

“Preparing Professionals for Changing Educational Contexts”

ESP 739 Syllabus

Department of Special Education
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 739, Section 1001
II.	Title	Advanced Educational Strategies for Students with Autism Spectrum Disorders
III.	Credits	3 credit hours
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	ESP 729
X.	Course Description (Course Introduction)	Advanced instructional methods and curricular models applicable to the education of students with autism spectrum disorders.
XI.	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Principles Addressed in this Course	<u>CEC Standards:</u> CEC Standard 5: Learning Environments/Social Interactions CEC Standard 7: Instructional Planning CEC Standard 8: Assessment CEC Standard 9: Professional and Ethical Practice CEC Standard 10: Collaboration <u>INTASC Standards:</u> Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies Standard 9: Professional and Ethical Practice Standard 10: Leadership and Collaboration

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective: The student will use a variety of informal assessment techniques and strategies, including observation, to make decisions about the learning needs of students with autism spectrum disorders.</p> <p>Standards: CEC Standard 7:Instructional Planning CEC Standard 8: Assessment</p>	
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data
ICC8K1	Basic terminology used in assessment
ICC8K2	Legal provisions and ethical principles regarding assessment of individuals
ICC8K4	Use and limitations of assessment instruments
DD8K2	Environmental assessment conditions that promote maximum performance of individuals with developmental disabilities
DD8K3	Adaptive behavior assessment
ICC8S1	Gather relevant background information
ICC8S2	Administer nonbiased formal and informal assessments
ICC8S4	Develop or modify individualized assessment strategies
ICC8S5	Interpret information from formal and informal assessments
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs
DD8S1	Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities
<p>INTASC Standards: Standard 6: Assessment Standard 7: Planning for Instruction</p>	
Performance	<p>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p>
Essential Knowledge	<p>6(k) The teacher understands the range of types and multiple purposes of assessment and how to design ,adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p>
Critical Dispositions	<p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p>

<p>Objective: The student will plan and implement individually, academic and functionally appropriate instructional practices and activities for students with autism spectrum disorders to ensure maximum independence.</p> <p>Standards: CEC Standard 5: Learning Environments/Social Interactions CEC Standard 7: Instructional Planning</p>	
ICC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ICC7K1	Theories and research that form the basis of curriculum development and instructional practice
ICC7K3	National, state, or provincial, and local curricula standards
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
ICC7S4	Use functional assessments to develop intervention plans
ICC7S5	Use task analysis
ICC7S6	Sequence, implement, and evaluate individualized learning objectives
ICC7S7	Integrate affective, social, and life skills with academic curricula
DD7S1	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment
DD7S2	Plan and implement instruction for individuals with developmental disabilities that is both age-appropriate and ability-appropriate
DD7S3	Select and plan for integration of related services into the instructional program for individuals with developmental disabilities
DD7S4	Design, implement, and evaluate specialized instructional programs for persons with developmental disabilities that enhance social participation across environments
<p>INTASC Standards: Standard 7: Planning for Instruction Standard 8: Instructional Strategies</p>	
Performance	<p>7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p>
Essential Knowledge	<p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p>
Critical Dispositions	<p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>

<p>Objective: The student will read peer-reviewed literature to develop and select evidence-based learning experiences, materials, and teaching strategies that affirm and respect family, cultural, and societal diversity and support for a student with autism spectrum disorders.</p> <p>Standards: CEC Standard 9: Professional and Ethical Practice CEC Standard 10: Collaboration</p>	
ICC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ICC8S6	Use assessment information in making eligibility program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
ICC9K3	Continuum of lifelong professional development
ICC9K4	Methods to remain current regarding research-validated practice
DD9K1	Organizations and publications in the field of developmental disabilities
ICC9S1	Practice within the CEC Code of Ethics and other standards of the profession
ICC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
ICC9S13	Demonstrate commitment to engage in evidence-based practices
ICC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members
ICC10S3	Foster respectful and beneficial relationships between families and professionals
<p>INTASC Standards: Standard 9: Professional Learning and Ethical Practice Standard 10: Leadership and Collaboration</p>	
Performance	<p>9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p>
Essential Knowledge	<p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>
Critical Dispositions	<p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p>

