



Your University of Choice

MTI 543 - Understanding Autism

This course is offered in conjunction with UCP Seguin of Greater Chicago (Infinitec). Students will receive 3 nationally accredited graduate credits for completing the assignments listed in this syllabus in conjunction with the videos from Infinitec. **All work, course questions and transcript information is to be directed to MTI.**

****DO NOT CONTACT** Infinitec for questions about this syllabus or the assignments.

Credits: 3 Graduate Credits From Calumet College of St. Joseph, Whiting, Indiana

Calumet College of St. Joseph is an independent co-educational, liberal arts institution, fully accredited by the Higher Learning Commission, a member of the North Central Association. CCSJ is accredited to offer master's, baccalaureate and associate's degrees, certificates, and diplomas by the Higher Learning Commission, a member of North Central Association (NCA). CCSJ is also accredited by the National Council for Accreditation of Teacher Education (NCATE), which is accepted by all 50 States.

Grades: K-12

Email: For questions about this syllabus and its assignments email:
info@midwestteachersinstitute.org

Midwest Teachers Institute Contact Information (non-email):

Phone: 1-866-854-2700

Fax: 1-888-831-0139

Requirements for Taking Courses through Midwest Teachers Institute

All MTI courses are designed for educators who **have at least a bachelor's degree and two years of teaching experience.** Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase, professional development and /or state re-certification.

Formatting Requirements

1. All assignments must be completed and returned in the same order as they appear in the course packet.
2. All work must be completed. Any work left incomplete will be returned and will not receive a grade.

3. All completed coursework **must be turned in via internet attachments**. Please name your attachment with your course number and your full name (ex. **508JohnDoe**) and submit it as a Microsoft Word document or the Google Doc equivalent. Please do not submit as separate attachments, *unless they are in different formats* (example: Word, PowerPoint, etc.)
4. **ONCE ALL ASSIGNMENTS ARE COMPLETED, SIMPLY EMAIL THEM TO BE GRADED AT: grades@midwestteachersinstitute.org**.

Once your work has been submitted, it will take up to two weeks for our assessment department to grade it. You will receive a grade report by email with instructions on how to order your transcript from Calumet College of St Joseph. Your first transcript is free.

Course Description

This course is designed to help educators identify what Autism is and how it impacts our students. Strategies will be introduced, evaluated, and implemented to help these students find success in the classroom. Particular attention will be spent on literacy strategies and how to help students develop these strategies. Educators will also examine the social skills of an Autistic student and how to teach both social thinking as well as socially acceptable behaviors.

Compliance with National Board of Professional Teaching Standards (NBPTS)

NBPTS standards represent the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards), which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community

Course Objectives: After watching the Infinitec videos and completing the following assignments, the educator will be able to:

- Provide an overview of the characteristics of Autism.
- Explain the importance of visual supports.
- Understand how to collect data on student progress.
- Learn how to teach social skills, including social thinking.
- Explain how to identify Autistic behaviors as well as the appropriate responses.
- Implement literacy interventions for Autistic students.
- Utilize the 4 block model.
- Develop and utilize a variety of reading strategies.

Grading

The total grade will be determined by adding the points from the following 4 categories:

Quizzes (10 videos, 5 questions each, 2 points each question)	100 points
Peer sharing	10 points
Lesson Plan	105 points
Evaluation	100 points
Total	315 points

The grading scale for the final grade is:

100-90%	A	315-284 total points
89-80%	B	283-252 total points

(Anything resulting in fewer than 252 points will not receive credit. Your work will be returned and you will be allowed to correct and resubmit for a higher grade).

Lesson plan rubric:

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal (9-7 pts)	Below Standard (6 pts)
Objectives ____/15	Each objective is stated in terms of student behavior, identifies the learning that will occur, and is measurable and observable. At least 1 objective addresses higher order thinking skills.	Each objective is stated in terms of student behavior, identifies the learning that will occur, and is measurable and observable.	Some objectives are stated in terms of student behavior. Some are clear and some are not.	Objectives are written in terms of teacher behavior. They are imprecise and unclear.
Curriculum and Standards ____/15	The lesson plan provides clear and significant connections between the local curriculum and/or state standards. The target audience is clearly defined.	The lesson plan provides clear connections between the local curriculum and/or state standards. The target audience is defined.	The lesson plan provides some connection between the local curriculum and/or state standards.	There is no connection between the lesson plan and local curriculum or state standards.
Supporting Evidence in Practice ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.

