Make a connection with an individual student (preferably a student with autism) in your class or school. Ask the student if you can talk to him or her sometime about his or her experience. You can explain that you are taking a class and are interested in learning more about a student's perspective. Let him or her know how long it will take. Set a time during week 4 or 5 of this class to conduct the interview. Depending on your context and your student, it might be appropriate to set up multiple shorter conversations.

   b. Considering what you have learned so far, write a 2- to 3-paragraph summary of what you already know about this student, including impressions and assumptions you may have. Use a pseudonym when writing or discussing the student in relation to the project.

   c. Write a draft of 15-20 questions you might like to ask in the interview. (If the student you chose to interview does not communicate with speech, brainstorm other ways in which you might learn about his or her experience).

   d. Share your questions with your peer group. Give and receive feedback on questions. Consider how to ask questions that will elicit good responses, more than one word

answers.

    e.   Submit your summary and finalized set of questions in the Module 2 Applied Project Preparation Survey by the final day of Module 2.

Module 2: Supportive Schools, Teachers, and Classrooms

Module Learning Outcomes
By the end of this module, students will be able to:

- Analyze the classroom environment from the perspective of students with autism.
- Choose strategies to make the learning environment you provide more supportive.

Readings and Presentations

- Ch. 2-5 from *You're Going to Love This Kid*.
- "The Squeeze Machine"
- Excerpts from *The Reason I Jump*
- "Revising Interview Questions"
- Temple Grandin's website
- *Temple Grandin* trailer

Discussion Questions

1. Paula Kluth offers many practical tips for creating environments that are inclusive and supportive of students with autism. Discuss the tips she gives for schools, teachers, and the classroom.
Which of these tips will you utilize in your own work?
Which might be difficult to practice?
Share your prior experience with strategies that have worked for you.

2. Temple Grandin and Naoki Higashida write about their own experiences with sensory differences. What can teachers learn from first-hand experiences without assuming all individuals with autism have the same perspective?

Assignments

1. **Reflection Journal: Connection to the Classroom**

    Write a brief reflection (350- to 700-words) responding to the following:

        a.   Use the checklist on page 34-35 of Kluth's book. What did you discover? What does your school do well? What improvements could be made?
        b.   Review the checklist on page 94-95. How might any of the individuals in your class benefit from adjustments in your classroom?

2. **Applied Project Preparation Survey**

    Make a connection with an individual student (preferably a student with autism) in your class or school. Ask him or her if you can talk to them sometime about their experience. You can explain that you are taking a class and are interested in learning more about a student's perspective. Let him or her know how long it will take. Set a time during week 4 or 5 to conduct the interview. Depending on your context and your student, it might be appropriate to set up multiple shorter

conversations.

Instructions: Using this quiz tool, you will be asked to provide a summary of your impressions of this student and draft questions you might like to ask him or her in an interview. *Draft these pieces in Word first*, to prevent the possibility of losing your work if the session times out, then paste your summary and questions into the space provided. You may begin the quiz and return later as necessary to complete all the questions. The survey/quiz tool will close at the end of this module.

    a. Considering what you have learned so far, write a 2- to 3-paragraph summary of what you already know about this student, including impressions and assumptions you may have. Use a pseudonym when writing or discussing the student in relation to the project. Include in your summary when and where you conducted, or plan to conduct your interview.

    b. Write a draft of 15-20 questions you might like to ask in the interview. (If the student you chose to interview does not communicate with speech, brainstorm other ways in which you might learn about his or her experience.)

       Share your questions with your peer group. Give and receive feedback on questions. Consider how to ask questions that will elicit good responses, more than one word answers.

    c. What insight did you gain from working with peers on your interview questions?

Module 3: Supporting Relationships, Communication, and Sense of Belonging

Module Learning Outcomes
By the end of this module, students will be able to:

- Analyze barriers to friendship and social interaction faced by many students with autism.
- Facilitate communication.
- Describe ways that technology supports relationships and communication within the autistic community.

