



Communication, Social Relationships, and Autism Spectrum Disorders Spring 2011

Instructor: Jane R. Wegner, Ph.D, CCC/SLP
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Location: 3048 Dole and Online
Time/Day: 6-8pm, Mondays

Course Description:

This course will provide students with an appreciation of the importance of social relationships for individuals with autism spectrum disorders. Students will gain knowledge and experience in exploring and facilitating social relationships using a model that focuses on the person with ASD, the environment and partners. Students will learn about the following aspects of social relationships:

- the nature of social relationships, including stages and types
- goals or outcomes important to individuals with autism and their families
- issues and challenges experienced throughout the lifespan
- assessment tools and intervention strategies

Course Objectives:

This course is designed to meet the requirements of ASHA Knowledge Standards III-B Normal Processes, III-C Communication Disorders, and III-D Clinical Application in the area of Social Aspects of Communication. At the end of this course, it is anticipated that students will be able to:

1. Understand the basic concepts, terminology, and theory of social communication.
2. Develop a plan for assessing the social communication of an individual with autism spectrum disorders.
3. Analyze and interpret the results of the assessment.
4. Determine the presence of a social communication challenge and related factors.
5. Develop a treatment plan based on assessment findings and evidence based practice.

Textbooks:

Janney, R. & Snell, M. (2006). *Social relationships and peer support* (2nd ed.). Baltimore, MD: Paul H. Brookes.

Wolfberg, P. (2003). *Peer play and the autism spectrum: The art of guiding children's socialization and imagination*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Portfolio:

Any work from this class may be submitted as an artifact for your portfolio provided there is no identifying information in the artifact.

Readings:

Assigned readings will be available on Blackboard and/or through the KU Library's e-journals. Some of the books referenced are in Dr. Wegner's office. Some of the readings listed below are for your reference in completing your projects. In addition to the readings below, it is expected that students will seek out additional resources.

Azmitia, M., Kamprath, N.A., & Linnet, J. (1998). Intimacy and conflict: The dynamics of boys' and Girls' friendships during middle childhood and early adolescence. . In L.H. Meyer, H. Park, M. Grenot-Scheyer, I. Schwartz, & B. Harry (Eds.), *Making Friends: The influences of culture and development* (pp.171-187). Baltimore, MD: Paul H. Brookes Publishing.

Bauminger, N., & Shulman, C. (2003). The development and maintenance of friendship in high-functioning children with autism: Maternal perceptions. *Autism*, 7(1), 81-97.

Bellini, S., Peters, J., Benner, L., & Hope, A. (2007) A meta-analysis of school-based social skills interventions for children with autism spectrum disorders. *Remedial and Special Education*, 28(3), 153-162.

Crooke, P., Hendrix, R., & Rachman, J. (2008). Brief report: Measuring the effectiveness of teaching social thinking to children with Asperger syndrome and high functioning autism. *Journal of Autism and Developmental Disorders*, 38 (3), 581-591. doi:10.1007/s10803-0466-1.

Damico, J. (1991) Clinical discourse analysis: A functional approach to language assessment. In C. Simon (Ed.), *Communication skills and classroom success: Assessment and therapy methodologies for language and learning disabled students*, (pp. 165-201). San Diego, CA: College Hill Press.

Dodd, J. (2010, October). Thinking outside the assessment box: Assessing social communicative function in students with ASD. *Perspectives in School-Based Issues*, 11, 88-98.

Dunst, C.J., Herter, S., & Shields, H. (2000). Interest-based natural learning opportunities. *Young Exceptional Children*, 2, 37-48.

Dyches, T. (2011, January 18). Assessing diverse students with autism spectrum disorders. *The ASHA Leader*. Retrieved from <http://www.asha.org/Publications/leader/2011/110118/Assessing-Diverse-Students-With-Autism-Spectrum-Disorders/>.

