San José State University  
Department of Special Education  
EDSE 218B  

Autism Spectrum Disorders:  
Students with Mild to Moderate Disabilities, Section 80  

Spring 2017  

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Office Hours: (by appointment)  
Class Days/Time: Online  

College of Education Mission Statement  
The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.  

Department of Special Education Mission Statement  
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.  

Course Description:  
Examination of the theoretical foundations and application of evidence-based best practices for students with an Autism Spectrum Disorder (ASD) who have mild to moderate disabilities including social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, inclusive education, recreation and leisure, and special interventions for young children.  

California Commission on Teacher Credentialing (CCTC) Standards:
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 practices 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.

Autism Spectrum Disorder Added Authorization Standards (ASDAA)

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, behavior, and processing and their implications for program planning and service delivery.

ASDAA Standard 2: Teaching, Learning and Behavior Strategies for Students with Autism Spectrum Disorder
The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition to 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.

Knowledge Base:


Course Pre-Requisites:

Enrolled in the Education Specialist Teaching Credential Program in Mild to Moderate Disabilities, the Certificate in Theory, Knowledge and Practice about Autism Spectrum Disorders program, and/or the MA in Education with a Concentration in Special Education programs.

Required Texts/Readings

Textbook


   This book is an “eBook”, which means it is completely online (or you can buy it in the bookstore). The link for M.L. King Library is: [http://discover.sjlibrary.org/iii/encore_sjsu/record/C__Rb4916537?lang=eng](http://discover.sjlibrary.org/iii/encore_sjsu/record/C__Rb4916537?lang=eng) From there, click link that says, “An eBook available to SJSU Students & Faculty” in the middle of the page, then “Read Online (Available)” on the left side.

2. *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder* by Connie Wong, Samuel L. Odom, Kara Hume, Ann W. Cox, Angel Fettig, Suzanne Kucharczyk, Matthew E. Brock, Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz. This is available in the online course through Canvas.
Other Readings

There will additional readings each week online in web sites, and articles.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Course Requirements: EDSE 218B online consists of the following:

1. Participation in thirteen weekly Modules*, in which there is a reading assignment (from the text and online links provided in the unit), homework assignments and a discussion assignment (post in the “Discussions” link and respond to other postings)
2. Professional Development Project
3. Program Observation and Reflection
4. Five Quizzes
5. Evidence-Based Project and Final Presentation
6. Online Modules: Autism Internet Modules (AIM)

- Please note that the Modules include assignments to complete during the week that are open on Tuesday morning (at midnight) and the work (and postings and submission of the assignments) is expected to be completed by the following Monday at midnight. Late discussion group postings will not receive any points.
- The points for all other assignments turned in late will be reduced by 10% each day that it is late.

1. Participation (10 points weekly or 130 points) (PS 11, 13; ASDAA 1,2,3)

Active weekly participation and collaboration is critical to your success in this course. There are thirteen Modules in this class. Post a Discussion Board Posting related to the assignment prompt, and respond to two other Discussion Board Postings. The three postings should be added to the Discussion Board during the week, and are due by midnight Monday night. The points for each part of the Discussion will be indicated each week in the module (the number of points will vary but will total 10 points per week) The rubric for grading the postings follows:

<table>
<thead>
<tr>
<th>Posting/total points:</th>
<th>10-8 Points:</th>
<th>7-5 Points</th>
<th>4-1 Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion: Reflection/10</td>
<td>The posting demonstrates your understanding of the reading or homework at a deep level with a comment that</td>
<td>The posting demonstrates some understanding of the reading or homework, but not at a deep level, with a comment that furthers little discussion</td>
<td>The posting demonstrates little understanding of the reading or homework, with a comment that does not further discussion.</td>
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</table>
2. Professional Development Project (20 points) (ASDAA 1, 2)
Create a professional development presentation using Powerpoint or Prezi, and designed for either general education teachers, para-educators, or students to learn more about Asperger’s syndrome and/or autism spectrum disorders. Identify the aspects that you want to present and title the presentation. Plan on this session being an hour long and incorporate group activities in which you ask participants to read something and/or reflect, talk to each other for brief periods of time, or draw something (for example). Guidelines for any activities should be in the powerpoint. This assignment is designed for you to use in a face-to-face setting (you will not actually present this in person, except online in the class); post the powerpoint in this course in Week/Module 7. See the point break-down in the table below.

During Week/Module 7, you will review at least three other Professional Development Projects and the Critical Reflection will relate to what you read.

