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). Personal experience of life with ASD comes from the works of 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 opportunities 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 at their choosing.

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

Thinking in Pictures: My Life with Autism
Author: Temple Grandin
ISBN-10: 0307275655

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) **EXIT TICKETS (10 x 7 points) 70 points**

80 points (23% of grade) [CLO 1-9]

Students will complete exit tickets at the end of ten class sessions and submit to the instructor before walking out the door. Exit tickets are distributed in class and cannot be made up. Exit tickets will consist of one to four reflection questions based on in-class discussion and weekly readings. Each exit ticket is worth 10 points.

2) **BOOKCLUB REFLECTIONS (3x10 points) 36 points**

30 points (10% of grade) [CLO 1, 2, 8, 9]

Students will choose one of three books which provide a first-person account of life with ASD and participate in book club discussions for their chosen book. After discussion and reflection with their group each student will provide a written response to the prompt provided. Book club discussions will occur three times in the semester and reflections will be provided in class. Book club reflections cannot be made up. Each reflection is worth 10 points and is to be submitted to the instructor before walking out the door.

**Book club discussion groups will be held September 28, October 19, and November 16.**

3) **EVIDENCE-BASED PRACTICE RESEARCH PAPER (100 points)**

100 points (33% of grade) [CLO 1-9]

Students will submit a research paper on one evidence-based practice for children and youth with autism from the EBP report (see Wong et al., 2014). In order to complete the paper students should

- Complete at least one AIM module related to your chosen EBP
- Identify two research articles showing evidence of the effectiveness of your chosen EBP
- Submit an 8-10-page word processed paper that provides a description of the EBP, critically analyzes two research studies that use the EBP, provides an assessment of the strengths and weaknesses of this particular EBP, and provides an example of how this EBP could be used in a classroom, community, or home setting.
- The paper must be written in APA style and be properly cited. Include an appropriate reference page and include the post-test from the AIM module as an appendix.

**The Evidence-Based Practice paper is due in CANVAS by 4:00pm on October 26, 2017.**
4) CASE STUDY PROJECT (100 points)

100 points (33% of grade) [CLO 4-9]
Each student will choose 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

Students will present their case study project to the class during the scheduled final exam time on 12/14/17. Papers are to be uploaded to CANVAS by 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. 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 every week past the due date. Note: Exit tickets and Book Club reflections occur in class and cannot be made up.

Determination of Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Exit Tickets</td>
<td>70 points</td>
<td>23%</td>
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<tr>
<td>Book Club Reflections</td>
<td>30 points</td>
<td>10%</td>
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<tr>
<td>EBP Paper</td>
<td>100 points</td>
<td>33%</td>
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<tr>
<td>Case Study Project</td>
<td>100 points (Paper = 90 points, Presentation = 10 points)</td>
<td>33%</td>
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<tr>
<td>Total</td>
<td>300 points</td>
<td>100%</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. If you have an emergency and need to use your phone please step outside.
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 ones’ 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](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>08/24/17</td>
<td><strong>Introduction to Course – Review of Syllabus – Review of Books for Book Club</strong></td>
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<tr>
<td>2</td>
<td>08/31/17</td>
<td><strong>What are the characteristics of ASD and how do they compare to so called “typical” development?</strong></td>
<td>Textbook Chapter 1</td>
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<td><em>Complete and submit exit ticket 1.</em></td>
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<tr>
<td>3</td>
<td>09/07/17</td>
<td><strong>What tools do we have that help identify children at risk for ASD?</strong></td>
<td>Textbook Chapter 3</td>
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<td></td>
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<td><em>Complete and submit exit ticket 2.</em></td>
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<tr>
<td>4</td>
<td>09/14/17</td>
<td><strong>What are Evidence Based Interventions and why should we use them?</strong></td>
<td>Textbook Chapter 2</td>
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<tr>
<td>5</td>
<td>09/21/17</td>
<td><strong>How do we increase the probability of desired repertoires?</strong></td>
<td>Textbook Chapter 7</td>
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<tr>
<td></td>
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<td><em>(Reinforcement, DRO/A, Extinction)</em></td>
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<td><em>Complete and submit exit ticket 4.</em></td>
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<td>6</td>
<td>09/28/17</td>
<td><strong>Book club Discussion Groups</strong></td>
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<td><strong>Individual progress meetings on case study</strong></td>
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<td><em>Complete and submit Book Club reflection 1.</em></td>
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<td>7</td>
<td>10/05/17</td>
<td><strong>How can we use the environment to support comprehension and independence?</strong></td>
<td>Textbook Chapter 9</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>9</td>
<td>10/19/17</td>
<td><strong>Book Club Discussion Groups</strong>&lt;br&gt;Individual progress meetings on case study**&lt;br&gt;Complete and submit Book Club reflection 2.</td>
<td>Disabilities, 26(3), 131-142.</td>
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<tr>
<td>10</td>
<td>10/26/17</td>
<td><strong>How do we teach very naïve learners?</strong>&lt;br&gt;(Discrete Trial Training and Time Delay)**&lt;br&gt;Complete and submit exit ticket 7.&lt;br&gt;<em>Evidence-Based Practice Paper Due !!</em></td>
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<tr>
<td>13</td>
<td>11/16/17</td>
<td><strong>Book club Discussion Groups</strong>&lt;br&gt;<strong>Individual Progress Meetings on Case Study</strong>&lt;br&gt;Complete and submit Book Club Reflection 3.</td>
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<td>14</td>
<td>11/30/17</td>
<td><strong>How can we support the communication of students with significant language needs?</strong>&lt;br&gt;(Picture Exchange Communication System and Technology Aided Interventions)**&lt;br&gt;Complete and submit exit ticket 10.</td>
<td>Textbook Chapter 5</td>
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<tr>
<td>15</td>
<td>12/07/17</td>
<td><strong>How can we support our post-secondary students?</strong>&lt;br&gt;Textbook Chapter 11</td>
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<tr>
<td>Final Exam</td>
<td>12/14/17</td>
<td><strong>Final Exam Time 5:15 – 7:30 pm – Note this is a change of time!!</strong>&lt;br&gt;Case Study Presentations</td>
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