

LSC Use Only Proposal No:

LSC Action-Date:

App-4/19/12

UWUCC Use Only Proposal No:

UWUCC Action-Date:

11-1167

App-4/24/12

Senate Action Date:

App-5/10/12

## Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

|   |  |
|---|--|
| Contact Person(s)<br><b>Lisa Hammett Price</b>                              | Email Address<br><b>lprice@iup.edu</b> |
| Proposing Department/Unit<br><b>Special Education and Clinical Services</b> | Phone<br><b>(724) 357-5687</b>         |

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

## 1. Course Proposals (check all that apply)

 New Course Course Prefix Change Course Deletion Course Revision Course Number and/or Title Change Catalog Description ChangeCurrent course prefix, number and full title: **SPLP 401, Communication and Social Competence for Children with Autism**Proposed course prefix, number and full title, if changing:

## 2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills

Knowledge Area

Global and Multicultural Awareness

Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship

Information Literacy

Oral Communication

Quantitative Reasoning

Scientific Literacy

Technological Literacy

## 3. Other Designations, as appropriate

Honors College Course

Other: (e.g. Women's Studies, Pan African)

## 4. Program Proposals

Catalog Description Change

Program Revision

Program Title Change

New Track

New Degree Program

New Minor Program

Liberal Studies Requirement Changes

Other

Current program name:Proposed program name, if changing:

| 5. Approvals                                     | Signature                           | Date       |
|--|-------------------------------------|------------|
| Department Curriculum Committee Chair(s)         | <i>[Signature]</i>                  | 12-5-11    |
| Department Chairperson(s)                        | <i>[Signature]</i>                  | 11/19/2011 |
| College Curriculum Committee Chair               | <b>Edel Reilly TECC Curr. Chair</b> | 2/27/12    |
| College Dean                                     | <i>[Signature]</i>                  | 3/1/12     |
| Director of Liberal Studies (as needed)          | <i>[Signature]</i>                  | 4/24/12    |
| Director of Honors College (as needed)           |                                     |            |
| Provost (as needed)                              |                                     |            |
| Additional signature (with title) as appropriate |                                     |            |
| UWUCC Co-Chairs                                  | <i>[Signature]</i>                  | 4/24/12    |

Received

MAR 2 2012

Liberal Studies

## **New Course Proposal**

SPLP 401

Communication and Social Competence for Children with Autism  
(3c-0l-3cr)

## **Syllabus**

Find attached the proposed course syllabus.

## **Course Analysis Questionnaire**

Find attached the proposed course syllabus.

## **Writing Across the Curriculum Proposal**

This will be submitted to the Liberal Studies Committee for approval. Included here are the following: (a) the request for approval to use the W-designation; (b) summary chart for writing assignments; and (c) sample writing assignments.

## Syllabus of Record

### I. Course Description

SPLP 401W: Communication and Social Competence for Children with Autism 3 class hours  
0 lab hours  
3 credits

Prerequisites: 3.0 GPA, SPLE major or Permission of Instructor (3c-01-3cr)

SpEd hours: 90  
ELL hours: 8

Examines the interplay among cognition, language, and communication in children and adolescents with autism spectrum disorders (ASD). A team approach will be emphasized outlining the roles of parents, speech-language pathologists, special education teachers, classroom teachers, school psychologists, and school administration. Methods for assessment of and intervention for language and social communication skills will be introduced. Clinical methods that can facilitate social skills, play, and friendships with peers will be emphasized.

### II. Course Outcomes

Students will be able to:

1. Describe the cognitive, language, communication, and social indicators of ASD in children and adolescents.
2. Discuss current theories of ASD and how they guide the treatment of the disorder.
3. Describe a family-centered, team approach and specific methods to assess children who may exhibit ASD and various treatment methods to facilitate functional language and social communication skills.
4. Select appropriate treatment goals and methods for instruction based on the needs of the child and design appropriate lessons to address those goals.
5. Evaluate the evidence for new ideas and claims in the field of autism.
6. Write using terminology relevant to the topic and using a formal, clinical style that will be expected in your future work settings.

| Course Objective | College Conceptual Framework/Daniels on | ASHA Standards | PDE Standards for Special Education – Speech Impaired                     | Performance Indicator   |
|------------------|---|----------------|---|---|
| 1                | 1b                                      | III-C          | I.C, I.J  | Response papers<br>Quizzes & Final Exam<br>Formative Activities                         |
| 2                | 1e                                      | III-C          | I.A, I.B, I.J<br>II.B   | Response papers<br>Quizzes & Final Exam<br>Formative Activities                         |
| 3                | 1f                                      | III-D          | I.D, I.E, I.F, I.H, I.L<br>II.A, II.B, II.D, II.E,<br>II.F, II.I<br>III.D | Response papers<br>Quizzes & Final Exam<br><b>Case Projects</b><br>Formative Activities |
| 4                | 3d                                      | III-D          | I.E, I.F, I.L   | Quizzes & Final Exam  |

|   |    |                     |  |   |
|---|----|---------------------|--|---|
|   |    |                     | II.A, II.B, II.G, II.H,<br>II.I<br>III.D | <b>Case Projects</b><br>Formative Activities                    |
| 5 | 4e | III-D, III-F, III-G | II.B<br>III.B, III.C                     | Quizzes & Final Exam<br>Formative Activities                    |
| 6 | 4e | III-C, III-D        | I.I, II.I; III.C                         | Response papers<br><b>Case Projects</b><br>Quizzes & Final Exam |

