San José State University  
Lurie College of Education/Department of Special Education  
EDSE 110: Autism Spectrum Disorders, Section 01, Spring 2020

Course and Contact Information
Instructor: Janel Astor, M.A.Ed  
Office Location: SH 217 - By appointment only  
Telephone: 650-483-8105  
Email: janel_astor@yahoo.com or janel.astor@sjsu.edu  
Office Hours: By appointment only  
Class Days/Time: Monday 7pm-9:45pm  
Classroom: SH 230  
Prerequisites: Enrolled in Minor in Special Education; elective for BA/BS; consent from the instructor

Course Format
EDSE 110 is a hybrid course comprised of both in class and online work. In addition to participation, online discussions and assignments, students are also required to observe children on the autism spectrum in a classroom or clinic setting in the community. Students will provide reflections about lessons learned, related to the content of EDSE 110, in a short journal assignment as well as write an observation paper. As course learning will be taught both in class and online, students will need access to a computer to participate in the online portions of the course.

Course Description
EDSE 110 provides an overview to autism spectrum disorders and examines theoretical foundations and applications of evidence-based best practices (EBPs) for students on the Autism Spectrum.  
Prerequisite: Special Education Minor

Course Goals and 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 ASD, and describe the strengths observed in learners with ASD. This learning outcome will be satisfied by in class discussion, online discussion, in the Observation assignment, and exams.
2. Identify and describe at least one evidence-based practice (EBP) from the National Professional Development Center on Autism Spectrum Disorders, including a summary of at least two research studies providing the evidence for the EBP. This learning outcome will be satisfied by the Evidence-Based Practice assignment, and the AFIRM Module assignments.
3. Discuss the evidence-based practices (EBPs) identified by the National Professional Development Center on Autism Spectrum Disorder. This learning outcome will be satisfied by in class group activities, AFIRM Module assignments and exams.
4. Describe evidence-based practices (EBPs) used by the teacher/staff in the classroom observation. This learning outcome will be satisfied by the Observation assignment and class discussion.

5. Identify and describe the perspectives of families and describe any methods observed for fostering parental input and/or participation. This learning outcome will be satisfied/evaluated by classroom and online discussions, AFIRM module and exams.

6. Demonstrate an understanding of strategies to foster the development of social competencies in students with ASD, including the EBP's related to improved social interactions. This learning outcome will be satisfied by the Observation Assignment, class and online discussions and exams.

California Commission on Teacher Credentialing (CCTC)

Autism Spectrum Disorders Added Authorization 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.

Autism Spectrum Disorders Added Authorization: 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.

Autism Spectrum Disorders Added Authorization: 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 to interact effectively with families.

Required Readings

Other Readings


**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 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

1) **Class Participation [CLO 1. 2. 5.]**

140 points - 10 points per week – in class meetings will provide 10 points for attendance and participation. The online-only classes will provide 10 points for participation in the online discussion(s) for those weeks.

EDSE 110 students will participate in a variety of activities throughout the course, including in class and online discussions, group activities and small group presentations. The only way to earn the points for participation will be to join in discussions during that class session, whether in class or online.

- For online discussions you are expected to post a response and reply to classmate responses within the discussion. You will do best if you check in to the discussion early and often. Consistently joining discussions late in the week and adding minimal comments will be reflected in lower participation points for the online weeks.

2) **Online Autism Focused Intervention and Resources Modules (AFIRM) Assignment [CLO 1. 3. 5.]**

60 points - 10 points per module. See due dates below.
Participants will view the Autism Focused Intervention and Resources Modules (AFIRM) available at: http://afirm.fpg.unc.edu/afirm-modules

These Modules are free of charge, but each student must create an account with an ID and password. *Please be aware that each module takes between 1.5 - 3 hours to complete.*

1. Students MUST view the modules on Visual Supports, Parent Implemented Intervention, Structured play groups and Functional Behavioral Analysis but will choose 2 additional modules based on their own interests to complete the assignment. Each student must complete the post-test at the end of the module and earn a minimum of 80% correct on each post-test. The post-test should be saved and submitted to the instructor on or before the due date. Students are to complete the following modules:
   - **Due week 3** - Module of Your Choice
   - **Due week 5** - Structured Play Groups
   - **Due week 7** - Visual Supports
   - **Due week 9** - Functional Behavioral Analysis
   - **Due week 11** - Module of Your Choice
     - Please be aware that you will also need to complete the module on Discrete Trial Training this week as part of your discussion.
   - **Due week 15** - Parent Implemented Interventions

3) Classroom/clinic observation [CLO 1. 4. 6. 9.]

