

**PSYCHOLOGY 334:
Autism Spectrum Disorders
Fall 2018**

Instructor:

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Office Hours: Monday Noon – 1 PM; Tuesdays Noon – 1 PM; or by appointment

Graduate TAs:

Howard Huang Office: PSY B 257. Email: howard.huang@stonybrook.edu

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Office Hours: Tuesdays 1 – 3 PM; or by appointment

Class hours: Mo/We/Fr: 2:30 PM – 3:23 PM

Class location: Javits Lecture Hall, Room 110

Course Description

This course will provide information on history and current research into the causes (etiology), types (nosology), characteristics (symptomatology), prevalence, and treatment of autism spectrum disorders (ASDs). Topics to be dealt with include: etiology, assessment, family roles, social development, cognitive development, sensory and motor development, comorbidities, long-term outcomes, public policy legal issues, and future directions for research and practice. In addition, while this course is pan-theoretical and -methodological, (i.e. designed to acquaint students with a variety of theories and approaches), we will largely draw upon the fields of developmental psychopathology, social cognition, and social/affective neuroscience to explore the many facets of ASDs. Empirical research manuscripts, review articles, book chapters, and reports on subjective experiences of individuals with ASD (as well as families and clinicians) will serve as the primary methods for approaching these topics.

Learning Objectives

Students are expected to gain a broad-based understanding of history and current knowledge regarding autism spectrum and related disorders. A secondary aim of this course is to promote students' ability to engage in critical, independent thinking and thoughtful discussion regarding contemporary research and modern popular coverage in this area. By the end of the semester, students should be able to: (1) synthesize information from multiple sources to discuss what is currently known about autism and related developmental disorders; (2) demonstrate a knowledge of approaches to assessment and treatment of ASDs; and (3) interpret, evaluate, and draw inferences about the methodology and results of research reports about ASDs.

Americans with Disabilities Act

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services (DSS), ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students requiring emergency evacuation are encouraged to discuss their needs with their professors and DSS. For

procedures and information, go to the following web site:
<http://studentaffairs.stonybrook.edu/dss/index.shtml>.

Standards of Behavior

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

Academic Integrity

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Course Policies, Expectations, & Resources

Attendance Policy

Everyone is expected to attend lectures. While attendance will not be formally taken, lectures often cover material not in the text, and your attendance and participation will increase your access to material that may be covered on exams. Likewise, please make every effort to attend lectures on time. Tardiness can cause disruption and be a distraction to your fellow students as they do their best to learn the material.

Late Work/Make-Up Policy

As most of the formal evaluation for this course will involve exams, a late work policy is not especially applicable; however, everyone is expected to have completed the course readings in advance of each class date. Everyone is expected to attend exams (see Course Evaluation/Assignments). In highly exceptional circumstances (e.g. well-documented medical excuses or other significant emergency causing you to miss more than 1 exam), a make-up exam *may* be available, though this is *entirely* at the discretion of Prof. Lerner. The presence of a documented excuse does *not* necessarily entitle you to be considered for a make-up exam. In the very rare event of a make-up exam, it would be offered only at the end of the semester (and only upon specific permission of Prof. Lerner), and would involve graded essay and short answer (rather than multiple choice) format.

Class Interruptions & Class Engagement

Students should make every effort to *avoid interruptions* and participate actively in class. Students who consistently or repeatedly interrupt class or distract their fellow students (e.g. by loudly talking with peers during class when discussion is not appropriate) during a given lecture may be asked to leave that lecture.

Cell phones must be turned off during class. If you have a personal emergency during a given lecture, please speak with the Instructor immediately before the lecture to discuss ad hoc accommodations. If a

cell phone or other device rings or makes noise during class, the Instructor reserves the right to take (and/or answer) that cell phone from the student for the remainder of the lecture.

Electronic devices such as *laptops and tablets are to be used for note-taking* or, on occasion, web searches during class. Social media use is *not appropriate* during class, and may distract fellow students. If a student is found to be using social media during class, it may be noted and may *impact that student's grade*.

For optimal participation and engagement, research suggests that old-fashioned pen & paper (with no computer or cell phone) is optimal. Thus, the *first several rows of the classroom will be designated the "technology-free zone."* Students in this zone may not use any digital technology whatsoever during class, and this area *will* be monitored by TAs; students who use cell phones, laptops, or tablets for any reason in this "zone" may be asked to leave class for the rest of the lecture.

