EDSE 5372: Intervention Program Models in Autism

This course covers how educational environments can be designed to maximize learning. Different models of effective, evidence-based behavioral interventions and teaching are analyzed. The use of teaching activity schedules and staff training to build supportive educational settings is also covered. Prerequisite: EDSE 5325, EDSE 5370 and EDSE 5371

Student Outcomes:

- Students will discuss the different interventions available for autism and the PDD's, the appropriateness of the interventions, and the pros and cons of each.
- Students will develop understanding and knowledge and implementation skills of the following specific intervention program models in Autism:
  1. Lovass—also known as Discrete Trial (DT), Intensive Behavior Analysis, DT was the earliest form of behavior modification; initial research reported in 1987; initial intent to achieve inclusive kindergarten readiness has morphed into IBI and ABA.
  2. TEACCH—stands for Treatment and Education of Autistic and related Communication-handicapped children; over 32 years empirical data on efficacy of TEACCH exists; including parents as co-therapists; recognizes need for supports from early childhood through adulthood; main focus autism rather that behavior.
  3. PECS—stands for Picture Exchange Communication System; derived from need to differentiate between talking and communicating; combines in-depth knowledge of speech therapist with understanding of communication where student does not typically attach meaning to words and lack of understanding of communication exists; high compatibility with TEACCH.
  4. Greenspan—also known as “Floor Time,” DIR (Developmental Individual-Difference, Relationship Based) Model; targets emotional development following developmental model; depends on informed and acute observations of child to determine current level of functioning; has child-centered focus; builds from the child; Floor Time is only one piece of a three-part model that also includes spontaneity along with semi-structured play, and motor and sensory play.
5. Inclusion—initially intended for children with mental retardation and disabilities other than autism; sociological, educational and political mandates in contrast to psychology as a root source for other approaches; inclusion defined by federal law in IDEA.

6. Social Stories—also known as Social Scripts; developed by Carol Gray in 1991 initially to help student with autism understand rules of a game; was further developed to address understanding subtle social rules of neurotypical culture; addresses “Theory of Mind” deficits (the ability to take the perspective of another person).

- Students will develop understanding and knowledge and implementation skills of other various intervention program models in Autism:

Justification:
Third sequenced course in MS in Special Education Autism Spectrum Disorder Interventions

Program:  Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor:  Add: _____ Delete: _____ Change: _____ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

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Chair
Department

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Dean

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