Seminar in Autism: Course Syllabus

Course Information:
Seminar in Autism
COMD 7v62 (7362) section 001
Fall 2013
Friday, 1:00-3:45
Callier Dallas

Professor Contact Information
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214-905-3142
aldridge@utdallas.edu
Office: Callier Dallas A107

Office hours for both: By appointment
Email is the fastest, most reliable way to reach me

Course Pre-requisites, Co-requisites, and/or Other Restrictions
None

Course Description
The purpose of this course is to develop familiarity with a variety of topics that relate to the Autism Spectrum Disorder (ASD’s). Issues related to diagnosis, etiologies, and characteristics of Autism across the lifespan will be presented. Current “hot topics” in Autism such as Applied Behavior Analysis/Verbal Behavior, Theory of Mind, Weak Central Coherence, “Extreme Male” theory, Biomedical issues, Special Diets, Chelation and other interventions will be part of this course.

This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: 3.1B, 3.2B, 3.3B

Student Learning Objectives
Students will demonstrate the following learning objectives consistent with standards 3.1B, 3.2B and 3.3B:
1. Describe the diagnostic criteria of autism and the pervasive developmental disorders/Autistic Spectrum Disorder (DSM V)

2. Identify the theorized etiologies of the ASD’s, including the role of genes, environment, and gene/environment interactions

3. Discuss when autism and the ASD’s may become evident and how early this may take place

4. Describe the characteristics and issues surrounding autism in early childhood, including the impact of social-communicative skills, speech and language characteristics, and cognitive and play skills

5. Describe the Theories of Autism

6. Describe the characteristics of autism in middle childhood including impact on social-communicative skills and cognitive skills

7. Discuss some of the educational issues related to autism

8. Describe characteristics and issues surrounding autism in adolescence and adulthood, including implications for speech and language, and also for employment and independence

9. Describe the outcome data on adults with autism

10. Discuss the different interventions available for autism and the PDD’s, the appropriateness of the interventions, and the pros and cons of each. Some of the interventions described will be behavior analysis, social-pragmatic/DIR-Floortime language approach, biomedical /diet, and use of visual strategies

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**Required Textbooks and Materials**


There are also required supplemental readings that are on Elearning.

Your Powerpoints and notes for lectures will be posted on eLearning. Also, announcements, take-home tests, and emails will be posted via Elearning.

**eLearning**: eLearning can be accessed through: elearning.utdallas.edu. You MUST log in, using your UTD netID and password. Your netID can be retrieved on the utdallas homepage. If you have problems with eLearning, email assist@utdallas.edu.
Emails will be sent via UTD Web for faculty or eLearning. Be sure to check your UTD email and eLearning email. Your failure to check UT mail or eLearning email is not an excuse for missing information.

Suggested Course Materials

I also strongly recommend that you reading Thinking in Pictures, by Temple Grandin.

Assignments & Academic Calendar
These descriptions and timelines are subject to change at the discretion of the instructor

