UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”
EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues
Summer 2015

Credits: 3.0
Instructor: Joanne Healy, M.S.
Day & Time: 10:00am- 11:50am MTWR
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05/26/15-07/1/15
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Location: Room 162 Old UPark and/or
Office Hours: By appointment

Office: Gruening Building 714A

E-mail: jhealy7@alaska.edu

Office Hours: By appointment

Prerequisites: none

Required Readings

Texts:

Baker, J., Social Skills Picture Book for High School and Beyond. Future Horizons, Inc. 1-932565-35-3


Not Required/Recommended: Scheuermann & Webber, Autism, Teaching Does Make a Difference, Wadsworth. ISBN: 1-56593-894-1

LiveText:

The School of Education has adopted LiveText, an online database and assessment system, starting in the spring of 2015. LiveText will be used to post, grade, and maintain key assignments from courses taken at UAF. Some graduate programs will additionally use LiveText for the development of student portfolios. Many colleges and universities throughout the nation use LiveText or a similar online management system. LiveText will cost students $95.00. This is a one-time fee that makes the LiveText system available to students for five (5) years. A nominal fee is charged by LiveText should students wish to access their materials beyond the five-year timeline. All graduate students admitted to the School of Education, who plan on continuing their course of study beyond the spring semester will need to have access to LiveText. Failure to purchase LiveText will prohibit candidates from posting their key assignments, which will result in a lower course grade.
You may purchase LiveText directly online, https://www.livetext.com/

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION
State of Alaska
• Where to Turn: Governor's Council on Disabilities and Special Education
• Alaska State Department of Education
• Alaska Special Education Website
• Special Education Handbook
Websites Related to Special Education

- Council for Exceptional Children
- National Clearinghouse for Professions in Special Education
- National Information Center for Children and Youth with Disabilities
- Alaska Department of Education and Early Development, special education
- U.S. Department of Education, Office of Special Education and Rehabilitative Services
- Governor's Council on Disabilities and Special Education
- Autism Society of America, Golden Heart Chapter
- Alaska Statewide Special Education Conference
- National Down Syndrome Society
- Iris Center
- IDEA Partnership
- National Center on Response to Intervention
- U.S. Depart. of Ed.: Building the Legacy: IDEA 2004
- ASHA Podcasts
- Center for Disease Control (CDC)
- Stone Soup of Alaska
- Classroom Design

Websites Related to Alaska Native Studies

- Alaska Federation of Natives
- Alaska Inter-Tribal Council
- Alaska Native Heritage Center
- Alaska Native Knowledge Network
- Justice Center Website

List of Professional Organizations

- Council for Exceptional Children (CEC)
- American Psychological Association (APA)
- Learning Disabilities Association of America (LDAA)
- American Association on Intellectual and Developmental Disabilities (AAIDD)
- The Association for the Severely Handicapped (TASH)
- International Reading Association (IRA)
- Disability Law Center - Alaska
- Special Education Service Agency (SESA)
- National Down Syndrome Society
- American Speech-Language-Hearing Association (ASHA)

Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION

Students should be proficient and comfortable in dealing with a wide range of student behaviors. Review functional behavioral assessments, development of behavior plans, and use of social stories, social skills and life skills instruction to assist inclusive practices of students with autism or Asperger Syndrome. A 15-hour field experience is required.

Alignment With School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska’s rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.
Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska’s schools
- Enhance the professional skills of Alaska’s K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education’s mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska’s students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

II. COURSE GOALS, STUDENT LEARNING OUTCOMES & PROFESSIONAL STANDARDS

1. Autism Asperger Syndrome
Goal: Understand the characteristics and issues associated with students who are autistic or have Asperger syndrome (AS).
Outcomes:
1.1 Understand the characteristics of a student with autism or AS.
1.2 Understand the differential diagnosis of Autism and AS and the instruments used.
1.3 Understand family issues related to Autism and AS
2. Social Skills
Goal: Develop strategies to improve social skills of students with autism or AS
Outcomes:
2.1 Assess social skills needs.
2.2 Utilize interventions for increasing social skills and social competence.
2.3 Understand intervention controversies associated with autism and AS.
2.3 Teach nonverbal cues and body language messages.
2.4 Utilize strategies for students to develop conversation skills and build friendships.
3. Behavioral Principles
Goal: Comprehend basic behavioral principles and strategies for changing behavior.
Outcomes:
3.1 Utilize the A-B-C model for behavioral issues encountered in the classroom.
3.2 Develop interventions to reduce challenging behavior.
3.3 Develop strategies in increase pro-social behaviors.
3.4 Structure classroom and strategies to eliminate unwanted behaviors and encourage desired behaviors.
4. Life Skills
Goal: Remediate deficits in life skills.
Outcomes:
4.1 Assess and determine needs for student language and communication.
4.2 Describe assistive technology (AT) communicative devices and how to access AT.
4.3 Assess self-help leisure and vocational skills.
4.4 Develop and implement life skills programs, which will increase desired behavior using data collection.
4.5 Develop strategies, which you can easily explain to parents and they can implement at home.
5. Generalization of Skills
Goal: Promote generalization of skills in a variety of settings.
Outcomes:
5.1 Promote role-playing new situations.
5.2 Understand the risks and rewards of student self-disclosure and self-advocacy.
5.3 Utilize forward chaining, backward chaining and total task presentation in a variety of settings.
5.4 Incorporate strategies for self-regulation, empathy, and conflict management.
CEC Professional Standards Addressed in this course:

