

UNC SCHOOL OF SOCIAL WORK

325 Pittsboro St. CB#3550
Chapel Hill, NC 27599-3550

- COURSE NUMBER:** SOWO 709
- COURSE TITLE:** Autism Spectrum Disorder: Social Cognitive Interventions
1.5 credit hours
- INSTRUCTOR:** Sherry C. Mergner, MSW, LCSW
Email: sherry.mergner@cidd.unc.edu
- CLASS TIME:** Wednesdays, 1 PM to 4 PM – May 13 to June 10, 2020
This course will be on-line
- OFFICE HOURS:** Mondays and Fridays 11 AM to 1 PM
(please email for an appointment)
- COURSE WEBSITE:** <https://sakai.unc.edu/portal>

COURSE DESCRIPTION

This course provides an overview of the core social cognitive vulnerabilities faced by autistic individuals. Selected evidence-based interventions will be reviewed with ASD across contexts.

COURSE OBJECTIVES

Upon completion of this course, students are expected to be able to:

1. List the causes of autism, both historical and current;
2. Name the characteristics of Autism Spectrum Disorder (ASD), including the diagnostic criteria (DSM-5), levels of functioning and presentation of symptoms;
3. Describe the psychological theories of ASD, which include core vulnerabilities in Theory of Mind, Central Coherence and Executive Functioning skills;
4. Explain how these underlying core vulnerabilities impact autistic individuals in the areas of joint attention, social cognition, and communication skills as well as in the areas of emotional and sensory regulation.
5. Identify and assess the impact of these social cognitive challenges on behavior, relationships, academics and the family system;
6. Assess and analyze social cognitive vulnerabilities relevant to an individual with ASD and identify appropriate interventions;
7. Select and apply appropriate evidence-based social cognitive intervention strategies to improve emotional regulation and behavioral outcomes across contexts;
8. Demonstrate awareness of additional factors occurring within this population, including gender, race, ethnicity, language, age, class, culture, co-occurring disorders and sexuality, as well as issues related to the criminal justice system, trauma, discrimination, ethics and microaggressions.

EXPANDED DESCRIPTION

Social cognitive and emotional regulation issues are cited as core vulnerabilities for autistic individuals. As a result, individuals with autism are prone to a higher incidence of social and behavioral problems at home or at school. Social cognitive vulnerabilities not only impact interpersonal relationships, but also academics. In addition, individuals on the Autism Spectrum are often the target of discrimination, bullying and abuse due to being misperceived and misunderstood. These challenges can greatly impact the self-confidence and self-esteem of individuals with ASD leading to depression and anxiety. This course will review these core vulnerabilities and students will be introduced to selected evidence-based social cognitive intervention strategies and respective research about effectiveness. The appropriate application of these interventions will be reviewed, including family and diversity considerations as well as ethical and social justice issues regarding neurodiversity.

REQUIRED COURSE TEXT:

Winner, M. G. (2013). *Why teach social thinking? Questioning our assumptions about what it means to learn social skills*. San Jose, CA: Social Thinking.

SUGGESTED TEXT: (ALSO AVAILABLE ON AUDIBLE)

Grandin, T. (2017). *Unwritten rules of social relationships: Decoding social mysteries through autism's unique perspectives*. Future Horizons, Incorporated.

OTHER READINGS:

All other assigned readings and suggested readings are outlined below and will be posted on the Sakai site for this course under Resources.

RECOMMENDED RESOURCE

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

TEACHING METHODS

This course will be held in a synchronous format using a variety of teaching and learning methods, including lecture, discussion, videos, panel presentations and guest lecturers. The development of a supportive learning environment is fostered by respectfully listening to the ideas of others, being able to understand and appreciate a point of view which is different from your own, clearly articulating your point of view, and linking experience to readings and assignments. Discussions will draw upon work and field experiences, readings and assignments; participation by each student is essential and expected. This course is only 15 hours long and there is a great deal of content to cover both inside and outside of the online classroom.

There is a large amount of reading and while much of it will not be reviewed in class, students are expected to complete the reading assignments each week and incorporate what they have learned in their weekly reflection papers and their final reflection paper.