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; PPTS</th>
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</thead>
<tbody>
<tr>
<td>Aug 30 -</td>
<td>UNIT 1: What is Autism, why does it occur?</td>
<td>Chapters 1-3</td>
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<tr>
<td>Sept 6</td>
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<td>Textbook</td>
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<td>DSM-IV Criteria for Autistic Disorder</td>
<td>Appx 1 (text)</td>
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<td>Autism and pervasive developmental disorders</td>
<td>Volkmar article (2004)</td>
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<td>PPTS: What is Autism PPT</td>
<td>Elearning</td>
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<td>Why does Autism Happen Possible Etiologies</td>
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<td>Sept 13-20</td>
<td>UNIT 2: Early Childhood: How early is it evident and preschool issues – Introduction to “Theories” or Models of autism</td>
<td>PPTS: Theories of Autism overview</td>
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<td>Red flags OF ASDs</td>
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<td>Elearning</td>
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<td>Chapter 4, 5, 6, 7</td>
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<td>Textbook</td>
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<td></td>
<td>Wetherby Article on “Early indicators of Autism”</td>
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<td>Landa Article “Early Comm Dev and intervention…”</td>
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<td>Elearning</td>
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<td>Sept 27-Oct 4</td>
<td>UNIT 3: ASD Theories/Models-continued: Language and Cognitive</td>
<td>Chapter 8</td>
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<td>Textbook</td>
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<td>PPTS- Preschool Language, Lang Impairment in Autism, Theory of Mind, Futher ToM , Weak Central Coherence</td>
<td>Elearning</td>
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<td>Language Impairment in children with Complex Neurodevelopmental Disorders: the Case of Autism – Helen Tager-Flusberg</td>
<td>Elearning</td>
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<td>Oct 11</td>
<td>UNIT 4: Issues in Adolescence and Adulthood</td>
<td>Chapter 9 (start reading 12-14)</td>
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<td>Paper 1 Assigned</td>
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<td>Text</td>
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<td>PPT- Preverbal follow up/outcomes; Autism in adolescence and adulthood</td>
<td>Elearning</td>
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<table>
<thead>
<tr>
<th>Oct 18-25</th>
<th>UNIT 5</th>
<th>Interventions: ABA and Social</th>
<th>PPTS: ABA; Social Pragmatic</th>
<th>Elearning</th>
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<td>Chapter 12, 13, 14</td>
<td>Textbook</td>
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<td><strong>Paper 1 Due – Oct 25</strong></td>
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<td>Sundberg article (Verbal Behavior ABA)</td>
<td>Elearning</td>
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<td>“Teaching New Skills to Young Children with Autism” (ABA) Anderson article</td>
<td>Elearning</td>
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<td>“Understanding the Continuum of…” article Prizant and Wetherby</td>
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<td>“Evidence Based Intervention for Language…” chapter by Rogers</td>
<td>Elearning</td>
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<td>The SCERTS Model Article- Wetherby</td>
<td>Elearning</td>
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<td>Extra PPT on Communication Strategies</td>
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<tr>
<td>Nov 1-8</td>
<td>UNIT 6</td>
<td>Interventions: Social, Visual</td>
<td>PPTS: PECS, Social Stories, TEACCH</td>
<td>Elearning</td>
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<td>TEACCH article</td>
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<td>3 links to TEACCH website</td>
<td>Elearning</td>
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<td>Strategies for Teaching Social Skills, chapter by J Baker</td>
<td>Elearning</td>
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<td>PECS article</td>
<td>Elearning</td>
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<tr>
<td>Nov 15-22</td>
<td>UNIT 7</td>
<td>Interventions: Biomedical &amp; controversies</td>
<td>Chapter 15, 16, 17, 18</td>
<td>Text</td>
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<td><strong>Paper 2 Assigned</strong></td>
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<td>PPTS: Vaccines; biomed treatments</td>
<td>Elearning</td>
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<td>The Sunderland Protocol - A logical sequencing of biomedical interventions for the treatment of autism and related disorders</td>
<td>Elearning</td>
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<td>Article- “Summary of Biomedical treatments” Adams</td>
<td>Elearning</td>
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<td>Extra article on GFCF diets</td>
<td>Elearning</td>
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<tr>
<td>Nov 29</td>
<td>NO CLASS</td>
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<tr>
<td>Dec 6</td>
<td>Continue UNIT 7</td>
<td></td>
<td><strong>Paper 2 Due</strong></td>
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You will be required to complete 2 papers for your grade in this course. (Each will count as 50% of your grade.) The topics for the papers will be given to you. You will be able to write your essays from the lecture material and the readings.

1st paper (take home test) assigned Oct 11 due Oct 25
2nd paper (take home test) assigned Nov 15 due no later than DECEMBER 6. Friday the 6th will be the last day you can turn it in to me.

Turn in a hard copy of your paper- do not email it

It is expected that you will complete required readings and contribute to the class discussion. Readings will be assigned each class meeting

**Grading Policy**

You will have 2 take-home papers to do in this course – each is worth 50% of your final grade. There will be traditional letter-grade breakdowns (e.g., 90-100 = A, etc.).
Late Essays: Deduction of 5 points off of final paper grade per late day. You will have plenty of time allowed to do these papers. If you need to make other arrangements to turn in a paper, please contact me as soon as possible. Email is the fastest method.

Standard 3.0B Curriculum

3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.

