A. DESCRIPTION

This course examines literature and research findings for evidence that supports treatment of children and youth with autism in a variety of settings. Students’ clinical and educational experiences are used as a basis to examine the efficacy and effectiveness of intervention through a strength based lens. Advances in strength based approaches within the UK context including health and education will be examined and comparative analysis will be conducted.

B. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the techniques and strategies associated with a specific strength based intervention approach and how a different cultural context affects the paradigm of autism.

2. Demonstrate the knowledge and skills of the evaluation methods and intervention approaches as they pertain to the specific intervention approach.

3. Critically analyze the theoretical information that serves as the theoretical base of the intervention.

4. Demonstrate their abilities to modify evaluation and intervention approach so that it can be applied in a context-relevant manner considering the service delivery system. Specifically the UK system will be examined as it relates to advocacy, self-determination and adult outcomes.
C. TEACHING/LEARNING EXPERIENCES

- Lecture and class discussions
- Field visits
- Guest lectures
- Readings
- Small group work

D. REQUIRED TEXT


Articles and links that have been posted on NYUClasses under “Course Documents” and as assigned under resources.

**Required Autobiography Text (Choose 1)**


**Required Knowledge Translation Reading**

E. ASSIGNMENTS

1. Autobiography and Presentation

Each student must choose 1 autobiography prior to the class and email their 1st and 2nd choice to Dr. Kristie Patten Koenig at kpk3@nyu.edu. Once the selection is confirmed students are required to read the book prior to the start of class.

Students will be assigned to a group based on the book they have read, and give a 15-20 minute presentation on an autobiography of someone with autism on the final day of class. The 3 page report should include the following:

a. Summary of the person’s life synthesized from authors’ descriptions and information.

b. Challenges faced and interventions used to overcoming them, as well as the strengths the person identifies and how they are utilized.

c. Given what you know about educating people with autism today what are some things you might have changed or provided more support in this person’s upbringing?

d. Lessons learned for supporting students on the autism spectrum?

2. Cyber Search News Update and Discussion Forum

Involves searching the Internet on a topic and/or question(s) related to the day’s topic for discussion in class using sources no older than one year. Please respond to the prompt and be sure to respond to your classmate’s answers as well. This assignment should take no more than 60 minutes between searching, writing, and responding to your colleague’s answers. (~ 1 page)

Bring a copy of the your postings to share in class. Cyber Search News Summaries should include:

a. A few sentences summarizing the resource or individual.

b. Your rationale and evidence for forming an opinion of the validity and reliability of the material. In other words why did you form the opinion you did?
   • Make sure to include a copy of the website address used and show specific scholarly sources and/or empirical data employed supporting this online resource.

c. Possible improvements

d. Lesson(s) learned making you a better educator

e. Proper APA citation of the website(s) used to gather your information
### OT GE 2332 — AUTOBIOGRAPHY — Presentation & Paper Rubric