CLASS ASSIGNMENTSAssignments and Weighting of Course Assignments:

- Three reflection papers – 15% each = 45% Total
- Final reflection paper – 35%
- Class attendance and participation – 20%

Description of Assignments:

Reflection is an essential part of social work practice for students and practitioners alike. It is important for social workers to develop their critical reflection skills and to gain self-awareness as they grow in their practice. The purpose of these reflective writing assignments (Taylor, 2001) is to enable students to:

- Engage in transformative learning by engaging both reason and emotion;
- Situate ourselves within a broader social context;
- Demonstrate our understanding of theory and course content;
- Evaluate our values, beliefs and biases;
- Work through seemingly contradictory feelings, reactions, and understandings in order to gain a wider perspective and to better work with clients;
- Use reflections to inform our practice in the field;
- Develop critical reflection skills and self-awareness to become life-long learners.

All reflective writing papers are to be double-spaced. **Writing should be in the student's own words rather than direct quotes.** In addition, students should include APA citations as appropriate in the body of the paper, along with a reference list for the assignment (if applicable).

Your cover sheet for the paper should contain your name, PID# and honor code pledge. Do not put your name in the body of the paper that you submit to Sakai, instead use your PID# as a running head on each page. Following these directions will be reflected in your grade.

Point Value	Assignment
20	<p><u>Attendance & Participation:</u> Everyone will receive a standard score of 20 for participation, in recognition of a norm of attendance, contributions to small group activities and informed participation in class discussion. Informed participation means that you clearly demonstrate that you have completed assigned readings and can offer analysis, synthesis, and evaluation of written material. <i>In order to fully participate in and benefit from each class session, students must complete required forum posts, readings, come to class prepared to discuss them and complete all guest panelist/lecturer evaluation forms (located under each class on Sakai).</i> Excellent participation also means that your comments are thoughtful, focused, and respectful. Points will be deducted from the base score if you miss class, are late, leave early, disappear for long periods on break, are unprepared or do not complete any of the highlighted activities. If a student must be absent from class, they are asked to please notify the instructor in advance. If you will not be able to attend a class, it is your</p>

	<p>responsibility to obtain information about class content, and information about announcements, etc., from your <i>classmates</i>. Please do not ask the instructor to detail “what you missed”. Please turn off cell phones during class. Computers should only be used to access the on-line classroom and for notetaking during lectures or guest presentations.</p> <p><i>See grading rubric on page 6 of syllabus for professional conduct and participation. This rubric is also located on Sakai under Rubrics.</i></p>
15	<p><u>Class Content Reflection Paper:</u> Students will complete <u>one 3-4-page paper</u> reflecting on selected questions or topics relating to selected class content area of focus. Students can choose which paper of their three required reflection paper is their “Class Content” reflection paper as the questions are outlined below. <i>The rubric is posted on Sakai. This paper is due at 11:55 PM on the date listed below. Papers can be uploaded on Sakai any time prior to the actual due date.</i></p>
15	<p><u>Panel/Guest Lecturer Reflection Paper:</u> Students will complete <u>one 3-4-page paper</u> reflecting on the panel or guest lecturer presentation for week 1, 2 or 3. Students can choose which paper of their three required reflection papers is their “Panel/Guest Lecturer” reflection paper as the questions are outlined below. <i>The rubric is posted on Sakai. This paper is due at 11:55 PM on the date listed below. Papers can be uploaded on Sakai any time prior to the actual due date.</i></p>
15	<p><u>Special Topic Article Reflection Paper:</u> Students will complete <u>one 3-4-page paper</u> reflecting on a special topic articles of their choice. The instructor has provided seven articles below addressing special topics faced by individuals with ASD. Students can choose which paper of their three required reflection papers is their “Special Topic Article” reflection as the questions are outlined below. Each student will have an opportunity to share their perspective on the articles they chose during the discussion period of the last class. <i>The rubric is posted on Sakai. This paper is due at 11:55 PM on the date listed below. Papers can be uploaded on Sakai any time prior to the actual due date.</i></p>
35	<p><u>Final Reflection Paper</u> Students will select a movie or episode from a series to view that focuses on autism (a list of movies or series are posted on Sakai). Students will complete a <u>6-8-page paper</u> using the reflection questions outlined below as a guide. <i>The rubric is posted on Sakai. This paper is due at 11:55 PM on the date listed below. Papers can be uploaded on Sakai any time prior to the actual due date.</i></p>
<u>100 POINTS</u> <u>TOTAL</u>	

