Course and Contact Information:

Instructor: Lisa Simpson, Ed.D.
Office Location: Sweeney Hall 235
Telephone: 408 924-2924
Email: lisa.simpson@sjsu.edu
Office Hours: Thursdays 2:00 – 4:00 and by appointment
Class Days/Time: Thursday 4:00 – 6:45 pm
Classroom: Sweeney Hall 230
Prerequisites: Department or Instructor consent

Course Format
This course follows a traditional format with weekly class sessions. Students will need to have access to the Internet for course materials and to submit assignments.

CANVAS Learning Management System
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking CANVAS and your SJSU email for updates.

Course Description
This course examines theoretical foundations and applications of evidence-based best practices for students with Autism Spectrum Disorders and Moderate/Severe disabilities including but not limited to structured teaching, visual supports and visual modeling, social narratives, positive behavior support, self-advocacy skills, inclusive education, recreation and leisure, and special interventions for young children including discrete trial training.

The foundation for this course is built upon the research and theories of individuals who originally identified and researched ASD, including Leo Kanner, Lorna Wing, Uta Frith, and Hans Asperger. There are many different methodologies and instructional and behavioral strategies for working with individuals with ASD. The evidence-based best practices for students with ASD defined and reviewed in this course are drawn from the most recent research from the National Professional Development Center on Autism Spectrum Disorders and the works and writings of Ivar Lovaas (Discrete Trial Training and Applied Behavior Analysis), Koegel & Koegel (Pivotal Response Training), Eric Schopler (TEACCH), Rogers, Vismara, & Dawson (Early Start Denver Model), Dunlap, Fox, and Strain (Positive Behavior Supports), and Carol Gray (Social Stories). First hand experience of life with ASD comes from Stephen Shore, Temple Grandin, and Ron Suskind.

Course Goals
This course is intended to enable students meet the competencies specified in the following CCTC Education Specialist Program Standards and Autism Spectrum Disorders Added Authorization Standards (ASDAA):
Program Standard 11: Typical and Atypical Development

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practice on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.

Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

ASDAA Standard 1: Characteristics of ASD

The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behaviors, and processing and their implications for program planning and service delivery.

ASDAA Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorders

The program ensures that each candidate is able to demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization.

ASDAA Standard 3: Collaborating with Other Service Providers and Families

The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

Course Learning Outcomes

Upon successful completion of this course candidates will be able to:

1. Articulate the unique characteristics and core challenges of learners with autism spectrum disorders.

2. Discuss the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications.

3. Communicate current issues and trends in special education for students with autism spectrum disorders, recognize myths and controversies surrounding ASD and articulate an informed position in regard to these issues.

4. Implement evidence-based instructional strategies as put forth by the National Professional Development Center on Autism Spectrum Disorders for teaching students with autism spectrum disorders in real classroom scenarios including antecedent based interventions, visual supports and schedules, video modeling, peer mediated interventions, and social narratives.
5. Implement systematic instruction and discrete trial training, including task analysis, appropriate data collection measures, and prompting and reinforcement systems, and will be able to use these systems so that students with ASD are successful in academic and community settings.

6. Demonstrate understanding of strategies to foster the development of appropriate social skills in students with ASD, including social narratives and peer-mediated interventions.

7. Implement a variety of communication supports for students with ASD and will understand the basic constructs of a Picture Exchange Communication System.

8. Discuss the immediate and long-term impact of ASD on families across the lifespan as well as articulate best practices for working with families including person-centered planning and self-advocacy, communication and collaboration, family training, and multicultural perspectives.

9. Explain their roles as special education professionals in program planning and service delivery, demonstrate collaboration skills with families and other professionals, establish collaborative strategies for inclusive education, modify general education curriculum and instruction for individuals with ASD included in general education and employment settings, and develop strategies for students with ASD to participate in recreation and leisure activities in the community.

**Required Texts/Readings**

**Required Textbook**  
*Methods for Teaching Students with Autism Spectrum Disorders: Evidence-Based Practices*  
Authors: Wheeler, Mayton, & Carter  
Pearson Publishing  
ISBN-10: 0133833666  

**Required Reading – Each student will read one of the following books. (Submit first choice to instructor. Do not purchase until you know which book you have been assigned.)**

- **Beyond the Wall: Personal Experiences with Autism and Asperger’s Syndrome**  
  Author: Stephen Shore  
  ISBN-10: 1931282196  

- **Life Animated: A Story of Sidekicks, Heroes, and Autism**  
  Author: Ron Suskind  
  ISBN-10: 1423180364  

**Additional Readings: Research Journal Articles**


**Additional Readings: Research Report**


Report can be retrieved online from the National Professional Development Center on Autism Spectrum Disorders at [EBP Report](#).

