

ED PS 6836/7836
Autism Spectrum Disorders: Overview and Assessment
Summer Semester
8:30-3:30

Autism Spectrum Disorders Clinic in Research Park
(adjacent to the University of Utah campus)

Class Days/Time:

Week 1: Thu-Friday, 8:30-3:30

Week 2: Mon-Wednesday, 8:30-3:30

Location:

Autism Spectrum Disorder Clinic
Research Park – adjacent to U of U campus
650 Komas Drive, Suite #206
SLC, UT 84108

Instructors:

Julia Connelly, Ph.D.

Julia.Connelly@hsc.utah.edu; (801) 581-7678

Elaine Clark, Ph.D.

el.clark@utah.edu; (801) 706-3373

Instructor Office Hours:

By appointment

REQUIRED TEXTBOOK:

Eric Hollander, Alex Kolevzon, Joseph T.

Coyle (Eds.).

Textbook of Autism Spectrum Disorders. 2011

ISBN: 978-1-58562-341-9.

American Psychiatric Association, Washington
DC.

COURSE DESCRIPTION: This is an intensive course offered across a one-week period during the Summer Semester. Content of the course includes: history of autism, symptom trajectory and outcomes, ASD diagnosis, special education classification, assessment tools and methods (ADOS-2/ADI-R, checklists), and introduction to ancillary services (i.e., school psychology, OT, SLP), family/community support, and critical transitions.

Important Note: There is an ASD Practicum component required for all School Psychology students in the class. Students must enroll in one hour of ED PS 6837/7837 this summer or in the Fall or Spring next year (2016-2017).

COURSE OBJECTIVES:

1. To gain understanding of the history of autism, defining characteristics of an Autism Spectrum Disorder (ASD), etiology, developmental course, and outcomes.
2. To become familiar with best practices for assessing ASD, including surveillance, screening, diagnostic tests, and comprehensive assessment (e.g., ADOS-2, ADI-R) and develop basic competence in the administration and scoring of the ADOS-2 and ADI-R (refer to above note regarding practicum component).
3. To acquire knowledge concerning psychiatric comorbidity, medical issues, academic performance, communication problems, and sensory issues.
4. To become familiar with community-based services such as URLEND, speech and language, occupational therapy, psychiatric treatment.
5. To understand school issues related to serving the needs of students with ASD (e.g., special education, 504 services, and interventions such as social skills groups).
6. To develop understanding of factors involved in the transition from high school to post-high school education and vocational training, and services for adults.

COURSE REQUIREMENTS:

Course grades depend on class participation, completion of review of ADOS-2 training tapes and assigned textbook chapters, and a presentation to class. See requirement details below:

#1: The participation component of grading reflects a student's participation in in-class discussions. Participation is a critical component of this class and each student is expected to be actively engaged during lectures, discussions, and presentations.

#2: Students will be expected to complete all required reading assignments and review all videotapes as assigned. Students must sign in on an attendance sheet each day and indicate which readings were completed the night/weekend before.

#3: Training tapes review and notes. Review training tapes ADOS-2 Modules 1,2,3,4 and the Toddler module. Print out the protocols from CANVAS and take notes of your observations and questions on all protocols while watching the tapes. Turn in your notes and all training tape protocols by noon on July 27th to Dr. Connelly at the ASD Clinic.

#4: In-class presentation will entail a 10-15 minute presentation on a selected topic on the final day of class, June 22nd. Questions will be distributed on the first day of class and the format for presentations described.

GRADING:

Grading will be based on participation (in-class and Canvas chat room), two quizzes, a 10-15 minute presentation on the final day of class, and completion of assigned text chapters.