The intent of this standard is to ensure that program graduates have opportunities to acquire the knowledge and skills needed for entry into professional practice across the range of practice settings (included but not limited to hospitals, schools, private practice, community speech and hearing centers, and industry) and to qualify for those state and national credentials for independent professional practice that are relevant to the program’s purpose and goals.

The program must provide an academic and clinical curriculum that is sufficient for students to acquire and demonstrate, at a minimum, knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

The program must provide opportunities for students to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and the anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. These opportunities will be provided in this class in the area of articulation.

The program must provide opportunities for students to acquire and demonstrate knowledge in the following areas:

- principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders;
- standards of ethical conduct;
- interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders;
- processes used in research and the integration of research principles into evidence-based clinical practice;
- contemporary professional issues and advocacy;
- certification, specialty recognition, licensure, and other relevant professional credentials.
The program must provide opportunities for students to acquire and demonstrate skills in the following areas:

- oral and written or other forms of communication;
- prevention, evaluation, and intervention of communication disorders and swallowing disorders;
- interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior;
- effective interaction with patients, families, professionals, and other individuals, as appropriate;
- delivery of services to culturally and linguistically diverse populations;
- application of the principles of evidence-based practice;
- self-evaluation of effectiveness of practice.

3.2B Academic and clinical education reflects current knowledge, skills, technology, and scope of practice. The curriculum is regularly reviewed and updated. The diversity of society is reflected throughout the curriculum.

3.3B The scientific and research foundations of the profession are evident in the curriculum.

Specific knowledge will be demonstrated in this class in the area of receptive/expressive language disorder; social aspects of communication; cognitive aspects of communication. Knowledge will be conveyed via class lectures and readings. Acquisition will be demonstrated via class discussions and exams/assignments.

Students will demonstrate the following skills:

1. Describe the different diagnostic systems for ASD’s, pros and cons of each, and the specific role of the SLP in diagnosis
   As measured by:
   Successful completion of exams and class discussion
2. Describe theorized etiologies of autism and the evidence for the proposed causes: genes, environment, gene/environment interaction, role of toxins, neurological bases
   As measured by:
   Successful completion of exams and class discussion
3. Determine appropriate means to screen and identify autism early in the lifespan and the role of the SLP
   As measured by:
   Successful completion of exams and class discussion
4. Describe the social-communicative impairment in the ASD’s
   As measured by:
   Successful completion of exams and class discussion
5. Discuss the importance of prelinguistic communication in assessment and intervention with ASD’s
   As measured by:
Successful completion of exams and class discussion
6. Describe cognitive styles and object/play skills in early childhood in the ASD’s
   As measured by:
   Successful completion of exams and class discussion
7. Describe cognitive styles (including visual thinking) in middle childhood, specifically deficits in Theory of Mind, Weak Central Coherence, Executive Functions
   As measured by:
   Successful completion of exams and class discussion
8. Discuss the issues in educating children with ASD’s, including special ed, private education, and inclusion
   As measured by:
   Successful completion of exams and class discussion
9. Describe issues that arise in adolescence and adulthood in the ASD’s, including transition planning, career planning, independent living, and social-emotional concerns
   As measured by:
   Successful completion of exams and class discussion
10. Describe the range of intervention options available to those with ASD’s and how to apply them in a customized, individualized manner. This includes various forms of Applied Behavior Analysis, Social-Pragmatic approaches, Visual Strategies (TEACCH, PECS, Social stories, and biomedical interventions
   As measured by:
   Successful completion of exams and class discussion

Course & Instructor Policies

Attendance: It is expected that all students will have reasonable attendance. Good attendance is required to do well in the course! In the event of an absence, it is your responsibility to get the notes from a fellow student. We do not give out notes to students. We will, however, provide you with the appropriate missed assignments or handouts.

All students are required to adhere to the highest standards of academic honesty

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline
The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university’s *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents’ Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university’s policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student’s U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

**Withdrawal from Class**
The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester’s course catalog. Administration procedures must be followed. It is the student’s responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of “F” in a course if you choose not to attend the class once you are enrolled.

**Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university’s *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

**Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

**Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes
enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student’s responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

**Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

*These descriptions and timelines are subject to change at the discretion of the Professor.*