75 points - due May 11th

1. Students will choose a classroom or clinic setting serving children with ASD and observe for a minimum of 1.5 hours. Classroom sites will be provided by the instructors and/or you may request a specific site with approval from the instructor. Students should plan at least 1 visit to the placement but may need (or want) additional time to observe in order to complete the assignment. PLEASE make every attempt to schedule your observation(s) early in order to coordinate with the teacher/clinic and to have the time needed to complete your assignment.

   SJSU students are to abide by all rules of confidentiality pertaining to students within the classroom/clinic setting and should be mindful not to intrude in student or staff personal workspace or obstruct the classroom routine during this experience. Do not use last names when writing about students

2. Students will write a journal entry with a reflection for each classroom visit. The Journal reflections will include, at a minimum, the following:
   - Briefly describe the classroom you observe.
   - Identify and provide a brief description of two evidence-based practices observed during your observation.
   - Describe at least one strategy designed to increase social competencies/interactions observed during your visit.
   - Describe strengths/successes of two separate students (first names or initials only).
Journal reflection(s) must be typed and should include proper punctuation, grammar and spelling.

3. Students will also write a 2-3 page paper summarizing the classroom/clinic experience in the following areas:

- Provide an overall description of the classroom/clinic setting – this should be brief.
- Identify and discuss the model of the setting (ABA, TEACCH, social cognitive, etc.).
- Describe your understanding of teaching goals and strategies observed in the classroom/clinic.
- Identify and describe the perceived strengths and weaknesses of the classroom/clinic.
- Present the primary impact/take-away from the experience, i.e. will this contribute to your future work, knowledge and interests in regard to children with ASD, what did you like, what would you do differently, etc.

*Papers must be typed and should include proper punctuation, grammar and spelling.*

The rubric for points earned on this project is below:

<table>
<thead>
<tr>
<th>Area of the project:</th>
<th>Points possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal entries</td>
<td>15</td>
</tr>
<tr>
<td>Classroom description (brief)</td>
<td></td>
</tr>
<tr>
<td>EBPs/strategies observed</td>
<td></td>
</tr>
<tr>
<td>Description of social strategies</td>
<td></td>
</tr>
<tr>
<td>Description of two student’s strengths</td>
<td></td>
</tr>
<tr>
<td>Record of dates and times</td>
<td></td>
</tr>
<tr>
<td>Appropriate spelling, punctuation and grammar</td>
<td>5</td>
</tr>
<tr>
<td>Observation Paper:</td>
<td>45</td>
</tr>
<tr>
<td>Classroom description</td>
<td></td>
</tr>
<tr>
<td>Description of teaching model that informs the classroom (ABA-based, TEACCH, Social cognitive, etc.)</td>
<td></td>
</tr>
<tr>
<td>Teaching goals/strategies in classroom</td>
<td></td>
</tr>
<tr>
<td>Strengths and weaknesses of the program</td>
<td></td>
</tr>
<tr>
<td>Your evaluation of the program</td>
<td></td>
</tr>
<tr>
<td>Appropriate spelling, punctuation and grammar</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
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</tbody>
</table>

4) Evidence-Based Practice Group Project [CLO 3.]

75 points -Presentations on May 11th

Students will work in small groups of 2-3. Each group will choose one of the Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorders from the manual that can be accessed through Canvas.

1. Each group will choose and summarize one of the research studies from the manual. The research summary presentation must include the following information:
• Description of participants from the study
• Description of the research questions examined
• Description of the methods used in the study
• Results of the study and Discussion of key findings
• Examples of how this strategy is implemented with students with ASD

2. The group will also provide an example (role play/demonstration) of how to implement the strategy/practice within a teaching setting. The demonstration should clearly indicate:
   • how this strategy looks when used in a classroom/clinic setting
   • what type of classroom setting/environment is most appropriate for this strategy/practice
   • the age group for which it is intended (if any).
   • Provide samples or illustrations of any materials needed.