### III. Detailed Course Outline

| Date   | Topic, Readings, and Assignments Due<br>(42 hours total)   |
|--------|--|
| Week 1 | Autism Diagnostic Categories (DSM-IV) and Proposed DSM-V criteria (3 hrs) <ul style="list-style-type: none"> <li>• Autistic Disorder</li> <li>• Rett's Disorder</li> <li>• Childhood Disintegrative Disorder</li> <li>• Asperger's Disorder</li> <li>• Pervasive Developmental Disorder – Not Otherwise Specified</li> </ul>   |
| Week 2 | Characteristics of ASD (3 hrs)<br>Early Warning Signs  |
| Week 3 | Theories of Language Development (1.5 hrs) <ul style="list-style-type: none"> <li>• Nativist</li> <li>• Cognitivist</li> <li>• Behaviorist</li> <li>• Social Interactionist</li> <li>• How theory guides practice</li> </ul> Theories of ASD (1.5 hrs) <ul style="list-style-type: none"> <li>• Theory of Mind</li> <li>• Weak Central Coherence</li> <li>• Executive Dysfunction</li> <li>• Neural Underconnectivity</li> </ul>   |
| Week 4 | Overview of the Continuum of Behavioral and Developmental/Social Pragmatic Intervention programs for Children with ASK (3 hrs) <ul style="list-style-type: none"> <li>• Discrete Trials/Lovass</li> <li>• ABA</li> <li>• Verbal Behavior</li> <li>• Incidental Language Teaching</li> <li>• Pivotal Response Training</li> <li>• SCERTS – Social Communication, Emotional Regulation, Transactional Support</li> <li>• TEACCH – Treatment and education of autistic and related</li> </ul> |

|             |  |
|-------------|--|
|             | <p>communication handicapped children</p> <ul style="list-style-type: none"> <li>• Hanen Program</li> <li>• RDI – relationship development intervention</li> <li>• Floor Time</li> </ul>   |
| Weeks 5 & 6 | <ul style="list-style-type: none"> <li>● Quiz 1 (1.5 hrs)</li> </ul> <p>Assessment &amp; Diagnosis in ASD (3 hrs)<br/>Assessing Speech and Language</p> <ul style="list-style-type: none"> <li>• Standardized Assessment Tools</li> <li>• Interviews &amp; Inventories</li> <li>• Direct Observation and Sampling Techniques</li> <li>• Methods for evaluating English-Language Learners (ELLs)</li> </ul> <p>Writing Treatment Goals (1.5 hrs)</p>  |
| Week 7      | <p>Social-Interactionist Intervention for Children in Phase I (First Contact) and Phase II (Joint Attention) (3 hrs)</p> <ul style="list-style-type: none"> <li>• Arranging the environment</li> <li>• Following the child’s lead</li> <li>• Encouraging nonverbal interaction and imitation</li> <li>• Introducing visual schedules and choices</li> <li>• Behaviorist principles to increase interaction and reduce negative behaviors</li> <li>• Responsiveness and Prelinguistic Milieu Teaching (RPMT)</li> <li>• Methods for ELLs</li> </ul> <ul style="list-style-type: none"> <li>● DUE: Case Assignment – Assessment</li> </ul> |
| Week 8      | <p>Social-Interactionist Intervention for Children in Phase 3 (Child-Initiated Reciprocity) (3 hrs)</p> <ul style="list-style-type: none"> <li>• Positive behavioral support</li> <li>• Natural consequences</li> <li>• Focused stimulation</li> </ul>   |
| Week 9      | <p>Social-Interactionist Intervention for Children in Phase 4 (Social Engagement) (3 hrs)</p> <ul style="list-style-type: none"> <li>• Cues, prompts, social supports, natural consequences</li> <li>• Social stories</li> <li>• Video modeling</li> <li>• Cartoon strips</li> <li>• Passport to Friendship</li> </ul>   |
| Week 10     | <p>Visual supports for children with autism (3 hrs)</p> <ul style="list-style-type: none"> <li>● DUE : Response Paper: Response to Social-Interactionist Intervention Readings</li> </ul>  |
| Week 11 &   | <ul style="list-style-type: none"> <li>● Quiz 2 (1.5 hrs)</li> </ul>   |

|         |   |
|---------|---|
| Week 12 | <p>Augmentative and Alternative Communication (AAC) Methods (4.5 hrs)<br/>         Designing Communication Boards and Pages for Voice Output Devices<br/>         PECS – Picture Exchange Communication System</p> <ul style="list-style-type: none"> <li>• Training on implementing this approach</li> <li>• Research evidence for who benefits from this approach</li> <li>• Embedding literacy intervention</li> </ul> |
| Week 13 | <p>Intervention for Literacy Development for Children on the Autism Spectrum (3 hrs)</p>  |
| Week 14 | <p>● DUE: Case Assignment – Treatment</p> <p>Evaluating the evidence, Pseudoscience and ASD (3 hrs)</p>   |
| Week 15 | <p>Exam Week – Final Exam during scheduled exam day/time (2 hrs)</p>  |