**Supplemental Readings from TEACHING Exceptional Children:**


Library Liaison

The Special Education library liaison is Teresa Slobuski. Teresa can be reached via email at: teresa.slobuski@sjsu.edu

COURSE REQUIREMENTS AND ASSIGNMENTS

1) MODULES (5x10) 50 points

50 points total (14% of grade) [CLO 4-9]
Students will complete five online modules and submit the post-module assessment results to CANVAS. A score of 90% or higher is required to earn credit for the AFIRM modules. Modules are due on the following dates:

- AFIRM Module DTT – due February 9
- AFIRM Module PECS – due March 2
- AFIRM Module PMII – due March 9
- AFIRM Module SN – due March 16
- CONNECT Module Collaboration – due April 27

2) BOOKCLUB DISCUSSIONS (5x10) 50 points

50 points total (14% of grade) [CLO 1, 2, 8, 9]
Students will participate in book club discussions on CANVAS for their chosen book. Students will respond to five prompts about their book throughout the semester. To earn maximum points for each prompt students should provide a thoughtful and thorough reflection and respond to at least one other person’s response.

Book clubs will share out final reflections at the last regular class session (May 11, 2017).

3) EBP TOOLKIT 75 points

75 points (21% of grade) [CLO 4-6]
Students will create a “toolkit” of materials to demonstrate competency with the evidence-based practices of Discrete Trial Teaching, Social Story (Social Narrative), and Video Modeling. The toolkit should include a complete and detailed example of the EBP and an accompanying data collection sheet. The Social Story should be in Carol Gray’s format.

Toolkits will be submitted to CANVAS and shared in class on May 4.

4) RESEARCH ARTICLE PAPER AND PRESENTATION (75 points)

75 points (21% of grade) [CLO 1-9]
Candidates will present to the class one of the research studies from the syllabus that provides evidence of the effectiveness of an EBP and submit a written paper in APA format. Each research summary should include the following information:
• Description of participants
• Research questions examined
• Methods used in the study
• Results of the study
• Discussion of key findings
• Limitations of the study
• Example of how to use this EBP in the classroom

Each student will make a presentation (10-12 minutes) to the class that conveys key information from the research study and the classroom example of the EBP. The written paper will be submitted to CANVAS on the day of the presentation. **Students will present their article the day the EBP is discussed in class.**

5) **CASE STUDY PROJECT (100 points)**

**100 points (30% of grade) [CLO 8-9]**

Each student will chose **ONE** evidence-based practice to implement with an individual with autism in a school, home, or community setting. Suggested strategies include the following but you may choose another EBP if desired:

- Visual support / visual schedule
- Video model
- Social narrative
- Positive reinforcement
- Discrete trial teaching of skill
- Task Analysis

The student should identify the target behavior or skill area to address with the evidence-based practice, collect baseline data, implement the strategy and collect data with the use of the strategy. The student will prepare a written paper that includes the following information:

- Description of the case study individual to include strengths, interests, and challenges
- Description of the target behavior
- Rationale for the chosen evidence-based strategy
- Description of how the strategy was implemented
- Data sheet with baseline data and implementation data
- Graph that includes baseline data and implementation data
- Discussion of the results of the implementation
- Reflection of how implementation of this strategy informs candidate’s practice as a special educator

Student will present their case study project to the class during the scheduled final exam time on 5/18/17. Papers are to be uploaded to CANVAS by 5:15pm.

**FINAL EXAMINATION**

Candidates will present their case study project to the class during the scheduled final exam time.

**Case Study Evidence-Based Strategy Implementation Paper and Presentation Are Due 5/18/17 at 5:15pm**

**Grading Information**

1. Candidates must complete all assignments to receive a grade in this class.

2. All written assignments must meet academic and professional standards for quality and must be written following APA guidelines: Times New Roman 12 pt font, double spaced, one-inch margins, and free of spelling and grammatical errors.

3. An “Incomplete” for the semester may be considered under extreme circumstances at the instructor’s discretion. Consideration requires that all written work has been turned in on time and a minimum of 80% of the course requirements have already been completed at the time of the request.
4. All assignments are due on the assigned date and time listed in the course syllabus. If a problem arises please contact the instructor before the due date. Late assignments will receive a 10% reduction each day they are late up to one week beyond the due date. ASSIGNMENTS ARE NOT ACCEPTED AFTER ONE WEEK PAST THE DUE DATE.

