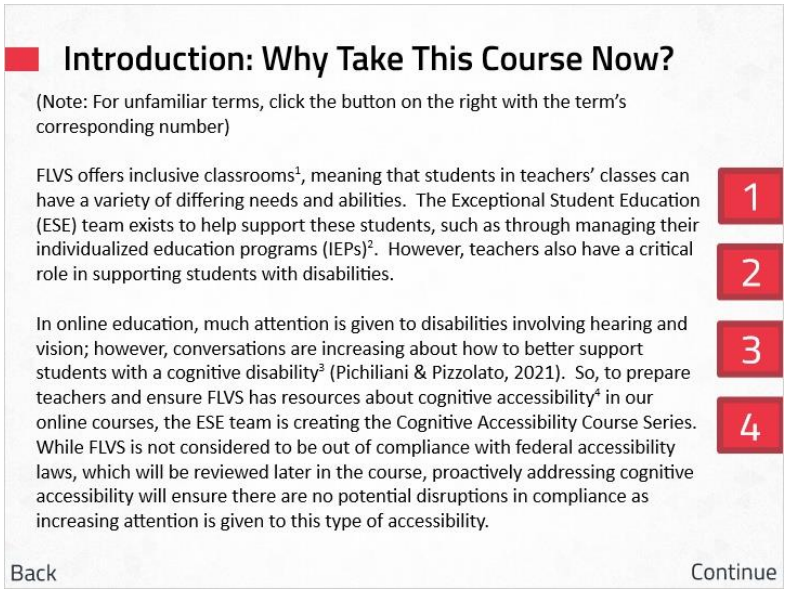
Cognitive Accessibility Course Series: Autism Spectrum Disorder (ASD)

1. Introduction

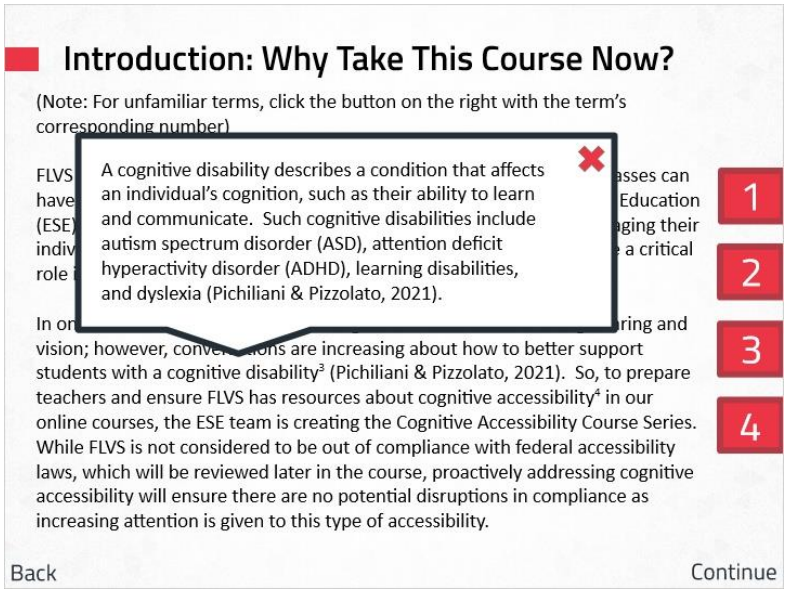
1.1 Cognitive Accessibility Course Series: Autism Spectrum Disorder (ASD)

Notes:

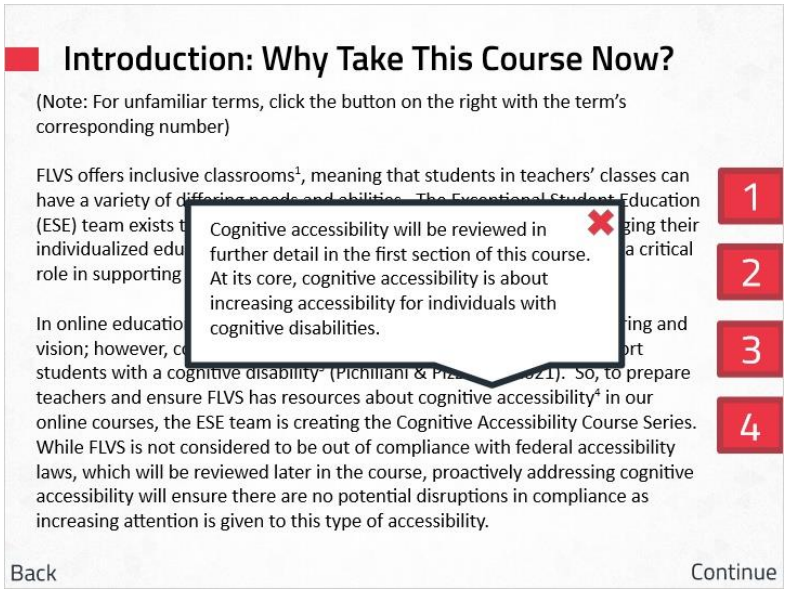
1.2 Introduction: Why Take This Course Now?



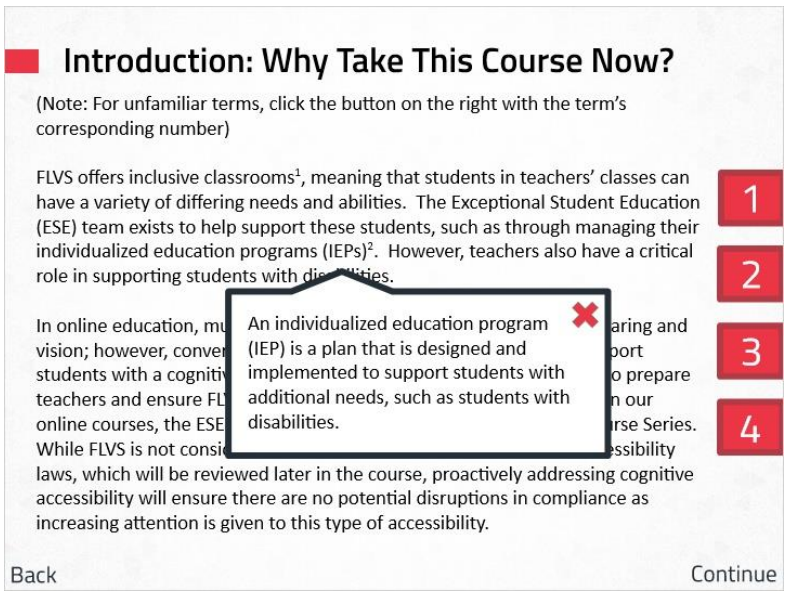
Cognitive Disability (Slide Layer)



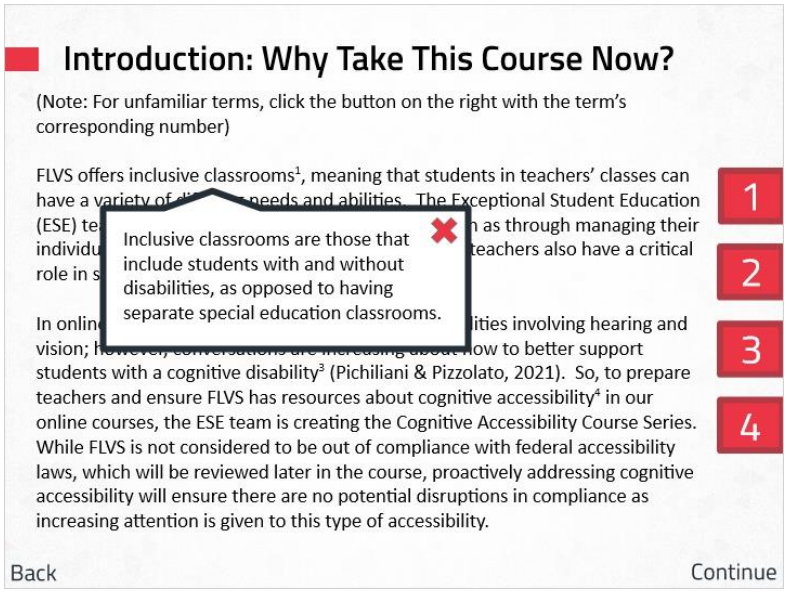
Cognitive Accessibility (Slide Layer)



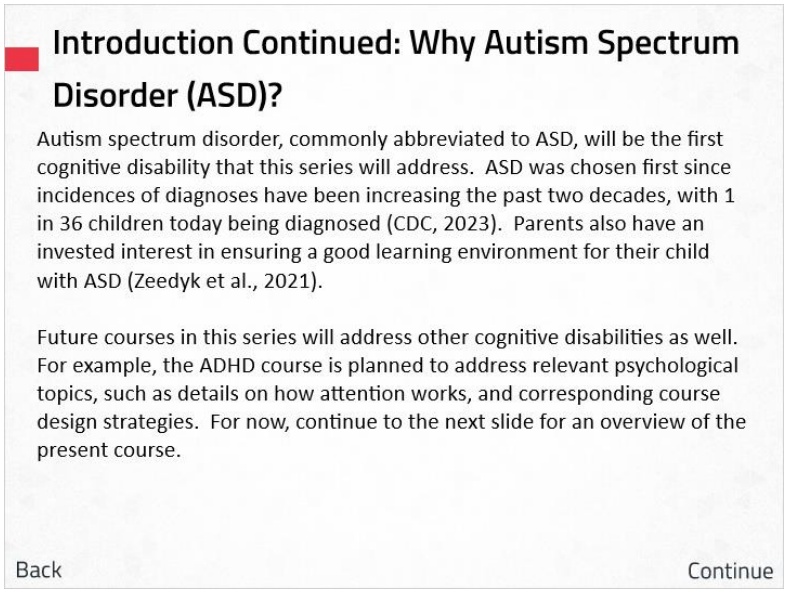
IEP (Slide Layer)



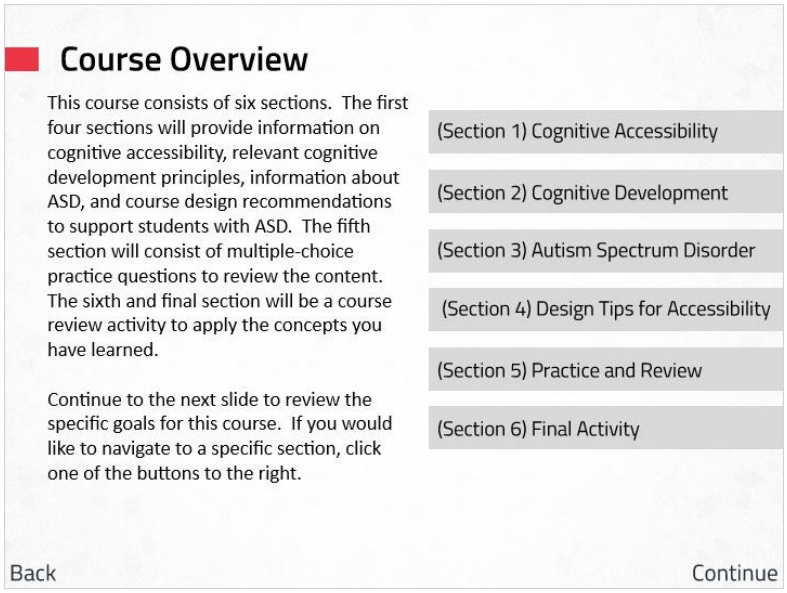
Inclusive Classroom (Slide Layer)



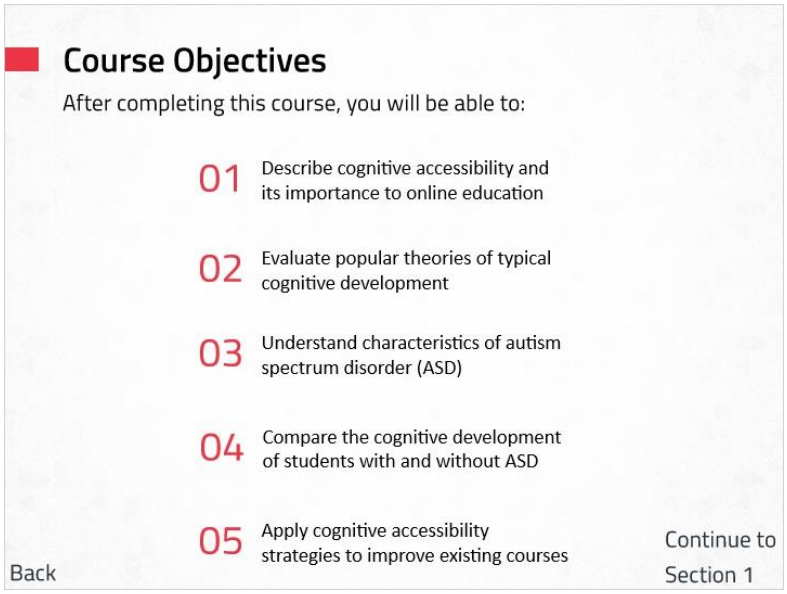
1.3 Introduction Continued: Why Autism Spectrum Disorder (ASD)?



1.4 Course Overview

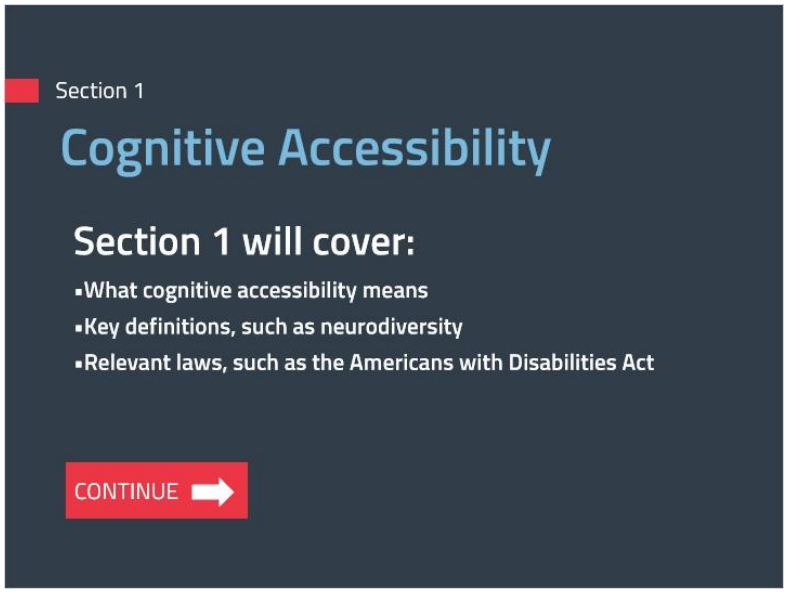


1.5 Course Objectives

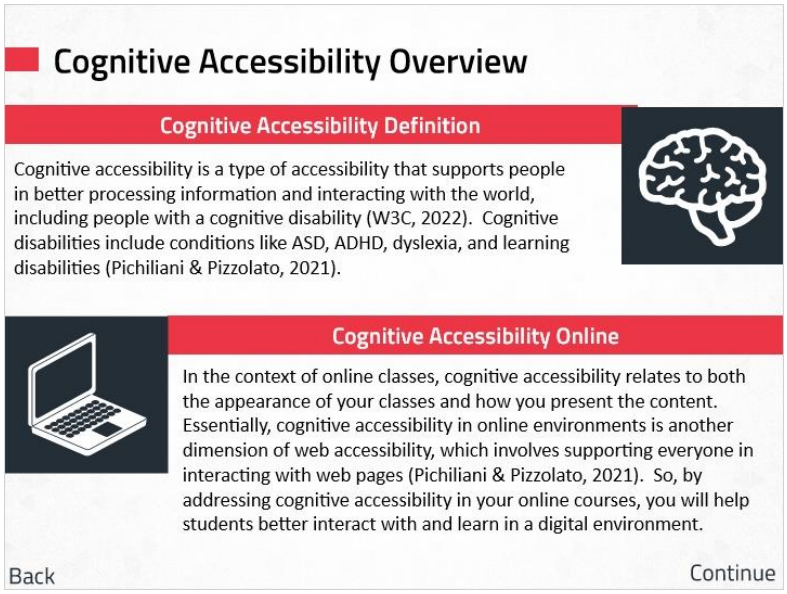


2. Section 1 (Cognitive Accessibility)

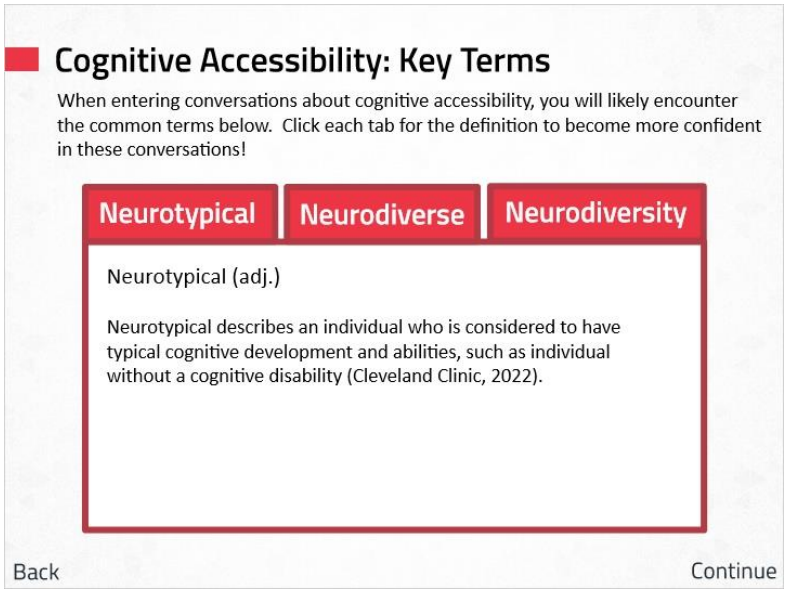
2.1 Cognitive Accessibility



2.2 Cognitive Accessibility Overview

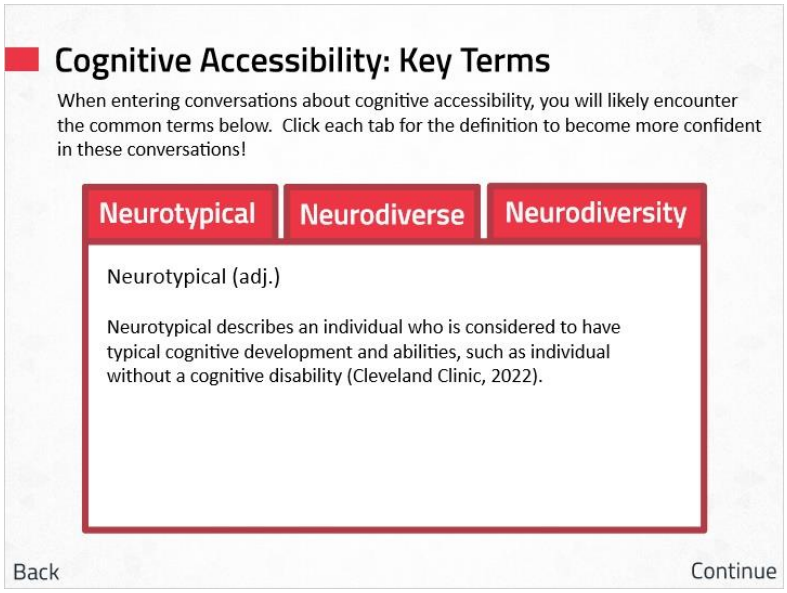


2.3 Cognitive Accessibility: Key Terms

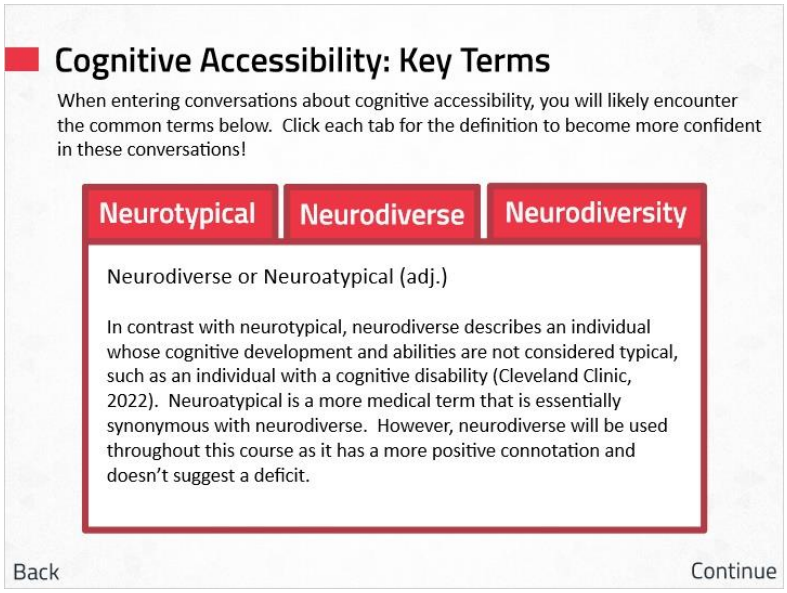


Notes:

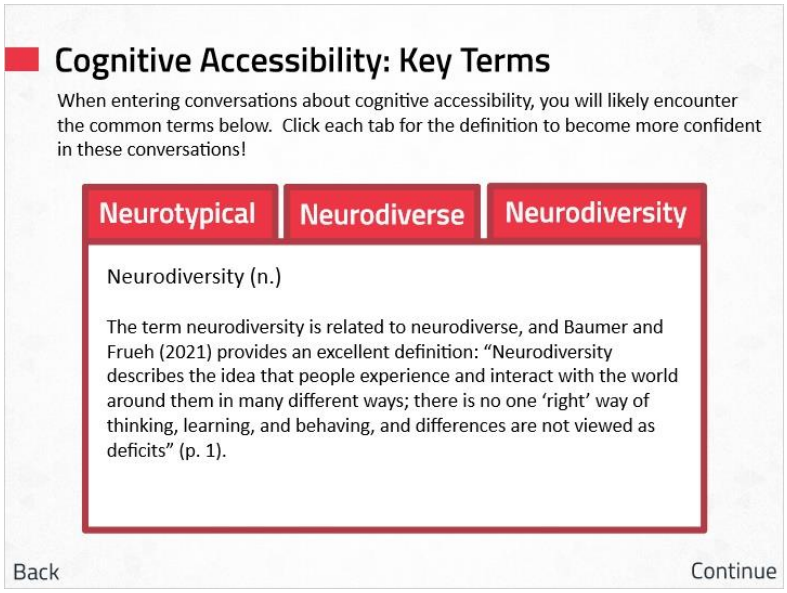
Neurotypical (Slide Layer)



Neurodiverse (Slide Layer)

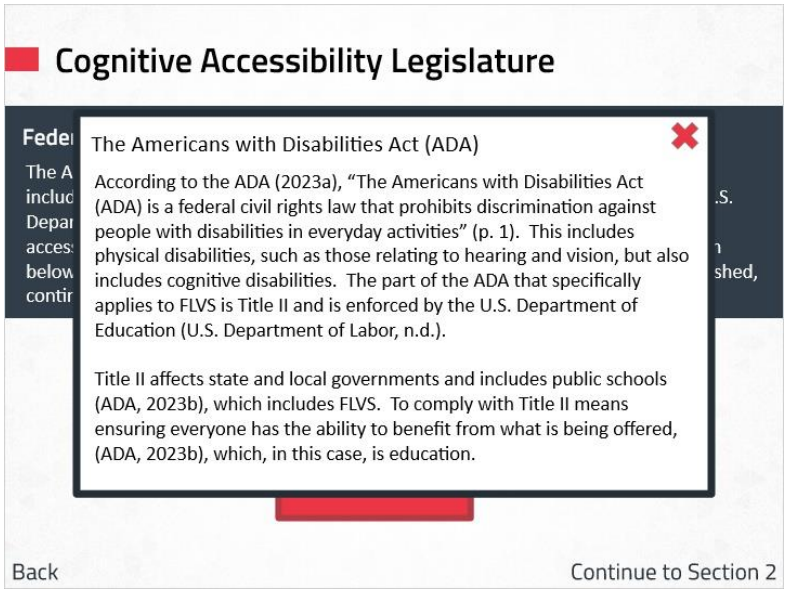


Neurodiversity (Slide Layer)

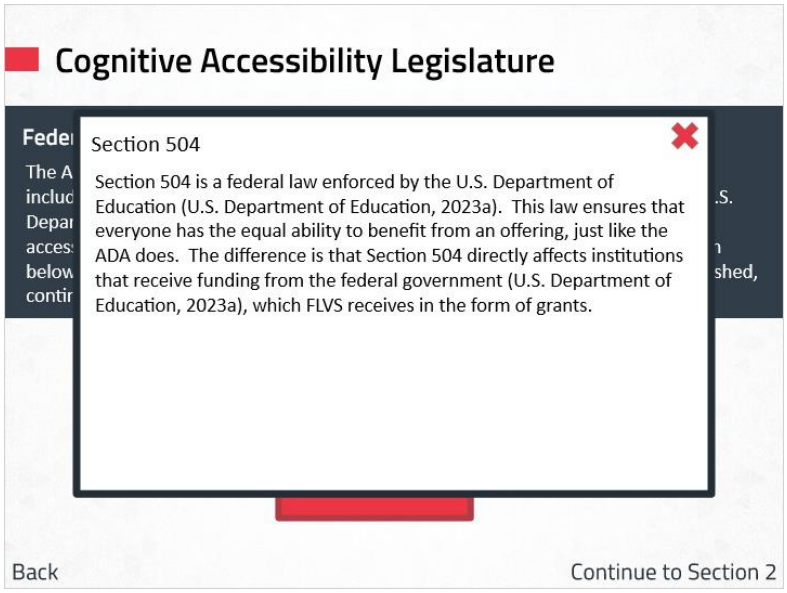


2.4 Cognitive Accessibility Legislature

ADA (Slide Layer)

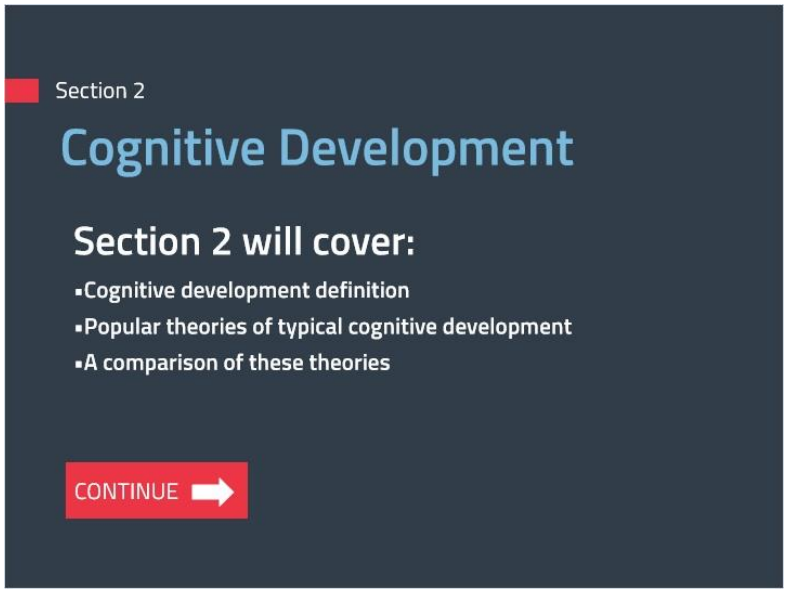


Section 504 (Slide Layer)

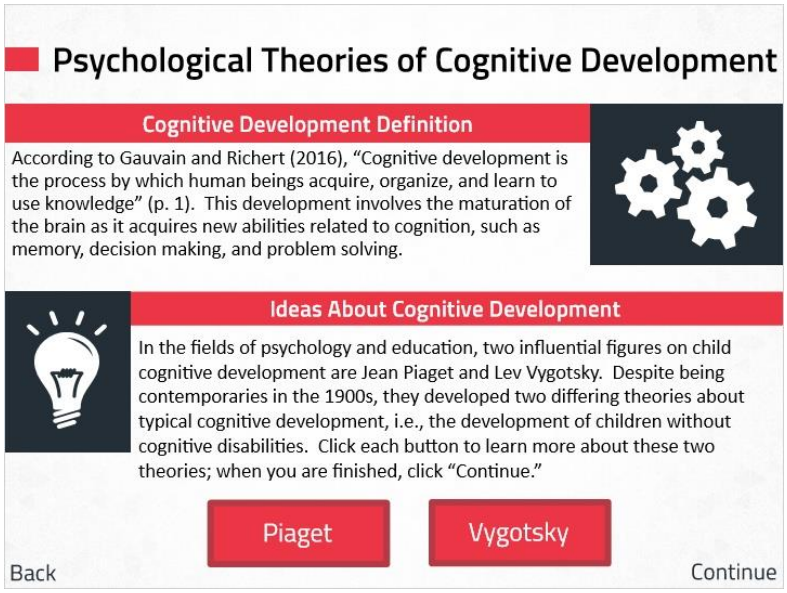


3. Section 2 (Cognitive Development)

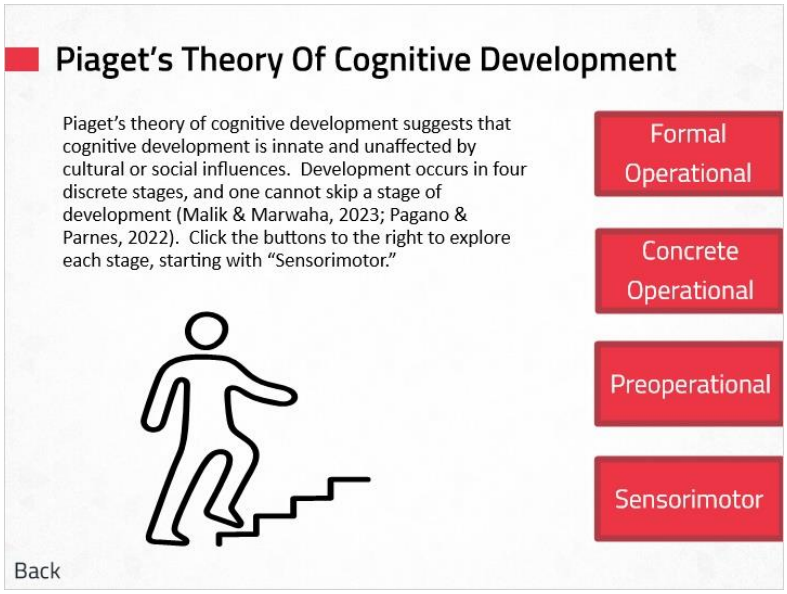
3.1 Cognitive Development



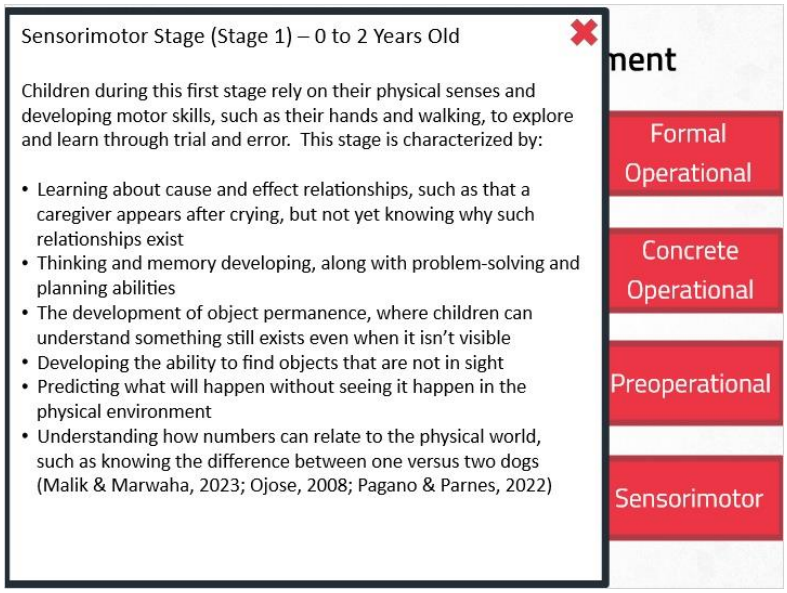
3.2 Psychological Theories of Cognitive Development



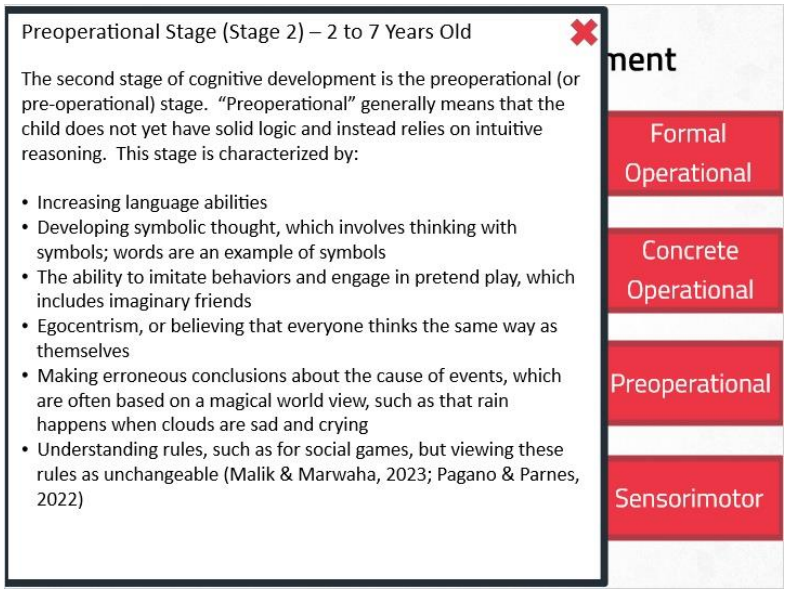
3.3 Piaget's Theory Of Cognitive Development



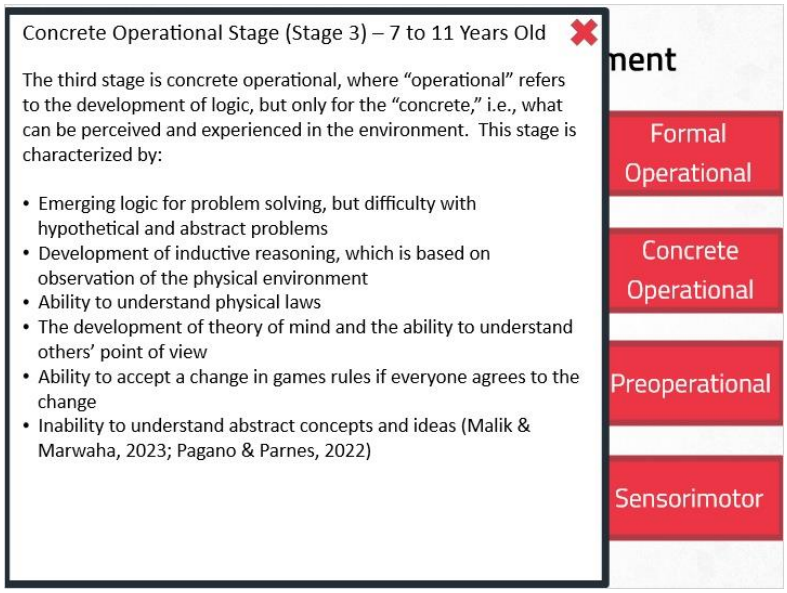
Sensorimotor (Slide Layer)



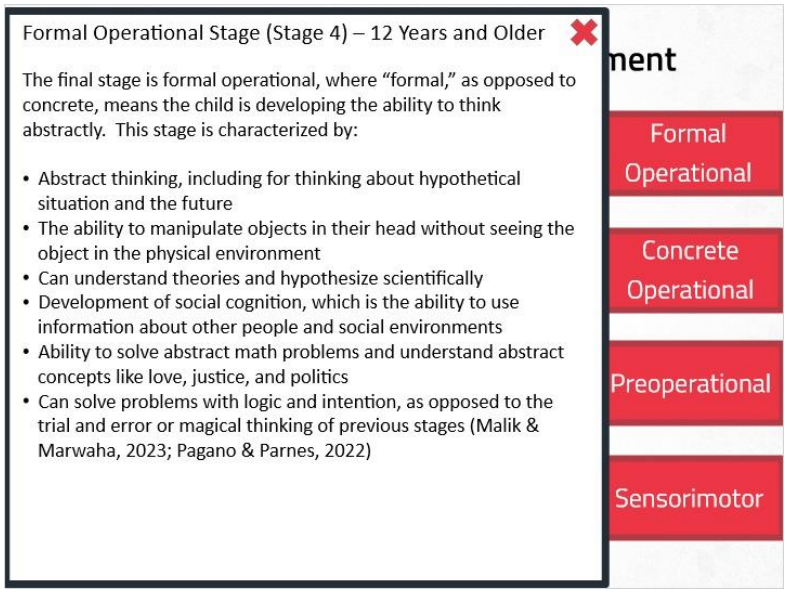
Preoperational (Slide Layer)



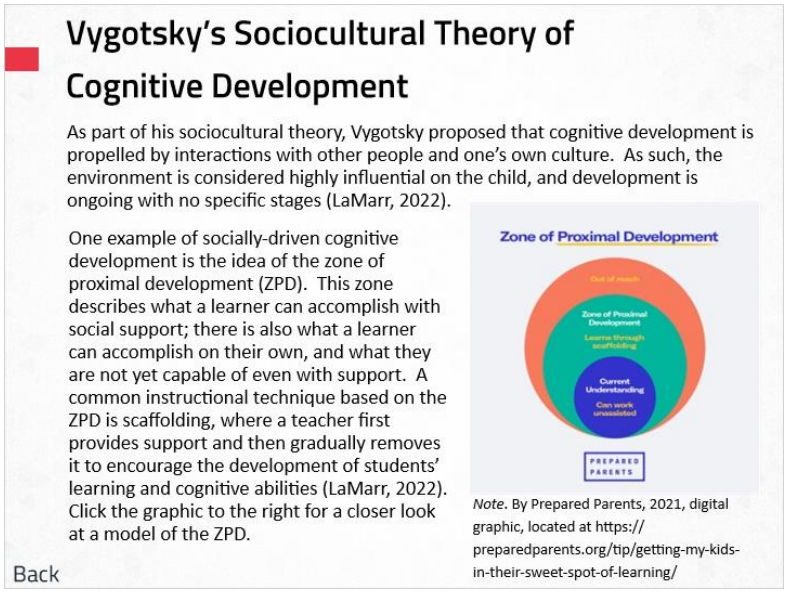
Concrete Operational (Slide Layer)



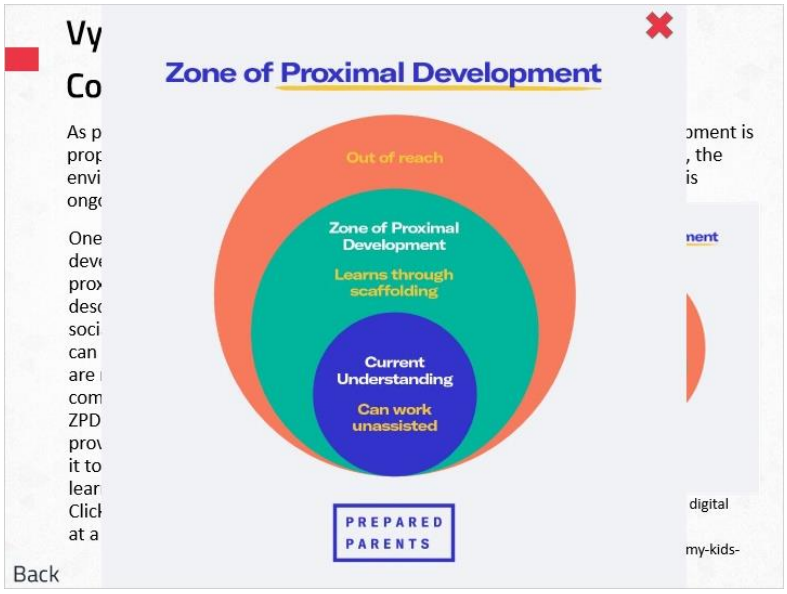
Formal Operational (Slide Layer)



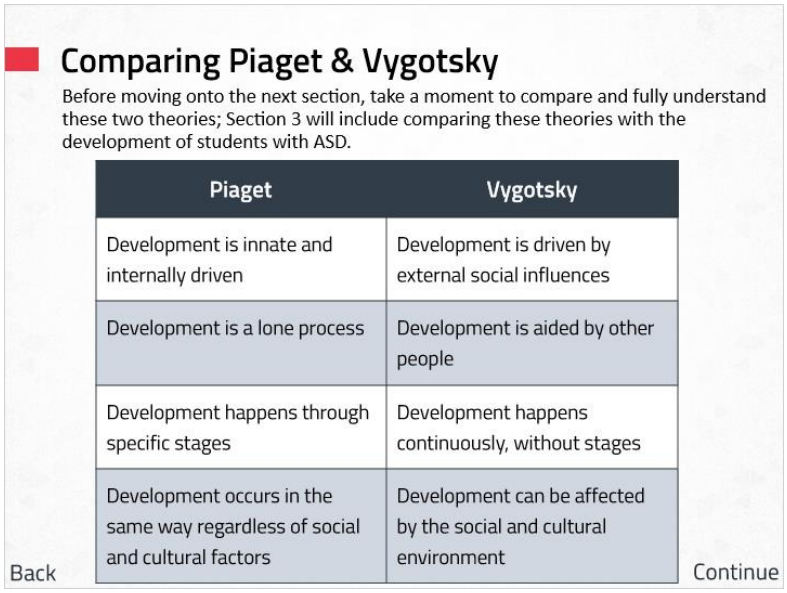
3.4 Vygotsky's Sociocultural Theory of Cognitive Development



ZPD Graphic (Slide Layer)



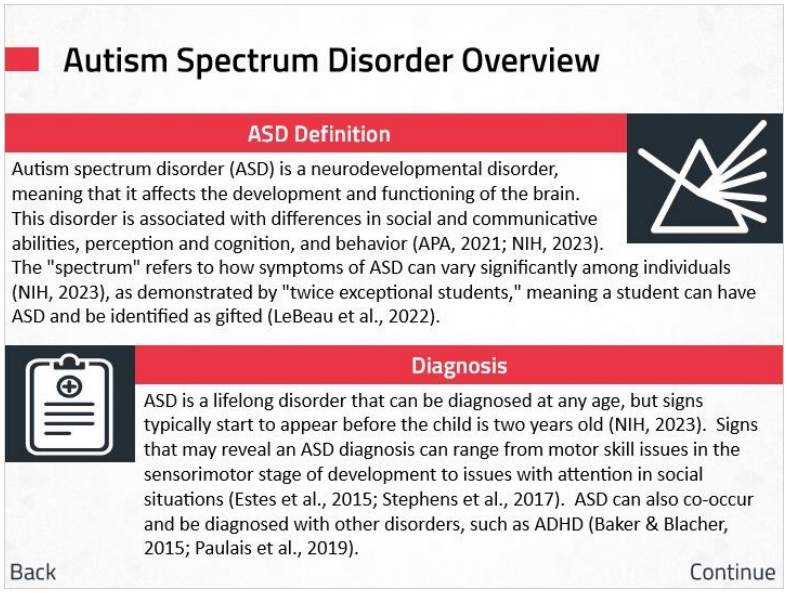
3.5 Comparing Piaget & Vygotsky



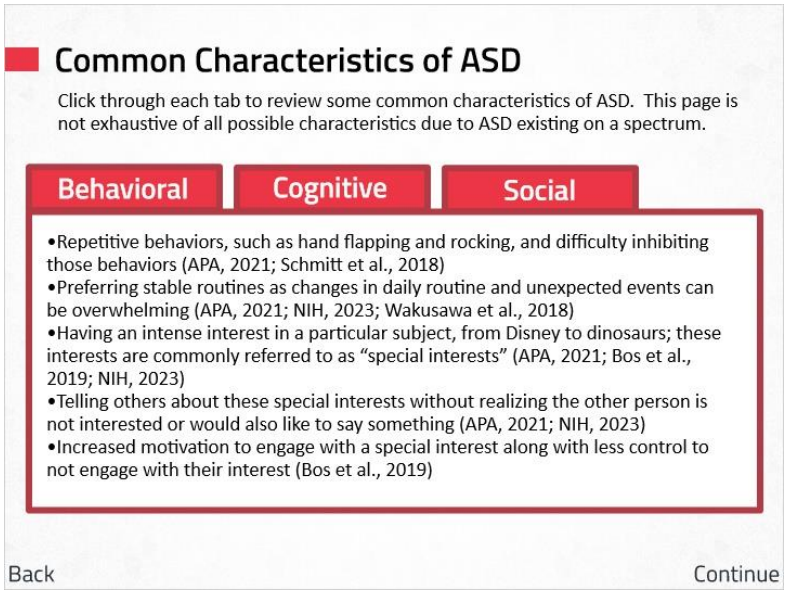
4. Section 3 (Autism Spectrum Disorder)

4.1 Autism Spectrum Disorder

4.2 Autism Spectrum Disorder Overview

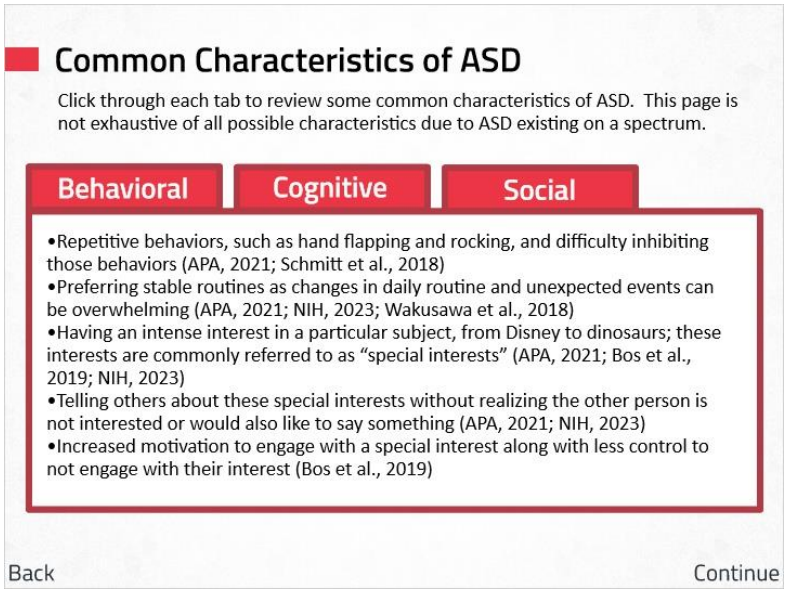


4.3 Common Characteristics of ASD

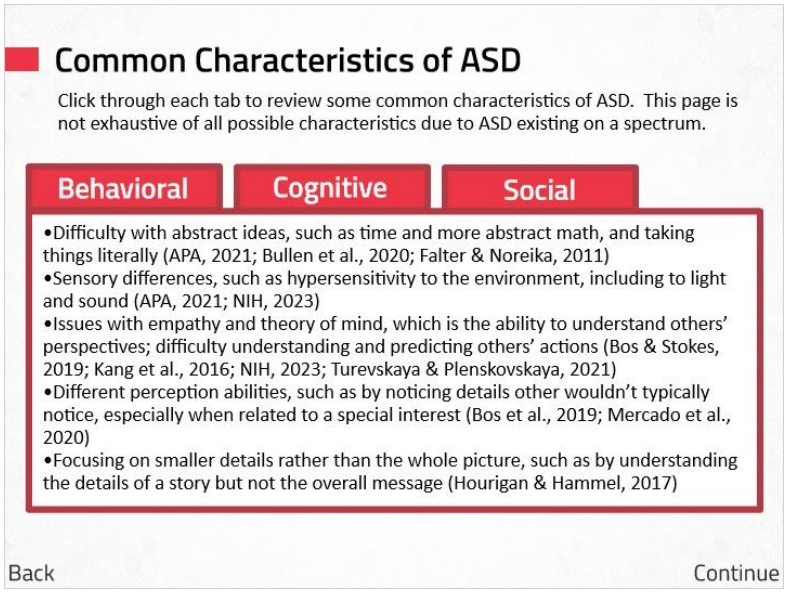


Notes:

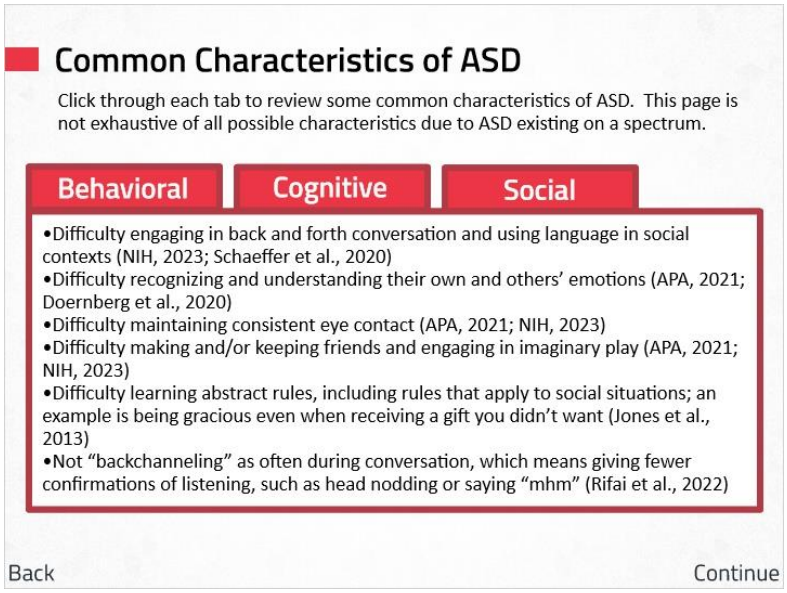
Behavioral (Slide Layer)



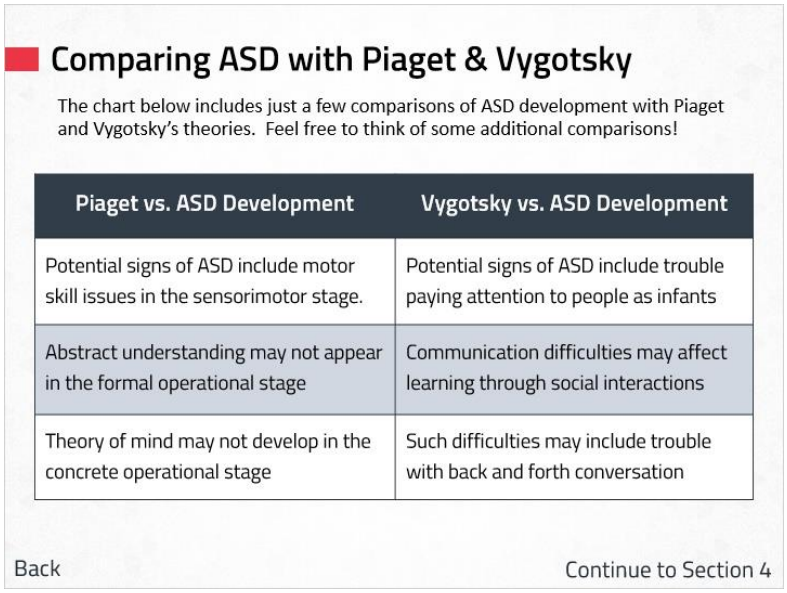
Cognitive (Slide Layer)



Social (Slide Layer)



4.4 Comparing ASD with Piaget & Vygotsky

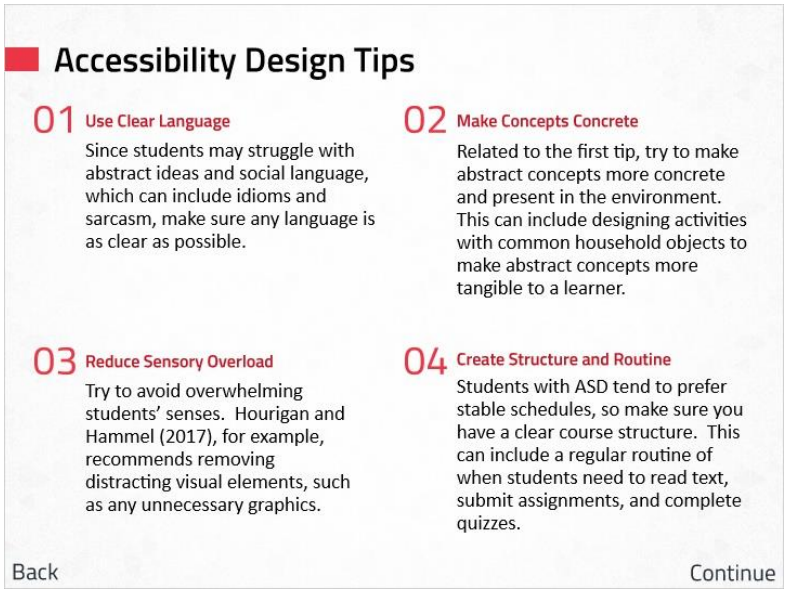


5. Section 4 (Design Tips for Accessibility)

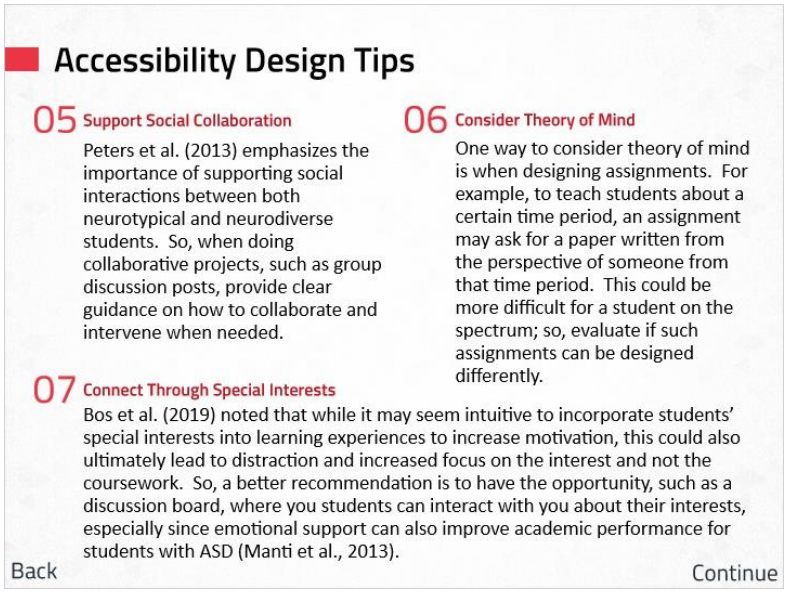
5.1 Design Tips for

Cognitive Accessibility

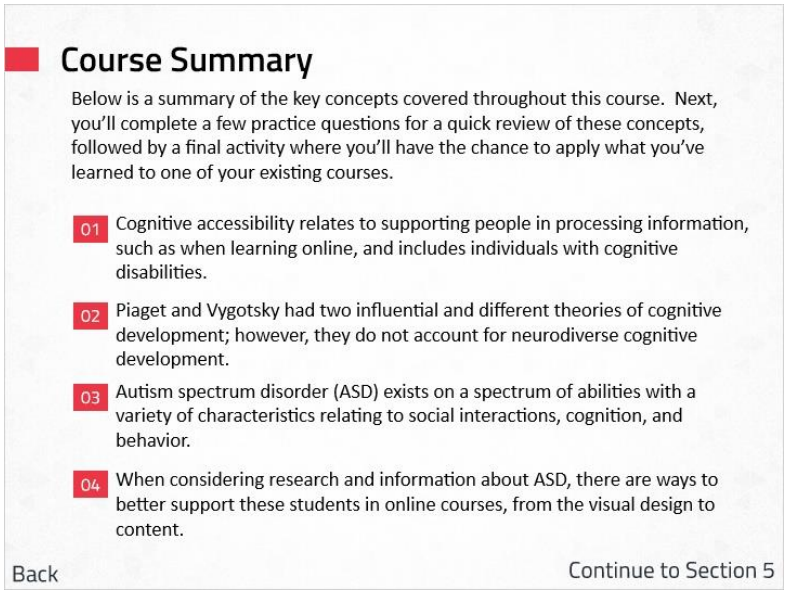
5.2 Accessibility Design Tips



5.3 Accessibility Design Tips

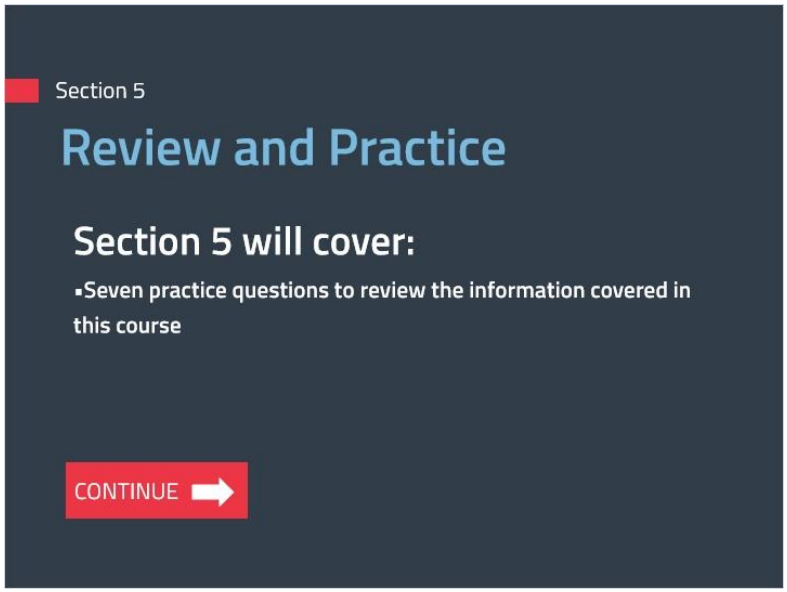


5.4 Course Summary



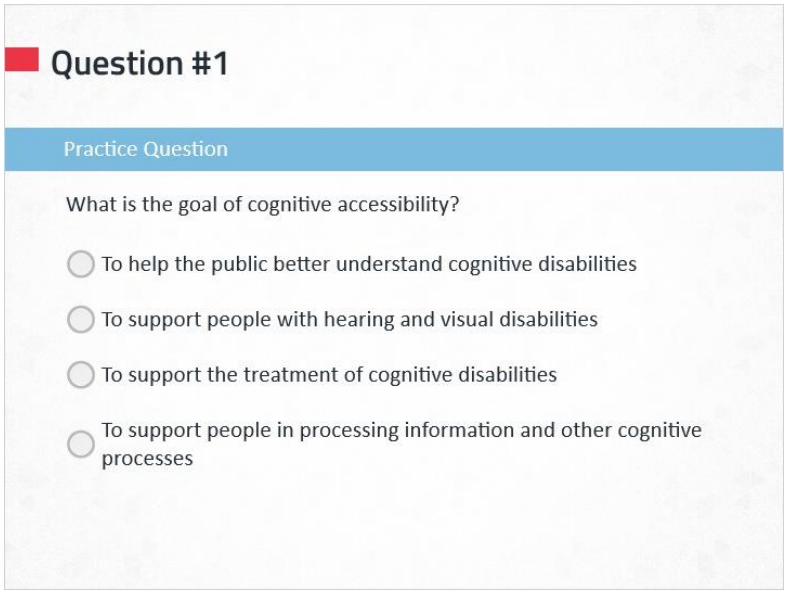
6. Section 5 (Review and Practice)

6.1 Review and Practice



6.2 Question #1

(Multiple Choice, 10 points, 2 attempts permitted)

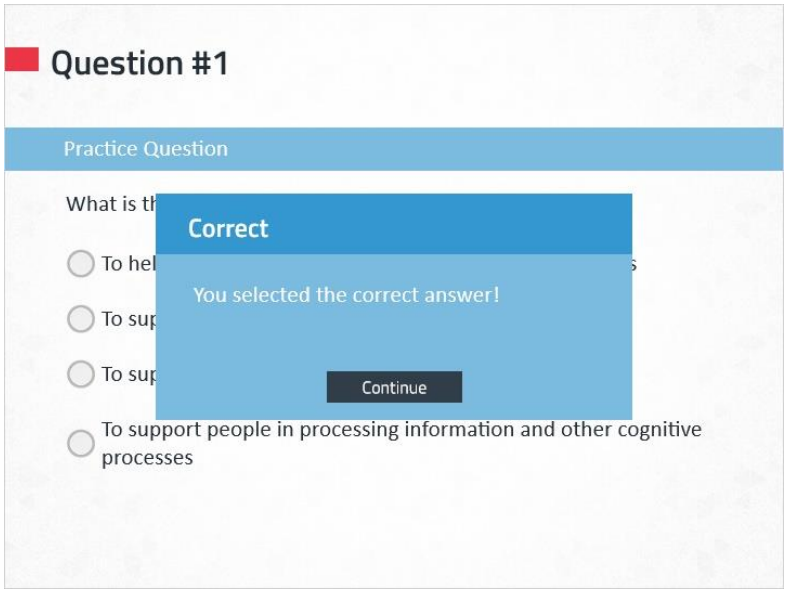


Correct	Choice
	To help the public better understand cognitive disabilities
	To support people with hearing and visual disabilities
	To support the treatment of cognitive disabilities
	To support people in processing information and other cognitive processes

Feedback when correct:

You selected the correct answer!

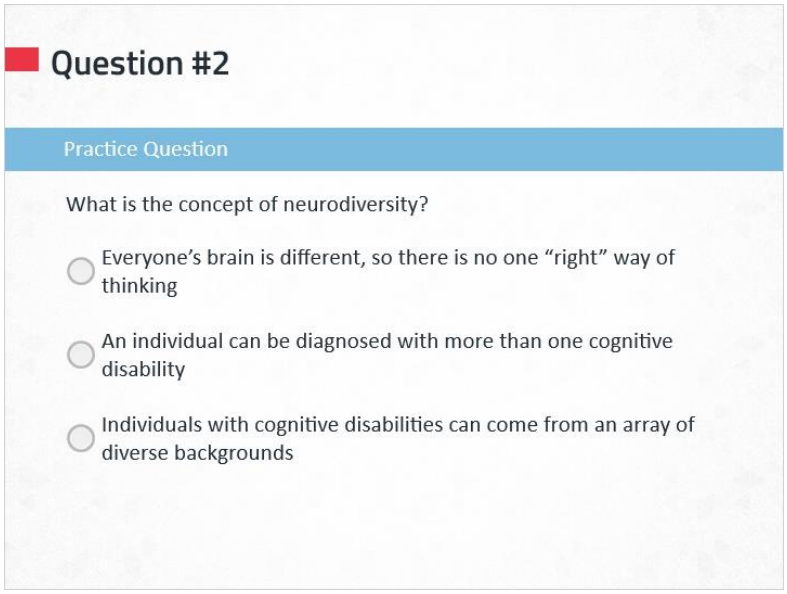
Correct (Slide Layer)



Try Again (Slide Layer)

6.3 Question #2

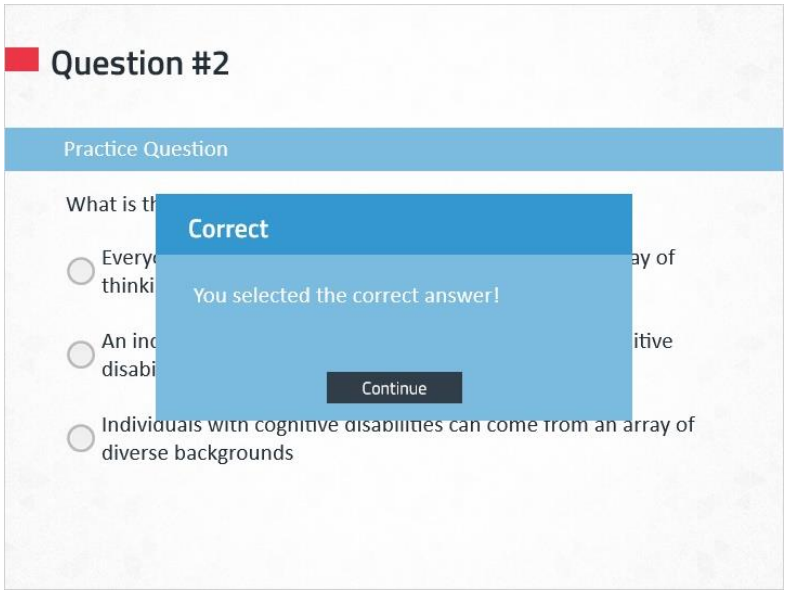
(Multiple Choice, 10 points, 2 attempts permitted)



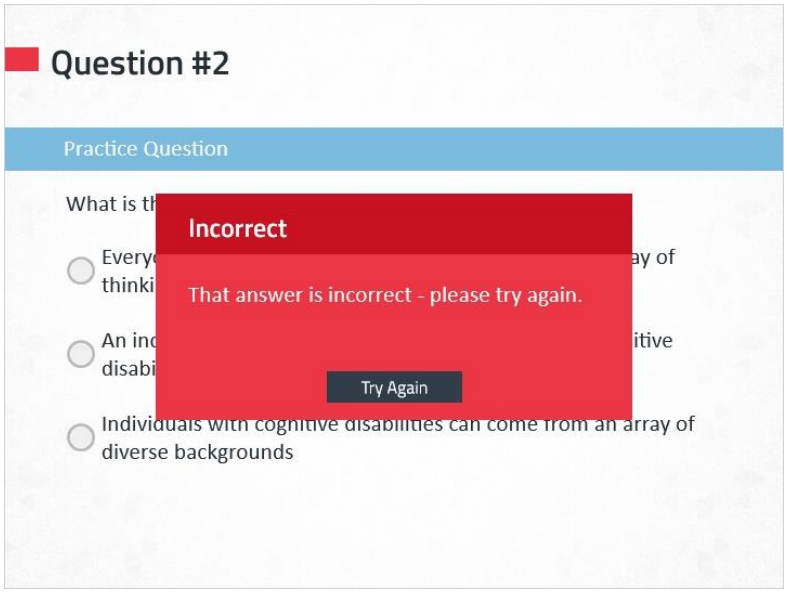
Correct	Choice
	Everyone's brain is different, so there is no one "right" way of thinking

An individual can be diagnosed with more than one cognitive disability
Individuals with cognitive disabilities can come from an array of diverse backgrounds

Correct (Slide Layer)

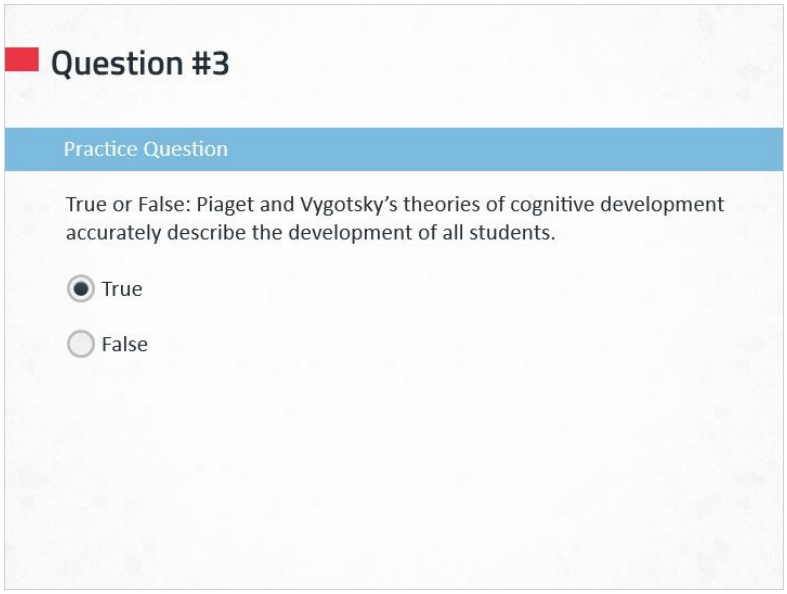


Try Again (Slide Layer)



6.4 Question #3

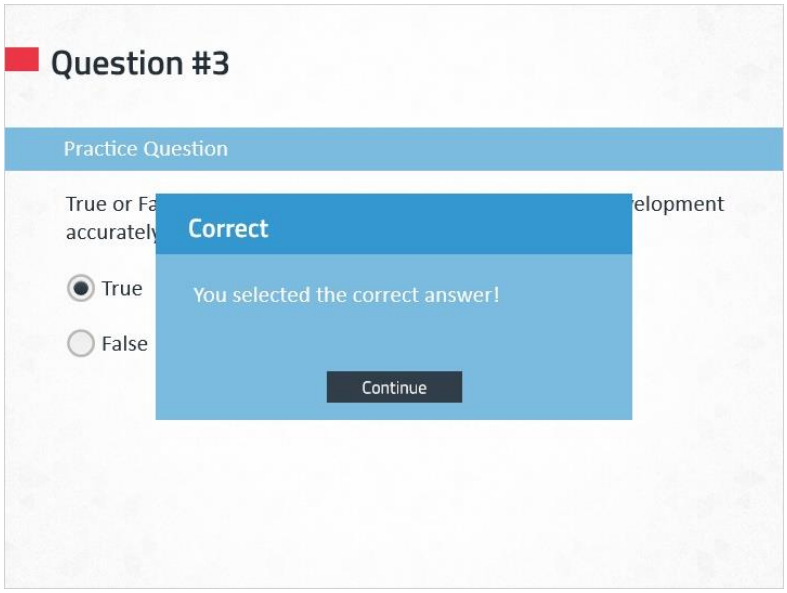
(Multiple Choice, 10 points, 2 attempts permitted)



Correct	Choice
X	True

False

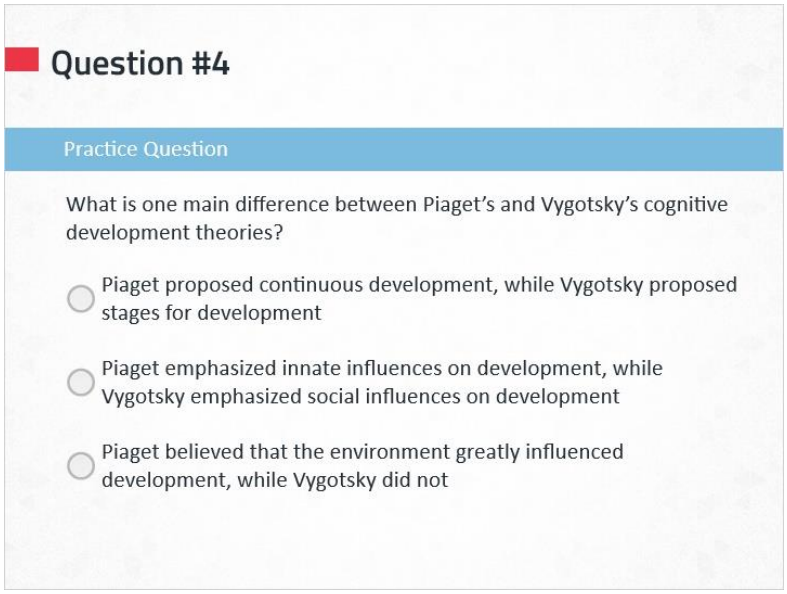
Correct (Slide Layer)



Try Again (Slide Layer)

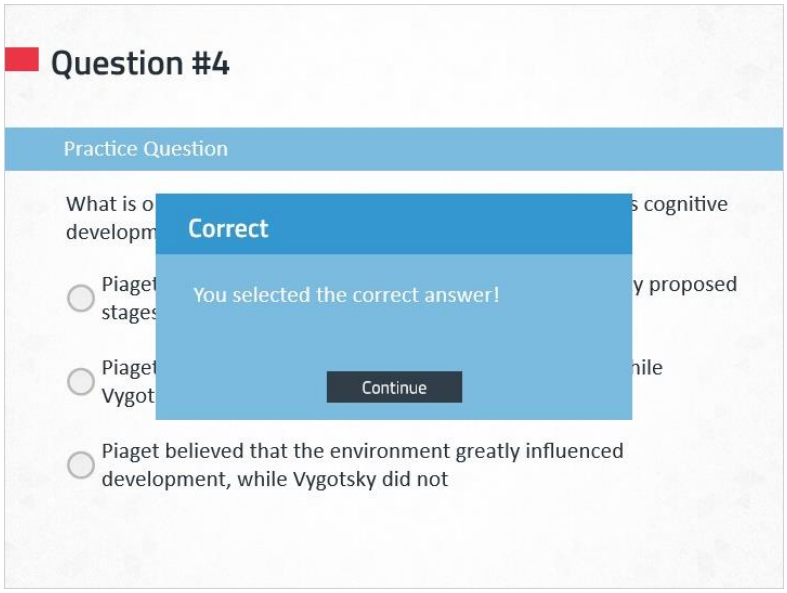
6.5 Question #4

(Multiple Choice, 10 points, 2 attempts permitted)

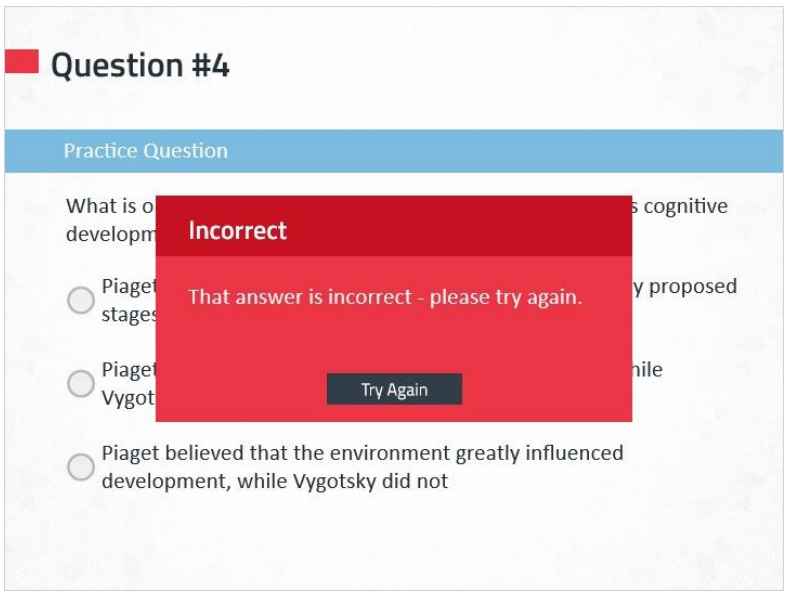


Correct	Choice
	Piaget proposed continuous development, while Vygotsky proposed stages for development
	Piaget emphasized innate influences on development, while Vygotsky emphasized social influences on development
	Piaget believed that the environment greatly influenced development, while Vygotsky did not

Correct (Slide Layer)

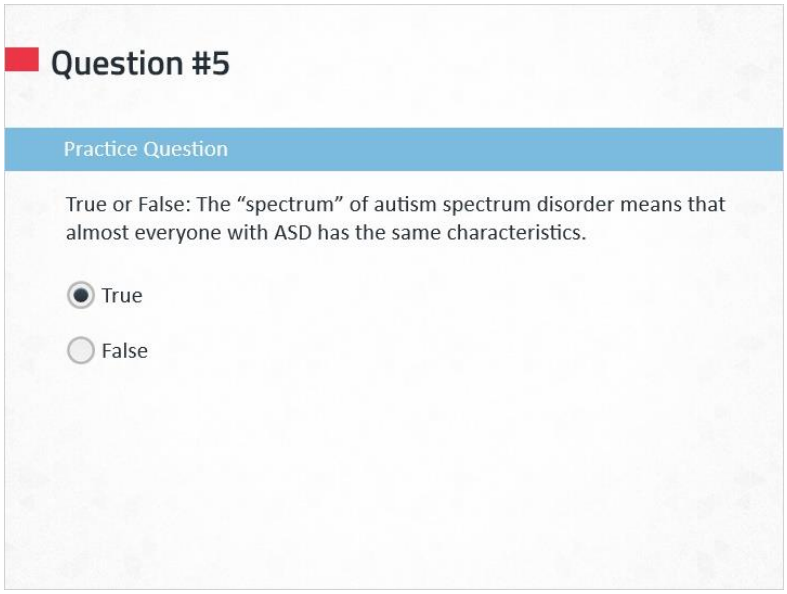


Try Again (Slide Layer)



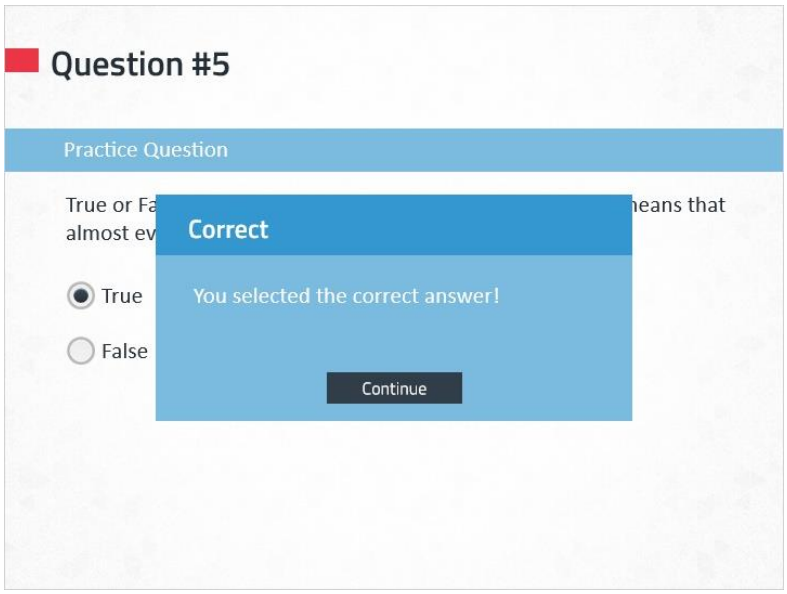
6.6 Question #5

(Multiple Choice, 10 points, 2 attempts permitted)



Correct	Choice
X	True
	False

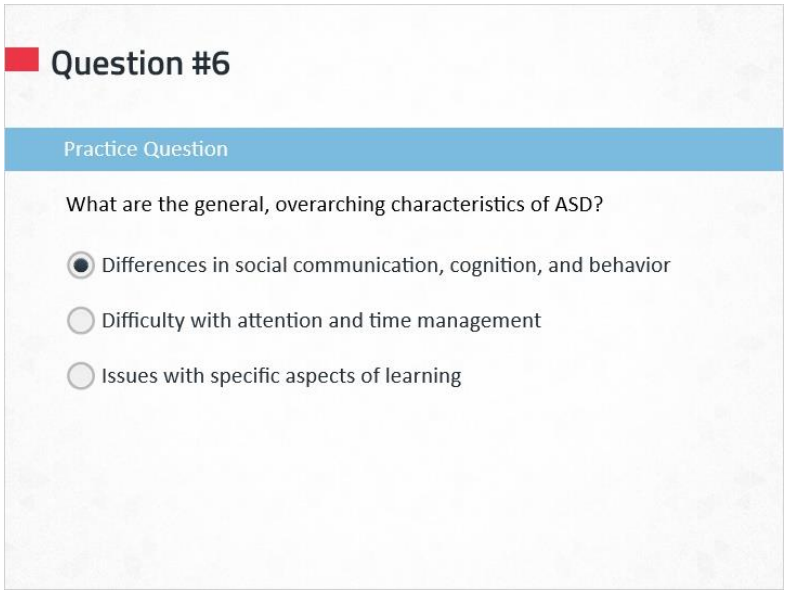
Correct (Slide Layer)



Try Again (Slide Layer)

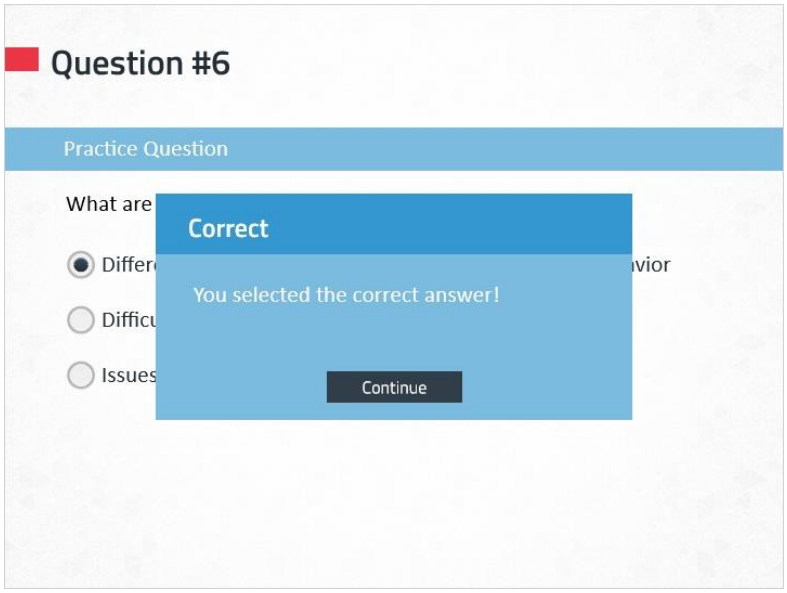
6.7 Question #6

(Multiple Choice, 10 points, 2 attempts permitted)



Correct	Choice
X	Differences in social communication, cognition, and behavior
	Difficulty with attention and time management
	Issues with specific aspects of learning

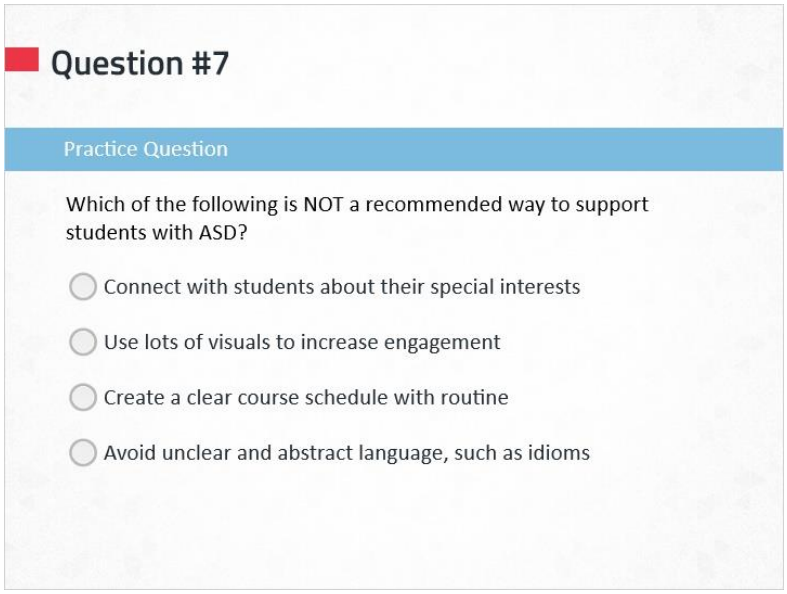
Correct (Slide Layer)



Try Again (Slide Layer)

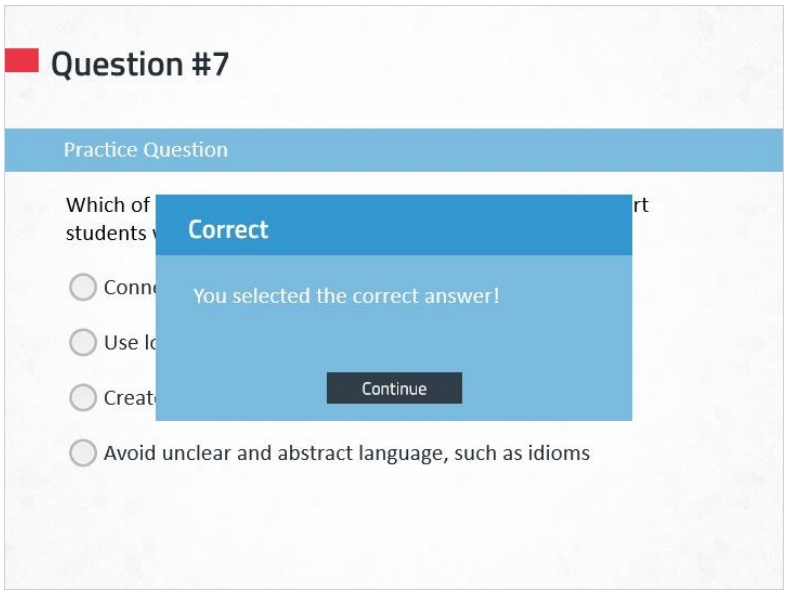
6.8 Question #7

(Multiple Choice, 10 points, 2 attempts permitted)