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Title</td>
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<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Meets or exceeds target</th>
<th>Basic: Moving towards target</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>Summary of person’s life</td>
<td>Clear and sets the stage for the rest of the autobiography</td>
<td>Explains person’s life but gaps in understanding are present</td>
<td>Little to no organized information about the person’s life</td>
</tr>
<tr>
<td>Challenges faced, interventions used, &amp; identified strengths</td>
<td>Clear description of challenges, interventions, &amp; strengths.</td>
<td>Some attempt at showing challenges, interventions, &amp; strengths.</td>
<td>Difficult to impossible to determine challenges, interventions, &amp; strengths.</td>
</tr>
<tr>
<td>Suggested educational modifications to provide additional support</td>
<td>Several specific, relevant recommendations made that are well matched to the person’s life</td>
<td>Recommendations made but not always relevant</td>
<td>Recommendations not present or are unrelated to the person in the autobiography</td>
</tr>
<tr>
<td>Lesson(s) learned for supporting students</td>
<td>Clear description on what was learned and an example of how it could be implemented in supporting students.</td>
<td>Some description on what was learned. Discussion on how it could be used but no example.</td>
<td>Minimal to no inappropriate description on use or implementation.</td>
</tr>
<tr>
<td>Presentation skills:</td>
<td>Clear and organized presentation of topic with well-planned materials.</td>
<td>Some problems with clarity and organization.</td>
<td>Significant problems with clarity and organization.</td>
</tr>
<tr>
<td>• Presentation style</td>
<td>Audience actively engaged, eye contact, clear tone of voice.</td>
<td>Audience passively engaged, little eye contact, hard to hear speaker.</td>
<td>Audience disengaged, reads off notes and little to no eye contact, hard to hear speaker.</td>
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<tr>
<td>• Engagement with audience</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Organization</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Conventions:</td>
<td>Double-spaced (tables may be single spaced), clear, concise, professional tone used. Error free or nearly so. Well-organized, easy to follow</td>
<td>Visually appealing with ample margins and formatting to make reading easy. Uses professional language. Few grammar, spelling, or proofreading errors. Flows well, with good organization.</td>
<td>Improper spacing, cross-outs or handwritten parts. Numerous errors, not proofed. Multiple unclear or confusing sentences. No headings or paper is poorly organized. Does not follow APA format.</td>
</tr>
<tr>
<td>• Proper APA style</td>
<td></td>
<td></td>
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<tr>
<td>• Clarity of writing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Formatting</td>
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<td></td>
<td></td>
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<tr>
<td>• Referencing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Three pages</td>
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</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>20-16</th>
<th>15-11</th>
<th>10-0</th>
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</thead>
</table>

### Topic

- Summary of person’s life
- Challenges, interventions, & strengths contributing to success
- Suggested educational modifications
- Lessons learned

Presentation skills: Style, engagement, organization, & materials

Written Conventions: APA style and clarity

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<tr>
<th>Pres</th>
<th>Paper</th>
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<tr>
<td>XX</td>
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</table>

OR

<table>
<thead>
<tr>
<th>Written Conventions: APA style and clarity</th>
<th>XX</th>
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</table>

Total Points + /2 =

Comments:
3. Best Practice Infographic for Knowledge Translation

More applied in nature; groups of students develop an Infographic for Autism based on an empirical research article. Your group’s task is to translate the knowledge from the research article to an infographic that a consumer such a parent, lay audience, autistic person, or other individual could look at and understand what the research means.

The Internet has many resources for creating infographics such as…

Steps for Infographic Project

a. Each member of the group brings a research article of interest to them on the first day,
b. The group decides which research article to translate into a user-friendly infographic,
c. The infographic must stay true to the results of the research yet provides usable information to the consumer,
d. The infographic should be eye catching, appealing, accurate and presented as a single Powerpoint page that would print out on an 11 by 17 inch page.
e. True knowledge translation requires relevant outcomes that are meaningful to stakeholders. If your study did not incorporate input from autistic individuals in the process of knowledge creation and translation, then identify how meaningful involvement could have been a part of the research study.

Evaluation will be based upon

a. accuracy of information and breadth of coverage, relevance and interest to the audience,
b. creation of visuals,

The empirical study must be referenced in APA format.

F. EVALUATION METHODS

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class attendance/participation</td>
<td>20</td>
</tr>
<tr>
<td>Cyber Search and Discussion forums</td>
<td>20</td>
</tr>
<tr>
<td>Infographic Knowledge Translation Project</td>
<td>30</td>
</tr>
<tr>
<td>Final Autobiographical Group Presentation</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>84-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>74-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.9</td>
</tr>
<tr>
<td>F</td>
<td>0-69.9</td>
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</tbody>
</table>

Late work: One grade step penalty (example, B to B-) for each day work is late.

Students are expected to be prompt and remain to the end of the classroom session.
G. COURSE REQUIREMENTS

Class attendance and participation is **required**. Students are expected to read assignments, participate in class discussions and complete all assignments. Since the class is structured for 5 days over two weeks, an absence will significantly affect the final grade.

All assignments must be turned in on the date due or points will be deducted (deduction of 5 points per day for each day late).