Determination of Grades

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tr>
<td>Online Modules</td>
<td>50 points</td>
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<td>Book Club Participation</td>
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<td>Evidence-Based Practice Toolkit</td>
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<td>Research Article Paper and</td>
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<td>Implementation</td>
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<td>Total</td>
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A+ = 98 – 100%  A = 92 – 97%  A- = 90 – 91%
B+ = 88 – 89%  B = 82 – 87%  B- = 80 – 81%
C = less than 80%

Classroom Protocol

All students are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate’s ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes. Attendance is paramount to students’ success in this course.
2. Arrive to class on time and stay until the end of class.
3. Bring textbook and course materials to class as needed.
4. Keep cell phones put away during class.
5. Use computers during class to take notes or access course materials only.
6. Respect others in class and show tolerance for viewpoints different than one’s own.
7. USE PEOPLE FIRST LANGUAGE AT ALL TIMES.

Candidates are reminded that violations of classroom protocol may result in a negative disposition sheet submitted to the department.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/’
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 01/26/17 | **Introduction to Course – Review of Syllabus – Preview of Assignments**  
**Reading:**  
| 2    | 02/02/17 | **Topic: Understanding Autism – Chapter 1**  
- Historical Overview of Autism  
- Diagnostic categories  
- Characteristics (videos)  
- Treatment Approaches  
  - Discrete trial teaching  
  - PRT  
  - ESDM  
**Readings:**  
- Textbook Chapter 1  
| 3    | 02/09/17 | **Topic: Determining Evidence Based Interventions – Chapter 2**  
- Research designs  
- EBP Manual  
**Readings:**  
- Textbook Chapter 2  
**Assignment**  
- AFIRM Module Discrete Trial Teaching due today 4:00pm |
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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<td>4</td>
<td>02/16/17</td>
<td>Topic: Assessment and Early Intervention – Chapter 3</td>
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<td>• Screening and assessment instruments</td>
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<td>• MCHAT, ITBC, CARS</td>
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<td><strong>Readings:</strong></td>
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<td>• Textbook Chapter 3</td>
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<td>5</td>
<td>02/23/17</td>
<td>Topic: Teaming with Families – Chapter 4</td>
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<td>• Textbook Chapter 4</td>
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<td>6</td>
<td>03/02/17</td>
<td>Topic: Teaching Communication Skills – Chapter 5</td>
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<td>• AFIRM Module on PECS due today at 4:00pm</td>
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<td>03/09/17</td>
<td>Topics: Methods for Developing Social Competence – Chapter 6</td>
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<td>• Peer – Mediated Interventions</td>
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<td>• Social Skills Training Groups</td>
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<td>8</td>
<td>03/16/17</td>
<td><strong>Topic: Methods for Developing Social Competence – continued – Chapter 6</strong></td>
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<td>• Video Modeling</td>
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<td>9</td>
<td>03/23/17</td>
<td><strong>Topic: Building School Based Behavior Repertoires – Chapter 7</strong></td>
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<td>• Positive behavior supports</td>
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<td>• Antecedent Based Interventions – environment and instruction (TEACCH)</td>
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<td>• Textbook Chapter 7</td>
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<td>10</td>
<td>04/06/17</td>
<td><strong>Topic: Building School Based Behavior Repertoires – continued – Chapter 7</strong></td>
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<td>• Replacement behaviors</td>
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<td>12</td>
<td>04/20/17</td>
<td><strong>Collaboration and Consultation – Chapter 8</strong>&lt;br&gt;• Collaboration versus consultation&lt;br&gt;• Models of collaboration&lt;br&gt;• Types of consultation&lt;br&gt;• Team based services&lt;br&gt;<strong>Complete CONNECT Module: Collaboration</strong> - Submit activities 3.11 and 3.12 to CANVAS. Due 4/27/17 at 4:00 pm.</td>
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<td>14</td>
<td>05/04/17</td>
<td><strong>Tool Kit Share Out</strong></td>
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| 15   | 05/11/17   | **Self-determination - Transition to Adulthood – Chapters 10-11**  
|      |            | • Adult Services                         |
|      |            | • Life Curriculum                        |
|      |            | • Book Club Share Out                    |
|      |            | **Readings:**                            |
|      |            | • Textbook Chapter 11, 12               |
| Final Exam | 05/18/17 | **Final Exam Time 5:15 – 7:30 pm – Note this is a change of time!!**  
|      |            | Case Study Presentations                |