#### **IV. Evaluation Methods**

Quizzes and Final Exam (200 points) – These will be cumulative and will assess your knowledge of the class material. These will include short answer and essay questions and you will be expected to write using the clinical style being learned/practiced in class. Some questions will require application of information to case examples.

Response papers (2 for 30 points each) – Two response papers will be due during the semester. These should be between 600 and 750 words (about 2 pages double-spaced with 1 inch margins and 12-point font). Writing will be part of your grade so make sure what you turn in has good paragraph structure (with topic sentences), logical flow of sentences within paragraphs, use of correct grammar, spelling, and punctuation. Rubrics will guide you in achieving the content and style of writing that is expected. Response papers may be revised based on my feedback and resubmitted to earn up to half of the points missed. Turn these in through the Moodle website by the due date **prior** to our class time OR you may turn them in within the first 5 minutes of class. Late assignments will result in loss of half of the points prior to grading.

Participation (40 points) - The expectations for this class are the same as those of your future employers. Come prepared to engage with the course content, with me your professor, and with your peers during class discussions. Consistent tardiness is unacceptable. If you must miss a class for any reason, it is your responsibility to notify me directly (email is acceptable). Consistent attendance and regular participation that shows you have done your readings will earn the full point value for participation. Participation should include contributing during small group discussions and whole class discussions, asking questions that reveal you are digesting the content and relating it to your own experiences, and turning in written responses to short questions posed during class (e.g., one-minute papers).

Case Projects (2 at 50 points each) – These projects will involve responding to cases using a clinical report writing style.

- Given an assessment case, you will design an appropriate family-centered assessment plan and develop preliminary goals for the client based on the methods for goal-writing we practiced in class.
- Given an intervention case, you will read the case history and assessment results provided and develop a treatment plan. This will include interpreting the results of the assessment, explaining

your diagnosis, identifying a treatment approach and justifying why it is the most appropriate, writing 3-5 goals for treatment, and designing several activities (using a lesson plan format) you would use during your first week of treatment to address the goals you chose.

- Case assignments will be done independently; you are not to discuss the cases or your ideas with anyone else (classmates, family members, friends, etc.).
- Rubrics will provide guidance regarding the expectations for content, writing format, and writing style.

|                    | Points | % of Grade |
|--------------------|--------|------------|
| 1. Quizzes         | 100    | 25%        |
| 2. Final Exam      | 100    | 25%        |
| 3. Response papers | 60     | 15%        |
| 4. Participation   | 40     | 10%        |
| 5. Case Projects   | 100    | 25%        |
| Total:             | 400    | 100%       |

#### **V. Example Grading Scale**

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 0% - 59%

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

#### **VI. Undergraduate Attendance Policy**

Attendance in class is expected in accordance with the policy outlined in the university catalog.

#### **VII. Texts & Readings**

REQUIRED:

- Densmore, Ann. E. (2007). *Helping children with autism become more social: 76 ways to use narrative play*. Westport, CT: Praeger.
- Websites provided for each topic.
- Journal articles available on Moodle/D2L.

#### **VIII. Special Resource Requirements**

It is expected that you will have access to the World Wide Web to access internet sites and readings.

