San José State University  
Lurie College of Education/Department of Special Education  
EDSE 218B, Autism Spectrum Disorders: Mild to Moderate Disabilities, Section 01, Spring, 2019

Course and Contact Information

Instructor: Dr. Lisa Simpson  
Office Location: SH 235  
Telephone: (408) 924-2924  
Email: lisa.simpson@sjsu.edu  
Office Hours: Wednesdays 2:00-4:00 and by appointment  
Class Days/Time: Online (No face to face sessions)  
Prerequisites: Department or Instructor Consent

Course Format - Online

This course is an online course with no face-to-face sessions. Students must have access to the internet to view course materials, participate in discussions and submit assignments. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be on Canvas Learning Management System course login website at http://sjsu.instructure.com. Students are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu and their SJSU email account to learn of any updates.

Course Description

Theoretical foundations and application of evidence-based best practices for students with ASD and M/M 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.

Course Goals

This course is intended to assist students to meet the competencies specified in the following CCTC Education Specialist Program Standards and Autism Spectrum Disorders Added Authorization Standards (ASDAA):

Education Specialist 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.

**Education Specialist 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 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 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.

**Autism Spectrum Disorders Added Authorization 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.

**Multiple Subject and Single Subject Teaching Performance Expectations**

**TPE 1 Engaging and Supporting All Students in Learning**

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

**TPE 2 Creating and Maintaining Effective Environments for Student Learning**

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are
culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student- to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3 Understanding and Organizing Subject Matter for Student Learning
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

TPE 4 Planning Instruction and Designing Learning Experiences for All Students
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.

4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

TPE 5 Assessing Student Learning
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6 Developing as a Professional Educator
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies
regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. Articulate the unique characteristics and core challenges of learners with autism spectrum disorders and the impact of these characteristics and challenges on student success in the general education classroom.

2. 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 general education classrooms.

3. Demonstrate understanding of strategies to foster the development of appropriate social communication skills in students with ASD.

4. 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.

5. Explain their roles as special education professionals in program planning and service delivery, demonstrate collaboration skills with families and other professionals, and deliver professional development

6. 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 all aspects of the education community.

**Required Texts/Readings**

**Textbook**

*The Complete Guide to Asperger’s Syndrome* by Tony Attwood.

This book is available as an **e-book** in the SJSU library.

**Other Readings**


**Report can be retrieved online from the National Professional Development Center on Autism Spectrum Disorders at EBP Report**

**Library Liaison**

The Special Education Library Liaison is Yuhfen Diana Wu. Her contact information is:

Email: **diana.wu@sjsu.edu**

**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.” Students are strongly encouraged to make plan ahead to complete assignments in a timely manner and seek assistance from the course instructor early in the process.

1. Module Question Responses [10 @ 10 points each] CLO 1, 3, 4
   Addresses PS 11, 13; ASDAA 1,2,3, MS&SS TPE 1.1, 1.8, 2.1, 2.2, 2.3, 2.5, 2.6, 3.4, 3.6, 4.1, 4.2, 4.4, 4.5, 5.8, 6.4, 6.5
   Students will participate in 10 weekly modules over the course of the semester in which they will complete required readings and submit written responses to module questions. Responses will be graded for accuracy of information as well as thoroughness and critical analysis. All responses must be submitted to CANVAS. **Module Responses are due by 11:59pm on the Tuesday after the module opens.**

2. Participation in module discussions [10 @ 5 points each] CLO 1, 3, 4
   Addresses PS 11, 13; ASDAA 1,2,3, MS&SS TPE 1.1, 1.8, 2.1, 2.2, 2.3, 2.5, 2.6, 3.4, 3.6, 4.1, 4.2, 4.4, 4.5, 5.8, 6.4, 6.5
   Students will participate in 10 weekly discussions with their assigned small group through the discussion section of the course in CANVAS. Students are expected to post their initial response and respond to at least two other posts. Responses will be graded for thoroughness and critical reflection of the readings as well as meaningful response to peers’ posts. **Discussion Responses are due by 11:59pm on the Tuesday after the module opens.**

