



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: AUTS

Course and Section #: 382G - 001

Course Title: Lifespan 2: Teens and Adults on the Autism Spectrum

Credits: 3

Course Description

This course examines key issues related to adolescents and adults diagnosed with an autism spectrum disorder and the implications for service professionals providing support to individuals and their families. Embedded throughout the course is an emphasis on principles of interdisciplinary care, cultural competence, family centered approaches, and lifespan perspective.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Charlotte Romberg Char

Student Learning Outcomes

1. Articulate the core areas of challenges and strengths for adolescents and adults with ASD's; including an understanding of diagnostic features in teens and adults, maturation and relationships, communication and socialization, and skills for independent living.
2. Identify elements of effective secondary and higher education for teens and adults with autism including an understanding of transition planning.
3. Articulate an understanding of the concept of self-determination as related to persons with ASD's, including strategies for employment, independent living, and leisure time.
4. To evaluate how one's own cultural rules and biases compare and contrast with those from different cultures as they relates to an understanding of ASD's and their treatment.
5. Analyze global or intercultural issues related to autism.
6. Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.

7. Evaluate how one's own cultural values compare with those from different backgrounds.
 8. Interrelate respectfully with individuals representing cultures and perspectives other than one's own.
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Course Materials and Texts

Madden, Reed, & Reed (2021). *An Introduction to Behavior Analysis*. Hoboken, NJ: Wiley-Blackwell.

Tincani, M. & Bondy, A. (2014). *Autism Spectrum Disorder in Adolescents and Adults: Evidence-Based and Promising Interventions*. New York, New York: The Guilford Press. ISBN 978-1-4625-2615-4

Reid, D.H. & Green, C.W. (2005). *Preference-based Teaching: Helping People with Developmental Disabilities Enjoy Learning Without Problem Behavior*. Morganton, NC: Habilitative Management Consultants, Inc.

Life Journey Through Autism: A Guide to Transition to Adulthood (2006), Organization for Autism Research. <https://researchautism.org/resources/a-guide-for-transition-to-adulthood/>

Choose 1 book from the following list

Baker, Jed (2006). *Preparing for Life: The Complete Guide for Transitioning to Adulthood for Those with Autism and Asperger's Syndrome*, Future Horizons. (Also usable = *The Social Skills Picture Book*) ISBN: 97819325656337

Carley, Michael J. (with Peter Gerhardt) (2008). *Asperger's From the Inside Out: A Supportive and Practical Guide for Anyone with Asperger's Syndrome*, New York, NY: Perigee Trade. ISBN-10: 0399533974

Finch, David (2012). *The Journal of Best Practices: a memoir of marriage, Asperger syndrome, and one man's quest to be a better husband*, New York: Scribner. ISBN: 9781439189740

Ginsberg, Blaze (2009). *Episodes: My life as I see it*, New York, NY: Roaring Brook Press. ISBN: 1596434619

Grandin, T. and Attwood, T. (2012). *Different...Not Less: Inspiring Stories of Achievement and Successful Employment from Adults with Autism, Asperger's, and ADHD*, Arlington, TX: Future Horizons, Inc. ISBN: 9781935274605

Grandin, T. and Barron, S. (2005). *The Unwritten Rules of Social Relationships*, Arlington, TX: Future Horizons, Inc. ISBN: 193256506X

Grandin, Temple (2010). *Thinking in Pictures, Expanded Edition: My Life with Autism*, New York: Random House/ London: Vintage UK. ISBN-10: 0307739589

Jackson, Luke (2002). *Freaks, Geeks & Asperger Syndrome: A User Guide to Adolescence*, London, UK: Jessica Kingsley Publishers.
ISBN: 1843100983

Muggleton, Joshua (2011). *Raising Martians-From Crash-Landing To Leaving Home: How To Help A Child With Asperger's Syndrome Or High-Functioning Autism*, London, UK: Jessica Kingsley Publishers.
ISBN: 9781849050029

Perry, N. (2009). *Adults On The Autism Spectrum Leave The Nest: Achieving Supported Independence*, London, UK: Jessica Kingsley Publishers. ISBN: 1843109042

Prince-Hughes, Dawn (2005). *Songs Of The Gorilla Nation: My Journey Through Autism*, New York: Harmony Books.
ISBN: 9781400050581

