Indiana University-Purdue University: School of Education

Course Number: W505

Course Title: Professional Development Workshop: Building Foundations and Using Evidence Based Practices for Individuals with Autism Spectrum Disorders

Instructor: Melissa Dubie, M.S.
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Description Overview: Through this online workshop, the participants will build strong foundation knowledge of autism spectrum disorders and 24 evidence based practices. In addition, they will learn how to implement 3 of the evidence based practices with individuals across the autism spectrum.

Course Goals – Students will:
1. Understand the history, diagnosis, prevalence, and etiology of autism spectrum disorders.
2. Introduced to the 24 evidence based practice strategies which have been proven to be effective to implement routinely with individuals on the autism spectrum.
3. Share how implementing the 9 guiding principles in your school environment.
4. Implement three of the twenty-four evidence based strategies with a student at your own school or workplace.

Course Requirements:
Course participants must do ALL of the following assignment:

1st Forum (easy 10 points): My name is Melissa Dubie; I have been working in education since 1984 as a teacher of Emotional Disabilities (ED), Learning Disabilities, and Mild Disabilities in Wisconsin and Indiana. I have also been a school consultant for ED and Autism Spectrum Disorders (ASD) and a coordinator of ED programs before landing this great job as an educational consultant at Indiana Resource Center for Autism. My main role here is to consult in school districts monthly by teaching, modeling, and coaching staff how to implement 24 evidence based practices. This is my fourth year to work in all of the schools (4 elementary’s, 1 middle school, and 1 high school) in Columbia City School District (near Fort Wayne) and my first year to work at Fieler Elementary School in Merriville and Eagle Park Elementary in Crown Point, Indiana.

Your posting: Tell us about you . . . Where do you work, how many students do you work
with that have ASD, tell us a fun experience you had recently working with a student with ASD. This is due Saturday, January 18, 2014 by midnight.

Reflect on Everyone’s Post: Read everyone’s post and then reflect with the person as if you are having a conversation with them from what they wrote by connecting as a colleague by either having a reciprocal conversation and/or asking a question. This is due Sunday, January 19, 2014 by midnight.

2nd Forum (30 points): In Session 4 of your first assignment, the 9 guiding principles were shared that I find essential to have implemented in our classrooms, with families, with our administrators, and within our schools as educators.

Your posting: Answer each of the questions I have posted below:
#1: Understanding ASD – How to keep up your knowledge on ASD? How do you teach independence, generalization, and social responsibility for your students?
#2: Providing Family-Centered Support and Honoring Diversity – How do you include your families in decisions and keep in touch with them regularly so you can create a strong relationship?
#3: Collaborating as an Interdisciplinary Team – When to you regularly make time to meet with SLP, OT, PT, administration, or other educators to problem solve on how to implement EBP’s?
#4: Using Evidence Based Practices (EBP) – When you looked at this list of EBP’s, which ones were you already implementing but didn’t realize they were on the list?
#5: Using Data Collection to Guide Intervention - Share how you make data driven decisions and if you are not, ask questions to how others are doing this or how from reading the material what you will start doing.
#6: Providing Services in Natural and Least Restrictive Environments – How is Least Restrictive Environment (LRE) set up in your schools? How are you regularly thinking about including students in natural environments?
#7: Providing Access to the Curriculum and Community – How are your student’s utilizing general education curriculum? State standards?
#8: Planning for Transitions – How do you plan ahead for transitions (e.g., structure to non-structure, change for substitutes, movement to a new grade, change to new staff in a tri-semester)?
#9: Embracing a Systems Perspective – How do you receive training, on-going support and how do you see implementing EBP’s school wide?

Post your answers to each of these 9 guiding principles due by Saturday, February 8, 2014 by midnight.

Reflect on Everyone’s Post: Read what everyone has written. Share a short paragraph with each person any inspiration or new idea you gained from reading their information or reassurance that you are doing what others are doing. This reflection feedback should just be overall to the 9 guiding principles, not to each one. Due by Sunday, February 9, 2014 by midnight.

