HDFS 294/HCD 598
Outreach Practicum – Spring 2013
The Autism Program Resource Center

Course Syllabus

Instructors:  Aaron T. Ebata, Ph.D.  ebata@illinois.edu  333-2912
Anne Hall       annehall@illinois.edu  244-1395
Linda Tortorelli ltortore@illinois.edu  244-0928

Grad Assistants:  Sarah Curtiss curtiss5@illinois.edu
Colleen Gibbons  cgibbon2@gmail.com

Class Meetings:

1.  1st Thursday of each month, from 7:00 – 8:30 PM (first class is on February 7, 2013).
2.  Mandatory Orientation Meeting:  Monday, January 14, 2013 from 6:30-8:30pm

Course Description:

This course will provide students with experience in (1) staffing a resource center on autism spectrum disorders (ASDs) for families and professionals who work with families, (2) participating in programs that provide supports or services related to ASDs to families or professionals, and (3) developing information and resources for families and professionals.

As a result of this course, participants will:

1.  Develop an understanding of the mission of The Autism Program and become familiar with services that are available from TAP and other agencies and organizations for families in Champaign County

2.  Be able to inform lay audiences about autism spectrum disorders, treatment options, and evidence-informed “best practices” typically used by parents and professionals

3.  Develop basic resource and referral skills

4.  Be able to create customized picture schedules and social stories for families and professionals using the Boardmaker software program

Course Materials:

All required materials will be provided and posted on the course website on Illinois Compass2g:

http://compass2g.illinois.edu
click on “TRAINING-TAP Internship”

On Facebook: https://www.facebook.com/TAP.UIUC

Updated: 01/04/13
Course Requirements/Expectations:

1. Participants must attend an orientation meeting on **Monday, January 14, 2013** from 6:30-8:30pm.

2. Participants must attend a monthly class/staff meeting on the first Thursday of each month, from 7:00 -8:30 PM (first meeting is on **February 7, 2013**).

3. Participants will maintain regular resource room staffing hours that correspond to the number of credit hours they have registered for (see table below). These hours will include time staffing the Resource Center and participating in outreach programs. In addition, interns must be available for a certain number of evening (Thursdays) or weekend (Saturday) shifts.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Meetings per Week</th>
<th>Staffing and Project per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS/HCD</td>
<td>3</td>
<td>1 hr</td>
<td>8hrs</td>
</tr>
<tr>
<td>HDFS/HCD</td>
<td>4</td>
<td>1 hr</td>
<td>11 hrs</td>
</tr>
</tbody>
</table>

During office hours, participants will be expected to:

- Answer phones and make referrals
- Assist visitors to the center
- Maintain the resource collection
- Keep records of phone calls and visits by clients
- Host meetings held in the center
- Assist in developing resources for families or professionals

3. Participants will complete assignments (readings and video trainings) as assigned throughout the semester and be ready to discuss them during staff meetings. All reading materials will be provided.

4. Participants will assist with TAP programs for families and/or professionals. This might include social skills programs for children, workshops for parents, or training for professionals.

5. Participants will complete a semester project (individually or in teams). The projects are described in more detail below.

Attendance Policies

Given the nature of the internship, attendance is required, and will contribute to 80% of students’ grades.

- Attendance at the orientation and monthly staff meetings is mandatory.
- On-time attendance when staffing the resource center is required. Only absences due to medical reasons (with a doctor’s note) or family emergencies (with a letter from a parent or guardian documenting the emergency) will be considered “excused” absences.
• If you will be unable to staff the resource center during your assigned hours, it will be your responsibility to find a replacement (another intern) and work out “paying back” your replacement. The instructor must be informed of all intern shift swaps BEFORE they occur.

**Basic Staffing Procedures**

• When staffing the resource center, interns are expected to be dressed in a professional manner as they will be representing the University of Illinois in serving the public. Attire is “business casual” – no jeans, shorts, t-shirts, halter tops, or hats.

• At the *start* of each shift, interns will check the course website and:
  - Check the announcements
  - *Read* the staffing log to see what happened during the previous shift, and to see if there are any tasks that need to be completed or continued

• Check the Calendar on the course website for upcoming events (also on Facebook)

• At the *end* of each staffing shift, interns will **post** a summary on the staffing log that includes:
  - Any noteworthy events or experiences that occurred during the shift
  - A list of tasks that were accomplished or completed, and
  - Any instructions for staff on later shifts on tasks that need to be continued or completed.

Additional policies and procedures will be introduced in the orientation session and during class sessions, and will be outlined in documentation that will be available on the course website.