GRADING SYSTEM

In accordance with the Graduate school during the COVID-19 situation, letter grades are assigned to the following numeric ranges:

H: 100—94

P: 93—70

F: 69 or lower

SUBMITTING WRITTEN ASSIGNMENTS AND POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

A course grade of “Incomplete” will be given only in extreme extenuating circumstances and in accordance with SSW and University policy.

All papers and assignments are to be submitted electronically to our Sakai site and are due at by 11:55 PM on the dates noted below. Ten percent will be deducted from your grade for each day that a paper is late. If you have a situation arise that may prohibit you from completing the assignment on time, any request for an extension on the papers must be done *in advance* of the due date (at least 24 hours) for the paper. Approved delays will not affect the grade.

HONOR CODE

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: “I have neither given nor received any unauthorized assistance on this assignment.” Sign and date. Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments.

ACCESSIBILITY AND RESOURCES SERVICES

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office.

See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](#).

USE OF LAPTOPS OR OTHER ELECTRONIC DEVICES

Please turn off all cell phones or other devices that would disrupt the on-line learning environment. **Laptops should not be used for any other purpose except on-line class participation.**

APA AND WRITTEN ASSIGNMENTS

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the Publication Manual of the American Psychological

Association, Sixth Edition (2009) that is available at most bookstores. The following web site provides additional information: <http://www.apastyle.org/apa-style-help.aspx>
 Students are strongly encouraged to review the materials on the School of Social Work's website <http://ssw.unc.edu/students/writing> . This page includes numerous helpful writing resources such as tutorials on understanding plagiarism, quick reference guide to APA, writing tips and ESL materials. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

INCLEMENT WEATHER

In the event of inclement weather or power failure, class may be cancelled.

- If class is cancelled due to weather, the instructor will send an email message out to the class by 8 AM on the day of class.
- If UNC-Chapel Hill departments and schools are cancelled due to weather, we will not hold class.
- If a class cancellation, you will be notified via email.
- If class is NOT cancelled BUT your personal situation makes it impossible to attend the online class (e.g., power failure), please email or text your instructor prior to class.

CLASS PARTICIPATION

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, completing assignments, participating in class forums/activities and completing guest panelist and lecturer evaluation forms (located under each class on Sakai). The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. *Teaching Concerns*). *See Sakai for the Class Participation Rubric* <https://teaching.temple.edu/sites/tlc/files/resource/pdf/GradingClassParticipation%5BAccessible%5D.pdf>

COURSE OUTLINE AND READINGS

Date	Class Topic, Readings, & Assignments
05/13 2020	<p><u>Class One Agenda</u> <i>1:00 PM – 1:30 PM – Welcome and Review of the Syllabus</i> <i>1:30 PM to 2:45 PM – An Overview of Autism Spectrum Disorder</i></p> <ul style="list-style-type: none"> • <i>Brief History and Prevalence</i> • Ted Talk Video: The Forgotten History of Autism – Steven Silberman https://www.ted.com/talks/steve_silberman_the_forgotten_history_of_autism • <i>What is ASD?</i> • <i>Causes and Characteristics – DSM-5 Criteria</i> <p><i>2:45 PM – 3:00 PM - Break</i> <i>3:00 PM – 4:00 PM – Guest Panel – Tim (he/him/his) and Hannah (she/her/hers) share their personal stories of neurodiversity and their own social cognitive challenges/strengths. (Remember to complete Guest Panelist Evaluation after class and upload to Drop Box on Sakai).</i></p>

Class One Required Readings and Videos (Additional Readings beyond the text are located on Sakai under Resources: Class One)

Winner text – pages vii to 59

Brown, L. (n.d.). Identity-First Language. Retrieved May 02, 2020, from <https://autisticadvocacy.org/about-asan/identity-first-language/>

Crooke, P. J., Hendrix, R. E., & Rachman, J. Y. (2007). Brief report: Measuring the effectiveness of teaching social thinking to children with Asperger syndrome (AS) and high functioning autism (HFA). *Journal of Autism and Developmental Disorders*, 38(3), 581-591.

