

## Autism Program Sheet

### **ATSV 601 Characteristics and Developmental Progression of Students with Autism Spectrum Disorder (3 credits)**

The intent of this course is to increase your understanding of the developmental growth of typical and atypical children. Emphasis will be placed on identifying the social/emotional, language/communication, movement/physical, and cognitive characteristics of children birth through 21. Specifically, the definitions, prevalence/etiology, and academic/behavioral/social characteristics of children with Autism Spectrum Disorders will be covered. Standards from the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

### **ATSV 602 Curriculum Design and Assessment for Teaching Students with Autism Spectrum Disorder (3 credits)**

The intent of this course is to increase your ability to provide effective instructional programming for PK-12 students with Autism Spectrum Disorder. Emphasis will be placed on understanding curricular standards, comprehensive treatment models, validated intervention programs, diagnostic assessment, and selecting evidence-based practices will be covered. Standards from the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

### **ATSV 603 Communication, Speech, and Language Programming for Students with Autism Spectrum Disorder (3 credits)**

The intent of this course is to increase your ability to design effective communication and social skill programs for PK-12 students with Autism Spectrum Disorder. Emphasis on verbal behavior, related services, language progression, pragmatics, assessment, and strategies will be addressed. Standards from the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

### **ATSV 604 Assistive Technology for Students with Autism Spectrum Disorder (3 credits)**

The intent of this course is to increase your ability to deliver effective assistive technology programming for PK-12 students with Autism Spectrum Disorder. Emphasis on the history of AT, the differences between instructional and assistive technology, what contextual factors need to be addressed when considering the use of AT, and identifying the quality indicators for AT will be addressed. Standards from the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

### **ATSV 605 Behavioral Analysis and Intervention for Students with Autism Spectrum Disorder (3 credits)**

The intent of this course is to increase your ability to provide effective behavioral programming for PK-12 students with Autism Spectrum Disorder. Emphasis on identifying and teaching evidence-based practices that address deficits in behavioral repertoires will be covered. Specifically, concepts such as Applied Behavior Analysis, measurement and data collection, assessment, skill acquisition, behavior reduction techniques, documentation of professional conduct, and ethical responsibilities to children will be covered. Standards from the Behavior Analyst Certification Board (BACB®) Registered Behavior Technician (RBT®) Task List (1st Edition, 2nd Edition), the RBT® Ethics Code, and the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

### **ATSV 606 Diagnostic Measures for the Identification of Students with Autism Spectrum Disorder (3 credits)**

This course focuses on increasing the knowledge and skills that relate to diagnosing children with Autism Spectrum Disorder. Specifically, students will demonstrate knowledge and skills of diagnostic measures as it relates to: (a) assessment; (b) programs, services, and outcomes; (c) research and inquiry; (d) leadership and policy; (e) professional and ethical practice; and (f) collaboration. Standards from the Council for Exceptional Children Advanced Specialty Set "Diagnostician Specialist" are correlated to course content.