The group will prepare a 15-minute presentation for the class that should include visuals and/or handouts for all class members. Each member of the group must present to the class and their sections of the summary presentation must be clearly identifiable. While this is a group presentation, each member must contribute equally and will be graded on their contributions to the whole.

<table>
<thead>
<tr>
<th>Evidence-Based Practice Group Project:</th>
<th>Points Possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation: creative, holds interest of the audience</td>
<td>25</td>
</tr>
<tr>
<td>Description of Participants</td>
<td>5</td>
</tr>
<tr>
<td>Description of Research questions</td>
<td>5</td>
</tr>
<tr>
<td>Description of Methods used in the study</td>
<td>5</td>
</tr>
<tr>
<td>Results of the study</td>
<td>5</td>
</tr>
<tr>
<td>Class presentation/demonstration</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
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5) Mid Term Exam and Final Exam [CLO 1-8]

   **50 points total - 25 points for each exam; Midterm due the end of week 8 and Final due during the final time**

   The mid-term exam in week 8 will consist of questions requiring short answers and multiple-choice answers related to topics from the 1st through 8th week. The final exam will consist of questions requiring short answers related to topics from the whole class, but primarily from 11th week through the last week. Students will be asked to apply content from the class sessions, readings, AFIRM Modules and their Observation assignemnt to answer questions about ASD.

**Grading Information and Policies**

   Grades will be assigned based on information, expectations and rubrics provided above. If you have questions or concerns about grading or progress in the class, please contact the instructor in a timely manner for discussion.

   *Proper punctuation, spelling and grammar are expected on all written assignments. PLEASE spell and grammar check assignments before turning them in or they will be returned for correction and may affect your grade on the assignment.*
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>140</td>
<td>35%</td>
</tr>
<tr>
<td>AFIRM Modules (6 modules)</td>
<td>60</td>
<td>15 %</td>
</tr>
<tr>
<td>Observation</td>
<td>75</td>
<td>18.75%</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td>75</td>
<td>18.75 %</td>
</tr>
<tr>
<td>Group Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25</td>
<td>6.25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>6.25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Grade:  Cumulative Points:  Total %:

A  372-400  93%
A- 360-371  90%
B+ 348-359  87%
B  332-347  83%
B- 320-331  80%
C+ 308-319  77%
C  292-307  73%
C- 280-291  70%
D  240-279  60%
F  239 or below

University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Students must complete all assignments to receive a grade in this class. All written assignments must meet the standards of academic and professional quality and printed on clean white paper using black ink. Class participation will not be able to be made up if a student misses a class. Class assignments are due on the date that they are assigned in the beginning of the class. The points assigned for any assignment turned in late will be reduced by 10% for each day it is late.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.
Classroom Protocol

All students are expected to arrive on time to class and stay until the end of the class time. There will be a break half way through the class session. Students are expected to talk in a respectful and professional manner and follow rules of confidentiality that will be reviewed in the initial class session. Cell phone and computer use not directly related to the topic in class will not be allowed. Cell phones must be silenced during the class sessions and computers used only for making notes related to the course.

* On-line class modules will be open Monday at 12:01am and close on Sunday at 11:59pm for those weeks. All comments, discussion and assignments must be submitted during this time period.

