

**College of Education & Human Services  
University of Wisconsin Oshkosh**

**Title of Course:**           **From Self-Advocacy to Self-Determination**

**Dates:**                       June 23, 2015 and June 24, 2015 (Attendance for full training on both days is required to qualify for graduate credit)

**Time:**                        June 23, 2015- 10:30-4:00  
June 24, 2015- 8:00-3:00

**Number of Credits:**       1

**Cost:**                        \$200.00 (per credit)

**Proposed Instructor:**   Erin Lausten  
**Instructor Address:**    CESA 6  
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Oshkosh, WI 54903  
[elausten@cesa6.org](mailto:elausten@cesa6.org)  
Phone: 920-236-0868  
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**Additional Course Instructor:**   Judy Endow, MSW, Wisconsin Department of Public Instruction Trainer  
Kate McGinnity, M.S., Wisconsin Department of Public Instruction Trainer

**Approved by COEHS/UWO:**    Yes

**Wisconsin Educator Standards Covered:** Wisconsin Educator Standards 1, 3 and 4

**InTASC Model Core Teaching Standards:** InTASC Standards 1(b,c,e,f,h), 2(a,c,f,g,h,l), 8(a,b,d,e,h,j,k,l,n,p,q,s), 9(a,b,c,e,f,g,h,j,k,l,m,n) and 10(a,b,c,e,f,i,k,n,o,p,q,r,s,t)

**Assignment:**               **Papers should be submitted, via e-mail, to Erin Lausten,**  
**[elausten@cea6.org](mailto:elausten@cea6.org). Papers should be submitted no later than July 5, 2015.**

**Brief Description of Course:**

Teaching students with autism to advocate for themselves and teach others about their autism is important, but teachers can't stop there. Teaching skills that impact one's ability to lead a self determined life is imperative to successes in adulthood. Examples from Pre-K through High School graduation will be implemented as part of this training, along with the use of both low and high tech options. This course will advance your knowledge and promote skills to support students with autism along the continuum of self-advocacy to self-determination as they progress through the school system and launch into adulthood.

### **Objectives of the Course:**

Participants will:

- Advance their understanding of core principles, concepts, knowledge and practices about autism spectrum disorders (ASD), through study of the following topic areas:
  - Self Advocacy
  - Self Determination
  - Executive Functioning
  - Hidden Curriculum

### **Course Outline of Content:**

Participants will:

- Apply their understanding of the unique features and characteristics associated with autism spectrum disorder to the areas of self-advocacy and self-determination.
- Identify what is meant by self-advocacy and self-determination
- Explore the unique learning/thinking/processing differences associated with autism spectrum disorder and how that relates to the “hidden curriculum” and executive function.
- Review sensory, communication, and social differences in relation to the appropriate accommodations/modifications to increase the learner’s understanding and functional/meaningful independence to promote self-advocacy and self-determination in people with ASD.

### **Methods of Instruction (briefly):**

The course is designed for learner participation. The workshop will include large group lecture format, individual work, and team-based processes.

### **Assignments and Requirements:**

- Attendance and participation in a both full days of this training is required. (June 23, 2015 and June 24, 2015)
- Engage in all practice activities during class and design activities to use in the classroom.
- Establish a personal file of information and activities.
- Write a 3-5 page paper describing activities from each session attended that will be implemented within your classroom/setting to improve student learning.
- **Papers should be submitted, via e-mail, to *Erin Lausten*, [elausten@cea6.org](mailto:elausten@cea6.org).  
Papers should be submitted no later than July 5, 2015.**

### **Evaluation Method(s) Including Grading:**

*(Note: Evaluation and Grading should outline the means of evaluation, the grading symbol scoring and the rubrics to be used by the instructor for evaluation and scoring.)*

Symbol scores:

A	100-96	Superior work-this reflects a high degree of achievement and initiative
A-	95-91	High Achievement
B+	90-88	Higher than average achievement
B	87-85	Average achievement
B-	84-82	Slightly above average or satisfactory achievement

C+	81-79	Below average or satisfactory achievement
C	78-75	Significantly below average or satisfactory achievement
F	75-	Unsatisfactory achievement

### Grading Guide

#### A:

- Arrive at session on or before start up time and leave session when concluded
- Actively volunteer comments in discussion that demonstrate knowledge and understanding of the concepts presented and/or discussed during sessions
- Consistently help to clarify or synthesize other group members' ideas
- Assignments related to class submitted by established deadline
- Paper provides clear, concise convincing evidence of reflective practice related to content
- Writing style uses jargon free language
- Writing does not have errors in conventions

#### A-:

- Arrive at session at start up time and leave at conclusion of session
- Participate in discussion when prompted and demonstrate knowledge and understanding of the concepts presented
- Able to express herself/himself clearly
- Assignments related to class submitted at deadline date
- Paper provides clear, convincing evidence of reflective practice related to content
- Writing style uses some jargon
- Writing has minimal errors in conventions

#### B+:

- Arrive at session at start up time and leave at conclusion of session
- Consistently participate when requested or prompted
- Some difficulty expressing herself/himself clearly
- Understanding of concepts presented and/or discussed is slightly above average
- Assignments related to class submitted at deadline date
- Paper provides clear evidence of reflective practice related to content
- Writing style uses some jargon
- Writing has minor errors in conventions

#### B:

- Arrive at session at start up time and leave at conclusion of session
- Difficulty expressing herself/himself clearly
- Understanding of concepts presented and/or discussed is average
- Assignments related to class submitted at deadline date
- Paper provides evidence of reflective practice related to content
- Writing style uses some jargon
- Writing has a few errors in conventions

#### B-:

- Attendance is less than 90 percent
- Minimal participation, even when prompted
- Difficulty expressing herself/himself clearly
- Understanding of concepts presented and/or discussed is below average
- Assignments related to class submitted at deadline date
- Paper provides evidence of reflective practice related to content
- Writing style uses some jargon

- Writing has several errors in conventions

**C+:**

- Attendance is less than 80 percent.
- Reluctant to participate, even when requested
- Understanding of concepts presented and/or discussed is below average
- Frequent attempts to draw discussion off-topic
- Assignments related to class submitted late less than average content
- Paper provides some evidence of reflective practice related to content
- Writing style uses jargon
- Writing has minor errors in conventions

**C:**

- Attendance is less than 75 percent
- Extremely reluctant to participate, even when requested
- Rarely able to express herself/himself clearly
- Assignments related to class submitted late
- Paper provides little evidence of reflective practice related to content
- Writing style uses much jargon
- Writing has errors in conventions

**F:**

- Attendance is sporadic (less than 50%) or absent
- Doesn't participate in class discussions
- Exceeds deadline for submission and/or incomplete
- Paper provides very little of reflective practice related to content
- Writing style uses excess jargon
- Writing has many errors in conventions

**Texts/Readings in Course:**

None-Lecture style class participation, all notes will be given at the workshop.

**UW Oshkosh contact:**

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