Procedure ____/15	The lesson demonstrates an effective use of time, content, and creativity.	The lesson demonstrates a consistent use of time, content, and creativity.	The lesson demonstrates a developing use of time, content, and creativity.	The lesson does not demonstrate an effective use of time, content, and creativity.
Differentiation ____/15	Anticipates and plans ahead for any necessary class-wide differentiation.	Differentiation is linked to individual learner characteristics with adequate detail.	Differentiation is provided but is not directly linked to the lesson.	Superficial or little attempt to differentiate lesson.
Methods for Measuring Student Achievement ____/15	2 or more non-paper and pencil methods are used to measure student achievement. (Examples include presentations, demonstrations, experiments, portfolios)	1 non-paper and pencil method is used to measure student achievement.	Assessment is limited to just paper and pencil response(s).	No methods of assessment.

Evaluation rubric:

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal (12-9 pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well-organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well-organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Video Questions

(Reminder: The video links will only work if you or your district has subscribed to Infinitec, otherwise this course is unavailable)

Foundation Pieces

Video #1 What is Autism?

Pam Leonard

<http://www.myinfinitec.org/online-classroom?id=9a2a5d35-b557-4e85-baf0-2226e4030455>

This introduction to autism includes a video titled, “What is Autism” created by Gigantic Planet in collaboration with the University of Washington Autism Center and funding by the Washington State Legislature. The video provides an overview of autism, diagnosis and treatment. An explanation of the changes to the diagnostic guidelines for Autism is included, as well as prevalence, early diagnosis, causes/risk factors and IDEA's criteria.

**Although there are no video questions required with this video, the concepts and ideas included in this video are deemed important for your final essay, and possibly for your application assignment. Please include any relevant information from the video to complete your assignments.*

Video #2 Characteristics of Autism

Nasihah Cirincione Ulezi, Special Education Consultant for Autism, IL

<http://www.myinfinitec.org/online-classroom?id=071ae0ff-2e4b-4d12-b624-8d39580a6b24>

An overview of the characteristics of students in the autism spectrum as well as differentiation between the various types of autism. Included is a discussion of facts and myths about autism as well as information related to autism at different points across the lifespan.

- 1) How many disorders are included in the autism spectrum?
 - a) 3
 - b) 5
 - c) 7
 - d) 9
- 2) Which of the following is not included as a “big three” characteristic of autism?
 - a) Difficulty with social interaction
 - b) Difficulty with communication
 - c) Repetitive behaviors
 - d) Difficulty in controlling weight
- 3) Which of the following is not a characteristic of how autism impacts communication skills?
 - a) Deficits in expressive and receptive language communicating wants and needs, following directions, answering questions
- 4) Which of the following is NOT a characteristic of how autism impacts communication skills?
 - a) Deficits in expressive and receptive language
 - b) Ranges from nonverbal to hyper-verbal
 - c) Difficulty, especially before age 5, speaking words that begin with hard consonants
 - d) Difficulty with turn taking, topic selection, and maintenance in conversation

- 5) Which of the following are typical characteristics of the communication skills of people with autism?
- a) Splinter skills
 - b) poor generalization skills
 - c) Reading without comprehension
 - d) Savant syndrome

Video #3 Visual Supports

Lisa York

<http://www.myinfinitec.org/online-classroom?id=dec88b49-447b-4a02-81ed-096c95ab5418>

This session features a discussion of the importance of visual supports for students on the Autism Spectrum. A variety of visual supports are shared. Discussion then focuses on how visual boundaries can be used as supports. Visual schedules, including talk organizers or mini schedules and visual supports across the curriculum are highlighted.