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>Dates</th>
<th>Format</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | January 27th| Class-SH 230    | Introductions - Syllabus and assignment review  
**Read:** Download and review EBP list for next week |
| 2    | February 3rd| Class-SH 230    | Diagnosis and Evidence based Practices                                                                 |
| 3    | February 10th| Online          | Common Approaches  
**Online Discussion – closes 2/16/20**  
**AFIRM Module: Your Choice-10 pts. Due 2/16/20** |
| 4    | February 17th| Online          | Online discussion- closes 2/23/20  
**AFIRM Module: Structured Play Groups-10 pts. Due 3/1/20** |
| 5    | February 24th| Class-SH 230    | Theory of Mind, Executive Functions  
**AFIRM Module: Visual Supports -10 pts. Due 3/15/20** |
| 6    | March 2nd   | Class-SH 230    | Language and Communication  
**Article(s): Included in Module -*read for next week’s class*” |
| 7    | March 9th   | Online          | Visual Supports  
**Online discussion – closes 3/15/20**  
**AFIRM Module: Visual Supports -10 pts. Due 3/15/20** |
| 8    | March 16th  | Class-SH 230    | Evidence Based Practices and Behavior  
**Article(s): Included in Module** |
| 9    | March 23rd  | Online          | Mid-Term Exam – 25 pts -due 3/29/20  
**Online discussion – closes 3/29/20**  
**AFIRM Module: Functional Behavioral Analysis– 10 pts. Due 3/29/20** |
| 10   | March 30th  | SPRING BREAK    |                                                                                                        |
| 11   | April 6th   | online          | Evidence Based Practices and behavior  
**Article(s): Included in Module**  
**Online discussion – closes 4/12/20**  
**AFIRM Module: Your choice-10 pts. Due 4/12/20** |
| 12   | April 13th  | Class-SH 230    | Play and Social Cognition  
**Article(s): Included in Module** |
| 13   | April 20th  | Online          | Autism Navigator  
**Online discussion – closes 4/26/20** |
| 14   | April 27th  | Class SH 230    | Sensory Integration and emotional regulation                                                       |
| 15   | May 4th     | Online          | Family Perspectives  
**Online discussion – closes 5/10/20** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Format</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>AFIRM Module: Parent Implemented Interventions. -10 pts. Due 5/10/20</td>
</tr>
<tr>
<td>16</td>
<td>May 11th</td>
<td>Class-SH 230</td>
<td>EBP Project Due (group presentations in class) – 75 pts Classroom/clinic observation assignment due – 75 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td></td>
<td>Final Due – 25 pts</td>
</tr>
</tbody>
</table>
Study Space

Looking for a place to study - with coffee and snacks?! There are several locations across campus and here in Sweeney Hall:

**Student Success Center - Sweeney Hall (SH) 106**
Monday-Thursday 8:00am-6:00pm, Friday 8:00am-12:00pm

**Study and Collaboration (SAC) Room - SH 446**
Monday-Thursday 8:00am-7:00pm

Advising

Have a quick question for an academic advisor? Come by drop in hours in SH 106:
Monday-Friday 9:00am-11:00am

For conversations about policies, petitions, probation, reinstatement - make an appointment through Spartan Connect (find this on [one.sjsu.edu](http://one.sjsu.edu)): Monday-Thursday 1:30pm-4:00pm

Writing Support

The SJSU Writing Center provides several options for writing support. 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.

**Workshops & Tutoring:** Clark Hall, Suite 126 visit [sjsu.edu/writingcenter/](http://sjsu.edu/writingcenter/) for schedule  
**Tutoring:** SH 106, Wednesdays 11:00am-1:00pm and Thursdays 1:00pm-4:00pm

Workshops/Events

Dates and registration links on our website [sjsu.edu/education/studentsuccesscenter/](http://sjsu.edu/education/studentsuccesscenter/)

Additional Online Resources

Visit [linktr.ee/sjsulurie](http://linktr.ee/sjsulurie) to connect with additional Lurie College online platforms to receive information about future announcements and opportunities

**January**
- Transfer Orientation
- Weeks of Welcome
- All Programs - Open House

**February**
- Weeks of Welcome
• APA Style Refresher
• Mandated Reporting
• Time Management
• SJSU Cares
• Volunteer Fair
• All Programs - Open House
• CSUApply Lab

March
• APA Style Refresher
• Developing Your LinkedIn Profile (Career Center presentation)
• Time Management
• Lurie College Scholarships
• Stress Management
• All Programs - Open House
• CSUApply Lab
• Alumni Panel

April
• Mandated Reporting
• SJSU Cares
• Interview Skills (Career Center presentation)
• Stress Management
• All Programs - Open House
• CSUApply Lab

May
• Alumni Panel
• All Programs - Open House
• CSUApply Lab

To Be Determined
• District Administration Career Panel (collaboration with EdD)
• What Does a ….. Do? (collaboration with Paul Cascella)
• Exploring Graduate School (collaboration with Ellen Middaugh)
• Monthly Group Counseling Topics (collaboration with Kyoung-Mi Choi)
• CSET workshops - dependent on BTPS schedule