

**SLP AND AUTISM SPECTRUM DISORDER  
WESTERN KENTUCKY UNIVERSITY  
SPRING SEMESTER 2024  
SLP-557-700      3.0 Credit Hours**

**SYLLABUS**

**Instructor:**            **Jenny M. Burton, Ph.D., CCC-SLP**  
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Communication Sciences and Disorders  
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**Course Description:**

This course provides a review of ASD from the perspectives of various disciplines. Theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues are discussed. This course will provide the most current research findings and best practices needed to gain a clear understanding of individuals diagnosed with ASD and how to apply current research to treatment.

**TEXTBOOK**

***ALL required readings will be posted or available through WKU Libraries.***

***Optional:***

Hall, Laura J. (2017). *Autism Spectrum Disorders: From Theory to Practice*. (3<sup>rd</sup> Edition). New York, NY: Pearson Education, Inc.

Prelock, P., & McCauley, R. (2021). *Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions*. (2<sup>nd</sup> Edition) Baltimore, MD: Brookes Publishing.\*

Volkmar, F. V. & Weisner, L. A. (2021). *A practical guide to autism: What every parent, family member, and teacher needs to know*. (2<sup>nd</sup> Edition) Somerset, NJ: Wiley Publishing\*

\*The electronic versions of both textbooks are free through the WKU libraries.

Additional required readings will be posted on Blackboard.

**COURSE OBJECTIVES BASED ON ASHA'S STANDARDS FOR SLP CERTIFICATION**

***COURSE OBJECTIVES (Knowledge and Skills Acquisition [KASA] Standards are referenced in ( ) after the objective)***

1. Students will identify and describe current demographics (including neurological, genetic, and developmental bases) and core features of ASD (**IV-B., IV-C.**).
2. Students will describe and discuss the SLPs role in the screening, referral, and diagnostic processes for individuals with suspected ASD (**IV-D., IV-G.**).
3. Students will describe and identify differences in language acquisition and social communication skills in ASD (**IV-C.**).
4. Students will identify and discuss characteristics of effective interventions for individuals with ASD (**IV-D.**)

5. Students will identify and describe common medical interventions, as well as frequently occurring health and psychosocial concerns for individuals with ASD (**IV-C.**).
6. Students will describe the contribution of other professionals and caregivers in the assessment and intervention for individuals with ASD (**IV-D., IV-G.**).
7. Students will design appropriate visual supports and write developmental/cognitively appropriate short-term intervention goals to support language, cognition, and social aspects of communication (**IV-D.**).

**Student Disability Services:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center. *Please initiate any requests for accommodations to the instructor as soon as possible.*

**Method of Instruction:** Instruction will be provided through a combination of synchronous meetings, lectures, group activities, readings, exams, and online learning activities using Blackboard. Asynchronous viewing of instructional material (e.g., pre-recorded lectures, supplemental videos) may also be required. Audio or visual recordings of synchronous meetings or activities or one-on-one meetings with the instructor are NOT allowed without consent as this is a violation of the Family Educational Rights and Privacy Records Act (FERPA), a federal law which protects student privacy.

**Modes of Communication:** Your WKU email address is the **ONLY** one to which class correspondence will be sent. You are responsible for checking your email and the course site on Blackboard regularly. Students are expected to take initiative to correspond with the instructor as needed if a situation arises related to successful performance in the course. Questions related to course content or course expectations should be posted on the Discussion Board or you may email the instructor. During the week (M-F) I will make every effort to respond to emails/posts within 24 hours. If emails/posts are received over the weekend, a response will be sent the next business/work-day. If a student has a personal situation that arises and they need to inform the instructor, this should be done using email, not the Discussion Board.

#### **COVID-19 Statement:**

Please refer to the Healthy on the Hill website for the most current information.  
[www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

**Course grades:** Letter grades will be assigned using the following cut-off percentage levels for points possible in the course:

93% and above = A	76% to 68% = D
92% to 85% = B	67% and below = F
84% to 77% = C	

The following activities will be used to compute your grade in this course:

Activities/ Assignments	Points Possible
1. Exit Slips (submitted periodically at the end of each Zoom meeting)	TBD
2. Knowledge Checks (3)	20 to 30 points each
3. Autism treatment – Resource review project (select one instructor-approved treatment manual or guide that is relevant for the SLP) and reflection (review completed in pairs)	40 points
4. Autism Case Study Project (completed in pairs)	40 points
5. Autism Treatment In-service - Zoom Group Presentation	60 points

*Grades will be determined based on the percentage of points available.*

*Please note that this syllabus is a working document and may be adjusted or added to depending on the pace and progress of the course. Blackboard will have more updated information than the syllabus regarding class readings and due dates for assignments.*

1. Exit Slips

Exit slips will be completed periodically at the end of each Zoom meeting, starting from the second meeting. The purpose of exit slips is to review information from the assigned readings and content presented in class. These may be completed individually or in a team. *Exit slips will range from 1 to 5 points.* Question types will vary. Make-ups are not allowed unless a student provides a documented confirmed medical illness (medical note excusing their absence), has an excused COVID note (for themselves), or must be absent due to a funeral (proof must be provided). *There are no exceptions to this policy. Please do not ask.*

2. Knowledge Checks

Knowledge checks will be completed at equal intervals throughout the semester using Blackboard. These knowledge checks will assess your learning from the required readings and the information covered during Zoom meetings.

