

**Year 2 Winter 2024**

**SCSD 625 – ASD and Neurodevelopmental Disorders**

Number of credits: 2 Credits

Course Time: Friday 12:30 pm – 2:30 pm

Location: SCSD Room 862 (teaching lab)

**Instructor: Aparna Nadig, PhD**

**Office:** SCSD, Room 863; **Office Phone:** 514-398-4141

**Office Hours:** Fridays, 2:30-3:30 pm or other times by appointment

**Email:** [aparna.nadig@mcgill.ca](mailto:aparna.nadig@mcgill.ca) - please put **SCSD 625 in the subject line**, or contact me via the MyCourses email tool for me to find and respond to the email more quickly : )

### **COURSE OVERVIEW**

This course provides an overview of working as a Speech Language Pathologist with people on the autism spectrum, using a person- or family-centered approach. It includes an introduction to the variability of communication and symptom profiles across the autism spectrum, considerations for the assessment of language and communication across the autism spectrum, and an overview of current intervention and support approaches employed with people on the autism spectrum. We will address the need for cultural competency when providing services to Indigenous communities in Canada. The course fosters reflective clinical problem-solving using case-based learning. The intention behind these exercises is to make evidence-based practice more feasible through formative experiences in the application of evidence to cases.

### **Instructor Message Regarding Course Delivery**

**LAND AND FIRST PEOPLE'S ACKNOWLEDGEMENT:** McGill University is situated on the unceded territory of the Kanien'kehá:ka, a founding nation of the Haudenosaunee Confederacy, who have contemporary communities in proximity to McGill University's downtown campus. This land has long served and continues to serve as a site of meeting and exchange amongst diverse Indigenous peoples, including the Haudenosaunee and Anishinabeg. The City of Montreal where we now gather is known as Tiohtià:ke in Kanien'kéha and Mooniyang in Anishinaabemowin. I express gratitude towards the Kanien'kehà:ka for being able to live among these lands and waters. Recognizing and respecting the presence, knowledge, and resilience of Indigenous communities is a first step towards [decolonization](#). I share this acknowledgement as a starting point to provide context for further [learning](#) and [action](#).

**EQUITY, DIVERSITY AND INCLUSION:** (Statement credits: Prof. Carolyn Roberts, Yale University) Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all. Lastly, please remember to practice self-care, which, according to Audre Lorde 'is not an act of self-indulgence, it is self-preservation, and that is an act of political warfare. [McGill University anti-racism and equity resources](#)

**As the instructor of this course I endeavor to provide an inclusive learning environment.**

- If you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Student Accessibility & Achievement office](#), 514-398-6009.
- If you find that aspects of the content or methods can be improved, please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.
- Please email me if you would like me to refer to you by a different name than the [name indicated](#) in your student record or to inform me of your preferred pronouns.

## LEARNING OBJECTIVES (COMPETENCIES)

### UNIT ONE: Basic Requirements (Audiology and Speech-Language Pathology)

*The audiologist and speech-language pathologist demonstrate basic knowledge of:*

#### 1.3 Genetics and Human Development

1.3.ii Infant, child, and adolescent development.

#### 1.4 Counselling and Applied Psychology

1.4.iv The psychosocial effects of communication disorders on the client and significant others, including stigma.

1.4.vii The role of communication in interpersonal relations.

### UNIT TWO: Knowledge Expert

*The speech-language pathologist demonstrates knowledge of:*

#### 2.3 Developmental Language Disorders

2.3.i Normal language development and literacy acquisition, and their application to clinical practice, including relationships between typical first language acquisition, typical simultaneous or sequential multilingual language acquisition, and spoken and written developmental language disorders. Developmental language disorders include developmental language disorder (DLD) and dyslexia.

2.3.ii Factors and processes associated with the development of normal language and acquisition of literacy (e.g., motor, perceptual, cognitive, affective, environmental, and cultural).

2.3.iii Different theoretical frameworks relevant to spoken and written language disorders.

2.3.iv Characteristics of oral and written developmental language disorders for different age levels. These include phonologic, morphosyntactic, semantic, and pragmatic abilities in oral language, reading, and writing.