3rd Forum (10 points): I am currently consulting in Columbia City, Merriville, and Crown Point. I start each student I consult with on one of the fidelity checklists and gradually build up to as many as 3 in a school year. I use a LCD in my meetings (usually
3-5 people on team like SLP, OT, administrator, general and special education teacher) to project the checklist on the board for all to see. We use the checklist as steps to guide our teaching each other on how to implement the EBP and to make sure we are following it according to what the research suggest proving we are implementing the strategy with fidelity. If the staff needs to have the strategy modeled then we go into the classroom so I can model it. If the teacher is comfortable and wants to try the EBP then I coach him/her to implement the strategy in the classroom. I use the fidelity checklist as a running log of what is being done with the student each time I visit and pair it with baseline and on-going data to show the student’s progress. This allows the team and I to make data driven decisions.

Your posting: Watch the webinar on how to fill out a fidelity checklist I have used for Peer Mediation Instruction. Tell us what fidelity checklist you used (Visual Boundaries or Visual Schedule). Share your experience of using the checklist like I did above. You can use information you wrote on your reflection from 2nd Assignment. Be sure to include the answers to these questions: How did you and the teacher work through the checklist? Did you use the step-by-step directions? What were the positives of using the checklists? What were your struggles of using the checklists? What questions do you have about using this as a strategy to teach EBP’s? This is due by Saturday, March 1, 2014 by midnight.

Respond to your colleagues posting: Read everyone’s posting then give everyone at least one suggestion on how they can solve their questions. This is due by Sunday, March 2, 2013 by midnight.

☐ 1st Assignment (80 points): Complete all 8 post-tests with a score of 9 or 10 to show mastery. You can take the tests as many times as you need to (questions are assigned randomly so you may not have the same questions each time). You can also take the pre-tests if you want before reading the information; however, this is a choice that you won’t be graded on. This is due Sunday, February 2, 2014.

☐ 2nd Assignment (70 Points): Using the information below, fill out 1 of 2 evidence based practice fidelity checklists of either visual boundaries or visual schedules. If you choose visual schedules then step out of your comfort zone by creating a schedule you don’t usually make for a student. For example, if you usually make a line drawing with Mayor Johnson pictures then try an object or photograph schedule. Choose a student in a classroom where the teacher won’t mind meeting with you every week for 4 weeks. Tell me about the student you choose including the characteristics of ASD according to DSM 5 that will help me see why you are choosing physical boundaries (e.g., highly distractible, runner) or visual schedule (e.g., likes to see himself in pictures, tried line drawings and he is not independent) (10 points). Then fill out the fidelity checklist one time a week for 4 weeks (40 points). Hand in the fidelity checklist and any visual supports (e.g., picture of the support, video clip on student using) you made or photo to show what was implemented so I can clearly see the EBP in place (10 points). Provide a reflection of this experience (pro’s and con’s) (10 points). This is due by Sunday, March 23, 2014 by midnight.

Will need:
1. Power point titled: “Using Evidence Based Practice Fidelity Checklists” – This is the how to fill out the fidelity checklists.

2. Learn about Visual Boundaries or Visual Schedules
   a. Create a free password on the Autism Internet Modules (www.autisminternetmodules.org) then on left click on “Autism in the Classroom”
   b. Then on right side click Visual Supports (last one on the list).
   c. Look to the left to see the “Table of Contents”. Read and view the material and videos on the following sections: Introduction, CEC Professional Standards, Overview,
   d. Then read 1 of these 2 sections that you will be using:
   e. Read the Frequently Asked Questions
   f. Read the Step by Step Instructions
   g. Complete the Implementation Checklists; there is also one on the following website (http://autismpdc.fpg.unc.edu/content/visual-supports) that you can type on the open fields and send to me electronically

❖ 3rd Assignment (200 points): Think of this assignment as a case study. You can use the same student you used for your second assignment or a different student, either is fine. You are going to choose 2 of the 24 evidence based practices (not including Visual Boundaries or Visual Schedules) to implement with this student, get parent input as well. Tell me how you implemented the EBP (including examples and the fidelity checklist) and present to staff in a power point as if you are teaching them how to implement the EBP you choose. Here are each of the parts you will be graded on:
   o Part 1: Description of Case Study Student – Tell me student’s first name only (or you can make up a name of someone you are thinking of), age, placement, brief history of his diagnosis of ASD using section 1 and 2 from assignment one, current level of functioning, characteristics of ASD according to DSM 5, information about his Functional Behavior Assessment and Behavior Intervention Plan, and IEP goals related to the EBP you have chosen. In addition, call the parent to gain more insight to their perspective of their child’s strengths and any concerns they have so that the EBP’s you are choosing are related. This description should be around 3-4 pages. Graded: 40 pts.
   