XIII. RESULTS

Course Objectives	Related CEC Standards	INTASC Standards Addressed	Measurement/Evaluation
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The student will use a variety of informal assessment techniques and strategies, including observation, to make decisions about the learning needs of students with autism spectrum disorders.	ICC7S15, ICC8K1, ICC8K2, ICC8K4, DD8K2, DD8K3, ICC8S1, ICC8S2, ICC8S4, ICC8S5, ICC8S8, DD8S1	Standards 6 and 7 Performance: 6(c),7(a) Essential Knowledge: 6(k), 7 (j) Critical Dispositions: 6(r), 7(p)	Present Levels Assignment; Goals and Objectives Project; Creating a Lesson Assignment; Classroom Organization Assignment
The student will plan and implement individually, academic and functionally appropriate instructional practices and activities for students with autism spectrum disorders to ensure maximum independence.	ICC5K7, ICC7K1, ICC7K3, ICC7S1, ICC7S4, ICC7S5, ICC7S6, ICC7S7, DD7S1, DD7S2, DD7S3, DD7S4	Standards 7 and 8 Performance: 7(b),8(h) Essential Knowledge: 7(g), 8 (j) Critical Dispositions: 7(p), 8(s)	Goals and Objectives Project; Creating a Lesson Assignment; Classroom Organization Assignment
The student will read peer-reviewed literature to develop and select evidence-based learning experiences, materials, and teaching strategies that affirm and respect family, cultural, and societal diversity and support for a student with autism spectrum disorders.	ICC7S8, ICC8S6, ICC9K3, ICC9K4, DD9K1, ICC9S1, ICC9S2, ICC9S6, ICC9S13, ICC10K4, ICC10S3	Standards 9 and 10 Performance: 9(e),10(f) Essential Knowledge: 9(h), 10 (o) Critical Dispositions: 9(m), 10(s)	Creating a Lesson Assignment; Classroom Organization Assignment

XIV. COURSE RESOURCES

Required Materials

Wheeler, J. J., Mayton, M. R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorders: Evidence-based practices*. Upper Saddle River, NJ: Pearson.

Additional readings and materials as posted on webcampus

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

Classical and Current Resources:

Freeman, S. & Davis, S. (1996). *Teach me language: A language manual for children with autism, Asperger's syndrome and related developmental disorders*. Austin, TX: PRO-ED, Inc.

Ghezzi, P. M., Williams, W.L., & Carr, J.E. (1999). *Autism: Behavior analytic perspectives*. Reno, NV: Context Press.

- Koegel, R. L., & Koegel, L. K. (2006). *Pivotal response treatments for autism: Communication, social and academic development*
- Lovaas, O.I. (1981). *Teaching developmentally disabled children: The me book*. Austin, TX: PRO-ED, Inc.
- Quill, K.A. (2000). *Do-watch-listen-say: social and communication intervention for children with autism*. Baltimore: Paul H. Brookes.
- Quill, K.A. (1995). *Teaching children with autism: Strategies to enhance communication and socialization*. New York: Delmar Publishers, Inc.
- Schopler, E. & Mesibov, G.B. (1987). *Neurobiological issues in autism*. New York: Plenum Press.
- Simpson, R.L. & Zionts, P. (2000). *Autism: Information and resources for professionals and parents*. Austin, TX: PRO-ED, Inc.

Journals in Autism Spectrum Disorders:

Education and Training in Mental Retardation and Developmental Disabilities
 Exceptional Children
 Focus on Autism and Other Developmental Disabilities
 Research and Practice for Persons with Severe Disabilities
 Journal of Applied Behavior Analysis
 Journal of Autism and Developmental Disorders
 Journal of Special Education
 Research in Developmental Disabilities
 The Analysis of Verbal Behavior

XVI. ASSIGNMENTS

- Present Levels of Performance (15 points):** Students will write present levels of performance for a student with autism (Preschool -21). The student with autism can be selected from people the student already knows or is working with in a clinical or classroom setting. Students who are not currently teaching can see the instructor for support. The present levels should include a statement of the child's present levels of academic achievement and functional performance that includes how the child's disability affects the child's involvement and progress in general education curriculum. A present levels of performance form can be found in webcampus.
- Goal and Objectives Assignment (20 points):** Students will write 2 **annual goals** with **three objectives** for each goal for a student with autism spectrum disorders (Preschool – 21). The following information should be included: One goal will be a functional and/or social/emotional goal and one goal will be an academic goal.