**Examples of Potential Projects**

• Assist in programs for kids or parents
• Provide leadership for marketing and communications (newsletter, social media, flyers)
• Create educational or supportive materials for families or professionals
• Assist in evaluation efforts (contacting former interns, interviewing participants in previous programs, etc).
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading/Viewing Assignment First time Interns</th>
<th>Reading/Viewing Assignment Returning Interns</th>
</tr>
</thead>
</table>
| 01/14/13 | Introductions  
Autism 101  
Orientation to the Internship | Orientation will cover: professionalism, confidentiality, referrals, course website and staffing logs, mandated reporting  
Ten Things Every Child with Autism Wishes You Knew (Nothbohm) |                                                                                                                |                                                                                                                |
| 02/07/13 | Family issues  
General principles and practices  
Treatment options  
Dr. Ebata | DCFS Training for Mandated Reporters.  
*Turn in completion certificate.*  
Families with children who have autism spectrum disorders: Stress and support (Meadan, Halle, & Ebata)  
The Autism Internet Modules (OCALI).  
The Incredible 5-Point Scale  
Social Narrative  
Structured Teaching  
Illinois Autism Project – 10 Guiding Principles  
[www.illinoisautismproject.org](http://www.illinoisautismproject.org) | Families with children who have autism spectrum disorders: Stress and support (Meadan, Halle, & Ebata)  
The Autism Internet Modules (OCALI)  
*Overview of Social Skills Functioning & Programming*  
Illinois Autism Project – 10 Guiding Principles  
[www.illinoisautismproject.org](http://www.illinoisautismproject.org) |                                                                                                                |
| 03/07/13 | Communication  
TBA | Ask me About Aspergers.  
Visual Strategies Workshop: Working with Autism and Related Communication and Behavior Challenges. *Turn in post-viewing questions for each video and create one visual support to be shared with the class* | ASD Video Glossary: Chose one treatment from each category and write a synopsis of treatment.  
[www.autismspeaks.com](http://www.autismspeaks.com) - Video Glossary |                                                                                                                |
| 04/04/13 | Behavior  
Dr. Hedda Meadan  
Dept of Special Education | ASD Video Glossary: Chose one treatment from each category and write a synopsis of treatment.  
[www.autismspeaks.com](http://www.autismspeaks.com) - Video Glossary | Understanding Classmates Videos in resource room  
Both Elementary school and High School |                                                                                                                |
| 05/02/13 | Luncheon |                                                                                                                |                                                                                                                |
Reading/Viewing Assignments

All of the following are available in the Resource Center or in the Compass2g course site.


The Autism Internet Modules – OCALI – [www.autisminternetmodules.org](http://www.autisminternetmodules.org) – complete certificate for each module

- Register by clicking on the SIGN UP link.
- After registering, click on the link for “Autism in the Classroom“ and complete the following modules:
  - The Incredible 5-Point Scale: 30 minutes
  - Social Narrative: 45 minutes
  - Structured Teaching: 45 minutes

Returning Interns: Overview of Social Skills Functioning & Programming

DCFS Training for Mandated Reporters - [https://www.dcfstraining.org/manrep/index.jsp](https://www.dcfstraining.org/manrep/index.jsp)

- Click on “New User?” to create a training account.
- Fill in the registration form:
  - For “Which Mandated Reporter Category best fits”, select “Other”
  - For “If Other, please specify”, enter “student intern”
  - For “County of Employment”, select “Champaign”
  - For “Name of Employer”, enter “TAP-UIUC”
  - For “City”, enter “Urbana”
  - Complete the rest of the form as instructed.
- Follow the instructions and complete all modules.
- Turn in a copy of the certificate of completion.


**Ask Me About Aspergers:** 25 minute video. (available in the Resource Center)

**Understanding Classmates with Asperger’s Syndrome – Elementary and High School version** 15 minutes each (available in Resource Center)

**Visual Strategies Workshop: Working with Autism and Related Communication and Behavior Challenges** (by Linda A. Hodgdon M.ED., CCC-SLP) (available in the Resource Center)

This series will demonstrate a variety of samples and examples of easy-to-use visual supports that have been successful for improving communication.
- View video-tapes 2, 3, 4, & 5
- Respond to post-viewing questions for each video
- Create one visual support to share in class


All Interns: Chose one treatment from each category to view and write a short review of treatment.  
*Categories: Behavioral Interventions, Developmental Interventions, Structured Teaching & Supports, Clinical Therapies, Toddler Treatment Models*

**Illinois Autism Training and Technical Assistance Project:**  
2009 IATTAP Autism Training Video – 10 Guiding Principles

1. Establish Clear Communication System Training  
2. Embed Visual Strategies Reinforcers  
3. Establish Daily Schedule Opportunities to Make Choices  
4. Use Applied Behavioral Analysis Much  
5. Structure Self-Stimulatory Behavior Programming  
6. Use Discrete Trial  
7. Identify  
8. Provide  
9. Avoid Talking too Much  
10. Evaluate