San José State University

Connie L. Lurie College of Education
Department of Special Education
EDSE 218A Autism Spectrum Disorders:
Students with Moderate and Severe Disabilities
Section 01
Fall 2015

Course and Contact Information

Instructor: Dr. Lisa Simpson
Office Location: Sweeney Hall 235
Telephone: 408-924-2924
Email: lisa.simpson@sjsu.edu
Office Hours: Tuesday 3:00 – 6:00 and by appointment
Class Days/Time: Thursday 4:00-6:45 pm
Classroom: Sweeney Hall 230
Prerequisites: Department or Instructor’s consent

Course Format
This course follows a hybrid format with most classes meeting three hours of face-to-face class time each week. There will be some sessions on-line. Course participants will need to access the Internet for online sessions and some out of class assignments.

CANVAS Learning Management System
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the CANVAS learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any 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.
Knowledge Base

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, Naoki Higashida, Sean Barron and others.

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 [CLO]

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

Textbook

*Methods for Teaching Students with Autism Spectrum Disorders: Evidence-Based Practices*

Authors: Wheeler, Mayton, & Carter

Pearson Publishing


Textbook can be purchased through the SJSU bookstore or online from Amazon

Book Club Required Reading – Choose one of the following books to read. All book club books are available online from Amazon

*Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome, 2nd Edition*

Author: Stephen Shore


*The Reason I Jump: The Inner Voice of a Thirteen Year Old Boy with Autism*

Author: Naoki Higashida


*There’s a Boy in Here: Emerging From the Bonds of Autism*

Author: Judy Barron and Sean Barron


Technology Access Required: Autism Internet Modules

[Autisminternetmodules.org](http://Autisminternetmodules.org) Free website but you must register and create a password.

Additional Readings: Research Journals


**Additional Readings: TEACHING Exceptional Children Articles**


### Additional Readings: Research Report


### 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

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

1) **PARTICIPATION ACTIVITIES**

100 points total (25% of grade) [CLO 1-10]

Candidates will participate in a variety of activities throughout the course, including discussion prompts in class or via CANVAS, book club discussions in class, and online module assignments for online sessions. These activities will comprise the participation points and will be announced in class as the semester progresses.

2) **CLASSROOM PROJECT: Observation, Teacher Interview, and Classroom Set Up**

100 points (25% of grade) [CLO 1-3]

Candidates are to observe a public school classroom with students with autism spectrum disorders. The observation may be conducted in a general education class, resource room, or special day class setting. The observation should last a minimum of 40 – 60 minutes. Candidates should arrange the observation in advance with the classroom teacher and if needed the school principal. **Candidates are to abide by all rules of confidentiality pertaining to all students**, and should be mindful not to intrude in student or staff personal work space or obstruct the classroom routine during the observation. During the observation candidates should make note of the types of support that are in place for students with ASD, how well the supports seem to be working, and opportunities for the students to engage in social interactions with peers. Candidates will interview the teacher about challenges and rewards of working with students with autism spectrum disorders. In addition, candidates will create and describe a hypothetical classroom setting of their own to support students with ASD. Candidates will include a floor plan of the classroom with description and rationale for supports that would be provided. This classroom could be an inclusive classroom, a resource room /learning center type setting, or a specialized setting such as an SDC.
Candidates will submit a five-seven page written (double spaced) project to include the reflection of their observation and interview, as well as the floor plan with detailed description and rationale for their own hypothetical classroom setup and supports. Candidates should conclude the paper with a reflection of how the project informs their practice as a special educator.

Include the following areas in your write-up:

- Characteristics of the learning environment observed
  - Classroom setting
  - Student staff ratio
  - Classroom arrangement, schedule, visual supports, and / or areas to take a break
  - Whole group / small group / one on one areas
  - Behavior, Communication, Academic, or Social supports observed
  - Teacher’s use of evidence-based strategies if observed
- Interview discussion to include the teacher’s greatest challenges and greatest rewards in working with students with autism spectrum disorders.
- Detailed description of candidate’s chosen classroom set-up, rationale, and supports chosen (include a floor plan)

**Classroom Project is due on 11/19/15.**

**3) EVIDENCE-BASED PRACTICE PROJECT**

**100 points (25% of grade) [CLO 4-7]**

Candidates will work with a partner to research and present one of the evidence-based practices from the National Professional Development Center on Autism Spectrum Disorders available at http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014_EBP_Report.pdf. This project will be two-fold. There will be a written paper and a presentation to the class. Each pair should summarize a minimum of two research studies that provide evidence of the effectiveness of the strategy and compile 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

Second each pair will prepare a classroom example of the strategy that clearly indicates how this strategy would be put into practice in the classroom. This classroom example will be shared in the presentation.

Each group will make a 20-minute presentation to the class that conveys what the research says should include visuals and/or handouts for all class members. Each member of the group must present to the class. The written paper will be submitted on the day of the presentation.

**Pairs will present their EBP project on the day that EBP is discussed in class. See the template for the paper and the sign up sheet for EBP dates**
4) CASE STUDY EVIDENCE-BASED STRATEGY IMPLEMENTATION

100 points (25% of grade) [CLO 8-9]
Each candidate will choose ONE of the evidence-based strategies to implement with a case study student. 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 candidate should identify the target behavior or skill area to address with the evidence-based strategy, conduct baseline data, implement the strategy and collect data with the use of the strategy. Data collection should occur over a minimum of a two-week period (but does not mean data must be collected every day for two weeks). The candidate will prepare a written paper that includes the following information:

- Description of the case study student to include strengths, interests, and challenges
- Description of the target behavior or skill to be addressed
- Rationale for the chosen evidence-based strategy
- Description of how the strategy was implemented
- Data sheets with baseline 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

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 12/10/15.