- 1) True or False. When a student transfers to a new school or classroom they should be given a clean slate to determine if they need visual support.
- 2) What type of visual is the most concrete?
 - a) Picsyms
 - b) Line drawings
 - c) Real objects
 - d) Pictures
- 3) Students with ASD profit from the use of visuals because:
 - a) they choose not to listen in many cases
 - b) they do not understand language
 - c) their attention is often drawn to other background noises or their attention may shift
 - d) they are not interested in the item you are teaching them
- 4) What type of visual support can help students to understand the tasks within a task?
 - a) Visual boundaries
 - b) Visual schedules
 - c) Mini schedules/task organizers
 - d) Visual curriculum supports
- 5) Which of the following is NOT an important variable to consider in setting up a schedule?
 - a) A personal schedule vs. a classroom schedule
 - b) The amount of information to display at one time
 - c) The type of graphic support
 - d) The size of the pictures

Video #4 Social Skills

Pam Leonard

<http://www.myinfinitec.org/online-classroom?id=11202405-0e5c-4c7b-be58-905235c046db>

The session begins with a discussion of how students in the Autism Spectrum think differently about Social situations and perceive them differently than neurotypical people do. Some of the thinking challenges are described. The session then focuses on a variety of materials that have been useful in

teaching social thinking and social skills along with a number of checklists to provide a way to collect data on student progress.

- 1) Team members who are responsible for implementing social skills training are
 - a) speech and language pathologist
 - b) the entire educational team
 - c) social worker
 - d) psychologist
- 2) The areas that are important for social skill development are:
 - a) having a secure attachment
 - b) social learning
 - c) experience of a sharing relationship
 - d) all of the answers
- 3) Research has shown:
 - a) training in social skills is enough for generalization to occur
 - b) training in perspective taking or thinking differently about social situations is enough to promote generalization
 - c) to promote generalization, training should focus on social skills, perspective taking, and thinking differently about social situations
 - d) none of the above
- 4) The “hidden curriculum” is used for students needing help with
 - a) story problems in math
 - b) a phonics curriculum
 - c) a curriculum for helping students with ASD learn new vocabulary
 - d) a curriculum for helping students with ASD learn social skills
- 5) Examples of challenges faced by people with ASD can be:
 - a) taking the perspective of others
 - b) not realizing that there is give and take to conversations
 - c) taking the perspective of others and not realizing that there is give and take to conversations
 - d) pleasing others

Video #5 Behavioral Strategies

Nadine Woodle, School Psychologist and Autism Consultant, IL

<http://www.myinfinitec.org/online-classroom?id=89ac873e-ed58-4651-b407-d67597874c91>

This video focuses on how to interpret and respond to behaviors presented by students within the autism spectrum. The content of this video includes: how to understand behavior, situations that tend to elicit challenging behaviors, strategies to de-escalate behaviors and helpful responses to problem behavior.

- 1) Reinforcers for an individual student should be determined by
 - a) what children that age like
 - b) your personal experience working with children
 - c) interviewing other staff members regarding reinforcers they have found to be effective with other students
 - d) observation and interviews with the student

- 2) When a student is upset it is very important to
 - a) ask them what happened and why they are upset
 - b) talk about what the student could have done differently
 - c) avoid talking and allow the student time to calm down and let you know when they are ready to talk
 - d) remind them of the consequences for their inappropriate behavior
- 3) True or false. A student who had limited functional communication will use their behavior to communicate their needs.
 - a) True
 - b) False
- 4) When you first begin a reinforcement program it is critical to deliver reinforcers:
 - a) with a set schedule determined by the class schedule
 - b) after the student gets home to promote parent involvement
 - c) at a time that works best in the school day schedule
 - d) at a time and rate to insure the student will be successful in earning the reinforcer
- 5) Students on the autism spectrum often exhibit resistance to changes in routines and transitioning from one activity to another because:
 - a) they want to do things their own way
 - b) they don't like what you want them to do
 - c) they have difficulty predicting and anticipating what the new activity will look like
 - d) they don't like school activities

Video #6 Communication Skills

Pat Bachand, Speech Language Pathologist and Autism Specialist, IL

<http://www.myinfinitec.org/online-classroom?id=d5619ac5-b3fe-4120-b526-c31b08bb011b>

This video begins with a discussion of communication skills and how these are impacted for students on the Autism Spectrum. Typical communication skills are contrasted with the types of communication skills often seen for students on the Spectrum. Echolalia, AAC and common interventions are the focus for the remainder of the video.

