Bemidji State University

SPED 3665: Social Skills

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: *.*
Lab Hours/Week: *.*
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course is designed to explore evidence based social skill and communication skill interventions for students diagnosed with ASD, EBD and SLD. The course requires 40 hours of field experience with students in Grades 5-8. Prerequisites: SPED 3600 and consent of instructor.

B. COURSE EFFECTIVE DATES: 08/21/2017 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Neurology as it relates to autism
2. Psychology
3. Sociology
4. Special Education and Communication
D. LEARNING OUTCOMES (General)

1. promote peer acceptance, social participation, and achievement by training, coaching, supporting, structuring, and modeling evidence-based strategies for autism spectrum disorders to peers, parents, paraprofessionals, and other school staff.

2. design, implement, monitor, and adjust positive behavior plans as part of the individualized education program that connect challenging behavior to the lack of specific skills and teach functionally equivalent, age-appropriate, alternative communication, social, behavioral, and self-regulatory skills.

3. design, implement, monitor, and adjust goals and objectives addressing the core features of autism spectrum disorders in social, communication, behavior, and other areas of need identified through evaluation.

4. understand research-based theories of social cognition, communication development; their impact on acquisition of imitation skills and prosocial behavior.

5. apply structured teaching methods, communication systems, and instructional and environmental modifications and accommodations to develop communication, social, and behavioral competence to promote progress in general education and other instructional settings.

6. consider the impact of core and associated characteristics of autism spectrum disorders on family dynamics and functioning and the perspectives of families and individuals with autism spectrum disorders when interacting and planning.

7. demonstrate an understanding of the impact of the combined effects of the restricted range of interests, limited social understanding, impaired language skills, idiosyncratic sensory behaviors, and anxiety on the student’s ability to benefit from incidental learning opportunities.

8. design, implement, monitor, and adjust evidence-based instructional methods and strategies to teach social, communication, behavioral, academic, and functional skills that are age- and ability-appropriate across environments.

9. design, implement, monitor, and adjust instructional programs that promote social participation and interpersonal interactions by teaching social understanding, communication, problem-solving skills, and self-regulatory skills across environments.

10. design, implement, monitor, and adjust program modifications based on factors including social, emotional, and sensory issues, diet, and medication and relationship to communication, socialization, and behavior.

11. engage in 40 hours of field experience.

12. learn about impact of the range of communication, and social understanding on learning and behavior; impact of the range of communication, and social understanding on learning and behavior.

13. learn to write an autism specific Individual Family Service Plan and Individualized Education Plan.

14. study etiology, early indicators, and core and associated characteristics of autism spectrum disorders and their impact on social interaction, communication, behavior, and learning.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted