**Due:** Subject to your Learning Plan.

**Length:**10–15 double-spaced pages; 12-point Times New Roman font

**Weight:**35% of total grade

**Instructions:**

This assignment encourages you to integrate your conceptual knowledge of ASD with insight into a case study application of that knowledge. You are graded both on your knowledge of the information presented in this course and your ability to apply that knowledge to a particular client scenario. Review the grading matrix to ensure that you understand the expectations of the assignment.

In each unit of the course, case study information is provided to you about a child with ASD. The information about the child relates directly to the unit that you have just completed and although it is based on a real child, it has been developed for this course. Read the information and answer the questions that are provided. To answer the questions, you will need to refer to the readings and activities that you have completed in the unit. The mark for each question will be determined by how well you have applied the content of the readings and activities to the question and how well you have related the content to the information provided on the child.

Develop your case study throughout each unit, based on the criteria below. Make use of the text and at least three other resources. Be sure to support your points with evidence from the literature. You are expected to draw on ideas, express them in your own words, and organize them in a way that fits your approach to this case study. Do *not*simply paraphrase text material. You must also properly references your sources. The report will be written in [APA style](http://psych.athabascau.ca/html/APA6/index.html), and must include a title page, abstract, in-text citations, and reference list. (And please note that references should be current, i.e., within the last ten years.)

Case Study Background Information

**Getting to Know Jessica**

| **Grading Matrix for Case Study** |
| --- |
| **Unit** | **Questions** | **Total/ Question** | **Total/ Unit** |
| **Overview** | Do you think Jessica has ASD? What characteristics would lead you to this conclusion? | /5 | **/10** |
| Discuss the assessment process to determine if Jessica has ASD. What tools could be used? | /5 |
| **Working with Families** | How do you think Jessica’s parents and siblings are affected? What stressors are they experiencing? How is the family functioning differently than if Jessica did not have ASD? | /4 | **/10** |
| What strategies could be employed to support Jessica’s parents and siblings? How could practitioners engage families in service delivery? | /6 |
| **Environmental Measures** | Discuss Jessica’s problematic behaviours. How would you conduct a functional behavioural assessment on Jessica? What tools would you use? What hypotheses do you have regarding the function of her behaviour and the factors that are maintaining problematic behaviours? | /5 | **/10** |
| What antecedent-based interventions would be effective to address the identified behaviours above, and why? Discuss how you would implement at least one of these interventions. | /5 |
| **Applied Behaviour Analysis** | What ABA techniques would be effective to teach Jessica new skills? Be sure to explain why. What verbal behaviour instruction would be most relevant? | /4 | **/10** |
| How could ABA be used to address Jessica’s problematic behaviours? Develop a brief behaviour support plan to address one target behaviour. | /6 |
| **Communication Skills** | What is Jessica’s communication profile? What is the role of joint attention in her communication, social interaction, and play? | /4 | **/10** |
| What would be some important communication goals for her? What intervention strategies would be most appropriate for Jessica to promote her language development? Joint attention? | /6 |
| **Social Skills** | What are key areas of social difficulties that Jessica experiences? What features of her social-emotional development compromise her ability to relate? | /5 | **/10** |
| What strategies could be used to teach Jessica appropriate social behaviours? How would you implement the identified strategies? | /5 |
| **Daily Living Skills** | What needs does Jessica have with regards to her daily living skills? What barriers limit her independence with these? | /4 | **/10** |
| What instructional strategies would be beneficial for Jessica to increase her independence? How would you promote the generalization of her skills? | /6 |
| **Academic Skills** | What are the key academic expectations that are challenging for Jessica? What strategies could be used to promote her performance in these areas? How could you modify/adapt a lesson she is having difficulty with? Address how you would ensure that she would still have meaningful access to the content while meeting her unique needs as a learner. | /10 | **/10** |
| **Technology** | Who should be on the technology team, and why? | /2 | **/10** |
| Is there further assessment information that needs to be collected before making a decision on technology? | /3 |
| What technologies would you choose for Jessica, and why? | /5 |
| **Writing** | Description, inclusion of title page, abstract, citations, and references. | /10 | **/10** |
| **Total** |   | **/100** |