- 1) True or false. It is best to model language from the child's point of view when they use echolalia
 - a) True
 - b) False
- 2) Which one is NOT a communicative function of language?
 - a) requesting
 - b) commenting
 - c) giving information
 - d) rehearsal
- 3) Which one is an example of joint attention?
 - a) Echolalia
 - b) Shifting eye gaze from object to person
 - c) Literal understanding of language
 - d) Understanding prepositions
- 4) What are 2 types of echolalia?
 - a) Immediate and spontaneous

- b) Scripted and immediate
 - c) Immediate and delayed
 - d) Delayed and imperfect imitation
- 5) True or False. Visual supports are only used for aiding language composition.
- a) True
 - b) False

Video #7 Communication Partnerships in ASD

Dr. Joanne Cafiero, Researcher, Autism Specialist and National Presenter

<http://www.myinfinitec.org/online-classroom?id=c0b2ea1b-1044-4608-bcaf-8600b825726e>

Aided input strategies are the core of communication partnerships. Dr. Cafiero reviews the strategies, tools and research supporting them.

**Although there are no video questions required with this video, the concepts and ideas included in this video are deemed important for your final essay, and possibly for your application assignment. Please include any relevant information from the video to complete your assignments.*

Video #8 Students on the Autism Spectrum in the General Education Classroom - Tackling the Thorny Issues

Dr. Joanne Cafiero, Researcher, Autism Specialist and National Presenter

<http://www.myinfinitec.org/online-classroom?id=98919c75-601e-43ff-a791-f3f925522a7e>

This recorded webinar addresses the issues that impact the successful inclusion of students with Autism Spectrum Disorder. A hierarchy of supports are described and various low tech and digital tools for socialization, self-management, task completion, writing and behavior management are demonstrated.

**Although there are no video questions required with this video, the concepts and ideas included in this video are deemed important for your final essay, and possibly for your application assignment. Please include any relevant information from the video to complete your assignments.*

Video #9 AAC Meets ABA: Is that really possible?

Dr. Joanne Cafiero, Researcher, Autism Specialist and National Presenter

<http://www.myinfinitec.org/online-classroom?id=9a2a5d35-b557-4e85-baf0-2226e4030455#videoTop>

In this recorded webinar, Dr. Cafiero discusses pivotal response treatments (PRT), the feature match between good AAC interventions and PRT and identifies practical ways to implement PRT as ABA into AAC interventions.

**Although there are no video questions required with this video, the concepts and ideas included in this video are deemed important for your final essay, and possibly for your application assignment. Please include any relevant information from the video to complete your assignments.*

Literacy Instruction

Video #10 Unlocking Language for Students with ASD-Literacy Interventions

Dr. Joanne Cafiero, Researcher, Autism Specialist and National Presenter

<http://www.myinfinitec.org/online-classroom?id=0a10807a-3de7-4149-aaab-e797a01c0a6c>

New research in the field of ASD is dictating that practitioners rethink expectations and interventions for students on the Autism Spectrum. This recorded webinar will focus on the implementation of robust literacy interventions guided by the National Reading Panel and using software, leveled readers and student-centered, teacher-made tools with the goal of providing meaning and a love of literacy while supporting functional communication.

- 1) Children with ASD have fewer literacy experiences due to
 - a) low expectations
 - b) behavioral difficulties
 - c) lack of appropriate material
 - d) all are correct
- 2) The _____ hour rule is the amount of practice students need to become experts at a task.
 - a) 1,000+
 - b) 5,000+
 - c) 10,000+
 - d) 100,000+
- 3) Writing interventions must consider the following: language, organization, sensory and
 - a) task
 - b) sequence
 - c) motor
 - d) consequence
- 4) Literacy begins
 - a) at birth or before
 - b) at age 2
 - c) at age 4
 - d) at age 6
- 5) An example of embedding literacy into self-management includes
 - a) having a time-out/cool down area with books and literacy activities
 - b) working for the incentive of a pretzel by completing tasks to spell out the word pretzel, where one letter of the word is received after each completed task until the word is completed.
 - c) both A and B are correct
 - d) both A and B are wrong