## **IX. Bibliography**

- Bondy, A.S. & Frost, L.A. (1998). The Picture Exchange Communication System. *Seminars in Speech & Language*, 19(4), 373-388.
- Densmore, Ann. E. (2007). *Helping children with autism become more social: 76 ways to use narrative play*. Westport, CT: Praeger.
- Grandin, T. (2006). *Thinking in pictures and other reports from my life with autism*. New York: Doubleday. (IUP Library RC 553 A88 G74)
- Gray, C. (2010). *The New Social Story Book*. Arlington, TX: Future Horizons.
- Koegel R.L. & Koegel, L.K. (1995). *Teaching children with autism: Strategies for initiating positive interactions and improving learning opportunities*. Baltimore, MD: Paul H. Brookes. (IUP Library LC 4717.5 .T42)
- Kluth, P. (2003). *You're going to love this kid! Teaching students with autism in the inclusive classroom*. Baltimore: Paul Brookes.
- Kluth, P. & Chandler-Olcott, K. (2008). "A land we can share": *Teaching literacy to students with autism*. Baltimore, MD: Paul H. Brookes. (IUP Library LC 4717.85 .K56)
- Luiselli, J.K., Russo, D.C., Christian, W.P., & Wilczynski, S.M. (2008). *Effective Practices for children with autism: Educational and behavioral support interventions that work*. Oxford: Oxford University Press. (IUP Library RJ 506 .A9 E39)
- McKinnon, K. & Krempa, J. (2002). *Social skills solutions: A hands-on manual for teaching social skills to children with autism*. New York: DRL Books, Inc.
- Mesibov, G.B. & Shea, V. (1996). Full inclusion and students with autism. *Journal of Autism and Developmental Disorders*, 26(3), 337-346.
- Mesibov, G.B., Shea, V., & Schopler, E. (2005). *The TEACCH approach to autism spectrum disorders*. New York: Kluwer Academic/Plenum Publishers.
- McClannahan, L.E. & Krantz, P.J. (1999). *Activity schedules for children with autism: Teaching independent behavior*. Bethesda, MD: Woodbine House. (IUP Library RJ 506 .A9 M426)
- McClannahan, L.E. & Krantz, P.J. (2005). *Teaching conversation to children with autism: Scripts and script fading*. Bethesda, MD: Woodbine House. (IUP Library RJ 506 .A9 M4263)
- National Research Council (2001). *Educating children with autism*. Washington, DC: National Academy Press. Full text available at: [http://www.nap.edu/catalog/10017.html?ea\\_25](http://www.nap.edu/catalog/10017.html?ea_25)
- Notbohm, E. (2005). *Ten things every child with autism wishes you knew*. Arlington, TX: Future Horizons.
- Pierangelo, R. & Giuliani, G. (2008). *Teaching students with autism spectrum disorders: A step-*



- by-step guide for educators*. Thousand Oaks, CA: Corwin Press. (IUP LC 4718 .P54)
- Prelock, P.A., (2006). *Autism spectrum disorders: Issues in assessment and intervention*. Austin, TX: Pro-ed.
- Quill, K.A. (1995). *Teaching children with autism: Strategies to enhance communication and socialization*. Albany, NY: Delmar Publishers. (IUP Library LC 4717.5 T42)
- Quill, K. (2000). *Do-Watch-Listen-Say: Social and communication intervention for children with autism*. Baltimore: Brookes. (Available in speech clinic)
- Sallows, G.O. & Graupner, T.D. (2005). Intensive behavioral treatment for children with autism: Four-year outcomes and predictors. *American Journal of Mental Retardation*, 110, 417-438.
- Sulzer-Azaroff, B., Hoffman, A.O., Horton, C.B., Bondy, A., Frost, L. (2009). The Picture Exchange Communication System (PECS): What do the data say? *Focus on Autism & Other Developmental Disabilities*, 24(2), 89-103.

For Type I (Professor Commitment) Writing-Intensive Courses:

\_\_\_\_\_ Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

  X   Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

## Course Analysis Questionnaire

### SPLP 401: Communication and Social Competence for Children with Autism

#### Section A: Details of the Course

A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

**This course is designed for speech-language pathology majors as well as students in special education and other related fields who will find themselves serving students with autism spectrum disorders (ASD). Other coursework in the SPLP program provides information about language disorders including assessment and intervention; however, there are many methods designed specifically for children with autism that cannot be covered in those courses. Autism is being diagnosed in increasing numbers of students, and therefore, our program needs to be proactive in providing our students with expertise in this area.**

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

**This course does not require changes in any other courses in the department.**

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

**This course has been offered on a trial basis during Fall 2009, 2010, and 2011. Enrollment has ranged from 16 to 24, and has included both SPLP majors and several from other programs/departments (e.g., counseling, special education, sociology, student affairs, athletic training, disability services).**

A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

**This course will not be offered as a dual level course.**

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

**This course is not taken for variable credit.**

A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

**The Pennsylvania State University offers SPLED 463: Communication and Social Competence which covers a similar range of topics. It is part of their professional development certificate in autism, an undergraduate level certificate. Currently, their course on communication and social competence is not taught by a certified speech-language pathologist, whereas at IUP this course would be taught by faculty in SPLP who are certified SLPs.**

**The University of Pittsburgh offers IL 2506: Social and Communicative Interventions: Autism. This course covers a similar type of content.**

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

**Currently, this content is not required by Pennsylvania Department of Education or by ASHA; however, the facilities where our students obtain jobs are expecting greater knowledge of assessment and intervention for students with autism.**

### **Section B: Interdisciplinary Implications**

B1. Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

**This course will be taught by instructors in the Speech-Language Pathology program only.**

B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

**The content of this course does not overlap with any other undergraduate courses at the University. At the graduate level, there are four courses being designed in Special Education on autism and there is a graduate course in the psychology department.**

**There are no other courses taught by other departments that would conflict with this course.**

B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

**This course will not be cross listed with other departments.**

B4. Will seats in this course be made available to students in the School of Continuing Education?

**This course can accommodate students from the School of Continuing Education.**

### **Section C: Implementation**

C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

**No new faculty member is required to teach this course. Faculty in the Speech-Language Pathology program within Special Education will teach this course. It will be offered once in fall semester. This course will be counted as one preparation and three hours of equated workload. Department FTE will accommodate the inclusion of this course as an annual course offering.**

C2. What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- \*Space
- \*Equipment
- \*Laboratory Supplies and other Consumable Goods
- \*Library Materials
- \*Travel Funds

**Current resources will be adequate.**

C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

**This course has no outside funding support.**

C4. How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

**This course will be offered every fall semester.**

C5. How many sections of this course do you anticipate offering in any single semester?