- Hobson, P. (2010). Explaining autism: Ten reasons to focus on the developing self. *Autism, 14*, 391-407. doi: 10.1177/1362361310364142. Retrieved from <http://aut.sagepub.com/content/14/5/391>.
- Kaczmarek, L.A. (2002). Assessment of social-communicative competence: An interdisciplinary model. In H. Goldstein, L.A. Kaczmarek, & K.M. English (Eds.), *Promoting social communication: Children with developmental disabilities from birth to adolescence (pp. 55-115)*, Baltimore, MD: Paul H. Brookes Publishing.
- Karkhaneh, M., Clark, B, Ospina, M., Seida, J., Smith, V., & Hartling, L. (2010). Social stories™ to Improve social skills in children with autism spectrum disorder: A systematic review. *Autism, 14* (6), 641-662. Retrieved from <http://aut.sagepub.com/content/14/6/641>.
- Landa, R., Holman, K, O'Neill, & Stuart, E. (2011). Intervention targeting development of socially Synchronous engagement in toddlers with autism spectrum disorders: a randomized controlled Trial. *Journal of Child Psychology and Psychiatry, 52*(1), 13-21. Dio10.1111/j.1469-7610.2010.02288.x
- Miller, Amy (2004). The double interview task: Assessing the social communication of children with Asperger syndrome. Retrieved from http://www.socialthinking.com/images/stories/pdf_files/double_interview_assessing_social_communication.pdf.
- Murphy, C. (2011, January 18). An Interview with Emily Rubin. *The ASHA Leader*. Retrieved from <http://www.asha.org/Publications/leader/2011/110118/An-Interview-with-Emily-Rubin/>.
- Park, H., Chadsey-Rusch, J., & Story, K. (1998). Social relationships or no relationships: Social experiences at worksites. In L.H. Meyer, H. Park, M. Grenot-Scheyer, I. Schwartz, & B. Harry (Eds.), *Making Friends: The influences of culture and development (pp.317-337)*. Baltimore, MD: Paul H. Brookes Publishing.
- Prizant, B. M., Wetherby, A.M., Rubin, E., Laurent, A.C., Rydell, P.J. (2005). *The SCERTS model: A comprehensive educational approach for children with autism spectrum disorders, Volume I: Assessment*. Baltimore, MD: Paul H. Brookes Publishing.
- Prizant, B. M., Wetherby, A.M., Rubin, E., Laurent, A.C., Rydell, P.J. (2005). *The SCERTS model: A comprehensive educational approach for children with autism spectrum disorders, Volume II: program planning and intervention*. Baltimore, MD: Paul H. Brookes Publishing.
- Rice, M., Sell, M.A., & Hadley, P.A. (1990). The social interactive coding system (SICS): An on-line Clinically relevant descriptive tool. *Language, Speech and Hearing Services in Schools, 21*, 2-14.
- Richardson, P. & Swartz, I. (1998). Making friends in preschool: Friendship patterns of young children with Disabilities. In L.H. Meyer, H. Park, M. Grenot-Scheyer, I. Schwartz, & B. Harry (Eds.), *Making Friends: The Influences of Culture and Development (pp.65-80)*. Baltimore, MD: Paul H. Brookes Publishing.
- Salisbury, C.L. & Palombaro, M.M. (1998). Friends and acquaintances: Evolving relationships

In an inclusive elementary school. In L.H. Meyer, H. Park, M. Grenot-Scheyer, I. Schwartz, & B. Harry (Eds.), *Making Friends: The influences of culture and development* (pp.81-104). Baltimore, MD: Paul H. Brookes Publishing.

- Timler, G. (2008, November). Social communication: A framework for assessment and intervention. *The ASHA Leader*. Retrieved from <http://www.asha.org/Publications/leader/2008/081104/f081104a/>.
- Travis, L. & Sigman, M. (1998). Social deficits and interpersonal relationships in autism. *Mental Retardation and Developmental Disabilities*, 4, 65-72.
- White, S., Koenig, K., & Scahill, L. (2010). Group social skills instruction for adolescents with high functioning autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 25, 209-219. doi: 10.1177/1088357610380595. Retrieved from <http://foa.sagepub.com/content/25/4/209>.
- Winner, M. (2002). Assessment of social skills through the exploration of social cognition for students with syndrome and high functioning autism. *Assessment for Effective Intervention*, 27, 73-80.
- Winner, M. G. (2003, September 23). Asperger syndrome across the home and school day. *The ASHA Leader*. Retrieved from <http://www.asha.org/Publications/leader/2003/030923/030923h.htm>.
- Winner, M. (2008). Social thinking: Cognition to enhance communication and learning. In K. Dunn & P. Wolfberg (Eds.), *Learners on the autism spectrum: Preparing highly qualified educators* (pp.209-233). Shawnee Mission, KS: Autism Asperger Publishing Company.
- Winner, M. Social Thinking website. <http://www.socialthinking.com/>.
- Winner, M., & Crooke, P. (2008, January 18). Social communication strategies for adolescents with autism. *The ASHA Leader*. Retrieved from <http://www.asha.org/Publications/leader/2011/110118/Social-Communication-Strategies-for-Adolescents-With-Autism/>.
- Winner, M., & Crooke, P. (2009, July). Social thinking: A training paradigm for professionals and treatment approach for individuals with social learning/social pragmatic challenges. *Perspectives on Language Learning and Education*, 16, pp. 62-69. doi:10.1044/lle16.2.62.
- Winner, M., & Crooke, P. (2009, summer). Assessing the social mind in action: The importance of informal dynamic assessments. Retrieved from: <http://www.socialthinking.com/what-is-social-thinking/published-articles/284-assessing-the-social-mind-in-action>.
- Winner, M., Crooke, P., & Madrigal, S. (2011). Social communication learning styles as a guide to treatment and prognosis: The social thinking communication profile™: A practice informed theory. Retrieved from http://www.socialthinking.com/images/stories/pdf_files/st_scp_1.26.10.pdf.
- Zweber, Kari. (2004). The double interview task: Assessing the social communication of adolescents with Asperger syndrome. <http://catalog.lib.ku.edu/cgi-bin/Pwebrecon.cgi?bbid=3477458>.

