

Course 4: Communication, AAC, and Technology for Individuals with ASD

The course will provide information on (a) typical language development, (b) characteristics of persons with autism and their unique communication needs, (c) assessment of communication needs, (d) development of communication goals, (e) development and delivery of effective strategies for teaching communication, and (f) use of technology to teach students with ASD.

The primary goal of this course is to provide teachers and therapists with a comprehensive knowledge of the communication characteristics of persons with autism, the state-of-the-art techniques in providing communication services for this population, and research-based strategies utilizing technology in teaching students with ASD. This course may be taught in collaboration with the Communication Sciences and Disorders department.

Course 5: Serving Individuals with ASD Institute

Students will connect content knowledge with skills from courses to apply and practice skills in behavior, communication, socialization, and academics for students with ASD. Topics will include assessing student needs, implementing research-based strategies with fidelity, designing and applying classroom arrangements and materials, implementing augmentative communication strategies, working collaboratively with professionals and families, and evaluating research.

The ASD institute will be conducted face-to-face in a 1-2 week course that will incorporate lectures, guest speakers, modeling, role-playing, hands-on experiences with technology and materials, and practicum experiences with students with ASD.



Proposed Autism Certificate

Early Childhood, Special Education and Rehabilitation Counseling

For more information, please contact
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Description

A graduate certificate in autism spectrum disorders will consist of 15 credit hours. Students will take courses 1 and 2 in the first summer, course 3 in the spring, and courses 4 and 5 in the second summer. All courses will be offered through distance education, with the exception of course 5, which is a brief, intensive, face-to-face course.



Proposed New Courses

Course 1: Overview of Characteristics and Instructional Strategies for Individuals with ASD

This course introduces students to the characteristics, classification systems, etiology and research, assessment strategies/issues, approaches, and research-based interventions related to individuals with autism spectrum disorders. Practical classroom strategies, such as visual strategies and environmental arrangements will also be reviewed.

The primary goal of the course is to provide students with foundational knowledge of the strengths and needs characteristic of individuals with ASD, as well as to provide students with a comprehensive array of research-based instructional approaches for school-aged students with ASD.

Course 2: Advanced Instructional Strategies for Individuals with ASD

This course builds on topics previously learned in Course 1. Teachers will learn to critically analyze current trends, issues, and therapies used with individuals with ASD. Practical classroom strategies detailing what to teach based on assessment results, how to use data-based decisions to guide instruction, and an overview of alignment to state standards based on alternate assessments will also be reviewed.

The primary goal of the course is to provide teachers with a comprehensive array of practical research-based instructional approaches for individuals with ASD.

Course 3: Seminar in Psycho-educational Consultation in the Schools

This course uses the rationale and techniques of consultation as a means to bridge research and practice in ASD. Consultation models in educational and community settings will be discussed. This course provides advanced/specialized training in consultation with teachers, parents, administrators, and other school and community personnel.

The primary goal of this course is for students to master the basic competencies for consultation delivery as an ASD specialist. This course may be taught in collaboration with the Education, School, and Counseling Department.