**It is anticipated we would offer one section per semester.**

C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

**This class could accommodate up to 25 students. This course is being proposed as a writing intensive course; therefore, class size needs to be limited to 25 students in order to provide individualized feedback to improve writing skills during the semester.**

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

**There are no parameters set by professional organizations for class size.**

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

**This course will not be taught via distance education at this time.**

**Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

## REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # \_\_\_\_\_  
Action \_\_\_\_\_

### COVER SHEET: Request for Approval to Use W-Designation

#### TYPE I. PROFESSOR COMMITMENT

- ( ) Professor \_\_\_\_\_  
( ) Phone \_\_\_\_\_ Email \_\_\_\_\_  
( ) Writing Workshop? (If not at IUP, where? when? \_\_\_\_\_  
\_\_\_\_\_

- ( ) Proposal for one W-course (see instructions below)  
( ) Agree to forward syllabi for subsequently offered W-courses?

#### TYPE II. DEPARTMENT COURSE

- (X) Department Contact Person David Stein  
(X) Phone 7-2454 Email dwstein@iup.edu  
(X) Course Number/Title SPLP 401 Communication and Social Competence for Children with Autism  
(X) Statement concerning departmental responsibility  
(X) Proposal for this W-course (see instructions below)

#### TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- ( ) Professor(s) \_\_\_\_\_  
( ) Phone \_\_\_\_\_ Email \_\_\_\_\_  
( ) Course Number/Title \_\_\_\_\_  
( ) Proposal for this W-course (see instructions below)

#### SIGNATURES:

Professor(s) \_\_\_\_\_

Department Chairperson \_\_\_\_\_

College Dean \_\_\_\_\_

Director of Liberal Studies \_\_\_\_\_

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#### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing

activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)

II. Copy of the course syllabus.

III. Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages. Provide one copy to Liberal Studies Committee.**

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**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

### **Writing Summary – SPLP 401**

This course is designed to teach students how to assess and treat communication impairments in children with autism spectrum disorders. The content is useful for students who are pursuing a career in speech-language pathology, but could also be appropriate for students entering the fields of education, special education, psychology, or sociology. The majority of students will be in their junior or senior year of the speech pathology undergraduate program. Because the Master's degree is the requirement for entry into the profession, these students will continue on to graduate school. Students need to learn to write using a professional clinical style, and to appropriately use the jargon associated with the profession. This course will prepare them for various types of clinical writing such as paragraphs that summarize assessment results, the rationale for a treatment approach, activities planned for therapy, information to provide to a family or another professional. It will also include report writing where multiple paragraphs are expected with a logical progression from one to the next and use of topic sentences and headings to increase clarity. The course will prepare students for the clinical writing they must do in graduate school and in their future careers (e.g., case reports in classes, treatment plans and final treatment summaries for clients they see in the clinic).

The course is also designed to provide opportunities for short written responses that gradually teach students the components of the larger reports. This includes written responses to 1-3 questions that guide their readings for each class session. These questions are used for in-class discussions. Tests and quizzes will require short paragraphs. Response papers and case projects require writing that is organized across paragraphs, and examples are provided in a course handouts packet for the class. In addition, grading rubrics are provided so students understand the criteria for evaluation. Opportunities for revision will be provided on response papers. For case projects, no opportunity for revision will be allowed; however, students will complete two practice cases used in class for discussion. During those discussions, we will look at excerpts, consider what constitutes good clinical writing, and revise poor examples together. Therefore, there will be ample opportunity to learn what is expected.



**Summary Chart for Writing Assignments\***

| <b>A. Writing Assignments – SPLP 401</b>  |                         |                                 |                        |  |   |
|---|-------------------------|---------------------------------|------------------------|--|---|
| <b>Assignment Title</b>   | <b># of Assignments</b> | <b># of total pages</b>         | <b>Graded (Yes/No)</b> | <b>Opportunity for Revision (Yes/No)</b> | <b>Written Assignment represents what % of final course grade</b> |
| Response Papers   | 2                       | 2-3 pages<br>600-750 words each | Yes                    | Yes                                      | 15%   |
| Practice Cases (used during in class discussions to prepare for their graded case projects) | 2                       | 2 pages<br>400-500 words each   | No                     | No                                       | 0%  |
| Case Projects   | 2                       | 3 pages<br>900-1200 words each  | Yes                    | No                                       | 25%   |
| <b>Totals</b>   | <b>4</b>                | <b>3800-4900</b>                | <b>NA</b>              | <b>NA</b>                                | <b>40%</b>  |

