

ASD Endorsement Course Descriptions

ABA 600: Behavioral and Functional Assessment

In this course, students will focus on best practices when assessing target behaviors to both increase and decrease. Students will learn indirect assessment and direct observation methods, experimental (functional) analysis, and methods to assess stimulus preference and adaptive, social, and communication skills. In addition, students will learn how to assimilate information derived from these methods to arrive at hypotheses of the function of a behavior and how to select an intervention method based on assessment results while using evidence-based practices in behavior analysis. Finally, ethical issues related to functional assessment and undesired side-effects of intervention strategies will be discussed.

Permission of Program Director required; Credits: 3

SED/PSY 568 Behavioral Assessment and Interventions

Students in this course will learn the effective use of behavioral assessment and intervention in a culturally and linguistically appropriate manner in inclusive and special education classrooms. Students will learn to administer and interpret the results of a functional behavioral assessment. They will also learn to use these results to identify, design, implement, and evaluate interventions (i.e. behavior support plans), including monitoring progress and ensuring maintenance and generalization across settings. Emphasis will be placed on individualized behavior support systems and the use of behavior management principles through the frameworks of applied behavior analysis (ABA), positive behavior supports (PBS), and practices with an evidence-base from peer-reviewed research. Additionally, students will understand the supporting roles of other disciplines and professionals, including the importance of collaboration with parents to meet the unique needs of the student in the least restrictive environment. *3 credits.*

SED/ASD 600 Foundations and Characteristics of Autism Spectrum Disorders

This course focuses on the core characteristics of autism spectrum disorders (ASD) as related to communication, social/emotional skills, challenging and functional behavior, sensory processing, and cognition/learning, across the lifespan. Using an interdisciplinary lens, it provides a foundational understanding of the origins, historical trends, and current diagnostic and special educational criteria for ASD. It also covers federal and state legislation relating to ASD supports and services, with a focus on the school-age years. *3 credits.*

SED/ASD 620 Educational Assessment and Programs: Autism Spectrum Disorders

This course focuses on the design and use of research-based educational programs and individualized supports for students with autism spectrum disorders (ASD) in the least restrictive environment. This includes assessment of the unique strengths, skills (including academic, social, behavioral, and adaptive), and learning styles of students with ASD, ages 3-22. This includes the ability to identify, administer, and interpret a range of formal and informal tools in a culturally appropriate manner. Additionally, students will gain knowledge of the range of specialized and individualized instructional strategies and supports to address the development of: verbal and nonverbal communication skills (including assistive technology); social interactions skills, including those needed to avoid and respond to bullying, harassment, or teasing; skills to address needs associated with unusual responses to sensory experiences; skills to address

behavioral challenges resulting from resistance to environmental change or change in routines; skills to address needs resulting from engagement in repetitive activities and stereotyped movements; positive behavioral interventions, strategies, and supports to address any behavioral difficulties; and any other needs resulting from the student's disability that impact progress in the general curriculum and the development of social and emotional skills. Additionally, this course covers the use of ongoing assessment and data collection to monitor progress and skill acquisition, inform instruction, and ensure maintenance and generalization of skills across settings. *Prerequisite: SED/ASD 600 or equivalent. 3 credits.*

SED/ASD 640 Collaboration and Coordination

This course focuses on building collaborative services for students with autism spectrum disorders (ASD). This includes developing an understanding of the roles of other disciplines and professionals involved in the education of students with ASD. Students will develop skills to facilitate coordination and collaboration of these professionals working with students within and outside of the school setting, such as related service providers (e.g., speech language pathologists, occupational therapist, etc.) and medical professionals. The course will also highlight the importance of successful partnership with parents and caregivers to meet the unique needs of students with ASD in a culturally and linguistically sensitive manner. *Prerequisite: SED/ASD 600 or equivalent. 3 credits.*

SED/ASD 680 Field Experience and Seminar I: Working with Students with Autism Spectrum Disorders

This minimum of 100 hour supervised field experience I is conducted in accordance with Massachusetts Autism Endorsement Guideline. It provides autism endorsement candidates with opportunities to practice and gain first-hand experiences in evidence-based practices for exceptional learners with autism spectrum disorders. In coordination with field placement, weekly seminars are held during which autism endorsement candidates will learn about and discuss the service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. The field experience and weekly seminars will give autism endorsement candidates an opportunity to systematically integrate theory and practice, especially focusing on the content covered in SED/ASD 600 and PSY/SED 568 or ABA 600 in all facets of the role of the teacher of students with autism spectrum disorders. *Prerequisites: SED/ASD 600 and PSY/SED 568 or ABA 600 OR taken concurrently. 3 credits.*

SED/ASD 690 Field Experience and Seminar II: Working with Students with Autism Spectrum Disorders