2.3.v Profiles of special populations at risk for developmental language disorders (e.g., autism spectrum disorder, hearing impairment, Down syndrome).

2.3.vi The impact of developmental language disorders on learning and educational achievement.

2.3.vii The impact of developmental language disorders on psychosocial development, and vocational opportunities of the client.

### UNIT THREE: Clinical Expert - Cross-Cutting Assessment and Intervention Standards

*The speech-language pathologist demonstrates the ability to:*

#### 3.2 Plan, conduct, and adjust an assessment:

3.2.i Collect and analyze pertinent information prior to the assessment, including intake information and previous reports.

3.2.ii Use principles of assessment to develop assessment plans (e.g., tools, strategies, resources, environment) that reflect background information about the client (including personal and environmental factors), known or suspected primary and concomitant disorders (e.g., medical, emotional), knowledge of normal and disordered communication or swallowing as well as risk factors for communication or swallowing disorders; modify this plan when appropriate.

3.2.iii Demonstrate knowledge of principles underlying clinical assessment, including standardized and nonstandardized procedures and their advantages, disadvantages, limitations, representativeness, and applicability to the individual management plan.

#### 3.3 Analyze and interpret assessment results:

3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate scoring and interpretation of standardized tests.

3.3.ii Formulate a diagnostic statement about the client's communication or swallowing skills, including the impact on daily activities and educational, vocational, and psychosocial needs; include functional prognosis, as appropriate.

**3.5 Develop and implement a realistic, evidence-informed, and measurable intervention plan:**

3.5.i Utilize a biopsychosocial framework (e.g., the World Health Organization International Classification of Functioning, Disability, and Health) to establish and prioritize intervention aims that reflect the client's strengths, needs, values, expectations, and constraints.

3.5.ii Develop specific, measurable, realistic, time-limited targets to reach the aims.

3.5.iii Demonstrate knowledge of different approaches to intervention (including assistive devices/systems), the evidence and theoretical bases behind the approaches, their advantages, disadvantages, limitations.

3.5.iv Select and apply an appropriate intervention approach and service delivery model (e.g., periodic review, consultation, facilitator training, direct 1:1 therapy, direct group therapy, home/school program, interdisciplinary therapy) that is applicable to the client context.

**3.7 Consider sociodemographic and sociocultural factors in all aspects of assessment and intervention, including but not limited to factors such as race, ethnicity, gender identity, and differential access to services by Indigenous and other underserved populations; and intersections among these factors, communication, and swallowing.**

**UNIT FOUR: Clinical Expert - Disorder-Specific Assessment and Intervention Standards**

**4.3 Developmental Language Disorders**

4.3.i Develop assessment plans that include the impact of monolingual versus multilingual language development.

4.3.ii Assess spoken and written language, including phonology, morpho-syntax, semantics, and pragmatics.

**UNIT FIVE: Communication**

**5.1 Communicate respectfully and effectively using appropriate modalities (spoken, written, gestural):**

5.1.i Use language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

**5.2 Complete documentation thoroughly and accurately, in a timely manner:**

5.2.ii Ensure reports clearly integrate results, client input, analysis, recommendations, goals, and outcomes, in a manner understandable to the target audience(s).

**UNIT SIX: Collaboration**

**6.1 Establish and maintain effective team collaborations to optimize client outcomes:**

6.1.i Interact effectively and positively with all team members.

6.1.iv Participate actively and respectfully in shared responsibilities and decision-making.

**UNIT EIGHT: Scholarship**

**8.1 Maintain currency of professional knowledge and performance in order to provide optimal care:**

8.1.i Identify one's own professional strengths and areas for development.

8.1.ii Determine one's own goals for competency development.

8.1.iii Develop a plan and implement strategies, including selecting appropriate resources (e.g., literature, mentorship, continuing professional education), for continued development in all competency roles.

**INSTRUCTIONAL METHODS**

- Course readings, lectures, an online discussion board, guest lectures from SLPs working in different settings, an informal pragmatics assessment and soap note assignment, a quiz, and a case-driven final project.