3. Completion of Internet Modules (AIM or AFIRM) [6 @ 10 points each]
   Addresses ASDAA 1,2,3, MS&SS TPE 1.1, 1.8, 2.1, 2.2, 2.3, 2.5, 2.6
   Students will complete 6 internet modules, either AIM or AFIRM and submit the post-test to CANVAS. Modules are to be completed on the following EBPs: Visual Supports, Social Skills Training, Social Narratives, Peer Mediated Interventions, Antecedent Based Interventions, and Self-Management. **Internet Modules are due by 11:59pm on the Tuesday after the corresponding module opens.**

4. Professional Development Project [50 points] CLO 5
   Addresses ASDAA 1, 2, MS/SS TPE 6.4, 6.5
   Students will create a Professional Development Project for teachers and/or staff at their school site related to Autism Spectrum Disorders (Level One). This PD project may be a PPT presentation or a short training manual that could be used in a 30- to 40-minute training. Additional details and the rubric for this assignment will be posted in CANVAS. **Professional Development Project Due by Friday Mar 29 5:00pm**

5. Evidence-Based Practice Annotated Bibliography [100 points] CLO 2
   Addresses ASDAA 1,2,3, MS/SS TPE 3.4, 3.6
   Students will create an annotated bibliography of 6 research articles on two evidence-based practices in which they are interested in learning more (3 research articles for each EBP). Research articles must be for intervention studies and must include participants with ASD, preferably level one. Additional details, a template for the annotated bibliography, and the rubric for this assignment will be posted in CANVAS. **EBP Annotated Bibliography Due by Friday April 19 5:00pm**

6. Case Study Project [100 points] CLO 6
   Addresses ASDAA 1,2,3, MS/SS TPE 3.4, 3.6
   Students will prepare a Case Study of a student with ASD level one which assesses the student’s strengths and areas of need related to a particular academic area and an IEP goal for the student. Students will develop
a plan of action based on evidence-based practices to address this need that includes at least one academic and one social/communication support for the student. In addition, students will develop a process for monitoring student progress on the action plan. Additional details and the rubric for the Case Study Project will be posted in CANVAS. **The Case Study Project is the Final Exam / Culminating Project and is due May 15 by 11:59pm.**

**Final Examination or Evaluation**

The Final Examination for this course is the culminating Case Study Project (see assignment 6 above). The Case Study Project is due by 11:59pm on May 15.

**Grading Information**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
<th>Course Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Questions</td>
<td>100 pts</td>
<td>25%</td>
<td>CLO 1, 3, 4</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>50 pts</td>
<td>12.5%</td>
<td>CLO 1, 3, 4</td>
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<tr>
<td>Internet Modules (AIM or AFIRM)</td>
<td>60 pts</td>
<td>15%</td>
<td>CLO 2</td>
</tr>
<tr>
<td>Professional Development Project</td>
<td>50 pts</td>
<td>12.5%</td>
<td>CLO 5</td>
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<tr>
<td>EBP Annotated Bibliography</td>
<td>40 pts</td>
<td>10%</td>
<td>CLO 2</td>
</tr>
<tr>
<td>Case Study Project</td>
<td>100 pts</td>
<td>25%</td>
<td>CLO 6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>400 pts</td>
<td>100%</td>
<td>CLO 1-6</td>
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**Determination of Grades**

- A+ = 98 – 100%
- A = 92 – 97%
- A- = 90 – 91%
- B+ = 88 – 89%
- B = 82 – 87%
- B- = 80 – 81%
- C = less than 80%

**Classroom Protocol**

This course is delivered in an online format. Students are expected to (1) use person-first language and discuss individuals with ASD from a strength-based perspective at all times, (2) demonstrate respect for diverse perspectives of all students in the class, (3) use appropriate language in the discussion forum, and (4) submit discussion responses in a timely manner to allow other students to respond to your comments.