Nowell, S. W., Watson, L. R., Boyd, B., & Klinger, L. G. (2019). Efficacy Study of a Social Communication and Self-Regulation Intervention for School-Aged Children with Autism Spectrum Disorder: A randomized controlled trial. *Language, Speech, and Hearing Services in Schools*, 50(3), 416–433

Reynolds, C. R., & Kamphaus, R. S. (2013). BASC3: Autism spectrum disorder 299.00. Retrieved April 21, 2018, from https://images.pearsonclinical.com/images/assets/basc-3/basc3resources/DSM5_DiagnosticCriteria_AutismSpectrumDisorder.pdf

Watch: You Tube Video - Autism: What we know (and what we don't know yet) with Wendy Chung. <https://www.youtube.com/watch?v=wKIMcLTqRLs&t=2s>

Watch Video: From Research to Framework to Practice with Dr. Pam Crooke <https://www.youtube.com/watch?v=0RJoVqPGkjE>

Suggested Readings and Videos (On Sakai under Resources: Class One)

Grandin & Barron suggested text – pages vii to 127

Boucher, J. (2017). Historical background and current concepts and definitions. In *Autism spectrum disorder: Characteristics, causes and practical issues* (2nd ed. pp. 4-30). Los Angeles, CA: Sage Publications.

Crooke, P. J., & Winner, M. G. (2015). Research to frameworks to practice: Social thinking's layers of evidence. Retrieved April 21, 2018, from <https://www.socialthinking.com/Articles?name=social-thinking-where-is-the-evidence>

Grinker, R. R. (2007). Diagnostic criteria for autistic disorder through the years. Retrieved May 07, 2018, from <http://unstrange.com/dsm1.html>

Ted Talk Video: The World Needs All Kinds of Minds – Temple Grandin https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds#t-9773

05/20
2020

Class Two Agenda

1:00 PM – 2:45 PM - The Framework for Understanding Social and Academic Challenges

- *The Role of Emotional and Sensory Regulation*
- *Emotional Regulation and its Impact on Social Cognition*
- *What is Social Thinking?*
- *Factors contributing to social and emotional challenges in ASD*
- *The Social Learning Tree*
- *Impact on Behavior and Academics*
- *The Impact of Social Cognitive Challenges on Mental Health/Co-occurring Conditions*

2:45 PM – 3:00 PM - Break

3:00 PM – 4:00 PM - Family Panel – Nathan (brother – he/him/his), Sally (spouse – she/her/hers), Danyale (parent – she/her/hers) - Will share their personal story of living with an individual on the Autism Spectrum as well as the challenges they have faced and the gifts they have received as a result. (Remember to complete Guest Panelist Evaluation after class and upload to Drop Box on Sakai).

Class Two Required Readings (Additional Readings beyond texts are on Sakai under Resources: Class Two)

Winner text – pages 33-90

Clinical Diagnosis: DSM-5 Checklist

Bonis, S. (2016). Stress and parents of children with autism: A review of literature. *Issues in Mental Health Nursing*, 37(3), 153-163.

Bauminger-Zviely, N. (2013). Associated co-morbid conditions. In *Social and academic abilities in children with high Functioning autism spectrum disorders* (pp. 131-150). New York, NY: Guildford Press.
The entire textbook is posted under Class Two Required Reading – Read Chapter 6.

Dunn, D. S. and Andrews, E. E. (2015). Person-first *and* identity-first language: Developing psychologist's cultural competence using disability language. *The American Psychologist*, 70(3). 255-264.

Corbett, B. A., Muscatello, R. A., & Blain, S. D. (2016). Impact of sensory sensitivity on physiological stress response and novel peer interaction in children with and without autism spectrum disorder. *Frontiers in Neuroscience*, 10. 1-9.