- Active learning strategies will be employed, specifically working in small lab groups to develop assessment/intervention plans for case descriptions of individuals on the autism spectrum.
- myCourses will be used extensively for sharing course materials (e.g., lecture slides, readings, reference materials, case descriptions), submitting assignments, doing self- and peer-evaluations, sharing information on online discussion boards.
- **Lectures and clinical labs will take place in person during scheduled course time.** In the event that you are unable to attend a lecture or clinical lab for an authorized absence, you can make arrangements to have a classmate audio record the class or zoom you in *after notifying the instructor and the rest of the class*.
- In the event that the instructor cannot deliver a lecture in person (e.g., due to illness), a lecture may be delivered virtually (during class time whenever possible). A recording of the lecture will be provided on myCourses. Note that guest speakers may participate virtually if needed.
- The quiz and work on the case-driven final project paper, as well as any contributions to myCourses discussion boards will take place asynchronously (students submit work online at the time of their choosing prior to the deadline in the course calendar).

### Expectations for Student Participation

- Course updates will be shared via **myCourses** announcements – **please be sure to turn on notifications or check the course page a few times a week.**
- **This course depends heavily on active student participation which constitutes a total of 10% of your final grade.** There are many ways you are expected to participate in the course: completing required reading prior to the indicated class meeting, attending class, preparing for and contributing to lab group discussions, taking on the role of spokesperson or notetaker for your lab group for the full class case discussions. In addition, you may contribute by posing relevant questions and comments during class, or contributing course-relevant material on the online discussion boards – note that a variety of opportunities are available as people have different preferences and styles. You will self-assess your participation using a rubric covering the modalities just described at mid-course.
- **Note on student absences:** As stated in the SCSD MScA Absence Policy, please use this form to report an absence from class as soon as possible before the event <https://www.mcgill.ca/scsd/report-absence>. Should an unavoidable event result in a missed class or other event, use the same procedure to inform us as soon as possible after the scheduled event. [Please refer to full SCSD MScA absence policy for further details.](#)

### COURSE CONTENT

The course provides a substantive foundation in autism, a neurodevelopmental condition that makes up a large proportion of SLP caseloads. We will discuss providing services to people on the autism spectrum using a bio-psycho-social approach to identify client's strengths, needs, values, expectations, and constraints, an approach that thereby neurodiversity-affirming. This understanding will be gained through required readings and presentations by the instructor, well as by your active learning through the analysis of clinical cases. Class members will work together on clinical cases to generate hypotheses, research and discuss alternative solutions, and come to assessment and intervention decisions. In the process, you will enhance your reflective problem-solving skills, as well as your ability to communicate and collaborate with colleagues effectively. The case analysis exercises aim to bridge your academic training in speech language pathology to the clinical practice of evidence-based decision making for communication disorders.

This course provides the opportunity to synthesize many skills you have learned throughout the curriculum pertaining to assessment, intervention, and critical appraisal of clinical evidence. A far-reaching goal of the course is to equip you with reflective clinical problem-solving and independent learning skills that can be applied flexibly throughout your SLP career. These skills are essential tools with which to face the challenges of an evolving knowledge base, changing contexts of practice, and the diversification of clinical populations.

**Informal pragmatics assessment and SOAP note practice:** This assignment will be done in pairs. With your partner, you will choose a pragmatics checklist to guide your observation of an assessment video of a 14-year-old on the autism spectrum with fluent language. Individually, you will each watch the video and write your own SOAP note, using your informal pragmatics assessment as a guide. You will complete a self-reflection sheet and then complete a peer-evaluation on the documentation format of your partner's SOAP note.

**Clinical Labs 1 and 2:** There are clinical labs covering autism assessment and intervention. Clinical case descriptions will be made available a week prior to the date of the lab session. The class will be divided into six lab groups of 5 members. Each group may be assigned a different case to expose the class to variability in clinical presentation. Within your lab group, with your clinical case in hand, you will identify topics you feel you need to know more about to make sound clinical decisions, and each select one topic, developing it into a targeted research question (PICO format). In the week leading up to the clinical lab, you will address your identified topic/question using course readings or additional course materials, review of available tests, evidence searches as needed, conversations with experts, etc. You will bring this preparatory work to the clinical lab session. Working in your small lab group, will develop a global assessment or intervention plan for your case, and later share this with the larger class. Note that specific instructions will vary for each lab and will be provided on myCourses.