Robison, John Elder (2008). *Look Me In The Eye: My Life With Asperger's*, New York: Crown Publishers
ISBN: 9780307395986

Saperstein, Jesse A. (2010). *Atypical: Life With Asperger's in 20 1/3 Chapters*, New York, NY: Perigee Trade.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Resource Handbook: Create a notebook designed to be a resource for you in the future. The resource notebook will include articles, handouts, and assignments collected throughout the course. (100 points, 16% of grade)

Attendance: Students should plan to attend class sessions. Teams will track attendance for each session. Please let me know if you are unable to attend class for any reason. In the event of an absence due to legitimate reason beyond the student's control, students are responsible for obtaining class announcement, notes and/or handouts from other students in class for the class session that is missed. Students will create a visual representation of what they learned each week and turn it in for a completion grade at the end of each week. In addition, as part of our course verification process through ABAI, as required by the BACB, we are required to provide you with 45 hours of instruction in all ABA core courses. For this reason, attendance is imperative and, should a situation arise in which you must miss class, you will be required to fulfill 75 minutes of structured content as assigned by the professor. If you need to miss more than two class sessions (including participating via Livestream), you will be referred to UVU Accessibility Services to determine appropriate accommodations. **You may not miss more than 2 classes and still pass this course unless there are Accessibility Services in place.** If health needs are the reason for your absences, please see Accessibility Services. This will negate the 2 classes as long as the work is made up.

Personal Perspectives on Autism: Reaction paper: Choose one of the books listed above and write a three-page reflection on the book (100 points, 16% of grade)

Interview (G/I obj. 1,2,3,4): Conduct a face-to-face interview with a teen or adult on the autism spectrum (i.e. diagnosis of ASD, PDD, Asperger's, etc) and write a three-page summary of the interview. (100 points, 16% of grade)

Midterm and Final Exam: These exams will be based on material covered previously in class *as well as assigned readings* and may include comprehensive questions. *Exams are open note and open book, but NOT open neighbor*—you are expected to answer based on your own efforts and learning. There will always be an extra credit point or two possible. Exams cannot be made up. (50 points each, 16% of grade)

Reading Assessment: There will be an online canvas assessment for each chapter. Assessments are due prior to the beginning of class on the day the chapter is presented. Selected responses include multiple choice and true/false questions. The questions are derived from chapter readings. (120 points, 20% of grade)

Cross-Cultural Perspectives Paper: (G/I Key Assignment G/I obj. 1,2,3, 4.): You will identify one cultural perspective that differs from your own to evaluate and reflect upon. Compose a 3 page, double-spaced paper (APA format). (100 points, 16% of grade)

Required or Recommended Reading Assignments

All required readings use chapters from the course text or an article from a journal that align with the lectures below

General Description of the Subject Matter of Each Lecture or Discussion

Tincani & Bondy Chapter 1:

Ethics and Intervention for Autism in Adolescents and Adults: A More Hopeful Prognosis

This chapter introduces ASD, emphasizing the differences in how it manifests in adolescence and adulthood compared to childhood. It highlights the challenges faced by adolescents and adults with ASD, including issues related to social communication, employment, and independent living. The authors discuss the need for tailored interventions to address these challenges and set the stage for the rest of the book, which will explore these interventions in detail.

Tincani & Bondy Chapter 2:

Systems of Truth and Evidence-based Practice: Philosophical Underpinnings

This chapter covers the diagnostic process and the importance of comprehensive assessment for adolescents and adults with ASD. It explains various assessment tools, such as standardized diagnostic interviews and observational methods, that can be used to evaluate social, emotional, and cognitive functioning. The authors stress the importance of a multidisciplinary approach in diagnosing ASD in adolescents and adults and identify key areas to assess, such as sensory processing, executive function, and social skills.

Tincani & Bondy Chapter 3:

Life Journey Through Autism: A Guide for Transition to Adulthood pgs 1-23

Helping families and caregivers provide support: supervision and management

In this chapter, the authors provide an overview of evidence-based interventions for ASD. They discuss principles such as individualization of interventions, the importance of skill generalization, and the need for ongoing assessment and adaptation. The chapter also reviews different types of interventions, including behavioral therapies, social skills training, and cognitive-behavioral approaches, and examines their effectiveness in supporting individuals with ASD.