**Standard 2. Learning Environments**
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

**Standard 5. Instructional Planning and Strategies**
5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

**Standard 7. Collaboration**
7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.

**Technology Focus**
This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

**III. INSTRUCTIONAL METHODS**
This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, classroom observation and participation.

**IV. COURSE POLICIES**
**Attendance and Class Participation**
Students are expected to participate on time via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is responsible for getting information and completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

**Readings**
Assigned readings for each class are listed in the class outline. It is expected the material has been read prior to
the start of class.

**Assignments** Due the day indicated on the syllabus. **Key Assessment:** Candidates must have Meeting Expectations or Exceeding Expectations on all portions of this Key Assessment in order to pass the class. Key Assessment products and rubrics must be kept for their Special Education Portfolio.

**Field Experience**
At least 15 hours of fieldwork (NO exceptions) are to be completed in a special education setting during the semester. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required.

**Plagiarism**
Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person’s work and using them as one’s own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student’s dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

**Professional and Ethical Behavior**
UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one’s teaching license.

**Student Code of Conduct and Expect Classroom Etiquette**
All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to [http://www.uaf.edu/catalog/current/academics/regs3.html](http://www.uaf.edu/catalog/current/academics/regs3.html) for further details.

**Academic Support Services**
Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: [http://www.uaf.edu/sssp/](http://www.uaf.edu/sssp/)

**Disabilities Services**
The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF’s Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydso@uaf.edu, or visit [http://www.uaf.edu/cht/disability.html](http://www.uaf.edu/cht/disability.html) on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

**ASSIGNMENTS**

1. **Field Experience Journal** (75 Points)
You are required to complete a minimum of 10 hours and no more than 15-hour (NO exceptions) field
experience in the extended school year program. The field experience will be completed during 2 weeks of our 6-week class. You will keep a journal while engaged in this experience and turn it in daily via email attachment to the instructor. Start a word document and record your observations; put the most recent observation at the top; and attach it to an email subject Fieldwork Observations.

I hope to give you multiple observational settings. When you first contact your cooperating teachers, discuss how you can be involved while in the classroom. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Record date and notes from this contact in your journal. Use the attached time sheet to record the dates/times you are in your classroom. Ask the cooperating teacher to initial after every visit.

While you are observing in class, give the students and activities your full attention. Take some notes in your journal while there, but do not complete your entire narrative you will miss too much. Do your journal entries after you have left the classroom. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class. Turn in your journal every day before the next class. Avoid focusing on only one student or learning need. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Consult the checklist below for journal content.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes (1 Pt)</th>
<th>No (0 Pt)</th>
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<tbody>
<tr>
<td>Entry dated</td>
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<tr>
<td>Summary of day’s observations, activities and professionals with whom you have collaborated.</td>
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<td>Learning characteristics/needs of students and how needs were met.</td>
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<td>Questions and thoughts about experience.</td>
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<td>Mastery of written English conventions.</td>
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</table>

2. Reflective Paper (50 Points)
As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make special education your future career. It will be double spaced with size 12-point font. It will have a cover page and be a final paper with no “redo” accepted. Rubric follows.