Grading Policy

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>100 points</td>
<td>25 %</td>
</tr>
<tr>
<td>Observation, Interview and Class Set Up</td>
<td>100 points</td>
<td>25 %</td>
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<tr>
<td>Research to Practice Group Project</td>
<td>100 points</td>
<td>25 %</td>
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<tr>
<td>Case Study Implementation</td>
<td>100 points</td>
<td>25 %</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400 points</strong></td>
<td><strong>100 %</strong></td>
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</table>
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 turned in on time and a minimum of 80% of the course requirements had already been completed at the time of the request.
4. **All assignments are due on the assigned date and time** listed in the course schedule. 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.

Please contact the instructor for extra assistance, to clarify questions, or to discuss concerns about professional preparation at any time.

**Grade Equivalents:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade Equivalents</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>279 – 300</td>
</tr>
<tr>
<td>A-</td>
<td>90 -92%</td>
<td>270 – 278</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>261 – 269</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>249 – 260</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>240 – 248</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>231 – 239</td>
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<tr>
<td>C</td>
<td>73-76%</td>
<td>219 – 230</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>210 – 218</td>
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<tr>
<td>D</td>
<td>Less than 70%</td>
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Credential candidates are expected to earn at least a B in all credential courses. Candidates are at risk for disqualification from the program for any grade of C or lower.

**Classroom Protocol**

All candidates 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.**
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 ones’ own.

Candidates are reminded that their course grade may be negatively impacted with repeated violations of classroom protocol and/or a negative disposition sheet may be submitted to the department.
University Policies

Dropping and Adding Policy
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material Policy
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “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.”

- “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 Policy
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.

Accommodation to Students' Religious Holidays Policy
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to
make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
## Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>08/20/15</td>
<td><strong>Introduction to Course – Review of Syllabus – Preview of Assignments</strong></td>
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<td><strong>Historical Overview of Autism</strong></td>
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<td>2</td>
<td>08/27/15</td>
<td><strong>Textbook Chapter 1: ASD Across the Lifespan</strong></td>
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<td>• Diagnostic categories</td>
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<td>• Characteristics (videos)</td>
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<td>3</td>
<td>09/03/15</td>
<td><strong>Textbook Chapter 2: Determining Evidence Based Interventions</strong></td>
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<td>• Research designs</td>
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<td>• EBP Manual</td>
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<td>4</td>
<td>09/10/15</td>
<td><strong>Textbook Chapter 3: Identification and Early Intervention</strong></td>
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<td>• Screening and assessment instruments</td>
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<td>• MCHAT, ITBC, CARS</td>
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<tr>
<td>5</td>
<td>09/17/15</td>
<td><strong>Textbook Chapter 3: Identification and Early Intervention</strong></td>
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<td>• Early Intervention Models</td>
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<td>• Denver, LEAP, PRT</td>
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<td>6</td>
<td>09/24/15</td>
<td><strong>Textbook Chapter 5: Teaching Communication Skills</strong></td>
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<td>• PECS (EBP)</td>
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<td>• Visual Supports (EBP)</td>
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<td>7</td>
<td>10/01/15</td>
<td>Textbook Chapter 4: Teaming with Families</td>
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| 8    | 10/08/15 | Textbook Chapter 6: Methods for Promoting Social Competence | • Social Skills Training (EBP)  
• Social Narratives (EBP)  
| 9    | 10/15/15 | Textbook Chapter 6: Methods for Promoting Social Competence | • Peer – Mediated Interventions (EBP)  
• Video Modeling (EBP)  
| 10   | 10/22/15 (Online Session) | Textbook Chapter 7: Building School-Based Behavioral Repertoires | • Reinforcement (EBP)  
• DRO/I/A (EBP)  
| 11 | 10/29/15 | Textbook Chapter 7: Building School-Based Behavioral Repertoires  
  - Extinction (EBP)  
  - Antecedent Based Interventions (EBP)  
| 12 | 11/05/15 | Textbook Chapter 8: Collaboration and Consultation  
  Textbook Chapter 10: Fostering Self-Determination |
| 13 | 11/12/15 | Textbook Chapter 9: Developing Academic Skills  
  - Structured Teaching – Work Systems – Visual Schedules (EBP)  
  - Task Analysis (EBP)  
| 14 | 11/19/15 | Textbook Chapter 9: Developing Academic Skills  
  - Discrete Trial Teaching (EBP)  
  - Prompting (EBP)  
  - Time Delay (EBP)  
  Assignment Due: Observation – Interview – Classroom Set Up |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12/03/15</td>
<td>Textbook Chapter 11: Transition to Adulthood</td>
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</table>
|            | Textbook Chapter 12: Enhancing quality of Life | • Adult Services  
|            | • Life Curriculum              |
| 12/10/15   | **Case Study Presentations**   |
|            | **5:15 – 7:30** (note this is a time change from our usual session!) |

Instructor reserves the right to adjust course schedule as needed.  
Updates will be announced in class and posted to CANVAS