**B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)**

| <b>Exams</b>  | <b>Approx.% of exam that is essay or short answer</b> | <b>Anticipated # of pages for essay or short answer, or approx. word count</b> | <b>Exam constitutes what % of final course grade</b> |
|---------------|---|--|--|
| 1.            | Quiz 1 and 2 – 100%                                   | 3 pages each<br>500 words each   | 25%  |
| 2.            | Final exam – 100%                                     | 4 page<br>700 words  | 25%  |
| <b>Totals</b> |   | <b>7 pages<br/>2400 words</b>  | <b>50%</b>   |

***\*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.***

For Type II (Departmental) Writing-Intensive Courses:

  X   Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

### **Statement of Departmental Responsibility**

The department will ensure that any instructor for this course will include the writing components described herein. The program director for the speech-language pathology program will be responsible for ensuring this. We currently have 2 other writing intensive courses offered to our students and a variety of faculty have taught writing-intensive courses; therefore, it will not be difficult to ensure that this course can be offered as a writing intensive class.

**Sample Writing Assignments  
SPLP 401**

**Response Papers**

You will write 2 response papers during the semester. These will be graded using the following criteria. They may both be revised one time to earn up to one-half of the points you missed on the first submission.

**Response paper 1:** What theory of language development do you feel most aligned with (nativist, cognitivist, behaviorist, social interactionist)? You may have two that you tend to gravitate toward. Give concrete examples of your own actions or beliefs that suggest you are aligned with the theory or theories you chose. These examples might come from your memories of how you learned as a child or from your own experiences with children. How will your theoretical beliefs benefit you and how could they hinder you with your clients?

|   | Points Possible | Points Earned |
|---|-----------------|---------------|
| Demonstrates understanding of the theories chosen   | 8               |               |
| Supports his/her choice of theories with examples and information   | 6               |               |
| Explains how personal theory may influence clinical work  | 6               |               |
| Writing <ul style="list-style-type: none"> <li>• Paragraphs have topic sentences and logical flow of content</li> <li>• Grammar</li> <li>• Spelling, punctuation</li> </ul> | 10              |               |
| <b>Total</b>  | <b>30</b>       |               |

**Response paper 2:** Response to Densmore readings (See if you can do this within 500-600 words (about 2 pages double spaced), however, if you go over a little I'm okay with that.)

1. Pick one of the 4 Densmore phases.
2. Write 2 goals for a child at that phase using the 3 Cs and 1 T approach. The goals can target the specific skills that Densmore talks about the child needing at that phase. You can also think about the 5 domains of language (pragmatics, semantics, syntax, morphology, phonology) to consider what target skills would be important at that phase.
3. Similar to what we did in class one day, develop a theme/topic that you could use to address the 2 goals you wrote. Describe the theme/topic with sufficient detail so that I can visualize your work with the child. Make sure that in your description, you include examples of activities that can help the child make progress on the 2 goals you have written and the strategies you can use to facilitate those goals during your play. For example, if one of your goals addresses joint attention, describe the activity and toys you will use to encourage joint attention and how you will visually scaffold joint attention. If one of your goals addresses some aspect of vocabulary/semantics, make sure to describe the target words and how you will teach them during the activities. If one of your goals addresses seeing the perspectives of other children (social engagement), make sure to describe ways you will help them notice or visually represent the perspectives of other children.

|  | Points | Points |
|--|--------|--------|
|  |        |        |

|  | Possible  | Earned |
|--|-----------|--------|
| 2 goals include 3 Cs and 1 T and target skills that are appropriate for the Densmore phase chosen  | 8         |        |
| Theme chosen is described thoroughly and is appropriate for the goals written  | 6         |        |
| Activities will support the development of the goals and demonstrate understanding of the narrative-based intervention approach  | 6         |        |
| Writing <ul style="list-style-type: none"> <li>• Paragraphs have topic sentences and logical flow of content</li> <li>• Use of correct grammar</li> <li>• Few if any spelling, punctuation errors</li> </ul> | 10        |        |
| <b>Total</b>   | <b>30</b> |        |

## SPLP 401 Case Project: Assessment (50 Points)

### Background

Paul is a 4 year old boy who is coming for an evaluation to determine whether he has an autism spectrum disorder. Paul's birth history is insignificant. His medical history reveals that he suffers from arachnoid cysts. These cysts have been determined to be benign and are currently being monitored every 3-4 months. He has been referred for an evaluation by his Head Start preschool teacher who indicates that Paul has difficulty participating in classroom routines and exhibits some behavioral issues, especially when he is unable to tell people what he wants. Paul has an older sister who is 6 years old and a younger brother who is 1 year old.

Paul attends Head Start regularly Monday through Friday from 8:30 am until noon. Paul is verbal and communicates using 2-3 word phrases; however much of what he says is echolalic and he often responds to questions and comments by repeating them back to the communication partner word for word. Paul also will speak in nonsense syllables and words, especially when over-stimulated or excited. This is often accompanied by repetitive hand movements, such as rubbing his palms on his face or in his hair.

