

SOCIOLOGY 296 PM  
SOCIAL INTEGRATION FOR SPECIAL  
NEEDS CHILDREN  
SPRING 2011  
MONDAY 6:30PM – 9:30PM

Instructor Vince P. Ramunni  
Office Hours by appointment  
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**TEXT:** Simpson, Richard L. and Brenda Smith Myles. Asperger Syndrome and High-Functioning Autism: A Guide for Effective Practice, Third Edition. Austin, Texas: Pro-Ed Inc., 2011.

(Supplemental readings to be announced throughout the semester)

### **COURSE DESCRIPTION:**

This class will review emerging trends, current diagnoses, and characteristics of behaviors specific to children with special needs, including those on the Autism Spectrum. More specifically, students will examine children diagnosed with Asperger Syndrome (AS) and those with High-Functioning Autism (HFA), and their ability to adequately function in society. Through classroom modeling and role-playing exercises, students will learn effective intervention strategies and behavioral assessment methods used when working with special needs children and their families in the juvenile justice and human services systems.

### **COURSE GOALS:**

- To examine the history and present impact of Autism and related disorders
- To review and discuss relevant theories that pertain to disorders on the Autism Spectrum
- To learn basic skills necessary to assess functional behaviors of children and adolescents with AS/HFA
- To identify effective interventions strategies necessary to develop social skills and social interaction for children and adolescents with AS/HFA
- To gain empathy for those different than ourselves

### **GRADING:**

Your final grade will be based on a total of 450 points, with this breakdown:

-Mid Term (100 points)=	100 points
-Class Participation (100 points)=	100 points
-Two quizzes (25 points each)=	50 points
-Writing/Oral Assignments (100 points total)=	100 points
-Final Exam (100 points)=	<u>100 points</u>
	450 points total

Tests and quizzes will be based on information gathered from required reading, lecture notes, and class videos. Due dates for Writing/Oral Assignments will be assigned as the semester progresses.

Course grades follow the letter-grade system. Please consult the **Student Handbook** for description of the requirements for attaining each grade. The numerical ranges used in assigning each letter grade in this course are as follows:

A	93-100%	C	73-76
A-	90-92	C -	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

## **COURSE POLICIES:**

### **ATTENDANCE:**

While it is understood that there are circumstances that could prevent a student from attending class (illness, family emergency), **regular attendance is fully expected. This class will include activities done during class time that will be difficult to make up at a later date.** If a class is missed, the student, in such a case, is expected to **notify the instructor** as soon as possible of the situation. Students should also check with the instructor regarding missed work or assignments. This is the student's responsibility!

Attendance will be reflected in your Class Participation grade. Therefore, students may not make up class activities that take place during classes for which they are absent.

### **MISSED TESTS, QUIZZES, AND LATE ASSIGNMENTS:**

Every possible effort should be made to take exams and quizzes on the scheduled dates. Test and quiz dates will be announced with at least a ten day notice. Late papers will be accepted with a penalty (10% deduction) for each day that they are late (including weekends and holidays).

### ACADEMIC HONESTY:

Students should acquaint themselves with the college's policy on Academic Honesty in the current **Student Handbook**, specifically both sections entitled "Plagiarism" and "Cheating." Any student found to have not upheld the college's policy shall be dismissed from the course, and assigned a grade of F. Students are urged to see the instructor if they have any questions regarding this matter.

### COURSE OUTLINE AND LECTURE TOPICS:

The instructor, with cooperation from the class, will make every effort to cover the topics listed below. The list, however, is subject to modification to best fit the needs of the class. Students will be given weekly reading assignments and should be ready at all times to discuss text chapters during class. Each student should expect to work at least five hours per week outside of class, not including study time for tests and quizzes.

### LIST OF TOPICS:

- Introductions (general terms and definitions, demographics)
- Defining Asperger Syndrome and High-Functioning Autism
- Understanding specific behaviors
- Assessment tools and methods
- Promoting success and providing support
- Social skills and social interaction
- Other effective methods
- Impact on Society

### PLEASE NOTE:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the **Learning Services Office** as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

