San José State University
Lurie College of Education/Department of Special Education
EDSE 110: Autism Spectrum Disorders, Section 01, Spring 2019

Course and Contact Information

Instructor: Janel Astor, M.A.Ed
Office Location: SH 217
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 315
Prerequisites: Enrolled in the Minor in Special Education; elective for BA/BS; consent from the instructor

Course Format

EDSE 110 is a hybrid (online and in-class) Service Learning course. For the service learning component students are required to provide 12 hours of service in a public school setting with students on the autism spectrum. The service learning hours will be completed throughout the semester and will be integrated with course learning. Students will provide reflections about lessons learned, related to the content of EDSE 110, in journal assignments and class presentations that will be evaluated by the instructor. Course learning will be taught both in class and online. Students will require access to a computer to participate in the online portions of the course.

Students will complete the service learning requirement in a class or program approved by SJSU. Please follow the link provided to familiarize yourself with Service Learning guideline. Service-learning students must use SJS4 https://app.calstates4.com/sjsu/ to:
- log their service-learning placement,
- complete the waiver of liability, learning plan, and participation guidelines,
- provide emergency contact information, and
- log final hours.

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 service learning journal assignment and presentation, and exams.

2. Describe the principles and purpose of community service learning. This learning outcome will be satisfied by in class discussion, and the final exam.

3. 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 Project assignment, and the AFIRM Module assignment.

4. Design a plan for implementing an evidence-based practice (EBP) with one student in the service learning classroom. This learning outcome will be satisfied by the service learning journal assignment and presentation.

5. 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 the final exam.

6. Describe evidence-based practices (EBPs) used by the teacher in the service learning classroom. This learning outcome will be satisfied by the service learning journal assignment and presentation and class discussion.

7. Describe activities or tasks assigned in the service learning classroom, including the strengths and challenges of methodologies used within the learning environment, and reflect on individual experiences. This learning outcome will be satisfied by the Service Learning Journal Assignment and presentation and the final exam.

8. 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 the Service Learning Journal Assignment and presentation and the final exam.

9. Demonstrate an understanding of strategies to foster the development of appropriate social skills in students with ASD, including the EBPs related to improved social interactions. This learning outcome will be satisfied by the Service Learning Journal Assignment and presentation and the final exam.

**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 Texts/Readings

Textbook


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 or 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 participate during that class session, whether in class or online.

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

50 points - 10 points per module

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. Students are to view the assigned modules and complete the post-test at the end of the module. The post-test should be saved and submitted to the instructor on or before the due date. Students must earn a minimum of 80% correct on each post-test. Students are to complete the following modules:

- Visual Supports - due Week 6
- Discrete Trial Training - due Week 8
- Antecedent based Interventions -due Week 11
- Parent Implemented Intervention - due Week 12
- Social Narratives - due Week 13

3) Service Learning Project [CLO 1. 4. 6. 9.]

120 points - due May 13th *There are 4 separate components to this Assignment

1. Students will provide 12 hours of service in an approved classroom with students with ASD, assigned by the instructor. Students should plan at least 5 visits to the placement classroom. Service activities will be determined by the classroom teacher and the setting and may include activities such as: assisting individual students with work assignments, implementing positive behavior support/reinforcement, collecting data about student performance, conducting “mini-lessons”, supporting the teacher in her/his lesson delivery. Students will complete the “CSU-SJSU Learning Plan & Participation Guide” and will serve only in SJSU approved community partner organizations.
SJSU students are to abide by all rules of confidentiality pertaining to students within the service learning classroom and should be mindful not to intrude in student or staff personal work space 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 your assigned work in the classroom today
- Provide a brief description of one EBPs observed in the classroom today
  - Describe other teaching or social strategies utilized/observed
- Describe strengths/successes of two separate students
- Briefly describe any challenges experienced during work today
- Provide a brief reflection of the best moments of this visit

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

3. In addition, the classroom teacher will evaluate the student using the “Service Learning Evaluation” two times during the service learning experience. It is the student’s responsibility to submit the evaluations to the teacher midway through the service learning experience and again at the end, AND to return the evaluations on-time as part of the summary paper. Late evaluations may adversely affect grades for this assignment.

*Students are expected to earn at least 75% for the ratings of their work in the classroom setting.*

4. Students will write a 2-3 page paper summarizing the service learning experience in the following areas: Overall description of the 12 hours, primary impact/take-away from the experience, i.e. how will this contribute to your future work, knowledge and interests in regard to children with ASD.

*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>A. Record of dates and hours of each visit</td>
<td>5</td>
</tr>
<tr>
<td>B. Appropriate spelling and punctuation</td>
<td>5</td>
</tr>
<tr>
<td>B. Journal entries (10 points per entry)</td>
<td>50</td>
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<tr>
<td>• Description of the visit/work (2 pts per entry)</td>
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<tr>
<td>• EBPs/strategies observed (2 pts per entry)</td>
<td></td>
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<tr>
<td>• Description of two student’s strengths (2 pts per entry)</td>
<td></td>
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<tr>
<td>• Teaching challenges (2 pts per entry)</td>
<td></td>
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<tr>
<td>• Best moments (2 pts per entry)</td>
<td></td>
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<tr>
<td>C. Teacher Evaluations (midterm and end)</td>
<td>30</td>
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<tr>
<td>D. Paper summarizing the SL experience:</td>
<td>30</td>
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<tr>
<td>• Overall description of 12 hours:</td>
<td></td>
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<tr>
<td>• Take-aways of the experience:</td>
<td></td>
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<tr>
<td>• Contributions to your future:</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
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</tbody>
</table>
4) Evidence-Based Practice Group Project [CLO 3.]