Readings and Presentations

- Ch. 6-7 from *You're Going to Love This Kid*
- "From Cure to Community"
- The Institute on Communication and Inclusion's website
- "General Education Teachers' Relationships with Included Students with Autism"
- "Supporting Relationships, Communication, & Sense of Belonging"
- "Insights from an Autistic Friendship"
- "Asperger's and Autism Relationships"
- "Autism and Friendships"
- "Friendship"
- Carly Fleischmann's *20/20* Interview

Discussion Questions

1. Friendship—Considering some of the concerns individuals with autism have in regard to friendships and other relationships, how can teachers facilitate opportunities for students to positively interact with peers?

2. Communications and community—Paula Kluth advocates strongly for teachers working with autistic students to build on communication skills. And Nancy Bagatell, after acknowledging that "for many decades, autism has been viewed as a biomedical condition, highlighting deficits in social interaction and communication," explores ideas that challenge these notions.

   What did you find most interesting about the various ideas related to communication and autism in this week's readings? How might the ideas impact your teaching?

Assignments

1. **Reflection Journal: Social Narratives**

   Paula Kluth explains how using social narratives or Social Stories™ can help an individual learn skills for interacting. Think about the students you are currently teaching. Write a social narrative for any student who might need support with peer interaction. Also, write one paragraph to describe why you chose the student. (Do not use diagnosis as your reason for choosing the student).

2. **Applied Project Work for Week 3: Project Proposal**

   Your project work this week involves writing a 2- to 3-page proposal that includes the following elements.

   a. Context—this is a short description of your context and relationship with interviewee. Tell how you know the student.

   b. Focus and rationale—this is a description of your proposed interview questions and explanation of rationale for your focus in this context. This rationale will include what you know about the student and why you think it would be beneficial to know more. You can use these sentence starters:

      • I chose to give focus to this student because…
      • I already know…
      • I'd like to know more because…
      • I plan to ask questions about…

   c. Project question—this one is easy. We're all asking the same question. All you need is to state "How can information gained through getting to know (insert student pseudonym) be useful in planning to teach him/her?"

   d. Annotated bibliography—this is a brief summary and response to two course readings that inform the questions you will ask. You can write it in bulleted form (with just two bullets). Here's an example of a summary and response to one reading (you will need to provide two):

      Valle, J. W., & Connor, D. J. (2011). Actively challenging normalcy. *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*. New York, NY: McGraw-Hill, 188-204. This book chapter focuses on ways teachers can be

thoughtful about the things they explicitly or implicitly teach about disability. The authors point out that silence about certain topics can lead to shame and that diversity representations presented in class are powerful. I am curious about how to balance openness and not being silent about certain topics with being respectful of privacy and not saying something that makes them uncomfortable.

    e.   Methodology—this is a description of your interview/conference plan and approach to data collection. When is this conversation going to happen? What considerations have you made? How will you keep track of your data (taking notes, documenting later)?

    f.   Anticipated outcomes—this is a description of your anticipated outcomes of the interview. Tell what you expect to learn.

Yes, this really can be done in 2-3 pages, double-spaced! Some sections will be only 1-2 sentences. Others will be a bit longer. The good news about this proposal is that it will be a good start to your final paper. By the time we get to Module 6, you'll have a good part of your paper pulled together.

Please be thoughtful about your proposal. If you later change your plan, you'll have more work to do in writing the final paper.

For more information listen to the About the Project Proposal podcast (4:37).

Module 4: Supporting Literacy

Module Learning Outcomes
By the end of this module, students will be able to:

- Examine the historical legacy of deficit models and its impact on literacy of students with autism and other disabilities.
- Assess literacy needs, develop a literacy plan utilizing research-based strategies.

Readings and Presentations

- "Who May Be Literate?"
- Ch. 8 of *You're Going to Love This Kid*
- "Transforming Literacy Instruction"
- "Supporting Literacy"
- "Wretches and Jabberers"

Discussion Questions

1. Kliewer, Biklin, & Kasa-Hendrickson write about "resistance to the cultural denial of competence" and Kluth addresses the importance of "presuming competence." Discuss these concepts and their connection to the classroom by answering one of these questions.

    a. How can (or how have) teachers become part of the resistance?
    b. How can presuming competence change an individual's experience in school and in the community?

2. Discuss your reactions to *Wretches and Jabberers*. You may use on of the following prompts if you like.

   a. What surprised you or interested you?
   b. What did you notice about the support Tracy, Larry, Chamni, Henna, and Antti have? How likely is it that students with autism have access to the resources some of these individuals have?
   c. How did you feel about the similarities and differences of being autistic in various countries?