**Case-driven Final Project:** The final project has three components.

1. You will develop a targeted clinical question (e.g., in PICO format) related to autism that has come up during your practicum or other experiences, or via the cases presented in this course (*excluding cases you already worked on in your small group*). You will identify the best available research or practice evidence to address this question.
  2. You will critically evaluate this evidence, using one of the frameworks provided by Dollaghan, 2007: Critical Appraisal of Treatment/ Diagnostic/ Meta-Analysis/ or Practice Evidence (presented in Chapters 6 - 9 respectively).
  3. You will develop an application component related to your question, which can vary in format (e.g., practicing an assessment tool on a classmate, completing an on-line training module, developing a lesson plan). You will propose something you would like to do, and I am available to help decide on a workable plan.
- To be able to learn from your classmates' projects, brief presentations (4 minutes) on the "bottom line" of critical appraisals of your clinical question will be given during the last 2 class meetings. You will receive feedback to help improve your final paper.
  - You will submit a final paper, summarizing components 1-3 above, that is 5-8 double spaced pages long.

#### REQUIRED COURSE MATERIALS

- The student is responsible for preparing for class meetings and assignments by **completing the required readings and reviewing materials indicated in BOLD in the class schedule**. Readings and materials are provided on myCourses or through links in the syllabus. Non-bolded readings are optional.
- We will make use of this handbook. I have two copies that can be signed out during the term, and will place the library copy on hold for sign out. I will share critical sections on myCourses. It is a very useful reference for your future practice.

**Dollaghan, C. (2007), *The Handbook for Evidence-based Practice in Communication Disorders*. Paul H. Brooks Publishing Co.: Baltimore, MD.**

<https://mcgill.on.worldcat.org/search?queryString=no%3A+123962936#/oclc/123962936>

#### OPTIONAL COURSE MATERIALS

If you are interested in working with these people on the autism spectrum, you will likely want more information than we are able to cover together. Optional content (i.e., websites, resources and readings) will be made available on myCourses.

#### EVALUATION

Detailed instructions for assignments will be discussed during class time and made available on myCourses. Written assignments should be submitted via myCourses. [FAQs for students using myCourses: Assignments](#). Late assignments will be marked 5pts off for each day late if not previously authorized by the instructor.

Assignment	% of final grade	due date	Competencies Targeted
<b>Participation</b>	<b>10 %</b> 5 % self-assessment at mid-course, 5 % instructor assessment at course end	ongoing	All competencies covered in the course
<b>Informal pragmatics assessment from video, submission of SOAP note</b>  <i>Note, EPA on documentation 2.1 is linked to this assignment</i>	<b>10 %</b> 5 % SOAP note and self - reflection, 5 % peer eval of SOAP note format	January 19 (SOAP note) January 24 (self-reflection and peer eval)	3.2, 3.3, 4.3,  5.1, 5.2, 6.1
<b>Clinical lab 1 – assessment</b>	<b>15 %</b> 10 % for formulating your individual question and doing research prior to class meeting 5 % for contributions to group assessment plan	February 2	1.3, 2.3, 3.2, 3.3, 3.7, 4.3  5.1, 6.1, 8.1
<b>Clinical lab 2 – intervention</b>	<b>15 %</b> 10 % for formulating your individual question and doing research prior to class meeting 5 % for contributions to group intervention plan	March 1	1.4, 2.3, 3.5  5.1, 6.1, 8.1
<b>Autism quiz</b>	<b>15 %</b>	March 14 -18 <i>*Completed online, on your time</i>	1.3, 1.4, 2.3
<b>Case-driven final project presentation</b>	<b>5 %</b>	April 5 or 12 <sup>th</sup> in class	3.2 OR 3.5, 3.7, 8.1
<b>Case-driven final project paper</b>  <i>Note, EPA on evidence-informed practice 2.2 is linked to this assignment</i>	<b>30 %</b>	April 22 <sup>nd</sup> at midnight	3.2 OR 3.5, 3.7, 8.1