At home, Paul is able to ask for help by taking his mother's hand and pulling her to what he wants. Paul will request using "I want \_\_\_" with a verbal prompt from his mom or older sister. Paul gets his pull-up changed willingly and is able to assist in the process, but he is not yet independent using the toilet. His mother reports that he has certain toys that he wants to play with all the time. He likes sponge-bob square pants and Dora the explorer figurines and he likes to line them up along the edge of the carpet. He becomes very upset if they get moved. He also loves his dinosaurs and if he loses any of them he will be frantic searching everywhere. This is particularly difficult right now because his younger brother is at an age where he takes whatever toys are around. The family is frustrated with the frequency of Paul's meltdowns and tantrums. Sometimes he can be comforted but at other times he cries for long periods of times once he becomes upset and will not take comfort from his mother, other caregivers, sister or teachers. Squeezing him very tight and rocking him sometimes helps but not always; sometimes he will not allow anyone to touch him when he is really upset. Paul's mother also reports that he does not like certain textures of foods and refuses to eat them. He hates taking a bath or washing his hands and he refuses to play in sand or at the water table at school.

At school, during circle time, Paul participates in favorite songs and routine games without assistance. Paul enjoys playing games with peers but struggles to take turns during interactions. Paul often initiates interactions with other peers by coming over and joining their play. He says hello and goodbye and occasionally makes comments about actions or events. Paul has difficulty with yes/no questions and often struggles to voice his wants or dislikes in a group setting. Paul engages in some functional play (i.e. stirring "soup" in the housekeeping center). He is able to be re-directed when he is having trouble focusing or following directions; however, when he reaches maximum frustration he exhibits tantrums and will lash out and hit other children.

Paul's mother is currently enrolled in a drug rehabilitation program and the family is living in a home with 2 other families along with a counselor. He has had a very unstable childhood and has frequently moved from relative to relative while his mother has struggled with her addiction problems. He has been in his current situation for over a year now and this stability has really been great for Paul and his mother. Paul's mother is doing well and is going to be moving into a semi independent setting in a few weeks. Paul's mother would like for him to be able to ask for help, request items, and reject items appropriately. She hopes that he will be able to play more with other children instead of going to adults for interaction. She would also like to be able to go into public places (like the grocery store) and for Paul to be able to not tantrum.

Please respond to the following questions. Remember that writing will be graded within each response. Therefore, use complete sentences, correct grammar and punctuation, and appropriate word choices. If

your response is more than one paragraph long, please be sure each paragraph has a topic sentence.

1. (7 points) What are the “red flags” for autism that Paul exhibits?
2. (6 points) Paul will be seen by a multi-disciplinary team of professionals for an evaluation. You are the SLP on the team. Who else will likely be on the team and what roles will each person play? What test do you suggest the team use to determine whether Paul has autism and who would administer and interpret this test?
3. (25 pts) You will conduct a speech-language evaluation with Paul. Given the information in his case history, develop a plan for your assessment sessions. Write your plan as a clinical assessment report in which you describe the assessment tasks you will conduct and the information that can be obtained from each. Remember that your assessment will be used to create a treatment plan and identify a treatment approach, so your goal for your time with him goes beyond simply determining whether he has autism or not. Your time with him needs to give you information from which you can design a treatment plan. You will have 5 sessions of 30-45 minutes during which to evaluate him so consider that as you choose your assessment tasks. What standardized assessments will you administer? For each one you choose, describe the kind of information it will give you about Paul. Will you use standardized measures or more natural contexts, or both? Be sure to describe the methods you will use, what data you can collect during those activities, and why they are most appropriate. The Tager-Flusberg benchmarks article might be helpful to you. You will want to collect information on Receptive & Expressive language including pragmatic/social interaction skills and play. You would also like to obtain more information from his teacher at school. However, you cannot meet with her prior to the team meeting to discuss the assessment results. What could you use to gather more information from them? Be sure to put that in your outline somewhere.
4. (12 points) Write 3 goals from the information you have on Paul – use the 1T (task) and 3Cs (context, cuing, criteria) approach we practiced in class.

**Autism – SPLP 401**  
**Case Project – Treatment (50 points)**

You will be reading about Avery's current skills and developing a plan for treatment. (Adapted from a case by Audrey at UNC-CH.) You are expected to work on this treatment case independently and NOT to discuss your responses with anyone else. Please submit your answers in a Word document or text file uploaded onto Moodle. Please use your banner number as the name of your file.

**Background**

Avery is a 3 year 4 month boy with a diagnosis of autism. His birth was unremarkable as was his medical history. He attends a six-hour, 5-day/week self-contained early childhood classroom at an elementary school. He currently is receiving two 30-minute speech-language sessions per week, as well as OT and PT Avery has an older brother who also has a diagnosis of autism.

**Communication**

Avery is non-verbal. He uses no gestures, and cries/screams/tantrums frequently when frustrated. He does not initiate interaction or communication with others. He uses several consonant sounds (/m/, /p/, /h/) but they are not used intentionally for verbal expression. He does seem to understand some words, for example, his mother reports that he will go over to items she has mentioned not necessarily to him but to other people (e.g., the television, back door, their dog). When he wants something, he tries to get it himself and then may tantrum if he can't get it.