Assignments

1. **Technology and Literacy Exploration**

   Explore websites related to assistive technology and literacy (Feel free to use other sites as well).

   - ASL Pro
   - Assistive Technology (2012)
   - The Center for Literacy and Disability Studies (2013)
   - Closing the Gap (2013)
   - Disability, Literacy, & Inclusive Education for Young Children
   - Tar Heel Reader
   - Technology for Autism Now (2013)

   Create an annotated list of 4-5 technologies that could be used in the classroom to support communication and literacy. Describe the technology and how you envision its use in the classroom (2-3 sentences for each). For example, is there a particular student you know who would benefit from a particular tool? Is there a tool you could integrate in your lesson planning? Explain your rationale and cite resources.

2. **Applied Project Work**

   Review the interview questions you wrote. Consider what you have learned about relationships, communication, technology, and literacy. Revise your list, adding any questions you may want to ask regarding those topics.

   Submit your revised questions for instructor approval by day 3 of Module 4.

   After receiving approval, conduct the interview during weeks 4 or 5. Take detailed notes of student responses.

   Write and submit a summary of the interview, due on Day 7 of Week 5. Details for this portion of the project can be found in the Module 5 Applied Project description.

Module 5: Understanding and Responding to Behavior

Module Learning Outcomes
By the end of this module, students will be able to:

- Explain behavior as personal and contextual.
- Recommend appropriate behavior support practice.

Readings and Presentations

- Ch. 8 of *You're Going to Love This Kid*.

- "Asperger's Syndrome Guide for Teachers"
- "Behavior in Children with Autism"
- "What is ABA Therapy Now, Really?"
- "Tackling That Troublesome Issue of ABA and Ethics"
- "Behavior Support and Intervention"
- "Yoga for Children with Autism Spectrum Disorders"
- IRIS Center Resources on Behavior and Classroom Management
- "Understanding and Responding to Behavior"
- "About Stimming"
- "Restraint and Seclusion"
- Restraint and Seclusion from the Autism Education Project

Discussion Questions

1. Paula Kluth asserts that caring educators should question the discourse of behavior in schools. Using one of the questions below, discuss your understanding of behavior and why questioning the discourse may be necessary.

   - What is behavior? How is it personal? How is it contextual?
   - Why be cautious about behaviorism?
   - Is focusing on compliance problematic? Why or why not?
   - How can teachers assess behavior? What are productive ways to support student behavior?

2. Share your experience: Reflect on the challenging behavior of a student you currently teach or have taught and on the way you have responded. Briefly describe the challenging scenario. Considering the strategies suggested in this week's reading, describe the aspects of your approach that you will continue to use and any new ideas that you will incorporate in the future.

   Invite your classmates to offer ideas about how they have handled similar challenges.

Assignments

1. **Behavioral Objectives**

   Generally, teachers consider setting academic objectives for lessons they plan. Valle and Connor include Generating Behavioral Objectives as an important aspect of lesson planning. Review their examples for a whole class and for individual students. Considering the needs of your own students, and perhaps connecting with challenges shared in the discussion for this module, write your own behavioral objectives and possible supports for your whole class and/or for individuals.

2. **Applied Project Work**

   This module's project work requires two journal entries. Part I is your interview summary and Part II is your reflection about the data.

   Note: To avoid problems with Blackboard "timing out," it is recommended that you save your work outside of Blackboard and then when you're finished, copy and paste it into the journal tool.

   Part I: Summary of Interview (worth 20 points)

If you have not yet done so, conduct the student interview. During the interview, take detailed notes of student responses. Write a 350- to 700- word summary of the interview.

Part II: Reflection (worth 30 points)

Review the data you collected during the interview. Reflect on what you learned in the interview. In a 350- to 700- word reflection paper, discuss the following:

- How did your student describe his or her experience?
- What surprised you?
- How has your previous view of the student shifted?
- How will this impact your teaching?
- What pedagogical practices will you plan to use in teaching this student?
- Why?

Parts I and II are due Day 7 of Module 5 by 11:59 p.m. Pacific Time.