Specific Strategies for Autism

Video #11 Tweaking the Four Block Model for Children with Autism and Severe Disabilities, Part 1 (Overview)

Susan Norwell

<http://www.myinfinitec.org/online-classroom?id=8165a07d-823c-4289-b09d-b6e1f7e2a8b9>

Susan Norwell explains the Four Block Model of Literacy Development and demonstrates its use to teach children with Autism and severe disabilities. In part one, she provides an overview of each block in the Four Block Model. Susan describes at least three types of students who benefit from this type of instruction. She includes students who are nonverbal, those who are verbal with language and auditory processing issues, or children who are hyperlexic. Then Susan goes deeper into the self-selected reading

block. She provides both an explanation and video demonstration of the strategies used to teach this block.

- 1) Which important life skill needs to be enhanced for successful reading instruction to occur for the nonverbal child?
 - a) Fine motor skills
 - b) Visual tracking skills
 - c) Vocabulary
 - d) Communications
- 2) What is the first goal/strategy for children with autism when working with the Self-Directed Reading Block?
 - a) Sequencing
 - b) Tracking print
 - c) Engagement
 - d) Attending
- 3) What is the prerequisite for learning how to read?
 - a) There is none
 - b) Letter knowledge
 - c) Sound knowledge
 - d) Print awareness
- 4) What is schema?
 - a) Good comprehension
 - b) All prior knowledge about a topic
 - c) Known vocabulary
 - d) The reading plan
- 5) What is the most important advantage of the Four Block Model for children with autism?
 - a) It is inexpensive
 - b) It includes a writing block
 - c) There are many materials made to go with it
 - d) The blocks are meant to be multi-level

Video #12 Tweaking the Four Block Model for Children with Autism and Severe Disabilities, Part 2 (Guided Reading Block)

Susan Norwell

<http://www.myinfinitec.org/online-classroom?id=c41b4ec8-8905-4826-951e-a7f3b1ae4134>

In Tweaking the Four Block Model for Children with Autism and Severe Disabilities, Part II, Susan Norwell discusses the guided reading block. Once again, she provides strategies and goals for teaching in this model. She continues to provide video examples to illustrate her explanations. She demonstrates how to move from using voice output devices to reading silently.

- 1) Augmentative communication is necessary for nonverbal children in the reading process for
 - a) regulating their behavior
 - b) making comments
 - c) asking questions
 - d) all of the above

- 2) What method during reading significantly helps the nonverbal child who is anxious and has little experience with reading?
 - a) Turn-taking with the teacher
 - b) Book on the internet
 - c) Choral reading
 - d) Books on tape
- 3) How can we best support nonverbal children in answering comprehension questions?
 - a) Provide picture support for answers and questions
 - b) Keep questions very concrete
 - c) Only use fill in the blank
 - d) Use matching activities to test comprehension
- 4) The guided reading block is the block in which children
 - a) enjoy a good read aloud
 - b) advance a book read to them on the computer
 - c) read a book in their heads with teacher support
 - d) spell the words from the story
- 5) What is important to assess before a child reads a book?
 - a) Background knowledge
 - b) Sound knowledge
 - c) Ability to identify colors
 - d) Letter knowledge

Video #13 Tweaking the Four Block Model for Children with Autism and Severe Disabilities, Part 3 (Writing)

Susan Norwell

<http://www.myinfinitec.org/online-classroom?id=bed0767d-04ef-4598-ba99-217795666f36>

Susan discusses the roadblocks that these students often encounter before and during the writing experience. Then she provides multiple strategies to implement during writing instruction.