Avery's language was assessed via the Rossetti Infant Toddler Language Scale at the age of 2 years 9 months. He achieved an age equivalent of six months old on receptive and expressive language subscales, indicating a significant language delay.

His play consists of repetitive actions with toys or other items. He does not seem to distinguish between toys or non-toy items and is equally happy with both. He takes the coasters off the coffee table and rolls them on their side and watches where they contact the floor. His play seems like an accident most of the time rather than actions he intends to try. For example, he accidentally kicked an acorn while on a walk outside with his mom and then he wanted to continue kicking it.

**Cognition**

A cognitive assessment was administered using the *Leiter International Performance Scale-Revised (LIPS-R)* (Zimmeran, Steiner & Pond, 2005), which is a standardized test of non-verbal intellectual ability, attention, and memory. He scored at the 16-month-old range of ability. Although attention was an issue, he demonstrated a relative strength in memory for spatial information, patterns and sequences. He was able to match word cards with each other (e.g., box matched with box) but not able to match the word with the object (e.g., box with the object box). His mother reports that he will draw letters with a pen or pencil from memory but he cannot find letters she names.

**Behavioral Observation**

Avery spends most of the day walking/running back and forth in his classroom or playing alone with toys, especially blocks (stacking/lining them) or books (repeatedly taking them out and putting them back in the bookshelf). He does not initiate contact with other children and does not usually respond when other children play near him. He frequently tantrums if adults or other children disrupt his play, or if he cannot stack blocks correctly. His teachers are concerned that he is exploring toys in a stimulatory manner and not truly playing. Avery will sit still for lunch but does not attend to teachers or other children. He frequently does seem to like being held, rocked, turned upside down, and being bounced on the trampoline, but his teachers report that this kind of stimulation has been becoming increasingly less

successful at calming him down for more than a minute. Avery's teachers have growing concerns that he seems to be regressing; he has become more sensory-seeking recently, and cries/tantrums constantly. They are unsure whether anything has changed at home in the last few months.

Avery's parents report that he is "sweet" but gets frustrated easily. They describe that he plays quietly by himself with his blocks when they allow him to be alone. His mother says that they rarely try to interfere when he is being quiet, because they hate it when he screams. They also report that he loves playing outside and swinging on swings.

A session of trial therapy revealed a short attention span and resistance to any interference with his play activities. With attempts to control materials or sabotage play such that he would need to ask questions, Avery simply fell down on the floor into a tantrum, so those strategies were not effective in eliciting communicative attempts.

### Family Background & Concerns

Avery's father works in a bank, and his mother is an interior designer. He has one older brother, age 6, who is also diagnosed with autism and is receiving services through the school. His brother has also shown recent signs of regression, particularly with a new unwillingness to be touched. Avery's parents are very concerned because he is not communicating and seems to be very frustrated. They are motivated to get him the best services available and to come in to learn any strategies that the school finds work. They also have some resources to help them attend trainings or workshops to learn new ways of working with Avery.

Please respond to the following questions. Remember that writing will be graded within each response. Therefore, use complete sentences, correct grammar and punctuation, and appropriate word choices. If your response is more than one paragraph long, please be sure each paragraph has a topic sentence.

Your paper should be written in a clinical report style and include the following information. Please write in paragraph form. Put the goals into the format we practiced in class (1T and 3Cs) with a long-term goal and short-term objectives.

1. (5 pts) Based on Densmore and Tager-Flusberg et al.'s benchmarks, how would you characterize Avery's language and play abilities? Use this as your introductory paragraph where you summarize Avery's strengths first, and then his weaknesses.
2. (10 pts) Given the continuum of theoretical approaches to treatment (from behaviorist to developmental-social pragmatic) that are available for children with autism, what type of theoretical approach would you recommend for him at this time? Justify your recommendation by indicating why it will benefit him and why other approaches will be less likely to be successful at this time.
3. (10 pts) Write 2 goals for Avery's treatment over the next 2 months. This could include one long-term goal with 2 short-term objectives or 2 long-term goals and 2 short-term objectives. Be sure that each short-term objective includes a task (T) and the context, cues, and criteria (3Cs). Think about what would be most important for him to learn at this point in his life.
4. (10 pts) Given the goals you wrote, design therapy for two sessions. Include a description of the activity and the materials and which goal(s) will be targeted during each activity.



5. (10 pts) What treatment strategies are appropriate for Avery? Include this in your description of the activities in #4. This differs from the question above about whether you will use a more behaviorist versus social pragmatic approach. These are more specific. Consider approaches we talked about in class (like PECS, VIP, social stories, video modeling, Hannen approach, visual supports) and strategies that Densmore discussed (creating the play space, key word approach, ABC conversation strategy, cartoon strips, inside/outside thoughts). Explain why they are appropriate. Don't tell me all of them are appropriate; pick only a few. Consider his current phase and needs. Your strategies should be consistent with the theoretical approach you chose above.
6. (5 pts) What will be important at this point for Avery in terms of literacy instruction? What does he need now and why?