Class Two Suggested Readings (On Sakai under Class Two)

Grandin & Barron suggested text – pages 129-220

	<p>Austin, H., Katz, T., & Reyes, J. (2011). A clinician's guide to providing effective feedback to families affected by autism. Retrieved April 21, 2018, from https://www.autismspeaks.org/wordpress-tags/clinicians-guide-providing-effective-feedback-families</p> <p>Pepa, L., & Harris, S.L., (2014). Autism spectrum disorders and the family. In M. Tincani & A. Bondy (Eds.), <i>Autism spectrum disorders in adolescents and adults: Evidence-based and promising interventions</i> (pp. 24-43). New York, NY: Guilford Press.</p> <p>Rengit, A. C., et al. (2016) 'Brief report: autism spectrum disorder and substance use disorder: a review and case study.' <i>Journal of Autism and Developmental Disorders</i>, 46(7), 2514-2519.</p>
05/27 2020	<p><u>Class Three Agenda</u> 1:00 PM – 2:45 PM - Overview of Emerging, Promising & Established Evidence-Based Interventions 2:45 PM – 3:00 PM – Break 3:00 PM – 4:00 PM - Overview of Social/Pragmatic Assessments – Guest Presenter: Margaret DeRamus, MS, CCC-SLP, (she/her/hers), Speech and Language Pathologist, Carolina Institute for Developmental Disabilities (CIDD). (Remember to complete Guest Lecturer Evaluation after class and upload to Drop Box on Sakai).</p> <p><u>Class Three Required Readings (Additional Readings beyond texts are on Sakai under Resources: Class Three)</u> Winner text – pages 91-192</p> <p>Listen to: National Public Radio. (2017, July 31). Washington, DC. 'Social Camouflage' May Lead to Underdiagnosis of Autism in Girls. Retrieved May 1, 2020 from https://www.npr.org/sections/health-shots/2017/07/31/539123377/social-camouflage-may-lead-to-underdiagnosis-of-autism-in-girls</p> <p>Bargiela, S., Steward, R., & Mandy, W. (2016). The experiences of late-diagnosed women with autism spectrum conditions: An investigation of the female autism phenotype. <i>Journal of Autism and Developmental Disorders</i>, 46(10), 3281-3294.</p> <p>Hughes, J. (2016). Increasing neurodiversity in disability and social justice advocacy groups. Retrieved May 2, 2020, from https://www.researchgate.net/publication/304424531_Increasing_neurodiversity_in_disability_and_social_justice_advocacy_groups_whitepaper</p> <p>Winner, M. G. (2001-2002). Assessment of social skills for students with Asperger syndrome and high-functioning autism. <i>Assessment for Effective Intervention</i>, 27(1&2), 73-80.</p>