Assignments are graded on the content, grammar, punctuation, organization, and the quality and depth of information.

**Disability Statement:**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact The Henry and Lucy Moses Center for Students with Disabilities, 719 Broadway, 212-998-4980. They will work with you to determine what accommodations are necessary and appropriate. All information and documentation is confidential.
### H. STUDENT EXPECTATIONS ON DISPOSITION AND CHARACTERISTICS

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Above Average</th>
<th>Meets Criteria</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>No absence or never late.</td>
<td>No absence and rarely late or leaves early.</td>
<td>No absences and occasionally absent or late or leaves early.</td>
<td>Unacceptable 1 or more unexcused absence and frequently late or departs early.</td>
</tr>
<tr>
<td><strong>Individual Contribution</strong></td>
<td>Class participation demonstrates strong preparation by consistent ability to make focused and clear connections to assigned readings. Turns in work on time and consistently revises work based on instructor feedback. Pays close attention to detail and assignment directions.</td>
<td>Able to contribute to class discussion by making connections to assigned readings. Rarely turns in work late and make effort to revise work most of the time. Pays attention to assignment directions.</td>
<td>Participates when called on. Does not distract others. Occasionally unfocused. Occasionally turns in work late. Occasionally revises work. At times has difficulty following assignment directions.</td>
<td>Rare class participation. Comments lack focus. Distracts others with talking, ringing cell phone, or materials not related to class. Texts during class. Frequently hands in work late. Seldom or never makes effort to revise work. Disorganized work habits, does not follow assignment directions.</td>
</tr>
<tr>
<td><strong>Group Contribution</strong></td>
<td>Highly productive and supportive in cooperative learning situations. Respectful of each team member. Takes teamwork seriously.</td>
<td>Works very well in cooperative learning situations. A supportive team player.</td>
<td>Attempts to work productively and cooperatively most of the time. But at times not actively involved or off-task.</td>
<td>Uses group time to engage in conversations unrelated to task. May have difficulty working cooperatively. Often distracted, off-task or uninvolved.</td>
</tr>
</tbody>
</table>

### I. EFFECTIVE CLASSROOM PREPARATION

- Please have book chapters and other readings prepared for discussion in class.
- Cyber search news updates are due for that day’s discussion.
- Class notes, and supplementary materials should be downloaded in preparation for the day’s session.
K. COURSE SCHEDULE – will be determined in conjunction with NYU London Staff
L. RECOMMENDED ADDITIONAL RESOURCES


(Fiction & Non-Fiction)


**Websites**

**American Council on Science and Health (ASCH) -** [http://www.acsh.org/index.html](http://www.acsh.org/index.html)
A consumer education consortium concerned with issues related to food, nutrition, chemicals, pharmaceuticals, lifestyle, the environment and health.

**Asperger Syndrome and High Functioning Autism Association (AHA) –** [www.ahany.org](http://www.ahany.org)
A New York organization providing parent and professionals with support and education for high functioning autism, Asperger Syndrome and other related conditions.

**Autism/PDD -** [http://www.autism-pdd.net/autism.htm](http://www.autism-pdd.net/autism.htm)
This is a comprehensive site covering many key issues, definitions and resources for parents and professionals.

**Autism Speaks –** [www.autismspeaks.org](http://www.autismspeaks.org)
Formerly National Alliance for Autism Research (NAAR) NAAR was the first organization in the U.S. dedicated to funding and accelerating biomedical research focusing on autism spectrum disorders. Autism Speaks merged with NAAR and CAN.

**Autism Spectrum Disorders Research at the National Institute of Mental Health –**
http://www.nimh.nih.gov/publicat/autismresfact.cfm
Provides an overview that summarizes research into the causes, diagnosis, prevention, and treatment of autism spectrum disorders. 2004 (rev)

Center for Disease Control (CDC) - http://www.cdc.gov/ncbddd/autism/index.htm
The Centers for Disease Control and Prevention (CDC) is recognized as the lead federal agency for protecting the health and safety of people - at home and abroad, providing credible information to enhance health decisions, and promoting health through strong partnerships. This arm of its website is devoted to autism and the newest and most up-to-date information.