**COURSE SCHEDULE AND READINGS** (subject to change, last updated January 4, 2024)

Meeting session and Date	Topics and Readings (required readings are presented in bold)
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<p><b>1. JANUARY 5</b></p>	<ul style="list-style-type: none"> <li>• Overview of the course</li> <li>• Introduction to Autism and current terminology</li> <li>• Your experiences and interests vis à vis autism</li> </ul> <p>Canadian Autism Spectrum Disorder Alliance. (June 2020). CASDA-ACTSA Language Guide [PDF file]. Retrieved from <a href="https://www.casda.ca/wp-content/uploads/2020/12/CASDA-Language-Guide.pdf">https://www.casda.ca/wp-content/uploads/2020/12/CASDA-Language-Guide.pdf</a></p> <p>Keating, C. T., Hickman, L., Leung, J., Monk, R., Montgomery, A., Heath, H., &amp; Sowden, S. (2023). Autism-related language preferences of English-speaking individuals across the globe: A mixed methods investigation. <i>Autism Res</i>, 16(2), 406-428. <a href="https://doi.org/10.1002/aur.2864">https://doi.org/10.1002/aur.2864</a></p>
<p><b>2. JANUARY 12</b></p>	<ul style="list-style-type: none"> <li>• History and prevalence of autism</li> <li>• Diagnosis of autism: DSM-IV</li> <li>• Focus on functioning: International Classification of Functioning, Disability and Health</li> <li>• Social Communication Disorder, differential diagnosis</li> <li>• Overlap in neurodevelopmental conditions</li> </ul> <p><b>Masi, A., DeMayo, M. M., Glozier, N., &amp; Guastella, A. J. (2017). An Overview of Autism Spectrum Disorder, Heterogeneity and Treatment Options. <i>Neurosci Bull</i>, 33(2), 183-193. <a href="https://doi.org/10.1007/s12264-017-0100-y">https://doi.org/10.1007/s12264-017-0100-y</a></b></p> <p>Mandy, W., Wang, A., Lee, I., &amp; Skuse, D. (2017). Evaluating social (pragmatic) communication disorder. <i>J Child Psychol Psychiatry</i>, 58(10), 1166-1175. <a href="https://doi.org/10.1111/jcpp.12785">https://doi.org/10.1111/jcpp.12785</a></p> <p>Astle, D. E., Holmes, J., Kievit, R., &amp; Gathercole, S. E. (2022). Annual Research Review: The transdiagnostic revolution in neurodevelopmental disorders. <i>J Child Psychol Psychiatry</i>, 63(4), 397-417. <a href="https://doi.org/10.1111/jcpp.13481">https://doi.org/10.1111/jcpp.13481</a></p> <p><b>By January 19</b></p> <p><b>Complete Informal pragmatics assessment from video, submit SOAP note</b></p>
<p><b>3. JANUARY 19</b></p>	<ul style="list-style-type: none"> <li>• Assessment of Communication and Language in Autism – Emergent and Basic Communicators</li> <li>• Identification of autism - early signs</li> <li>• Unconventional spoken language features in autism</li> </ul> <p><b>Paul, R., &amp; Fahim, D. (2014). Assessing communication in autism spectrum disorders. <i>Handbook of Autism and Pervasive Developmental Disorders, Fourth Edition. (Chapter 27, pp. 673-694). Hoboken, New Jersey: John Wiley &amp; Sons</i></b></p> <p>Luyster, R. J., Zane, E., &amp; Wisman Weil, L. (2022). Conventions for unconventional language: Revisiting a framework for spoken language features in autism. <i>Autism Dev Lang Impair</i>, 7, 23969415221105472. <a href="https://doi.org/10.1177/23969415221105472">https://doi.org/10.1177/23969415221105472</a></p> <p>Barokova, M. D., La Valle, C., Hassan, S., Lee, C., Xu, M., McKechnie, R., Johnston, E., Krol, M. A., Leano, J., &amp; Tager-Flusberg, H. (2021). Eliciting Language Samples for Analysis (ELSA): A New Protocol for Assessing Expressive Language and Communication in Autism. <i>Autism Res</i>, 14(1), 112-126. <a href="https://doi.org/10.1002/aur.2380">https://doi.org/10.1002/aur.2380</a></p>