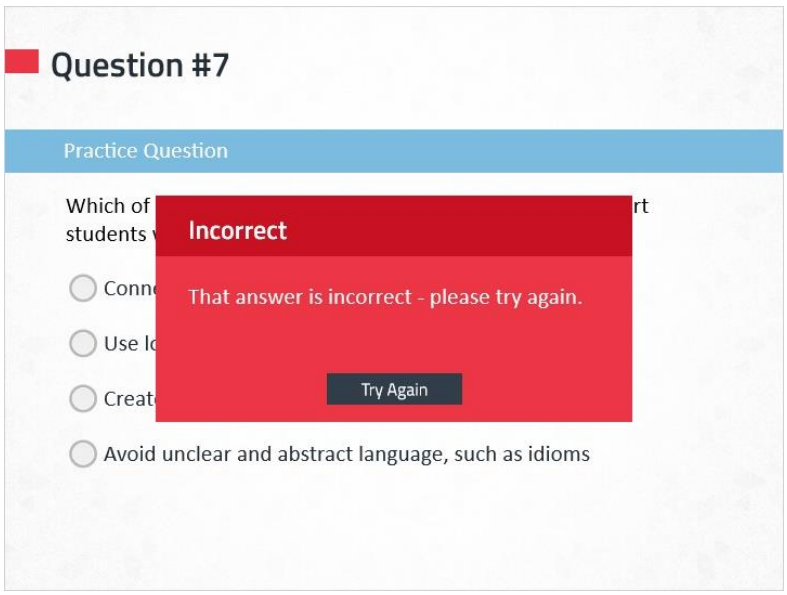


Correct	Choice
	Connect with students about their special interests
	Use lots of visuals to increase engagement
	Create a clear course schedule with routine
	Avoid unclear and abstract language, such as idioms

Correct (Slide Layer)

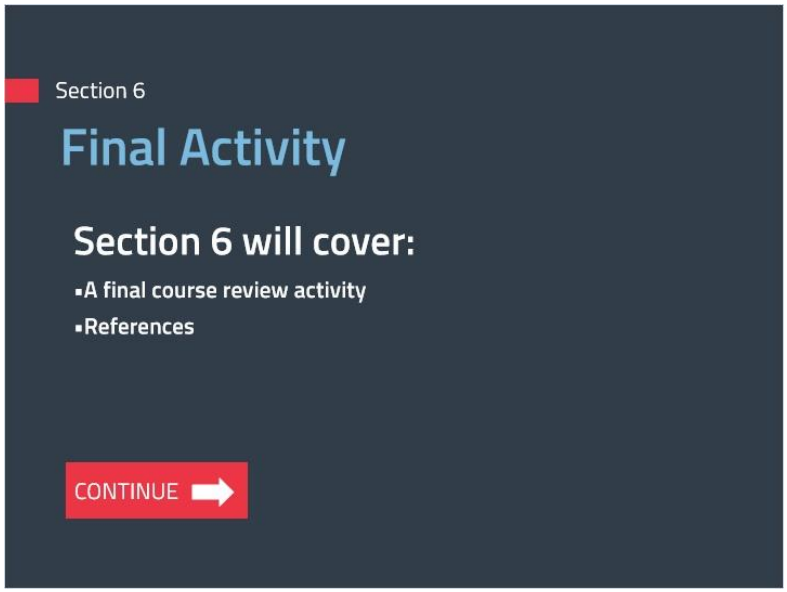


Try Again (Slide Layer)

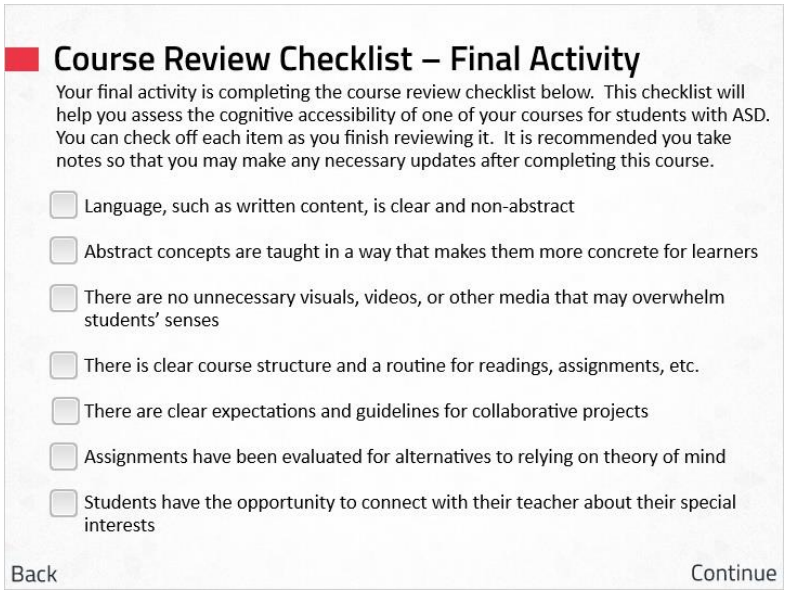


7. Section 6 (Final Activity)

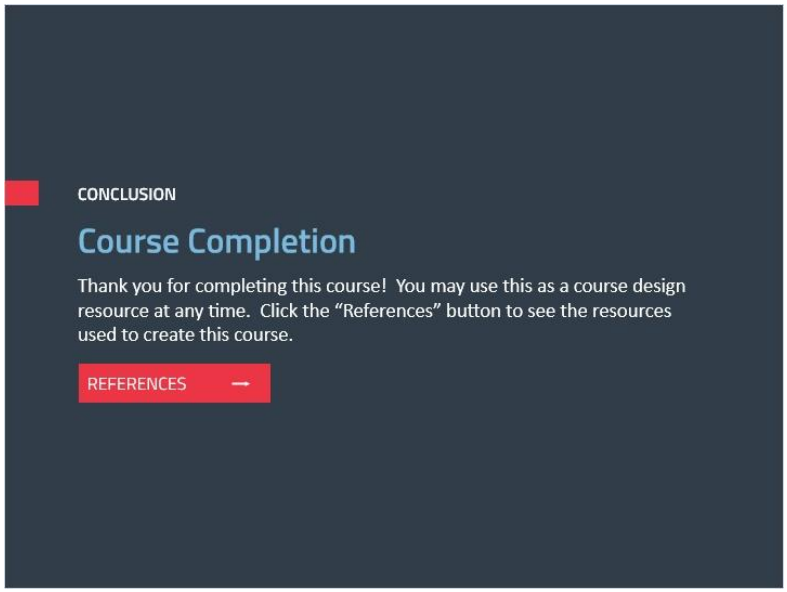
7.1 Final Activity



7.2 Course Review Checklist - Final Activity



7.3 Course Completion



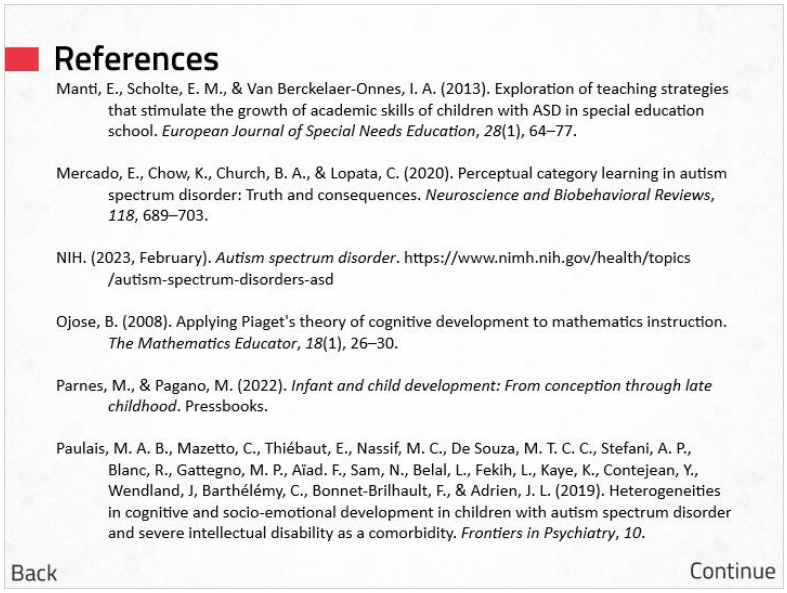
Notes:

7.4 References (Page 1)

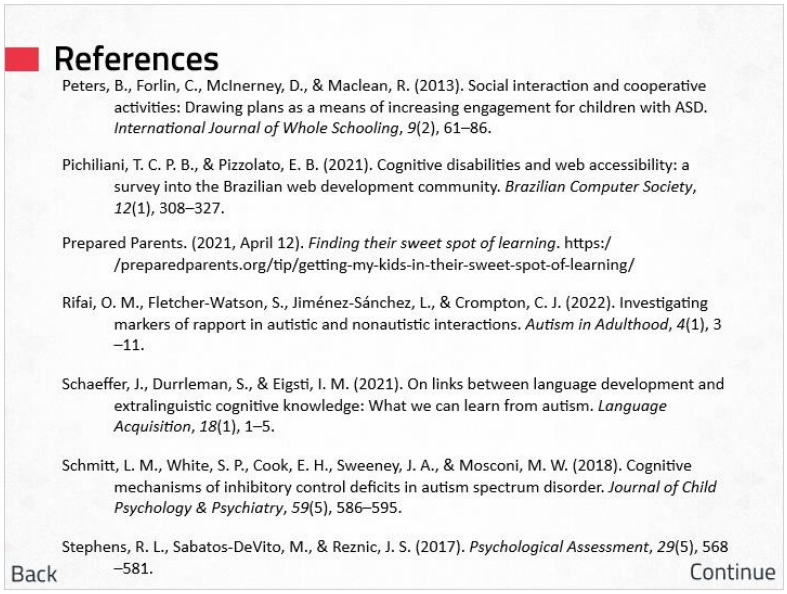
7.5 References (Page 2)

7.6 References (Page 3)

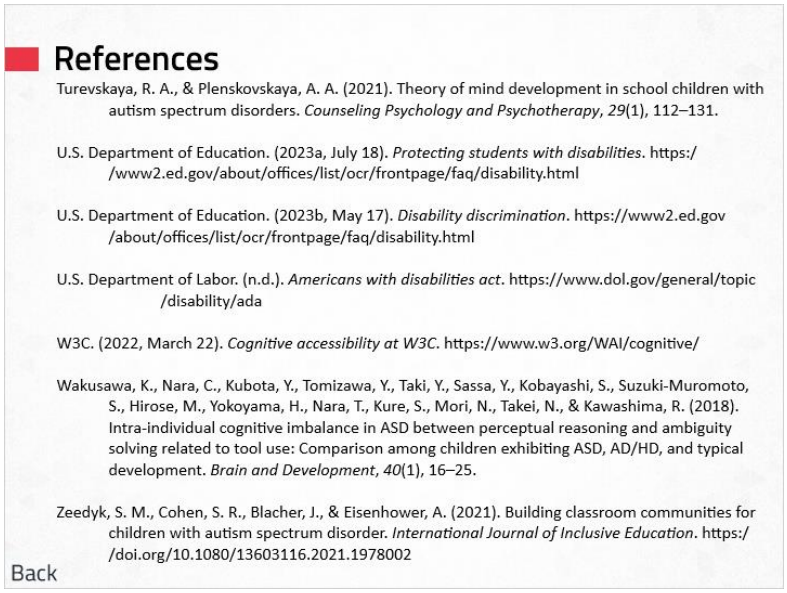
7.7 References (Page 4)



7.8 References (Page 5)



7.9 References (Page 6)



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