Total Score (50 Possible)
Papers and Critiques

<table>
<thead>
<tr>
<th>CLARITY</th>
<th>UNSATISFACTORY 0-3</th>
<th>BASIC 4-5</th>
<th>PROFICIENT 6-7</th>
<th>DISTINGUISHED 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper is incomprehensible even after repeated readings.</td>
<td>Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.</td>
<td>The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.</td>
<td>The paper is easy to understand; it is concise and well organized.</td>
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</table>

| GRAMMAR          | The paper has many grammatical errors. The errors interfere with comprehension. | The paper has a number of major grammatical errors. Some of the errors interfere with comprehension | The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension. | The paper has no major grammatical errors. |

| AUDIENCE         | There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc. | Many parts of the paper include colloquial expressions, the use of first person, etc. | The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc. | The paper is written for scholar/practitioners. |

| COMPLETENESS     | The paper does not address all the areas required by the assignment. | The paper addresses most of the areas required by the assignment. | The paper addresses all of the areas required by the assignment. | The paper addresses all of the areas required by the assignment in an engaging manner. |

| CONCISENESS      | The paper presents a significant amount of irrelevant information. | The paper contains some irrelevant information. | The paper contains irrelevant information but the information does not significantly compromise the paper. | The paper has no irrelevant information. |

| APA FORMATTING   | The paper has many departures from the APA Publication Manual, 5th Edition. | The paper has some departures from the APA Publication Manual. | The paper has a small number of departures from the APA Publication Manual. | The paper is written in accordance with the APA Publication Manual. |

Correct formatting - 2

3. Key Assessment: Social Skills Lessons (50 points each) 150 Points Assignment:
Assignment: Social Skill Lesson Plans using Visual Strategies: Children who experience autism often need visual cues for responses to questions, a daily schedule and how to communicate a change in the schedule. Use Boardmaker Pro (available in rm. 162 Old UPark computer lab or get a free 30-day download), Comic Life, or approved program. During your fieldwork plan to teach three social skill lessons with a visual strategy that will help a child with autism fit into a group better. These
Instructional plans should include an introduction, role-play, try-it, review and re-teach if necessary. Candidates will prepare three different social skills lessons to teach a student with autism. All lessons will have a visual strategy component and one will use an augmentative communication device. All lessons will utilize the following or similar outline. **Key Assessment** Candidates must have Meeting Expectations or Exceeding Expectations on all portions of this Key Assessment in order to pass the class. Key Assessment products and rubrics must be kept for their Special Education Portfolio.

**Outline format on next page.** Lesson Guidelines for Social Skills 1

Date:

UAF Student:
District Teacher:

Number of Students Presented to:
Length of Presentation:

Social Skills Presented:

Summary of Presentation:

Assessment of Presentation

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To be filled out by District teacher: Please Initial: ________

Appropriateness of lesson for students: (UAF student chose topic after discussion with teacher or reviewed with teacher)

Recommendations for future lessons presented by this UAF student:
Lesson Guidelines for Social Skills 2

Date:

UAF Student:
District Teacher:

Number of Students Presented to:
Length of Presentation:

Social Skills Presented:

Summary of Presentation:

Assessment of Presentation

To be filled out be District teacher: Please Initial: _______

Appropriateness of lesson for students: (UAF student chose topic after discussion with teacher or reviewed with teacher)

Recommendations for future lessons presented by this UAF student:
Lesson Guidelines for Social Skills 3

Date:

UAF Student:
District Teacher:

Number of Students Presented to:
Length of Presentation:

Social Skills Presented:

Summary of Presentation:

Assessment of Presentation

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To be filled out by District teacher: Please Initial: ______

Appropriateness of lesson for students: (UAF student chose topic after discussion with teacher or reviewed with teacher)

Recommendations for future lessons presented by this UAF student:
<table>
<thead>
<tr>
<th>Date</th>
<th>Time In / Time Out</th>
<th>Cooperating Teacher's Signature</th>
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</table>
4. **Data collection on skill development** 25 points
Student will develop and chart to collect data on a behavior of a student selected by the district teacher in the field experience. Student will take data on 5 consecutive visits and determine the increase/decrease in proficiency.

5. **Discussion Boards 6 x 20 points = 120 points**
The instructor will post six discussion board topics. Students are required to read and provide a written response to the topic, either directly to the posting or as an attachment to the Discussion Board. Responses should be a minimum of 300 words. Students are required to make at least two thoughtful responses to classmates’ postings.

6. **Class Attendance 22 classes x 1 = 22 points**

7. **Discussion of Carly’s Voice 5 Golden Lines each week = 58 points**
Reflection of experiences in the book compared to experiences of the classroom and student interactions. How will this inform your personal teaching practices?

**Grading Policy** Course Evaluation procedures are at the discretion of the instructor. This course is graded on a scale of A-F with grades based upon examinations which cover course content from assigned readings, class activities, projects as well as related lecture material, videos, or any class handouts, individual presentations, plans, projects, field experience, and class participation. **Key Assessment:** Candidates must have Meeting Expectations or Exceeding Expectations on all portions of this Key Assessment in order to pass the class. Key Assessment products and rubrics must be kept for their Special Education Portfolio.