<p><b>By January 24</b></p>	<p><i>Submit SOAPnote self-reflections and peer evaluation on myCourses</i></p>
<p><b>4. JANUARY 26</b></p>	<ul style="list-style-type: none"> <li>• Assessment of Language and Pragmatics in Autism – Advanced Communicators</li> <li>• Discussion of informal pragmatics assessment</li> </ul> <p><b>Sturrock, A., Chilton, H., Foy, K., Freed, J., &amp; Adams, C. (2022). In their own words: The impact of subtle language and communication difficulties as described by autistic girls and boys without intellectual disability. <i>Autism</i>, 26(2), 332-345.</b>  <a href="https://doi.org/10.1177/13623613211002047">https://doi.org/10.1177/13623613211002047</a></p> <p><b>Adams, C. (2002). Practitioner review: The assessment of language pragmatics. <i>Journal of child psychology and psychiatry</i>, 43(8), 973-987.</b></p> <p>Hyter, Y. D. (2017). Pragmatic Assessment and Intervention in Children. In L. Cummings (Ed.), <i>Research in Clinical Pragmatics</i> (pp. 493-526). Cham, Switzerland: Springer</p>
<p><b>5. FEBRUARY 2</b></p>	<ul style="list-style-type: none"> <li>• Clinical lab 1 – Assessment of communication in people on the autism spectrum</li> </ul>
<p><b>6. FEBRUARY 9</b></p> <p>Guest lecture by Angela MacDonald-Prégent</p>	<ul style="list-style-type: none"> <li>• Autism Intervention: Overview of evidence-based approaches</li> <li>• Strategies to structure effective clinical sessions</li> </ul> <p><b>Sandbank, M., Bottema-Beutel, K., Crowley LaPoint, S., Feldman, J. I., Barrett, D. J., Caldwell, N., Dunham, K., Crank, J., Albarran, S., &amp; Woynaroski, T. (2023). Autism intervention meta-analysis of early childhood studies (Project AIM): updated systematic review and secondary analysis. <i>BMJ</i>, 383, e076733.</b>  <a href="https://doi.org/10.1136/bmj-2023-076733">https://doi.org/10.1136/bmj-2023-076733</a></p> <p>Hume, K., Steinbrenner, J. R., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., ... &amp; Savage, M. N. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. <i>Journal of Autism and Developmental Disorders</i>, 51(11), 4013-4032. <a href="https://link.springer.com/article/10.1007/s10803-020-04844-2">https://link.springer.com/article/10.1007/s10803-020-04844-2</a></p>
<p><b>7. FEBRUARY 16</b></p> <p>Guest lecture by Angela MacDonald-Prégent</p>	<ul style="list-style-type: none"> <li>• In-depth presentation of select Evidence-Based Interventions for Autism</li> </ul> <p><b>Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., Kasari, C., Ingersoll, B., Kaiser, A. P., Bruinsma, Y., McNerney, E., Wetherby, A., &amp; Halladay, A. (2015). Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. <i>J Autism Dev Disord</i>, 45(8), 2411-2428. <a href="https://doi.org/10.1007/s10803-015-2407-8">https://doi.org/10.1007/s10803-015-2407-8</a></b></p> <p><b>National Professional Development Center on Autism Spectrum Disorder – AFIRM modules <a href="https://autismpdc.fpg.unc.edu/evidence-based-practices">https://autismpdc.fpg.unc.edu/evidence-based-practices</a></b>  (get a feel for this resource)</p> <p>Bottema-Beutel, Yoder, Woynaroski &amp; Sandbank (2014). Targeted interventions for social communication symptoms in preschoolers with ASD. In F. Volkmar, R. Paul, A. Klin &amp; D. Cohen (Eds.), <i>Handbook of Autism and Pervasive Developmental Disorders, Fourth Edition</i> (Chapter 31, pp. 788-812). Hoboken, New Jersey: John Wiley &amp; Sons.</p>
	<ul style="list-style-type: none"> <li>• First-person perspectives from across the autism spectrum</li> </ul>