Blackboard:

Course announcements and other postings will appear for this course on Blackboard, which can be accessed from the Stony Brook Web site. **Please make sure that your correct e-mail address is listed on Blackboard**, as posted announcements will also be sent to you via e-mail. Likewise, most of the course readings will be provided on Blackboard. Some students occasionally request that Powerpoint lecture slides be posted on Blackboard. These slides will generally *not* be posted, unless the content is judged to be highly technical, in which case they will be posted at Prof. Lerner's discretion.

SB Capture/Echo 360 Recordings

Some course lectures will be recorded via SB Capture/Echo 360 recording technology. However, links to these lectures will *not* be made automatically available to students. They will be released on a case by-case basis, only in cases of documented emergencies or documented necessity. If you have such an emergency or necessity, please contact the TAs. However, even if you are granted access (e.g. as a DSS accommodation), you will be required to request each needed lecture *individually* from a TA (i.e. no blanket access will be given).

Readings

Most of the readings will be primary-source research or review articles. These are specified in the **Course Schedule Table**, below, and are available via Blackboard. However, occasionally additional readings from the *required* books list will be assigned. *Recommended* books are for your edification.

Books:

Required – Volkmar, F.R., & Wiesner, L. (2009) *A Practical Guide to Autism*. New Jersey: Wiley.

Required – Jackson, L. (2002) *Freaks, Geeks, and Asperger's Syndrome*. Philadelphia, PA: Jessica Kingsley.

Recommended – Attwood, T. (2008) *The Complete Guide to Asperger's Syndrome*. Philadelphia, PA: Jessica Kingsley.

Recommended – Haddon, M. (2004). *The Curious Incident of the Dog in the Night-Time*. New York, NY: Vintage.

Recommended – Prizant, Barry M. (2015). *Uniquely Human: A Different Way of Seeing Autism*. New York, NY: Simon & Schuster, Inc.

Course Evaluation/Assignments/Grades:

The average percentage grade from the student's highest three exams (see below) will represent each student's final grade, pending any extra credit.

Exams

- There will be 4 exams during the semester, with the fourth being the final exam. Exams are not formally cumulative, though they may refer to information from earlier in the semester for conceptual clarity/coherence. Each exam will be 30 questions each made up of multiple choice and true/false questions. Each exam will be worth up to 30 points; however, Prof. Lerner will perform item analysis on each exam; if there are any especially poorly-performing items (i.e. a large percentage of the class gets it wrong), he reserves the right to drop a corresponding number of potential points for any given exam. This procedure will only work to the benefit to students overall grade (i.e. no student's grade will be penalized by this procedure).
- Your lowest exam grade will be dropped. If you miss one of the four exams during the semester, that will be your dropped grade; this includes the final exam.
- Make-up exams will *not* be given, except in *highly exceptional* circumstances that necessitate missing more than one exam (e.g. well-documented medical excuses or other emergency situations; though see above Make-up Policy)). Prof. Lerner reserves the right to determine whether a claimed circumstance meets the criteria of being "highly exceptional," and his decision is final.
- PLEASE BE ON TIME FOR ALL EXAMS. Students arriving more than 20 minutes late for an exam (including the final exam) will not be permitted to take the exam.
- You **must bring a photo-ID** (preferably your student ID) to be admitted to class when an exam is given. You will not be permitted to take the exam without one.
- According to university policy, no cell phones, pagers, iPods, or laptops can be on during exams. If your cell phone or pager rings during an exam, you will be reported to the Academic Judiciary. For a full description of university procedures regarding academic dishonesty, see: <http://www.stonybrook.edu/spd/assets/pdf/dishonesty.pdf>

Extra Credit.

You will have the opportunity to earn extra credit in one of several ways.

- As noted below, you must decide if you will complete the Presentation and/or Volunteer OR media/news portrayal extra credit option **before the date of Exam #3. Before** that date, you need to contact one of the TAs, and have received written **approval** (via e-mail) from them of your chosen article/event/portrayal.

