Chapter Nine: Learners with Autism Spectrum Disorders

1. Historical Context: Kanner’s and Asperger’s Papers
2. Definition of Autistic Spectrum Disorders
3. Causes: (Early Causal Theories and Today’s Causal Theories)
4. Psychological and Behavioral Characteristics
5. Educational Considerations
6. Assessment of Progress
7. Early Intervention
8. Transition to Adulthood
9. Videos on autism
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10. Why is “autism” more appropriately thought of in terms of the broader phrase “autism spectrum disorder”?
11. How is Asperger’s syndrome diagnosed, and why is it more difficult to assess than autism?
12. What areas particularly need to be assessed for students with autism spectrum disorders, what are appropriate methods of assessment, and what special concerns are there regarding assessment?
13. Describe three strategies to help a student with autism be more included in a general education classroom.
14. What characteristics should early education and interventions for students with autism have?
15. What features should be present in a transition plan for students with autism spectrum disorders?

Chapter Ten: Learners with Communication Disorder

1. Definitions
2. Communication Variations
3. Language Disorders (omit language development)
4. Speech Disorders
5. Educational Variations
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6. Distinguish between disorders of language and disorders of speech and provide two examples of each (define each example).
7. Describe each of the five subsystems of language (phonology, morphology, syntax, semantics and pragmatics) and, for each, provide an original example of an error that would be made by a child who has difficulty with that subsystem.
8. Distinguish between communication disorders and communication variation. When might a communication variation demand special teaching?
9. Provide an illustrative example of each of the four common articulation problems. When are articulation problems considered to be a disorder?
10. Discuss the processes and functions of the communicative mechanism (chart from class).
Chapter 11: Learners Who Are Deaf or Hard of Hearing:
1. Definitions and classification (including age of onset)
2. Measurement of Hearing Ability
3. Causes
4. Psychological and Behavioral Characteristics
5. The Deaf Culture
   - Concern for the erosion of deaf culture
   - Deaf activism:
     - The Gallaudet Experience
     - The Cochlear Implant Debate
     - The Genetic Engineering Debate
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1. Discuss the importance of auditory feedback and its relationship to pre-lingual versus acquired deafness.
2. Identify and describe the factors that affect the social adjustment of individuals with hearing impairment. Also, there is considerable disagreement among professionals and parents with respect to inclusion for students with deafness.
3. Describe the major advantages and disadvantages associated with inclusion for these students.
4. Suppose a student with deafness were included into your regular elementary or secondary class. What modifications would you need to make in your teaching to increase the student’s academic achievement and why? Also, describe three ways that teachers can promote social interactions among hearing and non-hearing students.
5. Compare and contrast the different approaches to communication: oral, manual, total, and bicultural-bilingual.
6. There is considerable disagreement among professionals and parents with respect to inclusion for students who are deaf. Describe two arguments against inclusion for these students.
7. Describe 4 modifications that can be made in the regular classroom and/or ways special and general educators can collaborate to increase the academic achievement of students who are deaf or hard of hearing.
8. How would you describe the controversy surrounding one of the following debates in the deaf culture: the Gallaudet experience, cochlear implants, or the genetic engineering debate to someone who is unfamiliar with them?

Chapter 12: Learners with Blindness or Low Vision:
1. Definition and Classification
2. Measurement of Visual Ability
3. Causes
4. Physiological and Behavioral Characteristics
5. Educational Considerations
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1. Describe some signs to look for if you suspect a student has a vision problem. Now, imagine that you have just encountered Joe, a young man with blindness, on the street. He appears to you to be lost. How should you approach Joe to put him at ease and to encourage independence?
2. Differentiate between the concepts of visual acuity, visual efficiency, and visual function and explain the influence of each on visual performance. Also, explain why there is a common misconception that people who are blind develop an “extra sense.”
3. Describe the characteristics of an effective transition program for student with visual impairment. **Now address the following:** Mr. Smith, a regular classroom teacher has just learned that Sue, s student with low vision, is going to be in his class next year. **Identify four adaptations of educational materials** that Mr. Smith should consider.

4. Identify and discuss the advantages and disadvantages of three types of mobility aids for a person who is visually impaired.

5. Describe 2 behavioral, 2 appearance, and 2 complaint signs that might indicate a student has a vision problem.

6. What different purposes are served by the legal and the educational definitions of blindness? **Also,** what is the difference between the vision of individuals who are legally blind and those who have low vision?

7. In what ways might "telephone skills" facilitate communication between people with and people without blindness? **Also,** in typical classrooms children who have little or not sight frequently require special modifications in **four specific areas.** Describe these four areas.