<p><b>8. FEBRUARY 23</b></p>	<ul style="list-style-type: none"> <li>• Specific neurodiversity-affirming approaches to support people on the autism spectrum</li> </ul> <p><b>Blanc, M., Blackwell, A., &amp; Elias, P. (2023). Using the Natural Language Acquisition Protocol to Support Gestalt Language Development. Perspectives of the ASHA Special Interest Groups, 8(6), 1279-1286. <a href="https://doi.org/10.1044/2023_persp-23-00098">https://doi.org/10.1044/2023_persp-23-00098</a></b></p> <p><b>Santhanam, S. P., &amp; Bellon-Harn, M. L. (2022). Speech-Language Pathologist's Role in Understanding and Promoting Self-Advocacy in Autistic Adults. <i>Am J Speech Lang Pathol, 31(2)</i>, 649-663. <a href="https://doi.org/10.1044/2021_AJSLP-21-00223">https://doi.org/10.1044/2021_AJSLP-21-00223</a></b></p>
<p><b>9. MARCH 1</b></p>	<ul style="list-style-type: none"> <li>• Clinical lab 2 – Intervention and support for communication in people on the autism spectrum</li> </ul>
<p><b>MARCH 8</b></p>	<p><i>March Break – no class</i></p>
<p><b>10. MARCH 15</b></p> <p>Guest lecture by Diana Neill and Alexandra Lauzon</p> <p><b>March 14-18</b></p>	<ul style="list-style-type: none"> <li>• Working as a SLP with Indigenous communities in Canada</li> </ul> <p><b><i>Reading to come</i></b></p> <p><b><i>Online Autism QUIZ</i></b></p>
<p><b>11. MARCH 22</b></p>	<ul style="list-style-type: none"> <li>• Indigenous case study discussion</li> </ul> <p><b>Bruno, G., Chan, T. A., Zwaigenbaum, L., Coombs, E., Indigenous Relations Circle, &amp; Nicholas, D. (2023). Indigenous autism in Canada: A scoping review. <i>Journal of Autism and Developmental Disorders, 1-14.</i> <a href="https://link.springer.com/article/10.1007/s10803-023-06045-z">https://link.springer.com/article/10.1007/s10803-023-06045-z</a></b></p> <p>Gonzales, K. L., Jacob, M. M., Mercier, A., Heater, H., Nall Goes Behind, L., Joseph, J., &amp; Kuerschner, S. (2021). An indigenous framework of the cycle of fetal alcohol spectrum disorder risk and prevention across the generations: historical trauma, harm and healing. <i>Ethn Health, 26(2)</i>, 280-298. <a href="https://doi.org/10.1080/13557858.2018.1495320">https://doi.org/10.1080/13557858.2018.1495320</a></p>
<p><b>MARCH 29</b></p>	<p><i>Easter Holiday – No class</i></p>
<p><b>12. APRIL 5</b></p>	<p>Case-driven Final Project presentations</p>
<p><b>13. APRIL 12</b></p>	<p>Case-driven Final Project presentations</p>

**MCGILL POLICY STATEMENTS**

**Academic Integrity**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#) (Approved by Senate on 29 January 2003) (See [McGill's guide to academic honesty](#) for more information).

Work submitted for evaluation as part of this course may be checked with text matching software within myCourses.

### **Language of Submission**

In accord with McGill University's [Charter of Students' Rights](#), students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. (Approved by Senate on 21 January 2009)

Conformément à [la Charte des droits de l'étudiant](#) de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue.

### **Copyright of course materials**

© Instructor-generated course materials (e.g., lecture slides, notes, summaries, quiz questions, assignments, any lecture videos) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of [copyright](#) can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

### **Recordings**

No audio or video recording of any kind is allowed in class without the explicit permission of the instructor. Course activities will generally not be recorded as this course is delivered in-person.

If an occasion/situation arises where recording is requested, the instructor will notify students if any components of the class will be recorded. Students must consent to being recorded. By staying in class and participating in in-class activities, you consent to being recorded. Alternatively, students who are uncomfortable being recorded can choose not to attend class and instead view the recording later.

### **Extraordinary circumstances**

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.