3. Autism treatment – Book/manual review project

Each pair will select an autism specific treatment resource guide or manual. Selections must be approved by the instructor. Each pair will video record a short review of the selection, so students in the course can review their video. *Students should begin this project early in the semester, in case they need to rent, borrow, or purchase their selection. **Students should submit their proposed selection to be reviewed during the second week of February.***

4. Autism Case Study Project (completed in pairs)

Students will work together in pairs to complete a case study of an individual with ASD. More details and a scoring rubric will be provided.

5. Autism Treatment In-service - Zoom Group Presentation

Students will work together in a group to present an in-service related to a comprehensive intervention approach or a specific intervention technique suitable for individuals with ASD. The presentation will be evaluated by the instructor and your classmates. More detailed instructions about this assignment and a grading rubric for this presentation will be posted on Blackboard. Students will complete this project in stages. Examples of topics may include the following. Other topics may be approved with instructor's permission. ***In-services will begin after Spring break.***

- DIR/Floortime
- Early Start Denver Model
- More Than Words by the Hanen Center
- Picture Exchange Communication System (PECS) – based on the manual by Frost and Bondy
- Facilitated Communication/Rapid Prompting Method
- SCERTS (by Prizant and Wetherby)
- TEACCH Method/Structured Classroom
- Pivotal Response Training
- Gluten Casein Free Diet *or*
- Discrete trial teaching/instruction (DTT, should explicitly focus on DTT, not ABA broadly)
- Peer-mediated interventions
- Scripting
- Social narratives (also known as social stories)
- Social skills **groups**
- Video modeling
- Schedules
- Functional Communication Training
- Neurodiversity Affirming Treatment Principles for the SLP
- Zones of Regulation
- Social Thinking Interventions
- Gestalt Language Processing/Learning

### **Attendance/participation**

Attendance is mandatory and expected. Attendance will be taken during each class meeting. In addition, students will be asked from time to time to participate in small group or large discussions. **No make-up points for attendance will be offered for any reason (*please do not ask*).** Cameras that are turned off will not count towards attendance points. *In addition, excessive net surfing, sending text messages, side-conversations, side-chats, using social media, consistent tardiness or leaving early will affect your attendance/participation grade in this course.*

As a professional courtesy, during Zoom meetings, cameras should be turned on. *Students should be prepared and ready for learning as if they were in a face to face class.* They should be seated in an environment that promotes learning and that is not distracting to the instructor or classmates. For example, you should not be driving, Zooming in from a birthday party, or swimming pool. Please avoid eating or drinking in a manner that is distracting.

### **Tentative Course Topics (more details will be posted on Blackboard on a week to week basis):**

Screening and diagnostic assessment of ASD and role of the SLP

Medical issues in individuals with ASD

SLP intervention priorities for very verbal to non-speaking individuals with ASD

Characteristics of effective intervention/treatment

Evidenced-based visual supports and positive behavior strategies to enhance communication skills

Adolescents and adults with ASD

Feeding differences in individuals with ASD

Transition planning for individuals with ASD

ASD and its impact on the family

**Technology Management:** This course will include use of Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the

professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please familiarize yourself with the business hours of WKU's IT/Topper Tech help desk as well as the website and alternative means of communication with the IT department. **The Topper Tech/IT Help Desk can be reached at 270-745-7000** or online at <https://www.wku.edu/it/help>

**Academic Integrity:** All students are expected to understand and abide by WKU's policy on [Academic Integrity](#) and [Student Code of Conduct](#). This includes matters related academic dishonesty and plagiarism. To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. Plagiarism in ANY portion of this course will be severely penalized and university policies will be enforced.

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly synchronous sessions with the instructor
- Weekly announcements and postings, and
- Feedback on assignments provided (time frame for feedback from the instructor or TA will vary based on the project)

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation \(#0.070\)](#) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.



[Sexual Assault Resources](#)

**WKU Counseling Center:** Your mental health is extremely important. WKU Counseling Center provides individual counseling sessions related to stress management and mental health concerns (e.g., anxiety, depression, time management, etc.) to help you cope with school-work-life balance. The best way to schedule an appointment is to call their office at (270) 745-3159 or stop by Potter Hall 409 and they can work to coordinate schedules and get you an appointment ASAP ([counseling.center@wku.edu](mailto:counseling.center@wku.edu)).