The following distribution of points will be used to assign grades:

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|---|-----|------------|-------------------|
| 1) Class Participation (5 days with 10 points each day) | --- | Maximum of | 50 points |
| 2) Completion of Readings for 5 days (10 points each day) | --- | Maximum of | 50 points |
| 3) Review of ADOS-2 training tapes w/accompanying notes | --- | Maximum of | 100 points |
| 4) 10-15-Minute Case Conceptualization on Final Day | --- | Maximum of | 50 points |
| <u>Total Possible Points:</u> | | | <u>250 points</u> |

- A grades for 225-250 earned points
- A- grades for 200-224 earned points
- B+ grades for 175-199 earned points
- B grades for 150-174 earned points
- B- grades for 125-149 earned points
- C+ grades for 100-124 earned points
- C grades for 75- 99 earned points
- C- grades for 50- 74 earned points
- F grade for fewer than 50 points

Incomplete grades will only be given if a student has: 1) a documented emergency, and 2) is able to complete all assigned tasks within a year from the end of the 2016 Summer Semester. If either condition is not met, the course must be retaken in order to receive credit.

NEED FOR ACCOMODATIONS: The University of Utah’s Department of Educational Psychology seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building (801-581-5020; V/TDD). The Center for Disability Services will make arrangements with you and the instructor to ensure that appropriate accommodations are provided.

ACADEMIC HONESTY: It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah’s Student Code.

COURSE SCHEDULE & ASSIGNED READINGS

| Date | Time | Topic | Assignments (bolded #'s indicate required) |
|-------------------|---------------|---|--|
| THU June 16 | 8:30- 9:00 | Course Introduction <i>Drs. Connelly and Clark</i> | Chapters 3, 12 ADOS-2 Videotapes: Toddler and Modules 1 & 2 |
| | 9:00- | Overview and Issues Pertaining to ASD | |

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| | 11:30 | <i>Dr. Clark</i> | |
| | 11:30-12:30 | Living with ASD: Personal Perspective <i>Leah</i> | |
| | 12:30-1:00 | Lunch | |
| | 1:00-3:30 | Interviewing for ASD using the ADI-R, SCQ, etc. <i>Drs. Clark and Connelly</i> | |
| FRI June 17 | 8:30-10:00 | Communication: Language and Gestures Perspectives on UR-LEND <i>Ashley Stevens, SP Student</i> | Chapters 2, 4, 6, 11, 14, 18 ADOS-2 Videotapes: Modules 3&4 ADI-R: Selected tape |
| | 10:00-12:30 | Modules 1 and 2 (Video of 3 year olds' ADOS-2's) <i>Dr. Connelly</i> | |
| | 12:30-1:00 | Lunch Break | |
| | 1:00-3:30 | ADOS-2 Practice Modules 1, 2, Toddler | |
| MON June 20 | 8:30-11:30 | ADOS-2 Modules 3 & 4 <i>Dr. Connelly</i> | Chapters 13,15,16, 17, 18 Articles: TBA |
| | 11:30-12:30 | Differential Diagnosis w/Autism Rating Scales (e.g., SRS-2, SCQ, CARS-2, GARS-3) <i>Dr. Clark</i> | |
| | 12:30-1:00 | Lunch Break | |
| | 1:00-2:45 | Complex Diagnostic Cases, Females with ASD, Comorbidities, Role of OT, PT, and Speech <i>Dr. Connelly</i> | |
| | 2:45-3:30 | Parent Perspective <i>Cyndie, mother of boys w/ASD</i> | |
| TUE June 21 | 8:30-9:30 | Medical Issues (e.g., sleep, eating) and Medication Use <i>Dr. Deborah Bilder</i> | Chapter 24 Articles: TBA |
| | 9:30-12:30 | School Related Issues <i>Dr. Connelly</i> | |
| | 12:30-1:00 | Lunch Break | |
| | 1:00-3:30 | Transition to Adulthood <i>Dr. Connelly</i> | |
| WED | 8:30- | Student Class Presentations: Case | |

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| June 22 | 12:30 | Conceptualization and Discussion Mindfulness Therapy w/Adolescents <i>Mackenzie Boon, SP Student</i> | |
| | 12:30- 1:00 | Lunch Break | |
| | 1:00- 3:00 | Working with Individuals and Families (e.g., individual/group counseling and social skills groups) <i>Dr. Connelly</i> | |
| | 3:00- 3:30 | Wrap up <i>Drs. Clark and Connelly</i> | |