Tincani & Bondy Chapter 8:

Behavioral Assessment in Secondary Education: Transition Planning and Vocational Preparation

This chapter addresses vocational training and employment support for individuals with ASD. It covers the challenges of obtaining and maintaining employment, including issues such as social communication difficulties, sensory sensitivities, and executive function impairments. The authors discuss evidence-based practices like supported employment, job coaching, and workplace accommodations, as well as promising new approaches to vocational training, including the use of technology and community-based programs.

Tincani & Bondy Chapter 4 & 6

Life Journey Through Autism: A Guide for Transition to Adulthood pgs 25-40

Transition Planning for Young Adulthood: Assessment

Ch 4 Focusing on behavioral interventions, this chapter discusses approaches like Applied Behavior Analysis (ABA) and other behavior-based strategies that are widely used for children but also applicable to adolescents and adults. The chapter examines how these interventions can be adapted for older individuals, with a focus on improving communication, reducing problem behaviors, and teaching adaptive skills for independence.

Tincani & Bondy Chapter 5

Building Skills for success in Post-secondary Education: Core principles

Social skills training is a central theme in this chapter, as it is critical for helping adolescents and adults with ASD navigate interpersonal interactions. The authors review different social skills training models, such as structured group programs, peer-mediated interventions, and video modeling. The effectiveness of these programs in improving social communication and reducing social anxiety is explored, and the chapter offers guidance on how to implement these interventions in real-world settings.

Tincani & Bondy Chapter 7

Assessment and skill development for Communication and Social Skills

Transition planning is critical for preparing adolescents with ASD for adulthood. This chapter focuses on the development of independent living skills, such as self-care, money management, and time management, as well as the importance of planning for post-secondary education, housing, and community integration. The authors provide a framework for developing individualized transition plans and review evidence-based interventions that support independence in adulthood.

Tincani & Bondy Chapter 9

Assessment of challenging behavior and Positive Behavior Supports

In this chapter, the authors explore innovative and emerging interventions that hold promise for individuals with autism spectrum disorder (ASD), particularly in the adolescent and adult populations. The chapter focuses on interventions that are still in the research or developmental stages.

Tincani & Bondy Chapter 11

Assessment, skill building and measurement for Employment

In this chapter, the authors address the legal and ethical challenges associated with interventions for individuals with ASD, especially as they transition into adulthood. The chapter underscores the importance of balancing autonomy with necessary safeguards and ensuring that ethical principles guide all interventions and decisions for individuals with ASD.

Tincani & Bondy Chapter 12

Life Journey Through Autism: A Guide for Transition to Adulthood pgs 41-54

Assessment, skill building, and measurement for Independent Living

This chapter explores the impact of culture on the diagnosis, treatment, and experience of ASD in adolescents and adults. The authors highlight how cultural background can influence both the manifestation of autism and the acceptance of interventions. The authors emphasize the need for culturally competent practices and the importance of considering individual and cultural variability when designing interventions.

Tincani & Bondy Chapter 10

Assessment, skill building and measurement for Health and Wellness

This chapter discusses the essential role that families and caregivers play in the lives of adolescents and adults with ASD, highlighting the need for interventions aimed at supporting them as well

Tincani & Bondy Chapter 13 & 14

Core principles applied to Self-Determination

The final chapter of the book provides a synthesis of the themes discussed throughout the previous chapters.

The authors outline a **comprehensive model** for intervention that integrates:

- **Person-centered approaches:** Tailoring interventions to the unique needs, preferences, and strengths of individuals with ASD.
- **Multidisciplinary collaboration:** The importance of collaboration between clinicians, educators, family members, and community organizations to create a holistic and supportive environment for individuals with ASD.
- **Lifelong planning:** Emphasizing that interventions for adolescents and adults with ASD should not be limited to one-time treatments but should involve ongoing planning for different life stages, including education, employment, and community involvement.
- **Focus on independence and quality of life:** Encouraging interventions that not only address symptom reduction but also promote independence, life satisfaction, and inclusion in society.

Required Course Syllabus Statements

Generative AI

1. **AI programs** are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses, or interviews assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

AI is very useful for a lot of activities, however it pulls from a variety of sources of which may not include correct information. When checking it against information in this course, it often came up as incorrect. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.