Options for extra credit:

- Research participation. Everyone can earn up to 3 extra points to their final grade by participating in psychology department experiments. Register on <http://sunysb.sona-systems.com/> for the psychology subject pool. Your extra points will be added to your grade total. Note that the number of points earned is determined by the SONA system, and relates to number of hours completed.
- Class participation: Active participation in class will be noted by Prof. Lerner and the TAs. Participation via TA office hours also counts. Up to 2 points on the final grade may be earned in this way.
- Review of graded exam. Once your exam is graded, you may meet with a TA during office hours to review it **prior to the next exam**. You may earn up to 1 additional point on that exam via this method.
- Presentation. Groups of students (no more than 4, preferably 3) may prepare a 5 minute presentation on a peer-reviewed empirical article on ASDs (*cannot* be one already included in the syllabus). Presentations should briefly summarize the background of the article, methodology,

results, and implications for understanding ASD. Presentations a) are to be scheduled as a meeting with one of the TAs, b) must be scheduled to take place *during finals week*, and c) all members of the group must speak during this presentation. All presentations **must be scheduled with, and target article approved by, a TA before the date of the 3rd exam** (see below; again, the presentation must be *scheduled by* this point, but will **take place during finals week**); any attempts to schedule after this point or failure to attend a scheduled presentation session will result in ineligibility to receive the extra credit for the group. Up to 2 points on the final grade may be earned via this presentation, with total points determined at the TA's discretion.

- Volunteer OR media/news portrayal. Individual students may receive 2 additional extra credit points in (only) **one** of the following ways:
 - Volunteer with an autism-focused community or nonprofit agency. Students are responsible for finding and accessing such an agency (though may reach out to the Autism Awareness Club for a resource list). Volunteer activities must total at least 2 hours, and should be either directly *with* individuals with ASD (or their families), or should be with an agency that directly *benefits* such individuals. Students must then provide a 1-page write-up of their experience, referencing to at least one of the readings from class. Attendance must be formally verified (e.g. via a registration receipt, etc.). Students must send both a) their write-up, and b) the verification to a TA **before the last day of classes**. Students must request and receive approval for their chosen event **before the date of the 3rd exam**.
 - Choose and evaluate a popular press/news/media portrayal of ASDs. This could include a movie, television show, book, news article, or similar portrayal intending to either depict individuals with ASDs, *or* coverage of findings from a study about ASD. If the former, then students must describe the portrayal in their own words, link it to a specific topic or article covered in class, and evaluate the portrayal in terms of the article, all within 1 page. If the latter, then students must read *both* the coverage *and* the original empirical article, and provide a summary (in their own words) of the study, and evaluate the accuracy (or points of inaccuracy) of the coverage, including specific ways in which the coverage may depart from (or overstate, or understate) the actual finding; this should also be within 1 page. Students must send both a) their write-up, and b) *either* some evidence of the portrayal *or* the original empirical article and associated coverage to a TA **before the last day of classes**. Students must request and receive approval for their chosen portrayal/coverage **before the date of the 3rd exam**.

<u>Percentage Basis for Grade</u>			
<u>Combined points out of 100</u>	<u>Letter Grade</u>	<u>Combined points out of 100</u>	<u>Letter Grade</u>
93 – 100	A	77 – 79	C+
90 – 92	A-	73 – 76	C
87 – 89	B+	70 – 72	C-
83 – 86	B	67 – 69	D+
80 – 82	B-	60 – 66	D
		59% or less	F

Out of fairness to all students, please refrain from asking for a higher grade at the end of the semester. Occasionally students will provide reasons such as “but I need a C-” or “but I worked really hard” as evidence that they deserve a better grade. It is important to realize that you are being graded on the requirements listed above, rather than my subjective judgment or your assertion of how much you “need” a certain grade or how hard you’ve worked. Indeed, all students will have worked hard in this course, and it is not fair for me to “bump” a student up a grade simply because that person makes an attempt to plead his/her case. In addition, students sometimes ask to complete additional extra credit assignments (beyond the one that is already described in the syllabus) to improve their grade. While I appreciate your efforts, the answer is no. It would be unfair for me to give one student an extra credit opportunity that I am not offering the rest of the class. (obtained via Drs. Clara Cheng, Jay Van Bavel, & Alexander Shackman)

Course Schedule

NOTE: THIS MAY CHANGE SLIGHTLY IN RESPONSE TO COURSE PACING AND/OR GUEST SPEAKER AVAILABILITY. PLEASE SEE THE "LAST UPDATED" DATE AT THE TOP OF THIS SYLLABUS AND ENSURE YOU ARE USING THE MOST UP-TO-DATE VERSION!