Course Requirements:

This course is a “blended” course meaning that we will meet face to face for some classes and online for others. Online sessions will be a blend of self-paced and group activities consisting of discussions and project development via wikis and recorded presentations by your instructor. Your participation in both venues is important and expected.

You will be divided into discussion groups that will discuss questions posted each week. Each discussion group will use a wiki to conduct the discussions. Your participation will be graded (see online discussion rubric). An additional wiki will be organized for the development of the assessment and facilitation projects that will be completed with a partner.

Your grade will be based on the following:

- 1) Participation in and leading of discussion groups online - 80 points
- 2) Family interview – 25 points
- 3) Assessment project – 50 points
- 4) Social relationship facilitation project – 50 points

Grading rubrics and guidelines for the projects will be distributed and posted.

The final grade for this course will be assigned following this percentage scale:

93-100%	A	191-205
90-92%	A-	185-190
87-89%	B+	178-184
83-86%	B	170-177
80-82%	B-	164-169
77-79%	C+	158-163
73-76%	C	150-158
70-72%	C-	143-149
67-69%	D+	137-142
63-66%	D	129-136
60-62%	D-	123-128
<60%	F	below 122

Academic Misconduct

Students are expected to observe all University guidelines pertaining to academic misconduct. As stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Please see the Graduate School Catalogue and the Intercampus Program MA Handbook for further information.

Accommodations

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that appropriate accommodations for this course can be discussed. If a scheduled requirement is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.

Social Relationships, Communication, and Autism

SPRING 2011-UPDATED 3/29/2011

DATE	TOPIC	READING	ASSIGNMENT
1/24/11 In Class -3048 Dole	Introduction		Discuss a memory/story on your discussion blog.
1/31/11	SNOW DAY	SNOW DAY	SNOW DAY
2/7/11 In Class - 3048 Dole	Friendships and Social Relationships	Chapter 1, Janney & Snell Winner, 2008	Begin selecting family/child/age group for projects relative to age group assigned
2/14/11 In Class- 3048	Relationships across the lifespan	Chapters 1 & 2 Wolfberg; Travis & Sigman, 1998	Coordinate with your partner to plan projects
2/21/11 Online	Introduction to Assessment Assessment tools and strategies and instruments	Kaczmarek, 2002 Dodd, 2010 Chapter 7, Wolfberg Timler, 2008	Complete your family interview. Begin discussing with your partner what assessment strategies and tools you will use based on your interview. Participate in the online discussion through your discussion blog
2/28/11 In Class 3048	Family Interview Sharing Assessment	Dyches, 2011 Murphy, 2011 Winner, 2002 Winner & Crooke, 2009	Family Interview Due Begin discussing with your partner what assessment strategies and tools you will use based on your interview.
3/7/11 Online	Assessment	Tools that you have chosen for assessment- resources you have found	Complete your assessment
3/14/11 In Class- 3048	GROUP PRESENTATIONS ASSESSMENT PROJECT	NONE	ASSESSMENT PROJECT DUE
3/21/11	SPRING BREAK	SPRING BREAK	SPRING BREAK
3/28/11 Online	Introduction to Facilitation/intervention strategies	Janney & Snell, Chapter 2, Wolfberg Chapter 9	

4/4/11 Online	Teaching Social Skills	Janney & Snell, Chapter 4	
4/11/11 In Class-3048	Programs	White, Koenig, & Schahill, 2010 Chadsey & Han 2005	
4/18/11 Online	Peer & Other Support Strategies	Janney & Snell Chapter 3 Wolfberg, Chapter 11 Karkhaneh et. al, 2010	
4/25/11 Online	Social Cognition	Winner, 2008 Social Thinking Website	
5/2/11 In Class – 3048 Dole	Summary	An article, chapter etc. of your choosing	
5/9/11 In class-3048	Presentation of facilitation projects		Projects due