<table>
<thead>
<tr>
<th>Element of the Presentation:</th>
<th>Points total:</th>
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</thead>
<tbody>
<tr>
<td>Clarity of the presentation</td>
<td>(5 points)</td>
</tr>
<tr>
<td>Comprehensive information presented</td>
<td>(5 points)</td>
</tr>
<tr>
<td>Creative presentation; keeps interest of the viewer</td>
<td>(5 points)</td>
</tr>
<tr>
<td>Activities presented; age appropriate and clearly described</td>
<td>(5 points)</td>
</tr>
<tr>
<td>Total Points:</td>
<td>(20 points)</td>
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3. Program Observation and Reflection (30 points) (PS 13; ASDAA 1,3)
Complete this assignment by visiting a classroom or program for at least two hours that has been determined by the instructor. Visit the program in March or April (a schedule will be determined and posted by the end of February for the visits). Identify two questions that you have about teaching, the school climate, supportive behavior support, or social thinking skill development, (for example) you want to ask that relate to
individuals with Autism. Write a paper about this experience (see below for more information about the paper).

Dates to sign up for these observations will be identified and you will be able to sign up to complete the observations. Please respect the teacher and students during your visits by sitting quietly in a seat/area determined by the instructor and not interrupting instruction or class time. Most likely you will not have time to talk to the teacher or ask questions.

Write a 2-3 page paper in which you reflect about your experience in the classroom/program. Address the bullet points below in the paper. Note: DO NOT use any first or last names of students or teachers in the paper; this is not a critique of this program, but a reflection of the practices you observed that might help you work with individuals with autism. This paper is due at the end of Week/Module 11 by midnight (see calendar). Post one or two critical ideas that you took away from this experience in the Discussion Group in Week/Module 11.

- Describe characteristics and/or behaviors of the students you observed that are possibly unique to Autism spectrum disorders and different for the developmental stages of typical students at the same age.
- Describe unique teaching strategies, language, behavior plans, or other support that you observe.
- Reflect about any idea, strategy or process that you took away from this observation that you might consider utilizing in your work. Reflect about your two questions.
- Comment about any other ideas that you might develop to support individuals with autism spectrum disorders.
- What impact did this visit have on your in your present role or future goals?

<table>
<thead>
<tr>
<th>Reflection Paper</th>
<th>Points:</th>
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<tbody>
<tr>
<td>Describe characteristics and/or behaviors of the students you observed that are</td>
<td>(6 points)</td>
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<tr>
<td>possibly unique to Autism spectrum disorders and different for the developmental</td>
<td></td>
</tr>
<tr>
<td>stages of typical students at the same age.</td>
<td></td>
</tr>
<tr>
<td>Describe unique teaching strategies, language, behavior plans, or other support</td>
<td>(6 points)</td>
</tr>
<tr>
<td>that you observed in the Newton Program.</td>
<td></td>
</tr>
<tr>
<td>Reflect about any idea, strategy or process that you took away from this</td>
<td>(6 points)</td>
</tr>
<tr>
<td>observation that you might consider utilizing in your work. Reflect about your</td>
<td></td>
</tr>
<tr>
<td>two questions.</td>
<td></td>
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<tr>
<td>Comment about any other ideas that you might develop to support individuals</td>
<td>(6 points)</td>
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<tr>
<td>with autism spectrum disorders.</td>
<td></td>
</tr>
<tr>
<td>What impact did this visit have on your in your present role or future goals?</td>
<td>(6 points)</td>
</tr>
<tr>
<td>Total Points:</td>
<td>(30 points)</td>
</tr>
</tbody>
</table>
4. **Five Quizzes** (10 points each or 50 points) (PS 11, 13; ASDAA 1,2)
   Five quizzes with multiple choice or short answer questions will be scheduled in Weeks 2, 4, 6, 8, and 10.

5. **Final: Evidence-Based Practice (EBP) Project** (30 Points) (ASDAA 1,2,3)
   Throughout this course, we will be reviewing evidence-based practices for students with Autism Spectrum Disorders from the manual called, *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder* (available online on the course home page). This manual describes the process for the identification of 27 Evidence-Based Practices EBPs) and then describes each in the Appendix. Select one Evidence-Based Practice from Appendix B (from the 27 Fact Sheets) that you are interested in learning more about; **do not select EBPs that you have already used for this assignment in EDSE 218A**. Read the Fact Sheets and two articles from the section called “Research Studies Providing Evidence” that will provide information and evidence that supports this intervention. Find a third article from a peer-reviewed journal (you can find this online through the King Library). Write a paper that 1. Introduces the EBP with the name and brief statement about what it involves. 2. Summarizes the three articles reviewed, (one page), 3. Describes how you can use this intervention in terms of the following (two pages):
   a) Age and grades of the students
   b) Describe the setting (i.e., school? Home? Community? Subject? What part of the day?) and the number of students
   c) Behaviors or skills that you want to increase or teach and those you want to decrease (if appropriate); goal of the intervention
   d) Description of how you could use this intervention; what will you do to implement this intervention?