Date	Topic	Readings
Class #1 Mon, 8/27/18	Introduction to Course & ASD	Kenny, 2016; Gernsbacher, 2017
Class #2 Wed, 8/29/18	History of Autism	Rimland, 1994; Donovan & Zucker, 2010; Robison, 2016 <i>Optional: Donovan & Zucker, 2016</i>
Class #3 Fri, 8/31/18	History of Autism	Volkmar & Klin, 2005; Rutter, 2011; <i>Optional: Czech, 2018 (but be warned...)</i>
Mon, 9/3/18	*NO CLASS*	
Class #4 Wed, 9/5/18	Diagnosis of ASD	+Volkmar & Wiesner (2009), pp. 1 – 24. Lord, 2010 <i>Optional: Fitzgerald, 2009</i> <i>Optional: Witwer & Lecavalier, 2008</i>
Class #5 Fri, 9/7/18	Clinical Features -- Social & Communication	Hobson, 2013; Dobbs, 2017; SB Kaufman, 2017 <i>Optional: Carter et al., 2005, McPartland et al., 2011</i>
Class #6 Mon, 9/10/18	*GUEST SPEAKERS* Becca Lory Hector, CAS Dena Gassner, LMSW	Lory, 2014
Class #7 Wed, 9/12/18	Clinical Features – Sensory, Motor, RRB	Leekam et al., 2011; <i>Optional: Bishop et al., 2012</i>
Class #8 Fri, 9/14/18	Subjective Experience of ASD	Kapp et al., 2013; Lai et al., 2017; Yuhas, 2018 Watch: https://www.youtube.com/watch?v=JnylM1hI2jc <i>Optional: Pellicano et al., 2014</i>
Class #9 Mon, 9/17/18	EXAM 1	
Class #10 Wed, 9/19/18	Epidemiology of ASD (Prevalence)	Newschaffer et al., 2007; Wang, 2014; CDC, 2018;
Class #11 Fri, 9/21/18	Etiology of ASD (Bogus! Hooey! Hokum!)	Wakefield et al., 1998; Lancet retraction, 2010; Deer, 2011
Class #12 Mon, 9/24/18	Epidemiology of ASD	+Volkmar & Wiesner (2009), pp. 25 – 44. Grethner et al., 2010; Elsabbagh et al., 2012 <i>Optional: Hertz-Picciotto & Delwiche, 2009</i>
Class #13 Wed, 9/26/18	*GUEST SPEAKER* Stephanie Mendelson	
Class #14 Fri, 9/28/18	Etiology of ASD (Environmental, Genetic, Perceptual)	Mandy & Lai, 2016; Hallmayer et al., 2011; Auyeung et al., 2009; Belluz, 2017; Bourgeron, 2018 <i>Optional: Klin et al., 2009; Mitchell & Locke, 2014</i>
Class #15 Mon, 10/1/18	*GUEST LECTURE* Noah Britton, M.A.	Watch this video, come up with at least 1 question for Noah: https://www.facebook.com/video.php?v=830061660394946
Class #16 Wed, 10/3/18	Etiology of ASD (Social Cognitive)	Tager-Flusberg, 2007; Senju et al., 2009 Chevallier et al., 2012
Class #17 Fri, 10/5/18	Etiology of ASD (Social Perception)	Pelphrey et al., 2011; Jones & Klin, 2013; McPartland, 2017 <i>Optional: McPartland & Pelphrey, 2012; Klin et al., 2003</i>
Mon, 10/8/18	*NO CLASS*	
Class #18 Wed, 10/10/18	*GUEST LECTURE* Dr. Mollie Wood Etiology of ASD (Trajectories & Canalization)	Lord et al. 2012; Elsabbagh & Johnson, 2010 Fein et al., 2013 <i>Optional: Rutter, 2005; Mundy et al., 2007; Anderson et al., 2014; Fein et al., 2005; Ozonoff, 2013</i>

