



# Social-Emotional Learning and Autism Spectrum Disorders

## Course Syllabus

### Course Description

Children with Autism Spectrum Disorders experience emotional and social difficulties, and related literature shows that most of these emotional and social difficulties are unique to these children compared to typically developing children. Since children with ASD spend most of their time in school settings, teachers should have enough knowledge and skills to provide additional social and emotional support to students with ASD. Furthermore, teachers, as first responders, should know how to regulate their emotions and improve the social interactions of these children with their peers, and parents in different settings. Placing children without meeting their social and emotional needs may have adverse impacts on academic and behavioral outcomes in school environments, and can cause a lack of access to learning and a reduction in the learning ability of all students. Thus, the development of effective strategies for social and emotional learning of children with ASD is critical in school settings. In contrast, teachers' knowledge in responding to social and emotional needs in this population is limited. Thus, high-quality professional development courses are essential approaches for teachers to gain knowledge and skills in early identification and intervention of social and emotional problems. The main purpose of this professional development course is to provide appropriate knowledge to teachers to help these students in meeting their needs in social and emotional areas.

### Course Objectives/ Learning Outcomes

At the end of this course you should be able to:

1. Understand Social-Emotional Learning (SEL) in Education
2. Learn about Autism Spectrum Disorders and the methods of assessments, interventions, and education in children with ASD.
3. Understand how social and emotional conditions affect learning in children with ASD.
4. Learn commonly used EBPs for social issues in children with ASD.
5. Learn common emotional Issues and disorders in children with ASD.
6. Understand common externalizing issues and EBPs in Children with ASD.
7. Understand common internalizing issues and EBPs in Children with ASD.
8. Have the knowledge and expertise to lead social and emotional learning (SEL) strategies for children with ASD at their schools.

### Course Modules

- Module 1: Social-Emotional Learning (Estimated Time is 5.5 hours)
  - Activity: Module Challenge
  - Activity: (8) Articles
  - Activity: (8) Videos
  - Module Wrap Up
  - Quiz



- o [Sample Resource](#)
- Module 2: Autism Spectrum Disorders (Estimated Time is 6 hours)
  - o Activity: Module Challenge
  - o Activity: (7) Articles
  - o Activity: (5) Videos
  - o Module Wrap Up
  - o Quiz
  - o [Sample Resource](#)
- Module 3: Social Learning in ASD (Estimated Time is 5.5 hours)
  - o Activity: Module Challenge
  - o Activity: (4) Articles
  - o Activity: (7) Videos
  - o Module Wrap Up
  - o Quiz
  - o Sample Resource: Girard, K., & Koch, S. J. (1996). *Conflict Resolution in the schools: A Manual for Educators*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94101.
- Module 4: Evidence-based Practices for Social Learning in ASD (Estimated Time is 5.5 hours)
  - o Activity: Module Challenge
  - o Activity: (5) Articles
  - o Activity: (8) Videos
  - o Module Wrap Up
  - o Quiz
  - o [Sample Resource](#)
- Module 5: Emotional Learning in ASD (Estimated Time is 5.5 hours)
  - o Activity: Module Challenge
  - o Activity: (4) Articles
  - o Activity: (6) Videos
  - o Module Wrap Up
  - o Quiz
  - o [Sample Resource](#)
- Module 6: Evidence-Based Practices for Externalized Problems in ASD (Estimated Time is 5.5 hours)
  - o Activity: Module Challenge
  - o Activity: (5) Articles
  - o Activity: (9) Videos
  - o Module Wrap Up
  - o Quiz
  - o [Sample Resource](#)
- Module 7: Evidence-Based Practices for Internalizing Problems in ASD (Estimated Time is 5.5 hours)
  - o Activity: Module Challenge



- o Activity: (2) Articles
- o Activity: (6) Videos
- o Module Wrap Up
- o Quiz
- o Sample Resource: Wolstencroft, J., Robinson, L., Srinivasan, R., Kerry, E., Mandy, W., & Skuse, D. (2018). A systematic review of group social skills interventions, and meta-analysis of outcomes, for children with high functioning ASD. Journal of autism and developmental disorders, 48(7), 2293-2307.
- Module 8: Some Considerations in SEL in ASD (Estimated Time is 6 hours)
  - o Activity: Module Challenge
  - o Activity: (4) Articles
  - o Activity: (13) Videos
  - o Module Wrap Up
  - o Quiz
  - o [Sample Resource](#)

### Grading

Each quiz must be passed at an 80% or higher (retakes allowed).

### Format

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find resources that will help you to answer quiz questions.

### Miscellaneous

ISU is accredited through the Northwest Commission on Colleges and Universities (NWCCU). This course aligns with Colorado Educator and/or Special Service Provider Standards as follows:

- Teachers demonstrate mastery of and pedagogical expertise in the content they teach.
- Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
- Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
- Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.