	<p><u>Class Three Suggested Readings (On Sakai under Resources: Class Three)</u> Grandin & Barron suggested text – pages 221-323</p> <p>Richardson, D. (2015). The use of technology in social skills training for individuals with autism spectrum disorder. Retrieved April 19, 2018, from https://ed-psych.utah.edu/school-psych/_documents/grants/autism-training-grant/Technology-in-SST.pdf</p> <p>Steinbrenner, J., Hume, K., Odom, S., Morin, K., Nowell, S., Tomaszewski, B., Szendrey, S., McIntyre, N., Yucesoy-Ozkan, S. & Savage, M. (2020). NCAEP Report: Evidence-Based Practices for Children, Youth, and Young Adults with Autism. Retrieved May 1, 2020, from: https://ncaep.fpg.unc.edu/research-resources</p>
06/03 2020	<p><u>Class Four Agenda</u> 1:00 PM – 2:45 PM – Overview of EBP Interventions (continued) 2:45 PM – 3:00 PM – Break 3:00 PM – 4:00 PM – Autism and Gender: Diversity in Neurodivergence – Guest Presenter: Caroline Garrett, MSW (they/them/theirs), 2020 graduate of UNC-CH, SSW and former SW LEND Trainee, Carolina Institute for Developmental Disabilities (CIDD) (Remember to complete Guest Lecturer Evaluation after class and upload to Drop Box on Sakai).</p> <p><u>Class Four Required Readings and Videos (Additional Readings beyond texts are on Sakai under Resources: Class Four)</u> Winner text – pages 193-247</p> <p>Gourdine, R. M., & Algood, C. L. (2014). Autism in the African American population. <i>Comprehensive Guide to Autism</i>, 2455-2467.</p> <p>Keller, R. M., & Galgay, C. E. (2010). Microaggressive experiences of people with disabilities. In <i>Microaggressions and marginality: Manifestation, dynamics, and impact</i> (pp. 241-267) (D.W. Sue, Ed.). Hoboken, NJ: Wiley.</p> <p>Laugeson, E. A., & Park, M. N. (2014). Using a CBT approach to teach social skills to adolescents with autism spectrum disorder and other social challenges: The PEERS® method. <i>Journal of Rational-Emotive & Cognitive-Behavior Therapy</i>, 32(1), 84-97.</p> <p>Winner, M. Social Behavior Mapping (pdf on Sakai).</p> <p>Watch Video: <i>10 Steps to Teaching Social Behavior Mapping with Fidelity</i> with Pam Crooke, Ph.D. (you will see the Social Behavior Mapping book purchase page - scroll down the page to where you see <i>The Framework</i> – Click <i>Read More</i> – scroll down to where you see the video). https://www.socialthinking.com/Products/social-behavior-mapping-connecting-behavior-emotions-consequences</p>

	<p>Watch Video: Neurodiversity – the key that unlocked my world with Elisabeth Wiklander – TedxGoteborg https://www.youtube.com/watch?v=Qvvrme5WIwA</p> <p><u>Class Four Suggested Readings (On Sakai under Resources: Class Four)</u> Grandin & Barron text – pages 325-422</p> <p>Duncan, A. W., & Klinger, L. G. (2010). Autism spectrum disorders: Building social skills in group, school, and community settings. <i>Social Work with Groups</i>, 33 (2-3), 175-193.</p> <p>Laugeson, E. A., Frankel, F., Gantman, A., Dillon, A. R., & Mogil, C. (2011). Evidence-based social skills training for adolescents with autism spectrum disorders: The UCLA PEERS® Program. <i>Journal of Autism and Developmental Disorders</i>, 42(6), 1025-1036.</p> <p>Watch Video: Ask an Autistic: What is Neurodiversity? https://www.youtube.com/watch?v=H6xl_yJKWVU</p>
06/10/2020	<p><u>Class Five Agenda</u> 1:00 PM – 2:00 PM - PEERS PROGRAM - Guest Presenters: Laura Hiruma, Ph.D., (she/her/hers, Clinical Assistant Professor, Carolina Institute for Developmental Disabilities (CIDD)). (Remember to complete Guest Lecturer Evaluation after class and upload to Drop Box on Sakai). 2:00 PM – 2:15 PM - Break 2:15 PM – 2:45 PM - Discussion of Special Topics Articles/Reflections 2:45 PM – 3:30 PM – Discrimination/Bullying/Microaggression https://www.youtube.com/watch?v=5fTBM_3sdwE&list=PLFKfl62vMXJuUoECtq1bOF-HzzdYFXOuP 3:30 PM - 4:00 PM</p> <ul style="list-style-type: none"> • Neurodiversity – Disability Awareness, Understanding, Acceptance and Advocacy • Wrap Up Class

REFLECTION PAPERS

Due Dates:

Reflection Assignment #1 - due Friday, May 22nd at 11:55 PM

Reflection Assignment #2 - due Friday, May 29th at 11:55 PM

Reflection Assignment #3 - due Friday, June 5th at 11:55 PM

Final Reflection Paper – due Tuesday, June 16th at 11:55 PM

CHOOSE ONE REFLECTION ASSIGNMENT FROM EACH OF THE THREE CATEGORIES BELOW. YOU MUST HAVE ONE PAPER FROM EACH CATEGORY TO TURN IN ON ONE OF THE DATES LISTED ABOVE. YOU DECIDE WHICH CATEGORY YOU TURN IN ON THOSE DATES.