**University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/’’).
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module Opens On</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Jan 30          | Module 1: Introduction to the Course and ASD  
Read Ch 1 | Due Feb 5 by 11:59pm  
1) Module 1 Questions  
2) Discussion 1 |
| 2    | Feb 6           | Module 2: Characteristics of ASD  
Read Ch 2 | Due Feb 12 by 11:59pm  
1) Module 2 Questions  
2) Discussion 2 |
| 3    | Feb 13          | Module 3: Evidence Based Practices  
Read EBP Manual  
Complete AIM or AFIRM Module on Visual Supports | Due Feb 19 by 11:59pm  
1) Module 3 Questions  
2) Discussion 3  
3) Module Post-Test |
| 4    | Feb 20          | Module 4: Social Understanding and Friendship  
Read Ch 3  
Complete AIM or AFIRM Module Social Skills Training/Groups | Due Feb 26 by 11:59pm  
1) Module 4 Questions  
2) Discussion 4  
3) Module Post-Test |
| 5    | Feb 27          | Module 5: Theory of Mind  
Read Ch 5  
Complete AIM or AFIRM Module Social Narratives | Due Mar 5 by 11:59pm  
1) Module 5 Questions  
2) Discussion 5  
3) Module Post-Test |
| 6    | Mar 6           | No module this week – Mandatory Individual Check-in on Professional Development Project and EBP Literature Review (In-person or Zoom) |
| 7    | Mar 13          | Module 6: Expressing Emotions, Teasing and Bullying  
Read Ch 4 and 6  
Complete AIM or AFIRM Module Peer Mediated Interventions | Due Mar 12 by 11:59pm  
1) Module 6 Questions  
2) Discussion 6  
3) Module Post-Test |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module Opens On:</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>8</td>
<td>Mar 20</td>
<td>Module 7: Special Interests</td>
<td>Due Mar 19 by 11:59pm 1) Module 7 Questions 2) Discussion 7 3) Module Post-Test</td>
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<td>Read Ch 7</td>
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<td>Complete AIM or AFIRM Module on Antecedent Based Interventions</td>
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<tr>
<td>9</td>
<td>Mar 27</td>
<td>Module 8: Language</td>
<td>Due Mar 26 by 11:59pm 1) Module 8 Questions 2) Discussion 8 3) Module Post-Test</td>
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<td>Read Ch 8</td>
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<td>Complete AIM or AFIRM Module Self-Management</td>
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<td>Professional Development Project Due by Friday Mar 29 5:00pm</td>
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<td>10</td>
<td>Apr 3</td>
<td>SJSU SPRING BREAK</td>
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<tr>
<td>11</td>
<td>Apr 10</td>
<td>No Module this week - Work on EBP Literature Review</td>
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<tr>
<td>12</td>
<td>Apr 17</td>
<td>Module 9: Language</td>
<td>Due Apr 23 by 11:59pm 1) Module 9 Questions 2) Discussion 9</td>
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<td></td>
<td>Read Ch 8 Cognitive Abilities</td>
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<td></td>
<td>EBP Annotated Bibliography Due by Friday April 19 5:00pm</td>
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<tr>
<td>13</td>
<td>Apr 24</td>
<td>No Module this week – Mandatory Case Study Project Check-ins (In-person or Zoom)</td>
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<tr>
<td>14</td>
<td>May 1</td>
<td>Module 10: Movement and Sensory Sensitivity</td>
<td>Due Apr 30 by 11:59pm 1) Module 10 Questions 2) Discussion 10</td>
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<td></td>
<td>Read Ch 10 and 11</td>
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<tr>
<td>15</td>
<td>May 8</td>
<td>No Module this week – Work on Case Study Project</td>
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<tr>
<td>16</td>
<td>May 15</td>
<td>FINAL EXAM</td>
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<td>*Case Study Project due by 11:59pm</td>
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