- 1) What can help children increase their ideas for writing?
 - a) Fill in the blank worksheets
 - b) Patterned writing
 - c) Reading good picture books
 - d) Patterned writing and reading good picture books
- 2) One method for increasing the link between reading and writing is to
 - a) have children write down text from books they read.
 - b) having students read what they write.
 - c) have students write their sight words.
 - d) put words on articles/objects around the room.
- 3) What is the most important outcome of learning to write for nonverbal children?
 - a) They can keep pace with their peers
 - b) They will be able to journal
 - c) It will help their reading
 - d) They will be able to communicate a novel idea without independence on someone putting it into their device

- 4) What are two strategies for increasing a child's writing complexity?
 - a) Patterned writing and writer's workshop
 - b) Writer's workshop and shared pen
 - c) Patterned writing and shared pen
 - d) none of the above
- 5) An important ingredient for writing that is often neglected is
 - a) keeping it interactive and fun
 - b) story starters
 - c) graphic organizers
 - d) lists of topic ideas

Video #14 Tweaking the Four Block Model for Children with Autism and Severe Disabilities, Part 4 (Specific Strategies)

Susan Norwell

<http://www.myinfinitec.org/online-classroom?id=0511aac-f683-4fc6-be20-9555dee275a8>

This video reviews instructional methods for teaching phonemic and phonological awareness and sight word skills, and describes specific strategies to increase engagement and participation for students with significant needs. Susan provides various examples of activities through discussion and video demonstration; she includes material and web based resources.

- 1) To build confidence for students with autism and severe disabilities to develop word study skills, it is crucial to teach skills:
 - a) in individualized settings
 - b) expressively
 - c) in a highly structured format
 - d) receptively
- 2) Teaching the recognition of words that can't be decoded is referred to as _____ instruction.
 - a) sight
 - b) direct
 - c) making words
 - d) rhyming
- 3) When introducing students with autism or severe disabilities to novel word study activities, it is critical to model and teach
 - a) skills at an instructional level
 - b) techniques for students to respond/participate in the activity
 - c) reading comprehension strategies
 - d) word identification skills
- 4) Because students who are nonverbal have less opportunity to "play with sounds," it is critical for them to develop _____ of sounds to further develop decoding skills.
 - a) auditory mapping
 - b) visual discrimination
 - c) an ear print
 - d) letter association
- 5) Research has shown that the better a child _____ the easier it is for him/her to decode.
 - a) reads sight words

- b) rhymes
- c) identifies phonemes
- d) identifies letters

LESSON PLAN/ACTION PLAN

Complete the following (105 points):

After you have watched all the required videos, take what you have learned and create a lesson plan that you would use for one of your classes. Be sure to include **all** the categories and information listed below, as well as any other information that may be pertinent to your lesson plan. Please consult the lesson plan rubric for guidance on each category.

Subject:

Name of lesson:

Age of students:

Goals/objectives for the lesson:

District/state standards supported by the lesson:

Challenges faced by the autistic student in the lesson:

Specific autism strategies in practice:

How you will assess student achievement (formative and/or summative assessment):

Lesson steps (what they will actually do for the lesson):

EVALUATION/REFLECTION

Choose **one** of the following (100 points):

1. Using the concepts from this course and from your own research, come up with an action plan to share with your department. How can you create an environment that allows students with Autism to reach their full potential as writers? Your action plan should consider the 4 block model and how it could be incorporated into any course. Consider any potential problems you may have with implementing your action plan (from parents, students, coworkers, or anyone else) and come up with possible solutions. Write 2-3 pages (100 points).

2. Using the concepts from this course and from your own research, explain what Autism is and how it affects students in the classroom, as well as multiple strategies one can use/teach to ensure that these students find success. Include at least one source from outside this class. Write 2-3 pages (100 points).

PEER SHARING

Once you are done with the videos, visit our Google Community at <https://plus.google.com/u/0/communities/115175898460658405475> and share your insights from the course. Share a new strategy, a lesson plan, or begin a discussion on a topic you want to explore further. You are required to post at least twice on this community. Please copy your response onto the document that you turn in at the following address: grades@midwestteachersinstitute.org. (10 points)

END OF COURSE SURVEY

Now that you are finished with your class, please take the time to help us improve. In order to make sure that we are providing the best possible service, please go to: <http://goo.gl/forms/5K8o0UC6mR>

Take the course survey, **which is required for you to receive your grade**. We at MTI appreciate and value your feedback.