Collaborative Program of Excellence in Autism (CPEA) http://www.nichd.nih.gov/autism/cpea.cfm
This website provides information on an international network of research programs seeking to identify gaps in the knowledge of autism and directions for future research.

First Signs http://www.firstsigns.org/
First Signs is dedicated to educating parents and professionals about the early warning signs of autism and related disorders. Home of the ASD Video Glossary, an innovative web-based tool designed to help parents and professionals learn more about the early red flags and diagnostic features of autism spectrum disorders (ASD) through the streaming of over 100 free video clips.

Human Genome Project Information Sitemap http://doegenomes.org/
Genome programs of the U.S. Department of Energy
This website contains a poster of the genome project, a power point presentation, tools for exploring the sequence of genes, and general information for educators and interested parties.

Koegel Autism Research & Training Center http://education.ucsb.edu/autism/
The major goals of the center are increasing our understanding of autism spectrum disorders, the development and implementation of state-of-the-art pivotal response treatments, as well as the improvement of elementary and secondary education efforts for children with autism and other severe disabilities. The center's primary interests lie in research and training (both pre-service and in-service), focusing on family support and on the education of children with autism in community environments and classrooms with their typically developing peers.

Minnesota Disability Law Center (MDLC) http://www.mndlc.org/programresources.cfm?pagename=Program%20Resources
Fact sheets and resources for education, disabilities, benefits, ADA, assistive technology and other services available for individuals nationwide. The Law Center addresses the unique legal needs of persons with disabilities. A statewide project, MDLC provides free civil legal assistance to individuals with disabilities on legal issues related to their disabilities. The organization offers a number of excellent free fact sheets, publications and online resources.

This organization provides information to the nation on disabilities in children and youth, programs and services for infants, children and youth with disabilities, IDEA, the nation’s special education law, No Child Left Behind, the nation’s general education law, and research-based information on effective practices for children with disabilities.

National Institute of Mental Health (NIMH) - http://www.nimh.nih.gov/
The NIMH is the lead Federal agency for research on mental and behavioral disorders.

A website with information about test access and accommodations for students with disabilities.

**OASIS** - [http://www.aspergersyndrome.org/](http://www.aspergersyndrome.org/)
This site is one of the first and foremost on the Internet about Asperger Syndrome.

**Office for Civil Rights (OCR)** - [http://www.ed.gov/about/offices/list/ocr/complaintprocess.html](http://www.ed.gov/about/offices/list/ocr/complaintprocess.html)
OCR evaluates each complaint to determine whether resolution is possible. For example, OCR must decide whether OCR has legal authority to handle the complaint, whether the complaint was filed on time, and whether a court or another agency has already made a decision on the matter.

**Partners in Policymaking**
[http://www.partnersinpolicymaking.com/education/glossary.html#specialeducation](http://www.partnersinpolicymaking.com/education/glossary.html#specialeducation)
A glossary of terms used in special education

**Special Education Training and Resource Centers (SETRC)**
[http://www.vesid.nysed.gov/lsn/setrc.htm](http://www.vesid.nysed.gov/lsn/setrc.htm)
This site provides coaching and technical assistance to school districts based on the district’s needs.

This site answers all questions about social security, in English or Spanish, and in addition has a phone number: 1-800-772-1213.

One of the education methodologies whose mission it is to enable individuals with autism to function as meaningfully and as independently as possible in the community.

This website provides information on special education in the United States to help ensure equal access to education and to promote educational excellence throughout the nation.

This site contains information about special education law and advocacy for children with disabilities.

**Journals**

*Autism Spectrum Quarterly* - Cullen, D.T., Ph.D. Editor in Chief, Willey, L.H., senior Editor, 860.635.2906 – info@asquarterly.com - Higganum, CT
*Focus on Autism and Other Developmental Disabilities* – Pro-Ed publishers, Austin, TX. 800.897.3202