

EDSP 505

Quality Literacy Instruction for Students with ASD

Instructor: Robin Greenfield, Ph.D.

Number of Professional Development Graduate Credits: 1

Course Location: This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is:

<http://www.idahotc.com/lms>

Contact Information

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Course Description

Session 1: Linking Cognition and Literacy: Understanding Reading Comprehension for Students with ASD

This session will provide information on the cognitive profiles of individuals with ASD and the process of reading comprehension.

Session 2: Applying the Interactive Literacy Framework to ASD: Assessment for Instruction

This session will provide information on how students with the most significant communication needs develop literacy skills. Participants will learn about different assessments and review instructional considerations for students to develop literacy skills.

Session 3: From Assessment to Instruction: Designing Literacy Instruction for Students with ASD

This session will provide information on an instructional framework for implementing literacy instruction for students with ASD who have varying levels of communication.

University of Idaho Learning Outcomes

1. Learn and integrate

Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. Think and create

Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. Communicate

Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. Clarify purpose and perspective

Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. Practice citizenship

Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

Specific Course Objectives Related to Above Learning Outcomes:

At the conclusion of this course, participants will:

- Describe how cognitive characteristics influence comprehension and overarching instructional principles for teaching literacy to students with ASD
- Describe different assessment and instructional considerations as students develop literacy skills
- Describe the instructional framework for implementing literacy instruction for students with ASD
- Describe three instructional strategies for student with carrying levels of communication needs

Graduate Credit Course Requirements

1. Participation: Participants are required to log into/attend the full period (2 hours) of all webinars in this series.
2. Quizzes: All quizzes must be submitted through the Idaho Training Clearinghouse LMS. <http://www.idahotc.com/lms>
3. Survey: Participants are required to complete a course satisfaction survey.
4. Final assignment: A written assignment (requirements listed below) must be submitted through the Idaho Training Clearinghouse LMS.

Note: There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.

Quizzes

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

Quiz 1 (20 points)

Quiz 2 (20 points)

Quiz 3 (20 points)

Final Assignment

Final Assignment (10 points)

Instructions:

1. Select a student in your classroom.
2. Complete the following “assessment to instruction” planning sheet.
3. Write a two page reflection paper discussing what you learned and your next steps after completing the planning sheet.
 - a. Next steps: Which steps will you implement next? Why are these important? Provide an approximate timeline for implementing these steps and any additional resources you may need.
 - b. Reflection: As you completed the assessment to instruction planning sheet, what did you learn about a) your students and b) your instruction. How might this learning influence your teaching (assessment, planning, and instruction) for the remainder of this school year and as you begin next year?

Assessment to Instruction Planning Sheet

Child's name:

1. Cognitive Factors: Describe how ToM, EF, and WCC influence your students learning. Specifically, how do you see each of these manifest in the child's thinking and behavior each day?
<ul style="list-style-type: none">• Theory of Mind:• Executive Function:• Weak Central Coherence:• Other cognitive or language factors that seem most pronounced or most influential
2. Profile Information: Text bound, strategic, or imaginative
<ul style="list-style-type: none">• Which profile seems most pronounced• What behaviors does the child exhibit during literacy activities to suggest this profile?
3. Using the interactive to independent literacy framework, begin thinking about assessment for this student
<ul style="list-style-type: none">• This student seems to be about at a level:• Describe the literacy behaviors observed that suggest this level:• What other information related to literacy might you need or want to know about the student?• Beginning instructional implications (this student needs to learn/develop...)
4. Thinking about instruction
<ul style="list-style-type: none">• Based on what you know, identify an instructional strategy to use with your student:• Provide a detailed list of steps (including material development) needed to implement the strategy:• Develop a task analysis of how you will implement the strategy using the "what the teacher will do, what the student will do framework":• What challenges might occur? How will you address these challenges (possible solutions):

Grading Policy

This is a Pass/Fail course.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Credit participants must also earn an 80% (8/10 points) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

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The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, and other state and federal laws and regulations.

Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: [3220](#). Retaliation for bringing forward a complaint is prohibited, see [3810](#).

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885-4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-

6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or hrai@uidaho.edu).