Class #19 Fri, 10/12/18	Sensory & Motor Development	+Jackson (2002), pp. 60 – 77. West, 2018; Baranek et al., 2005; Wiggins et al., 2009 <i>Optional: Linkenauger et al., 2012</i>
Class #20 Mon, 10/15/18	EXAM 2	
Class #21 Wed, 10/17/18	Cognitive Development	Happe & Frith, 2006; Van der Hallen et al., 2015; Brundson & Happe, 2013 <i>Optional: Bigham, 2010</i>
Class #22 Fri, 10/19/18	Academic Functioning	Wei et al., 2014 <i>Optional: Iadarola et al., 2014</i>
Class #23 Mon, 10/22/18	Behavioral Challenges	Matson & Nebel-Schwam, 2007; Kanne & Mazurek, 2010
Class #24 Wed, 10/24/18	Comorbidities – Intellectual/Verbal	Jack & Pelphrey, 2017; Kasari et al., 2014; Lerner et al., 2017; Tager-Flusberg, 2016 Lillienfeld 2007 (pp. 58 – 60)
Class #25 Fri, 10/26/18	Comorbidities – ADHD	Semrud-Clikeman et al., 2010; Gadow et al., 2006; Rosen et al. 2018 <i>Optional: Demopoulous et al., 2012</i>
Class #26 Mon, 10/29/18	Comorbidities – Internalizing	Wood & Gadow, 2010; Mazefsky et al., 2013; Gotham et al., 2014; Hudson et al., 2018; <i>Optional: White & Roberson-Nay, 2009</i>
Class #27 Wed, 10/31/18	Genetic Disorders & Broader Autism Phenotype	Moss & Howlin, 2009 Losh et al., 2009 Wallace, 2012 <i>Optional: Ingersoll & Hambrick, 2011</i>
Class #28 Fri, 11/2/18	*GUEST SPEAKER* Elliot Keenan, B.A.	Keenan et al., 2017
Class #29 Mon, 11/5/18	Effects on Families (Parents & Sibs)	Taylor & Seltzer, 2011; Tudor & Lerner, 2017; Heasman & Gillespie, 2017; Ben-Itzhak et al., 2016 <i>Optional: Lerner, Calhoun, et al., 2012</i>
Class #30 Wed, 11/7/18	EXAM 3	
Class #31 Fri, 11/9/18	Friendships & Social Relationships	+Jackson (2002), pp. 163 – 170; Lounds Taylor, 2017; Mendelson et al., 2016; Sasson et al., 2017; Griswold, 2017
Class #32 Mon, 11/12/18	*GUEST SPEAKERS* Rebecca Bianchi, M.A. Cara Keifer, M.A. Erin Libsack, B.A. Bianca Marro, M.A.	Libsack et al., 2018 Santore et al., 2018
Class #33 Wed, 11/14/18	*GUEST LECTURE* Dr. Allison Jack Interventions: Early	Smith & Iadarola, 2015; Schreibman et al., 2015; Pickles et al., 2016 <i>Optional: Koegel et al., 2009</i>
Class #34 Fri, 11/16/18	*GUEST LECTURE* Dr. Maria Victoria Novoa	Hyman, 2012
Class #35 Mon, 11/19/18	Interventions: Early	Spreckley & Boyd, 2009; Greenspan & Weider, 2007; Vivanti, 2017; <i>Optional: Dawson et al., 2010; Dawson et al., 2012;</i>
11/21 – 11/23	*Thanksgiving BREAK*	
Class #36 Mon, 11/26/18	Interventions: Social Skills	Lerner, White, & McPartland, 2012; Reichow et al., 2013
Class #37 Wed, 11/28/18	Interventions: Social Skills	Matson et al., 2013; Kasari et al., 2012; McMahon et al., 2013

Class #38 Fri, 11/30/18	Interventions – Computerized & Other	Zeliadt, 2017; Tanaka et al., 2010; Faja et al. 2012; <i>Optional</i> : Lillienfeld et al., 2015
Class #39 Mon, 12/3/18	Adults with ASD	Howlin, 2000; White et al., 2011; <i>Optional</i> : Klin, 2000
Class #40 Wed, 12/5/18	Long-Term Outcomes & Community	Steinhausen et al., 2016; Block, 2015; Howlin et al. 2013; Taylor & Seltzer, 2010; Scott et al., 2018 <i>Optional</i> : Piven, 2011
Class #41 Fri, 12/7/18	Public Policy	+Volkmar & Wiesner (2009), pp. 87 – 117 & 369 - 386.; Lerner, Haque, et al., 2012; Pozzo et al., 2018 <i>Optional</i> : Bryson et al., 2008; Siegel & Gabriels, 2014
Class #42 Mon, 12/10/18	Last Day of Class – Future Directions, Review & Overview	

+From one of the *required* texts. *Final Exam (**Exam #4**): Wednesday, December 12, 2018, 5:30 – 8:00 PM.