

Autism Spectrum Disorders Certificate

Required Courses (10 credits)

Course Number	Title	Credits	Semester Offered*		
			FA	SP	SU
SPED 7100	ASD: Introduction and Overview	2 credits	X	X	X
SPED 7101	Proactive Behavior Management	2 credits	X		X
SPED 7104	Intervention and Strategies for Students with ASD	4 credits	X	X	

One of two courses:

SPED 7102	Assessment: Identification and Planning for the Student with ASD	2 credits		X	X
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SPED 7103	Communication, Assessment, and Intervention for Learners with ASD	2 credits	X		X
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Elective Courses (2 credits)

SPED 7105	Collaborative Transition Programming to Support Individuals with ASD Across Ages	2 credits		X	X
SPED 7106	Social Cognition	2 credits		X	X
SPED 6998	Specially arranged credit offerings	1 credit each			

*Subject to change, please check Piperline for current course offerings.

Course Description: SPED 7100 ASD: Introduction and Overview

The incidence of autism spectrum disorders has increased significantly, and schools are charged with creating appropriate programs. Examine autism and Asperger Syndrome, educational criteria, identification and assessment, personal perspectives, teaching strategies, and family issues. Discuss specific research related to autism and educational practices. Address the effects of autism on families, as well as how to include the family in educational planning. Target audience: educators, administrators, autism resource specialists, special educators P-12, and related services personnel.

Course Description: SPED 7101 Proactive Behavior Management

This class examines behavior management philosophy, sensory and emotional regulation research, tools for Functional Behavior Assessments and strategies for writing Positive Behavior Support Plans for students on the autism spectrum. Too often, students with autism are 'treated' with behavior management strategies that expect the student to have necessary skills in the areas of emotional regulation, perspective-taking, and executive functioning. The emergence of scientific information regarding behavior and brain function should compel us to rethink many of our preconceived ideas about challenging behaviors and the strategies we use for intervention. In addition, research regarding emotional regulation development and sensory systems deficits, offers us an increased understanding of why our students struggle in specific situations.

Course Description: SPED 7104 Intervention and Strategies for Students with ASD

Become competent in the identification and assessment of individuals with autism spectrum disorders. Review Minnesota state criteria for the process of identification, assessment and educational planning for students with autism spectrum disorders. Effectively select, utilize, and report results using appropriate tools for evaluation of autism spectrum disorders. Write your own comprehensive evaluation report based on results obtained from testing an individual to which you have access.

Course Description: SPED 7102 Assessment: Identification and Planning for the Student with ASD

Review Minnesota state criteria for the process of identification, assessment and educational planning for students with autism spectrum disorders. Effectively select, utilize, and report results using appropriate tools for evaluation of autism spectrum disorders. Write your own comprehensive evaluation report based on results obtained from testing an individual to which you have access.

Course Description: SPED 7103 Communication, Assessment, and Intervention for the Learner with ASD

This course is required for students pursuing the ASD license (meets required competencies). It is one of two choices for an assessment class in the ASD certificate program, providing educators with an overview of the communication characteristics of individuals with ASD and exploring current assessment tools and strategies related to communication. The following areas will be addressed: development of social communication and its relevance in ASD, communicative characteristics across the autism spectrum, formal and informal assessment tools and strategies currently used to evaluate communication, including the use of informal tests to evaluate communicative functions, social communication, non-verbal language and play skills, use of assessment results to identify needs and develop intervention plans, and principles of guiding language intervention in ASD.

Course Description: SPED 7105 Collaborative Transition Programming to Support Individuals with ASD Across Ages

The intent of this course is to develop an understanding of the impact an autism spectrum disorder has throughout an individuals' educational, employment, and independent living environments. Emphasis will be on the characteristics, issues, and essential elements for effective transition involved in the education and support of adolescents and young adults across the spectrum.

Participants will learn effective strategies based on current research they can use to teach individuals with ASD how to manage, cope, contribute, and succeed in educational, home, employment, and community environments. Collaboration among multidisciplinary team members involved in the assessment of academic, functional, social communication, employment, and independent living abilities will be a major focus of this course. A variety of educational approaches will be explored. Participants will integrate, apply, and evaluate strategies learned and have the opportunity to share and reflect on the results with their classmates.

The overall goal of this course is to teach educators and other team members how to prepare self-determined individuals able to advocate their wishes, goals, needs, and accommodations. Curricular options will be carefully considered to provide opportunities related to an individual's interests, strengths, instructional level, self-understanding, self-regulation, and self-determination.

Course Description: SPED 7106 Social Cognition

Recognizing differences in learning and perception is essential to teaching individuals on the autism spectrum. Individuals with ASD have unique social cognitive processing styles and needs that impact their participation in school and the community. In addition, they face unique challenges with executive functions such as organization, planning/prioritizing, and social self-monitoring. In this course, participants will gain advanced knowledge of social cognitive and executive function differences for individuals with ASD, learn about formal and informal assessment tools, and learn how to design and implement instructional programs that promote social participation and inter-personal interactions. The strategies explored in the course specifically target promoting skills in: social understanding, self-monitoring/self-advocacy, problem solving, cognitive flexibility, and effective organization, planning, and time management skills.

Course assignments and resources access information from a variety of sources such as peer reviewed journal publications, text selections, web-based resources, direct student-application opportunities, and small group interaction to engage in relevant professional development and reflection, to increase knowledge and skill as a special educator, and inform your instructional practices with students and families. This course is a required course for the ASD licensure and an elective course for those seeking the ASD certificate.