Students are expected to weave in aspects of the reading assignments that relate to the questions into their reflection papers – ***Grading rubric on Sakai.***

While students only have to write three 3-4 page papers (one from each of the three categories below) for credit, you are encouraged to read over the reflection questions below during your own time (while on vacation at the beach), journal about them or discuss with your peers (if you choose).

I. Class Content Reflection Paper (Choose one set of questions below – either from A, B or C. Use the questions to guide you in writing your reflection)

A. *Class Content Reflection Questions (Class One):*

- What do you think is the cause of autism?
- Is it a combination of genetic abnormalities and environmental toxins?
- Is it related to better diagnostic tools?
- What are your thoughts about vaccinations in relation to autism?
- Reflect on what it might be like to be told you were the cause of your child's autism because you were “emotionally unavailable” and a “refrigerator mother.”
- Discuss the potential impact on parenting that these various views could have on parents.

B. *Class Content Reflection (Class Two):*

Prior to doing this experiment watch: Sensory Overload (Link to video on Sakai under Resources – Class Two Reflection Video)

<https://www.youtube.com/watch?v=K2P4Ed6G3gw>

I would like you to do an experiment: take about a half hour of your day when you are out in public (e.g., on the bus, in a grocery store, walking on campus, in the library) and hyper focus on the sensory input that is coming at you (the sounds, the smells, the lights, the sights, etc.) as well as the people with whom you are sharing space with. Imagine that your brain cannot filter out all the sensory and social input that is bombarding your system. How would this impact your thoughts, your feelings and your behavior? How would this impact your understanding of the world around you? Would you be able to learn in this environment, focus, follow instructions and effectively interact with others? Does this exercise change your perspective on what Autistic individuals may be experiencing? If you struggle with sensory overload, please share your experience and how it impacts the various aspects of your life mentioned above.

C. *Class Content Reflection (Class Three) - Reflect on your own Social Thinking.*

- Who taught you social thinking and related skills?
- What role did your parents, family, teachers, faith-based leaders, cultural upbringing, etc. have on the development of these skills?
- How did you learn the “unwritten rules” of social communication and interactions?
- How would you describe yourself in terms of your ability to be a good social thinker?
- Are you able to read people's body language, tone of voice, intention and can you easily read non-verbal cues, pick up on the nuances of social and quickly identify unwritten rules in certain settings (give examples)?
- Think about the last conversation you had. What type of social thinking did your mind engage in to decide what information to share and what information not to share with the person you were talking to?

- What type of social thinking did your mind use when listening to the person you were talking to?
- If you had social thinking challenges, how would that conversation have been different?
- How would these challenges impact your relationships?
- How do you think social cognitive challenges impact a person's mental and emotional health?
- If you struggle with social thinking challenges, please share your experiences based on the questions above.

You do not have to answer all the questions above – these are prompts to help you think about your own social thinking).

II. Panel/Guest Lecture Reflection Paper (Choose one set of questions below – either from A, B or C. Use the questions to guide you in writing your reflection)

A. *Class One Panel Reflection – Tim and Hannah – Guests with ASD:*

- What was something you heard from today's panel that really stood out for you in terms of the challenge's individuals with ASD may have with social relationships?
- How did this impact you?
- Did it change your perspective in anyway?
- Did listening to these individuals change or challenge any assumptions you had on what Autistic individuals?
- How will you approach clients with on the Autism Spectrum differently after listening to this panel presentation?
- What are your thoughts about the notion of neurodiversity?

B. *Class Two Panel Reflection: Nathan (brother), Sally (spouse) and Danyale (parent)*

- What was something you heard from today's panel that really stood out for you in terms of how families are impacted by ASD? (include both the gifts and the challenges)
- How did the stories of these family members impact you?
- Did their stories change your perspective in any way?
- How will what you learned and reflected on change your approach to families and Autistic clients?
- What are some resources that you would recommend to family members of a person with ASD?

Class Four Guest Lecturer Reflection: Guest Presenters: Caroline Garrett, MSW – recent graduate of UNC, SSW and the LEND Training Program at CIDD.