**Evaluation is based on a percentage of the total class points listed using the following grading system.**

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Fieldwork</td>
<td>75</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>50</td>
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<tr>
<td>3 Social Skills Lessons</td>
<td>150</td>
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<tr>
<td>Data Collections</td>
<td>25</td>
</tr>
<tr>
<td>6 Discussion Boards</td>
<td>120</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>22</td>
</tr>
<tr>
<td>Discussion of Carly’s Voice</td>
<td>58</td>
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<tr>
<td>Total</td>
<td>500</td>
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</tbody>
</table>

**GRADING SYSTEM:** The grading system is on a 10-point scale.

- **A 90 - 100%**
- **B 80 - 89%**
- **C 70 - 79%**
- **D 60 – 69%**
- **F 59%**

**PCFF Note:** Supervising teachers and faculty instructors will complete an Individual Professional Characteristics Feedback Form (PCFF) for each candidate. This form allows supervising teachers and instructors to rate prerequisite skills of teacher candidates. Although not directly related to course grades, the form does allow the program to track student progress in real-world environments.
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment</th>
<th>What’s Due Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course overview, syllabus, and introductions, Q&amp;A Overview of Autism.</td>
<td>Scheuermann Chapter 1 SST Baker Chap. 1 SSPB Baker Part 1</td>
<td></td>
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<tr>
<td>May 26</td>
<td>Basic Behavioral Principles and Strategies for Changing Behavior</td>
<td>Scheuermann Chapter 2 &amp; 3 SST Baker Chap. 2 Carly’s Voice 1-50</td>
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<tr>
<td>Week 2</td>
<td>Reducing Challenging Behaviors</td>
<td>Scheuermann Chapter 4 SST Baker Chap. 3 &amp; 4</td>
<td>Social Skill Lesson</td>
</tr>
<tr>
<td>June 1</td>
<td>Deciding What to Teach: Curriculum Development.</td>
<td>Scheuermann Chapter 5 SST Baker Chap. 6</td>
<td>Discussion Board #2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Teaching: General Strategies Nonverbal cues/Body Language</td>
<td>Scheuermann Chapter 6 &amp; 7 SSPB Baker Part pp. 1-15 Carly’s Voice 50-150</td>
<td></td>
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<tr>
<td>June 8</td>
<td>Remediating Deficits in Speech and Language Conversations</td>
<td>Scheuermann Chapter 8 &amp; 9 SSPB Baker Part pp. 21-76</td>
<td>Discussion Board #3</td>
</tr>
<tr>
<td>Week 4</td>
<td>Remediating Deficits in Socialization Building and Maintaining Friendships</td>
<td>Scheuermann Chapter 10 SSPB Baker Part pp. 77-124 Carly’s Voice 150-250</td>
<td></td>
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<tr>
<td>June 15</td>
<td>Remediating Deficits in Life Skills Dealing with School and Work ESY Visits</td>
<td>Scheuermann Chapter 11 &amp; 12 SSPB Baker Part pp. 133-167</td>
<td>Social Skill Lesson Carly’s Voice Discussion &amp; Golden Lines</td>
</tr>
<tr>
<td>Week 5</td>
<td>Understanding Intervention Controversies</td>
<td>Scheuermann Chapter 13 Carly’s Voice 250-300</td>
<td>Carly’s Voice Discussion &amp; Golden Lines</td>
</tr>
<tr>
<td>June 22</td>
<td>Self-Disclosure 4 ways to Connect</td>
<td>Scheuermann Chapter 14 Shore Chap. 1</td>
<td>Discussion Board #5</td>
</tr>
<tr>
<td>Week 6</td>
<td>Build skills in Self-Advocacy and Disclosure ESY Visits</td>
<td>Scheuermann Chapter 15 Shore Chap. 3 Carly’s Voice 300-350</td>
<td></td>
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<tr>
<td>June 29</td>
<td>Disclosure and Self-Advocacy: An Open Door Policy</td>
<td>Scheuermann Chapter 16 Shore Chap. 6</td>
<td>Discussion Board #6</td>
</tr>
<tr>
<td></td>
<td>Promoting Generalization</td>
<td>SST Baker Chap. 7 &amp; 8</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Social Celebrations Success Stories and Lessons Learned</td>
<td>Carly’s Voice 350-end</td>
<td>Carly’s Voice Discussion &amp; Golden Lines Fieldwork journals and reflective paper</td>
</tr>
</tbody>
</table>