Module 6: Inclusive Pedagogy and Strategies

Module Learning Outcomes
By the end of this module, students will be able to:

- Design lessons that nurture the strengths of all students, including students with autism.
- Use inclusive pedagogical strategies.

Readings and Presentations

- Differentiating Instruction for Disabled Students in Inclusive Classrooms
- Ch. 10-11 from *You're Going to Love This Kid*
- *Aquamarine Blue 5*
- "Max for President"
- "Inclusive Pedagogy and Useful Strategies"

Discussion Questions

1. Kluth and Broderick et al. offer strategies for designing lessons with diverse groups in mind. Discuss the rationale and techniques of inclusive pedagogy and differentiation by addressing 2 or 3 of the following questions:

    a. What is inclusive pedagogy? What is differentiation?
    b. Can students who have not mastered basic skills engage in higher-order thinking? How should this impact instruction?
    c. Broderick et al reference "the least dangerous assumption." What is it?
    d. In what ways can teachers differentiate process and product?
    e. How have you used cooperative groups, project-based instruction, desktop teaching, or stations? How can these approaches be effective when students with disabilities are included?
    f. How can assessments be inclusive?
    g. What teaching strategies may specifically be useful in supporting students with autism?

2. Post your Applied Project Presentation in this thread. View and respond to 3 of your classmates' presentations. Please help to make sure that everyone receives feedback.

Assignments

1. **Applied Project Presentation**

   You will create a presentation to be shared in this module's discussion forum.

   Project presentation—In the previous module, you completed your interview and reflected on what you learned from the experience. Now, you will prepare a 5-minute presentation to share with the class. Your presentation should focus on findings (3-5 points that you've learned while getting to know your student) and next steps (3-5 ideas you would like to develop for supporting this individual as your student). Keep in mind that you will need to protect the student's privacy, being mindful not to reveal information about his or her identity.

   The readings this week highlight pedagogical practices that you will likely find helpful as you identify 3-5 ideas for supporting this student and other students.

   Presentations should be of professional quality, as if you were presenting at a meeting at your school. Consider that you and your colleagues will view multiple presentations. There are a number of tools that can be used to make your presentation engaging, something beyond slides for your audience to read. You might use one of the following:

   - Narrated PowerPoint
   - Screencast-o-matic
   - VoiceThread

   Regardless of the tool you choose, consider how your presentation will be accessible to a wide audience.

   Post your Presentation to this module's discussion forum by 11:59 p.m. PT on Day 5 of this module. View and provide feedback to your peers' presentation by Day 7.

2. **Solicit Feedback on Final Paper**

   The final paper for the course is due next week. You are encouraged to work on it this week as well. This may help you think through the information you will give in this week's presentation.

   As you work on the paper, you are also encouraged to utilize your learning community for feedback, for editing, for general support and cheerleading. Feel free to use the Student Lounge to post drafts and request feedback.

Module 7: Notions of Normalcy

Module Learning Outcomes
By the end of this module, students will be able to:

- Reflect and report on classroom strategies for classroom application.

Readings and Presentations

- "Autism Awareness is Not Enough"
- Pp. 188-204 from *Rethinking Disability*
- The I Am Norm website
- "Notions of Normalcy"
- *Billy the Kid*

Discussion Questions

1. What is normalcy? Valle and Connor challenge teachers to think about the way norms influence what happens in schools. Discuss what notions of normalcy are and your reaction to the ideas they present and the questions they pose. Choose 2 or 3 of the questions to respond to:

   a. How have notions of normalcy played into the construction of disability within public schools?
   b. What unexamined attitudes, fears, or beliefs might you have about students with autism or other disabilities?
   c. How comfortable are you talking about disability? How comfortable are you speaking with persons with disabilities?
   d. What do you see as the consequence of silence around disability?
   e. How likely are you to try infusing disability studies into the curriculum? What can you imagine trying? What new ideas do you have now that you believe will enhance your teaching?

Assignments

1. **Classroom Connection Assignment**—Take steps in your own classroom to teach students to be understanding of human difference (Reference Valle & Connor). Choose one of the following and write a brief report of your work:

   a. Plan and facilitate a conversation with a group of students about norms, difference, and/or disability,
   b. Explore the iamnorm.org website, share it with a student, and discuss how they might like to get involved,
   c. Look ahead at lessons you plan to teach and infuse disability studies into an upcoming lesson.
   d. View the film Billy the Kid (2007) by Jennifer Venditti and consider how teachers might teach students to be accepting of difference through their interaction with Billy.