This supervised field experience II is conducted in accordance with Massachusetts Autism Endorsement Guideline. It provides autism endorsement candidates with opportunities to practice and gain first-hand experiences in evidence-based practices for exceptional learners with autism spectrum disorders. In coordination with field placement, weekly seminars are held during which autism endorsement candidates will learn about and discuss the service delivery models, evidence-based practices in special education, consultation, and individual issues related to field placements. The field experience and weekly seminars will give autism endorsement candidates an opportunity to systematically integrate theory and practice, especially focusing on the content covered in SED/ASD 620 and SED/ASD 640 in all facets of the role of the teacher of students with autism spectrum disorders. *Prerequisites: SED/ASD 620 and 640 OR taken concurrently. 3 credits.*

Courses for Non-Endorsement Students

ABA 601: Behavior-Analytic Interventions I (for non-endorsement students)

This course is the first in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, job effectiveness, education, exercise and health, business, criminology, and other areas. Students will learn to identify, implement, and maintain effective behavioral interventions based on behavioral principles of reinforcement, punishment, extinction, stimulus control, and motivating operations. In addition, students will learn specific behavior-change procedures, including interventions based on antecedents, contingency contracts, group contingencies, and quantitative analyses. *Permission from Program Director required; Credits: 3*

ABA 602: Behavior-Analytic Interventions II (for non-endorsement students)

This course is the second in a two-part series focusing on the application of behavioral principles in applied settings. There will be an emphasis on applications to behavior of social importance across multiple domains, including autism spectrum disorders, developmental and intellectual disabilities, clinical psychology, job effectiveness, education, exercise and health, business, criminology, and other areas. Students will learn to identify, implement, and maintain effective behavioral interventions based on stimulus control, simple and complex discriminations, errorless teaching procedures, and stimulus equivalence. In addition, students will learn specific behavior-change procedures, including self-management strategies, token economies, direct instruction, precision teaching, personalized systems of instruction, incidental teaching, functional communication training, and augmentative communication systems. Finally, students will learn to design, evaluate, and supervise the implementation of behavioral programs. *Prerequisites: ABA 601; Credits: 3*

Elective Courses

EDU 515 Diversity in Schooling

This course examines the concept of diversity and its implications for teachers, students, and schools. The course draws from leading scholars and writers in the fields of education and related disciplines to highlight the various perspectives on diversity. It also will emphasize the impact of culture on the curriculum, teacher-student relationships and pedagogy in schools. Through course readings, discussion and collaborative learning, and independent research, students will gain a greater understanding of the concept of diversity in its various permutations and will learn how to identify, select, and design teaching strategies that support expressed goals for diversity in schools. *3 credits*

SED 587 Advanced Application of Positive Behavior Supports

This course focuses on school applications of positive behavior supports (PBS), beginning with the logic and research supporting the three-tiered school-wide positive behavior support (SWPBS) model. Students will learn about the SWPBS training process, including the development, teaching, and reinforcing of school-wide expectations. Students will also learn about implementing targeted behavior supports in SWPBS. In addition, students will learn how planning individualized interventions fit into the SWPBS

model. This course also focuses on working in teams to promote behavior support, on training staff to implement behavior supports with fidelity, and on school-wide data collection systems.

SED 589 Research and Practice in Positive Behavior Supports

Within the school setting, positive behavior support can be applied at the primary (i.e., school wide), secondary (i.e., targeted group), or tertiary (i.e., individual student) level. Students will focus on their school's needs and explore an area of interest through development of a research proposal and evaluation model. Seminars will focus on the successful implementation of evidence-based practices in positive behavior support, problem-solving techniques, and the evaluation and modification of existing behavior support. This course will give students the opportunity to apply what they have learned about behavioral support and to work closely with the instructor and peers to create and enhance the behavior support systems at their schools. Students will increase their fluency with positive behavior support and its supporting research base. Students completing the course will be able to align the pedagogy of PBS with authentic schools and students, complete with the challenges that real-world application brings.

SED 700 Directed Study

The student, in conjunction with a faculty advisor, designs and conducts a critical study of a topic of interest, a curriculum-based project, a research study, a field experience, a practicum, or an internship. *3 credits*

TRS 700 Foundations of Transition Education and Services

This course provides an understanding of the historical and legislative foundations of the transition movement. State and Federal transition-related legislation is covered including Social Security benefits, workforce laws and regulations and accommodations for individuals with disabilities. Inclusive models are covered along with evidence-based, community-based education and other post-school options. Transition planning and service delivery is addressed for students with Individualized Education Plans. Self-determination for individuals with disabilities is emphasized along with a strengths-based approach to transition planning and services. This course emphasizes culturally competent service provision for ethnically, culturally, and linguistically diverse youth with disabilities. *3 credits*