The following information should be included for each goal:

1. Statement of the annual goal, including the domain of learning addressed by the goal. For the functional goal this will may include home, community, communication, motor, social, self-help, vocational, recreation or leisure. For the academic goal this should include one of the academic areas found in the learning standards presented in class (4 points for each goal)
2. Statement of the short-term objectives (3 for each goal). Each objective should:
 - Identify the date
 - Identify the learner
 - Identify the target behavior
 - Identify the conditions/ criteria under which behavior is to be performed

- Identify the assessment/evaluation
(2 points for each objective)

Examples will be discussed in class.

- **Evidence Based Strategy Lesson Plan (20 points):** Students will use one of the objectives from the previous assignment to create a lesson plan that uses an evidence based strategy to teach a skill. This lesson plan will be detailed and should include the following components:
 - Academic Area address (or early childhood domain)
 - Lesson Topic
 - Lesson Objective (observable and measurable)
 - Description of evidence based practice to be used
 - Materials and Equipment needed
 - Detailed Description of Instructional sequence including Advanced Organizer, Demonstration, Guided Practice, Independent Practice, Closure/Post organizer
 - Description of how lesson will be assessed
 - Accommodations, Modifications and Adaptations
 - Assistive or Instructional Technology
 - Considerations for Generalization
 - Culturally Responsive Teaching Practices

The descriptions should be thorough enough to describe the lesson in such detail that a novice instructor could implement the lesson without additional support.
- **Creating a Social Skills Lesson Plan(20 points):** Students will create a social skills lesson plan. The lesson plan should include a description of the following:
 - The targeted population
 - Skill taught (in specific terms)
 - Rationale for teaching the selected skill
 - How does your social skills lesson increase pro-social skills?
 - Examples (non-examples)
 - What type of evaluation will be used to measure the effectiveness of your lesson?
 - Complete step by step procedures for teaching the lesson.
- **Classroom Organization Assignment 50 points:** Students will create a classroom guide overviewing schedules and strategies found effective for working with students with autism. This guide could serve as an example of how to set up a classroom for students with autism. This assignment will include the following:
 1. A statement of the grade level taught
 2. A description of the schedule of instructional activities for each period of the day, similar to what would be found in general education.
 3. A description of how these activities are modified to reflect the varying needs of students with autism.
 4. An explicit division of work tasks between the teacher and paraprofessional(s) (e.g., who is working with whom; who is conducting prep and transition activities) described in detail.
 5. DTT and Assessment Embedding Schedule (Form in webcampus).
 6. A detailed description of how visual supports will be utilized throughout the classroom.

Examples will be discussed in class. Please refer to the grading sheet contained in this syllabus for additional information.

- **Exam (30 points):** Students will complete an exam of all material covered in class. This exam will contain a mixture of multiple choice, true and false and short answer application questions.
- **In class activities (45 points):** Throughout the course there will be several graded in class activities. These will consist of in class demonstrations of skills, discussions, written assignments and quizzes. Such assignments will be announced in class at the time of the activity.
- **Special Note:** Students enrolled in doctoral programs must meet with the instructor on the first class day to discuss additional expectations and/or expanded assignments reflective of doctoral level work.

XVII. PERFORMANCE ASSESSMENTS

Assignment	Points
Present Levels of Performance	15
Goals and Objective Assignment	20
Lesson Plan Assignments (2)	2 @ 20 points each
Exam	30
Classroom Organization and Strategies Assignment	50
Attendance/Participation (in class activities and quizzes)	45
Total:	200

XVIII. SPECIAL NOTES

Students are expected to demonstrate professional behavior at all times. This includes:

- Refraining from inappropriate or personal comments about other students or the instructor
- Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
- Cell phones for emergency use only during class
- Not using laptops unless for purposes explicitly related to the course. **Use of laptops for activities unrelated to the course (e.g., email) is strictly forbidden!**
- The instructor may deduct points from students' grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments.
- Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, person-first language, reflection of best practice teaching, APA style where appropriate, and appearance.
- Assignments must be typed, double-spaced, at 12 font, with no more than a 1inch margin around.
- Students who wish to take an incomplete in the course, MUST contact the instructor by email on or before the last class day. Determination of whether or not to assign an "I" will be made on an individual basis.
- Five points will be deducted for each day an assignment is turned in beyond the due date. No exceptions. If a student is not able to be in class the day an assignment is due, it is her or his responsibility to ensure that the assignment is turned into the instructor on that day.