   Post your report in the discussion board. Give feedback to at least two of your peers.

2. **Applied Project Paper**

Submit a 7- to 10-page paper that provides a description and analysis of your interview project. Your project paper should conform to APA guidelines including double-spaced, 1" margins, Times New Roman or similar-12 pt. font. Note that the introduction, literature review, and methodology should incorporate language and concepts from the proposal.

   A. Project Design
       i. <u>Introduction</u>
           a. Context and relationship with interviewee

b.   The focus of the interview
                c.   Statement of the research question
          ii.   <u>Literature review</u>—Brief summary and response to 3-5 course readings that
                inform the questions you asked. Should be written in narrative form.
    B.   Data Analysis and Reflection
          i.   <u>Methodology</u>—Description/summary of interview process, data collection, and
                data analysis. How did you do it?
          ii.   <u>Findings</u>—Description of what was learned
                a.   What did the data reveal?
                b.   What were the challenges and limitations of your methods?
                c.   How do the findings from this project connect back to the course
                     readings?
                d.   What new questions were raised?
          iii. <u>Next steps</u>—Discussion of what you will do with your findings. In teaching this
                individual, what strategies/approaches/tools will you use? Why?
    C.   Conclusion

Grading Rubrics

Discussion Thread Grading Rubric

Initial Response for each thread due Day 4; 2 conversation posts per thread due Day 7

	Does Not Meet – Beginning **0-8 points**	**Accomplished** **9-13 points**	**Exceeds** **14-15 points**
Initial Response	Initial response does not address the prompt	Initial post only somewhat addresses the prompt	Initial post fully addresses the prompt and contributes in a constructive way to the discussion
Follow-up Responses (2 conversation posts)	Response posts are minimal	Response posts add ideas, but do not directly relate to existing conversation	Response posts clearly and constructively build on the existing conversation

Weekly Assignments

For the grading system for each weekly assignment, please see the grading rubric linked to the
assignment online.

Final Applied Project Paper

	Beginning Skill	Developing Skill	Proficient Skill
	0-16	17-25	26-30
Specialized Content Knowledge (To be identified by course faculty)	Shows limited knowledge of course content.	Shows some understanding of course content.	Shows strong understanding of course content.
	0-9	10-13	14-15
Project Design	Project does not respond to assessed needs in context or make connection to literature. Plan for data collection needs significant work. Expected outcomes are unreasonable or unclear.	Project responds to assessed needs in context and makes some connection to literature. Plan for data collection strategies needs some clarification. Expected outcomes are clear.	Project is responsive to assessed needs in context and makes connection to literature. Shows thoughtful planning for data collection strategies and outlines expected outcomes.
	0-9	10-13	14-15
Data analysis	Methods of data analysis are not objective and logical. Data and results are unclear. Discussion of findings lacks connection to the literature.	Methods of data analysis are objective. Data and results are presented somewhat clearly. Discussion of findings makes some connection to the literature.	Methods of data analysis are objective and logical. Data and results are presented clearly. Thoughtful discussion of findings connects to the literature.
	0-12	13-21	22-25
Reflection	Minimal reflection on what has been learned about teaching practice. Minimal reflection on what has been learned about the self as a researcher. Lacks explanation of how learning will improve practice.	Some intrapersonal reflection on what has been learned about teaching practice or on what has been learned about the self as a researcher in education. Somewhat addresses how learning will improve practice.	Provides intrapersonal reflection on what has been learned about teaching practice. Reflection on what has been learned about the self as a researcher in education. Outlines how learning will improve practice.

	0-9	10-13	14-15
Quality of Writing	Text structure provides minimal conceptual clarity. Use of APA citations, headings, charts, and graphs needs revision. Uneven tone.	Text structure has conceptual clarity. Use of APA citations, headings, charts, and graphs needs minor revisions. Professional tone and clear voice is apparent.	Clear, well organized text structure with conceptual clarity. Appropriate use of APA citations, headings, charts, and graphs. Maintains professional tone and compelling voice throughout.