- What was something you heard from today's guest lecturer that really stood out for you in terms of autism and gender?
- How did this impact you?
- Did it change your perspective in anyway?
- Did listening to today's guest lecturer change or challenge any assumptions you had on autism and gender?
- Explain how camouflaging or masking can lead to late diagnosis for females with autism.

- Discuss the possible mental health outcomes for those who camouflage or mask to fit into social interactions.
- How do you think female socialization plays into both camouflaging and females with autism being diagnosed later in life?

III. Special Topic Article Reflection Paper

Choose a special topic article below for one of your reflection papers (all articles are located on Sakai). Use these questions as a guide.

Reflection Questions to consider for your paper:

- Why did you choose this article?
- What interested you about this topic?
- How much about this subject did you know before you read the article?
- What was the most important thing you learned from this article?
- What one question related to this article remains uppermost in your mind?
- Did you agree or disagree with aspects of what you read?
- Did you gain a deeper awareness/perspective of the issues?
- How will this new perspective, knowledge or understanding inform your practice when working with autistic individuals or their families?
- What recommendations would you make for specific interventions?
- Are there any cultural implications?
- Explain the social justice issues that are relevant to this topic and how does it impact those on the Autism Spectrum?
- What recommendations would you make for future research?

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Chen, J. L., Leader, G., Sung, C., & Leahy, M. (2014). Trends in employment for individuals with autism spectrum disorder: A review of the research literature. *Review Journal of Autism and Developmental Disorders*, 2(2), 115-127.

Clarke, T., Tickle, A., and Gillott, A. (2016) Substance use disorder in Asperger syndrome: An investigation into the development and maintenance of substance use disorder by individuals with a diagnosis of Asperger syndrome. *International Journal of Drug Policy*, 27, 154-163.

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- George, R., & Stokes, M. A. (2017). Gender identity and sexual orientation in autism spectrum disorder. *Autism*, 1-13.
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- Hens, K., Robeyns, I., & Schaubroeck, K. (2018). The ethics of autism. *Philosophy Compass*, 14(1).
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- Kirkovski, M., Enticott, P., & Fitzgerald, P. (2013). A Review of the Role of Female Gender in Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 43(4), 2584-2603.
- Travers, J., & Tincani, M. (2010). Sexuality education for individuals with autism spectrum disorders: Critical issues and decision-making guidelines. *Education and Training in Autism and Developmental Disabilities*, 45(2), 284-293.

FINAL PAPER (due Monday, June 15th at 11:55 PM)

Final Reflection Paper - See Sakai for a list of possible movies/series

Choose a movie or an episode from a series that includes characters who are on the Autism Spectrum. Write a 6-8 paper using the questions below to guide you in your reflection.

- While viewing this movie/episode write down instances of difficulties in communication, social thinking and related skills, emotional regulation and sensory regulation.
- Note any family issues that might be present.
- Provide a list of the challenges you observed.
- Write a summary statement of whether viewing the movie/episode helped you gain perspective on the vulnerabilities of autistic individuals and their families.
- Describe what you learned and new perspectives you have gained.
- Outline strategies that were used to overcome or rise above these challenges.
- Discuss other strategies (from the ones you learned in this course) could have been helpful to the person on the Autism Spectrum and/or his/her/their family.
- How will your shift in perspective, the gaining of new knowledge and understanding inform your practice when working with individual with ASD and their families?
- What were the major themes or “take away messages” from this movie or show?

- What feelings/thoughts were generated in you from watching this movie?
- Discuss the Social Justice issues that were evident in this movie/show.
- Did anything that happened in this movie/show that remind you of something that has occurred in your own life or that you have seen occur to others?
- What were you thinking as you finished watching the movie/show?
- If you had a chance to ask a character in this movie/show a question, what would it be?

REQUIRED AND SUGGESTED COURSE READINGS

Are above in weekly agenda and can be found on Sakai within each class folder)

SUPPLEMENTAL READING LISTS, ADDITIONAL ARTICLES, RESOURCES AND WEBLINKS

Are listed in Sakai in a folder under this title.