Attendance and Tardiness:

It is critical that you attend all class sessions. If you are going to be absent from class for more than 20 minutes, notify the instructor beforehand. Each 1 hour of class attendance and participation that is missed will be a deduction of 3 points. If absent, you will not earn the attendance points nor will you be allowed to complete in-class activities for points. Instructor will deduct attendance and participation points for disruptive or inappropriate classroom behavior. This includes arriving late as well as leaving early.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library - Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>. **XIX. GRADING POLICY**

Points Earned	Percentage Score	Grade
188-200 points	94-100	A
168-187 points	84-93	B
148-167 points	74-83	C
128-147 points	64-73	D
Less than 128 points	64& below	F

XX. CLASS SCHEDULE (May change slightly based on pacing)

Lesson/Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1 Friday 1/22	Course Overview Overview of Autism What is an Evidence Based Practice	Chapters 1 & 2 National Autism Center Report 2015	
2 Saturday 1/23	Utilizing Visual Systems Communication and Social Skills Incidental Teaching/ Pivotal Response Training Present Levels	Chapters 5 & 6	Present Levels of Performance (in class)
3 Friday 1/29	Early Childhood Interventions Writing Goals and Objectives	Chapter 3	
4 Saturday 1/30	Applied Behavior Analysis Task Analysis Discrete Trial Teaching Powerful Reinforcement Systems Minimizing and Correcting Errors Prompting Hierarchies Differential Reinforcement	Chapters 7, 8, & 9	Social Skill Lesson Plan
5 Friday 2/5	ABA Discussion Working with Families Assorted Evidence Based Practices Video Modeling Joint Attention Responses	Chapter 4 Materials on Webcampus	Goals/Objectives
6 Saturday 2/6	Collecting and Analyzing Data Facilitating Academic Skills Antecedent Based Interventions Comprehensive Planning	CAPS, Ziggurat	
7 Friday 2/12	Structured Work Systems Classroom Supports	Chapters 10,11, & 12	Evidence Based Lesson Plan (in class)

	Self Determination and Adulthood		Classroom Organization Assignment
8 Saturday 2/13	Wrap-Up		Exam

Grading Sheet
Classroom Organization Assignment
ESP 739

	<p>1. Statement of grade level (4 points)</p> <p>a. Clear statement of grade level being taught</p> <p>b. Description of what typically development students at this grade level are expected to do</p> <p>c. Description provides concise yet thorough overview of grade level</p>
	<p>2. Description of schedule of instructional activities (5 points)</p> <p>a. Narrative includes a brief overview of instructional schedule</p> <p>b. Times of day are roughly described</p> <p>c. General overview of subjects taught and typical teaching methods used to teach</p>
	<p>3. Description of how typical instructional activities need to be modified for students with autism (7 points)</p> <p>a. Description includes modifications that may be needed for students with ASD</p> <p>b. Rationale for why modifications may be needed are based on the strengths of students with ASD as well as educational needs</p> <p>c. Modifications are reasonable</p> <p>d. Modifications reflect understanding of autism and best practices</p>
	<p>4. Statement of division of work in classroom (8 points)</p> <p>a. Description of how paraprofessional will be utilized throughout the day</p> <p>b. All duties of the day including attendance, transition between activities, teaching, lunch, prep periods, communication with other teachers/parents, discipline referrals (if appropriate for grade level) and emergencies are covered</p> <p>c. Description of how division of labor was decided upon</p> <p>d. Includes description of how paraprofessional will know what to do throughout the day as well as activities that are the sole responsibility of the teacher</p>
	<p>5. Description of Visual Supports Utilized in the classroom (8 points)</p> <p>a. Description of visual supports used within the classroom</p> <p>b. Visual supports are utilized for antecedent, behavioral and academic supports</p> <p>c. Description is complete and uses a variety of supports and is thorough</p>
	<p>6. Embedding form is completed (18 points)</p> <p>a. Includes periods when DTT can be embedded into the routine of the class with some specific lesson topics included</p> <p>b. Includes statement of when assessment data will be collected, by whom and with specifics about types of data collected</p> <p>c. Statement of Antecedent based interventions that are embedded throughout the day</p> <p>d. Embedding schedule is complete and thorough and shows understanding of autism and evidence based practices</p>

Total Points _____