50 points - Presentations on May 13th

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 downloaded [here](#).

Each group will 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

The group will also provide an example of how to implement the strategy/practice within a teaching setting. The classroom example should clearly indicate:

- how this strategy would be put into practice in the classroom
- 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. **A specific list of EBPs is included in the module for week one.**

<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>15</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>Examples of how this strategy is implemented</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

5) Mid Term Exam and Final Exam [CLO 1-8]

40 points total - 20 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 7th week. The final exam will consist of questions requiring short answers related to topics from the 8th through the last week. Students will be asked to apply content from the class sessions, text, other readings and their Service Learning experiences 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 effect 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 (5 modules)</td>
<td>50</td>
<td>12.5 %</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>120</td>
<td>30%</td>
</tr>
<tr>
<td>Evidence-Based Practice Group Project</td>
<td>50</td>
<td>12.5 %</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong> points</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/”
# Course Schedule

(this schedule is subject to change with fair notice)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates Online</th>
<th>Format</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | January 28<sup>th</sup> | Class-SH 315 | Introduction to class and each other, Syllabus and assignment review and discussion-DSM  
Text: Chapters 1 and 2 |
| 2    | February 4<sup>th</sup>- | online | Evidenced based practices (EBP)-introduction and TEACCH -The culture of Autism  
Text: Chapter 3 and 11 |
| 3    | February 11<sup>th</sup>- | Class-SH 315 | Questions/review from previous week  
Early Intervention and Common Approaches  
Text: Chapter 4 |
| 4    | February 18<sup>th</sup>- | online | Autism Navigator  
Article: included in Module |
| 5    | February 25<sup>th</sup> | Class-SH 315 | Check-in on Service Learning placements! Questions  
Theory of Mind, Executive Functions and Communication  
Text: Chapter 5 |
| 6    | March 4<sup>th</sup> | online | Visual Supports  
**AFIRM Module Due: Visual Supports -10 pts**  
Article(s): Included in Module |
| 7    | March 11<sup>th</sup> | Class-SH 315 | Behavior, EBP’s (DTT)  
Article(s): included in Module  
Text: Chapter 7 |
| 8    | March 18<sup>th</sup> | online | **Mid-Term Exam – 20 pts**  
EBPs-cont.  
**AFIRM Module Due: Discrete Trial Training– 10 pts** |
| 9    | March 25<sup>th</sup> | Class-SH 315 | Check-in on Service Learning placements!  
EBPs cont.  
Text: Chapter 12 |
<p>| 10   | April 1&lt;sup&gt;st&lt;/sup&gt; | SPRING BREAK | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates Online</th>
<th>Format</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>April 8th</td>
<td>online</td>
<td>Autism Navigator</td>
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<td></td>
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<td></td>
<td>AFIRM Module Due: Antecedent-based Interventions - 10 pts</td>
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<tr>
<td>12</td>
<td>April 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>online</td>
<td>Family Perspectives</td>
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<td>AFIRM Module Due: Parent Implemented Interventions-10 pts</td>
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<td></td>
<td></td>
<td></td>
<td>Text: Chapters 15 and 16</td>
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<tr>
<td>13</td>
<td>April 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>online</td>
<td>Presentation Prep-meet with your group!</td>
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<tr>
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<td>AFIRM Module Due: Social Narratives -10 pts</td>
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<td></td>
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<td></td>
<td>Text: Chapter 13 and 14</td>
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<tr>
<td>14</td>
<td>April 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Class SH 315</td>
<td>Play and Social Cognition</td>
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<tr>
<td></td>
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<td></td>
<td>Text: Chapters 8 and 9</td>
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<tr>
<td>15</td>
<td>May 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Class-SH 315</td>
<td>Sensory Integration and Emotional Regulation</td>
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<td></td>
<td>Text: Chapters 6 and 10</td>
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<tr>
<td>16</td>
<td>May 13th</td>
<td>Class-SH 315</td>
<td>EBP Project Due (group presentations in class) – 50 pts</td>
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<td></td>
<td>Service Learning Project Due – 120 pts</td>
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<td></td>
<td>Final Exam</td>
<td>Final Due – 20 pts</td>
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</tbody>
</table>
EDSE 110: Autism Spectrum Disorders  
Service Learning Evaluation

Name of Student: _____________________________  Date: _______________  Semester: ________________

Your Name: _________________________________   Grade Level: _________ Credential Held: __________

School: _____________________________________  District: ______________________________________

Please use this form to evaluate the student from EDSE 110. Please complete this evaluation during the midterm period and at the end of the semester.

Please provide a rating related to the item as follows by placing a check mark in the box. You can add a comment if needed:

4= strongly agree  
3= agree  
2= disagree  
1= strongly disagree

<table>
<thead>
<tr>
<th>Item: The student:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. arrives on time and gives adequate notice if he/she was going to be absent</td>
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<td>2. dresses appropriately and maintains appropriate hygiene</td>
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<td>3. uses appropriate language/communication style</td>
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<td>4. exhibits professionalism with school staff and faculty</td>
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<tr>
<td>5. connects with students and interacts using age appropriate language</td>
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<td>6. provides clear directions and prompts during instruction</td>
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<td>7. Reinforces students appropriately and positively</td>
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<td>8. is receptive and responsive to professional feedback and incorporates suggestions</td>
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<td>9. demonstrates fairness and equity when interacting with students</td>
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<td>10. adheres to standards of confidentiality</td>
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Total Points (out of 40 points possible): _____________