   o Part 2: Evidence Based Practice (EBP) you will be implementing – Referring to Section 6-8 from assignment one, provide foundation to why you are choosing these EBP’s, history of what has been tried to address the student concern. Choose two EBP’s that are related or build on one another. For instance if you choose Video Modeling or Peer Mediation, you could pair it with prompting or social narratives. Another example is you could also pair Antecedent Behavior Intervention (ABI) with Differential Reinforcement. There are many combinations of EBP’s that work together depending on what are the concerns/struggles the
student is displaying. If you are unsure if the two EBP’s are connected, email me as you start your case study. Also, in this part include a copy of the 2 EBP checklists which should show that you have met with staff at least 4 times with notes in the box at the end of the checklists to explain what has been done. Include a scanned, pdf, or video of anything you have made to implement the EBP. Graded 60 pts.

- Part 3: Data collection you used for baseline information, progress student has made as a result of this EBP, if you needed to tweak the strategy to meet the students’ needs or not and how you are making data driven decisions. Graded 40 pts.

- Part 4: Create about a 20 minute power point to use as a teaching tool to teach other teachers in your building about the EBP using information you have from part 1, 2, 3 as your examples. Tell me what population (teachers, admin, whole grade level, whole school) you will use the power point. Graded 50 pts.

- Part 5: Summarize what you have learned from implementing this case study with this student and your experience working with the staff. Graded 10 pts. Due no later than midnight on Friday, May 2, 2014.

- Note: If you want Melissa to look at any parts of your assignment before you hand it in on the due date, please email her.

Projects will be graded on clarity, language, presentation, comprehensiveness, and reference to presented material. Work must demonstrate some degree of thoughtfulness. Completed assignments must be uploaded into a folder in Oncourse. Instructions will be provided on Oncourse on how to upload material (it’s like sending an attachment in word). If you have difficulties uploading your work; then, email it to me by the designated date and time. Your graded work will be given back to you in Oncourse as well with a key to know what the designated colors means about your work achievements.

Points will be earned as follows:

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<thead>
<tr>
<th>Assignment/Forum</th>
<th>Points</th>
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<tbody>
<tr>
<td>1st Assignment (8 Post-tests)</td>
<td>80 points</td>
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<tr>
<td>1st Forum (Tell about you)</td>
<td>10 points</td>
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<tr>
<td>2nd Assignment (Visual boundaries or visual schedules)</td>
<td>70 points</td>
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<td>2nd Forum (Applying 9 guided principles)</td>
<td>30 points</td>
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<tr>
<td>3rd Forum (Fidelity checklist reflection)</td>
<td>10 points</td>
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<tr>
<td>3rd Assignment (Case study)</td>
<td>200 points</td>
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<td><strong>Total</strong></td>
<td><strong>400 points</strong></td>
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Grades will be assigned as follows: 95% = A, 90% = A-, 86%=B+, 83%=B, 80%=B-, 76%=C+, 73%=C, 70%=C-, etc. The instructor reserves the option of changing this scale should reason and logic so dictate. Note that plus and minus grades will be given. You can watch your grade achievements during the course in Oncourse under the area titled “gradebook”. I will post your grades after each assignment. Only you and I can see your grades to keep them confidential.
Policy on the Use of Appropriate Language

People with autism spectrum disorders are just that: people who happen to have difficulties processing information and participating in typical social, communication, sensory, and daily activities. Please avoid phrases like "autistics," or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first": the "student with an autism spectrum disorder," "the program for students who exhibit the characteristics of autism spectrum disorders." This small change emphasizes the humanity and individuality of the person. Students are expected to use appropriate language in forums and assignments.

INSTRUCTIONS FOR COMPLETING REGISTRATION FORMS FOR GRADUATE CREDIT

This online workshop has been approved for 3 hours of graduate credit at Indiana University-Purdue University, Indianapolis. The course number and title is W505 Professional Development Workshop: Building Foundations and Using Evidence Based Practices for Individuals with Autism Spectrum Disorders.

***** IMPORTANT INFORMATION *****

In order to get your grades turned in on time, assignments must be to me no later than Friday, May 2, 2014 at midnight. Transcripts will be available from the University Registrar’s office after May 12, 2014. If you have any questions about course content, contact me, Melissa Dubie (mdubie@indiana.edu). If you have any questions related to the registration process, contact Sharice Breland, IU School of Education at IUPUI, Phone: (317) 274-6801 or Email: sbreland@iupui.edu