Post the presentation in the Discussion area for the final and respond to the prompts for your responses.

<table>
<thead>
<tr>
<th>Component of the EBP Project: (two different EBPs/papers)</th>
<th>Points total: (two different EBPs/papers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of the EBP</td>
<td>(2 points)</td>
</tr>
<tr>
<td>Summary of the articles</td>
<td>(4 points)</td>
</tr>
<tr>
<td>Implementation Steps</td>
<td>(10 points)</td>
</tr>
<tr>
<td>Professional Writing style: accuracy and error-free</td>
<td>(4 points)</td>
</tr>
<tr>
<td>(grammar, professional writing and spelling)</td>
<td></td>
</tr>
<tr>
<td>Presentation online with a Powerpoint or Prezi (you</td>
<td>(10 points)</td>
</tr>
<tr>
<td>summarized points that could have an impact on others’ work with students with ASD) and responded to two others</td>
<td></td>
</tr>
</tbody>
</table>
6. Modules: AIMs Modules (40 Points, 10 points each) (ASDAA 1,2,3)
Complete four AIMs ((Autism Internet Modules) online and submit the post assessment results. Create an account for yourself with AIMs:
https://www.autisminternetmodules.org/user_login.php Complete the following modules from these web sites and submit the Post –Assessment results.

AIMs:    Social Skills Groups
        Rules and Routines
        Visual Supports
        Self Management

Grading Criteria:

1. Participation       130 points    40%
2. Professional Development Project    20 points    6%
3. Program Observation and Reflection    30 points    10%
4. Five Quizzes        50 points    16%
5. Evidence-Based Practice (EBP) Project    30 points    10%
6. AIMs Modules        40 points    13%

Total:       300 points   100%

A+ = 300-290 points  C+ = 239-230 points
A = 289-280 points  C = 229-220 points
A- = 279-270 points  C- = 219-210 points
B+ = 269-260 points  D+ = 209-200 points
B = 259-250 points  D = 199-190 points
B- = 249-0 points  D- = 189-180 points

University Policies

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.
<table>
<thead>
<tr>
<th>Unit:</th>
<th>Topic:</th>
<th>Reading (Text)</th>
<th>Due this week:</th>
</tr>
</thead>
</table>
| **Week 1:**  
*February 7th - 13th* | Characteristics and Criteria for Autism Spectrum Disorders; proposed changes of criteria; school supports and specialized programs | Chapters 1,2 |  
There will be links to articles each week  
(Weekly assignments online as well) |
| **Week 2:**  
*February 14th-20th* | Social situations and challenges | Chapters 3,4 | Quiz 1 |
| **Week 3:**  
*February 21st - 27th* | Social Thinking | Web Sites | Select date for Observation  
AIMs Module: Social Skills Groups |
| **Week 4:**  
*February 28-Mar 6th* | Theory of Mind; expression of emotions | Chapters 5, 6 | Quiz 2 |
| **Week 5:**  
*March 7th - 13th* | Executive Function | Web Sites and links |  
Quizzes 3  
AIMs Module:  
Rules & Routines |
| **Week 6:**  
*March 14th - 20th* | Special Interests | Chapter 7 | Quiz 3  
AIMs Module:  
Rules & Routines |
| **Week 7:**  
*March 21st - 27th* | Language | Chapter 8 | Professional Development Project |
| **Spring Break:**  
*March 27th - 31st* |  |  |  |
| **Week 8:**  
*April 4th - 10th* | Cognitive Abilities | Chapter 9 | Quiz 4 |
| **Week 9:**  
*April 11th - 17th* | Physical Abilities and Challenges | Web Sites and links |  
AIMs Module:  
Visual Supports |
| **Week 10:**  
*April 18th - 24th* | Sensory Challenges | Chapter 11 | Quiz 5 |
| **Week 11:**  
*April 25th - May 1st* | Transition and Life After High School | Chapters 12 and 13 | Program  
Observation and Reflection |
| **Week 12:**  
*May 2nd - 8th* | Inclusive Education: supporting students on the autism spectrum | Web Sites and links |  
AIMs Module:  
Self Management |
| **Week 13:**  
*May 9th - 15th* | Evidence-Based practices | Web Sites | Evidence-Based Practice (EBP) Project |
| **Final:**  
*May 18th; 5:15pm-7:30pm* |  |  |  |
**Journals:** (The following journals are available through the Martin Luther King Library)

- Journal of Autism and Developmental Disabilities
- Teaching Exceptional Children
- Intervention in School and Clinic
- Journal of Special Education
- Topics in Language Disorders
- Journal of Early Intervention
- Behavior Disorders
- Autism Spectrum Quarterly

**Related References:** (many of the following books are available in the M.L.K. Library or online from an inter-library loan)


