San José State University  
College of Education/Department of Special Education  
EDSE 218A, Autism Spectrum Disorders: Students with Moderate and Severe Disabilities, Section 01, Fall, 2019

Course and Contact Information:

Instructor: Sudha Krishnan, Ed.D.
Office Location: Sweeney Hall 235
Telephone: 408 924-3700
Email: Sudha.v.krishnan@sjsu.edu
Office Hours: Mondays before and after class or by appointment
Class Days/Time: Monday 4:00 – 6:45 pm
Classroom: Sweeney Hall 230
Prerequisites: Department or Instructor consent

Course Format
This course follows a traditional format with weekly class sessions. Students will need to have access to the Internet for course materials and to submit assignments.

CANVAS Learning Management System
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking CANVAS and your SJSU email for 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.

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, Temple Grandin, Ron Suskind, and disability rights activists like Lydia Brown and Melanie Yergeau.
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
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**

**Required Textbook**

*Learners on the Autism Spectrum 2nd Edition*

Authors: Buron and Wolfberg

AAPC Publishing


**Additional Readings: Research Journal Articles**


**Additional Readings: Research Report**

Supplemental Readings from TEACHING Exceptional Children:


Library Liaison

The library liaison is Yuhfen Diana Wu. Ms Wu can be reached via email at: diana.wu@sjsu.edu

**COURSE REQUIREMENTS AND ASSIGNMENTS**

1) **CLASSROOM PARTICIPATION (10X10) 100 points (20% of grade)**

Students will complete a variety of assignments in class and at home for the online classes, individually and in groups, including quick writes, quizzes, reflections, projects and analyses. There will be no make-ups for the missed assignments.

2) **MODULES (15x10) 150 points (30% of grade) [CLO 4-9]**

Students will complete fifteen online modules and submit the post-module assessment results to CANVAS. A score of 90% or higher is required to earn credit for the AIM Modules.

3) **BOOKCLUB DISCUSSIONS (5x10) 50 points (10% of grade) [CLO 1, 2, 8, 9]**

**Authoring Autism: On Rhetoric and Neurological Queerness**

Author: Melanie Yergeau
ISBN-10: 0822370204
Students will participate in book club discussions in class with their groups. Then, they will respond to five prompts about their book throughout the semester on CANVAS. To earn maximum points for each prompt students should provide a thoughtful and thorough reflection and respond to at least one other person’s response.

**Book Club Prompts**

1. What are the differences between thinking of disability as a medical/health issue, and treating it as a social/political issue? What are examples in the book that show the differing views on disability? Who are the people who define the disability in the book?
2. How does disability exclude or set people apart in society? How is it like or unlike race, sexual orientation, class or ethnicity in creating social divides?
3. Is the reading challenging any of your assumptions about disabled people? What were some of the key moments in the book that made you confront these assumptions?
4. How is the experience of a disabled person different from how others perceive it?
5. Would you recommend this book to other pre-service teachers? Why?

**4) RESEARCH ARTICLE PAPER (100 points)**

*(20% of grade) [CLO 1-9]*

Candidates will submit a written paper in APA format describing one of the research studies that provides evidence of the effectiveness of an EBP. 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
- Example of how to use this EBP in the classroom
5) CASE STUDY PROJECT (100 points)

(20% of grade) [CLO 8-9]
Each student will choose ONE evidence-based practice to implement with an individual with autism in a school, home, or community setting. 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 student should identify the target behavior or skill area to address with the evidence-based practice, collect baseline data, implement the strategy and collect data with the use of the strategy. The student will prepare a written paper that includes the following information:

- Description of the case study individual to include strengths, interests, and challenges
- Description of the target behavior
- Rationale for the chosen evidence-based strategy
- Description of how the strategy was implemented
- Data sheet with baseline data and implementation data
- Graph that includes baseline data 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

Student will present their case study project (10 minutes) to the class for their Final Examination.

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 has been turned in on time and a minimum of 80% of the course requirements have already been completed at the time of the request.

4. All assignments are due on the assigned date and time listed in the course syllabus. 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. ASSIGNMENTS ARE NOT ACCEPTED AFTER ONE WEEK PAST THE DUE DATE.

 Determination of Grades
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Classroom Participation</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Online Modules</td>
<td>150</td>
<td>30%</td>
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<tr>
<td>Book Club Participation</td>
<td>50</td>
<td>10%</td>
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<td>Research Article Paper and</td>
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<tr>
<td>Presentation</td>
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<td>Case Study Implementation</td>
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<td><strong>Total</strong></td>
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<th>Grade</th>
<th>Points</th>
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<tr>
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<td>A</td>
<td>465-479</td>
<td>93 to 95%</td>
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<tr>
<td>A-</td>
<td>450-464</td>
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<td>B+</td>
<td>430-449</td>
<td>86 to 89%</td>
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<td>B</td>
<td>415-429</td>
<td>83 to 85%</td>
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<td>400-414</td>
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<td>C+</td>
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<tr>
<td>C-</td>
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<td>D+</td>
<td>330-349</td>
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<td>315-329</td>
<td>63 to 65%</td>
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<td>&gt;300</td>
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**Classroom Protocol**

All students 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.** Attendance is paramount to students’ success in this course.
2. Arrive to class on time and stay until the end of class.
3. Bring textbook and course materials to class as needed.
4. Use all technology during class to take notes or access course materials only.
5. Respect others in class and show tolerance for viewpoints different than ones’ own.
6. **USE PEOPLE FIRST LANGUAGE AT ALL TIMES.**

Candidates are reminded that violations of classroom protocol may result in a negative disposition sheet submitted to the department.
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

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 08/26/19 | **Introduction to Course – Review of Syllabus – Preview of Assignments**  
**Topic: An Overview of Autism Spectrum Disorders- Chapter 2**  
**Readings:**  
- Textbook Chapter 2 |
| 09/02/19 | Labor Day: No Class |
| 2    | 09/09/19 | **Online**  
**Brain Behavior Connections in Autism – Chapter 3**  
Read Chapter 3 and answer questions posed on CANVAS  
**AIM modules:**  
1. Antecedent-based Intervention  
2. Comprehensive Program Planning for Autism  
3. Discrete Trial Training |
| 3    | 09/16/19 | **Topic: Effective Practices in Early Intervention-Chapter 4**  
**Symbolic Communication-Chapter 5**  
**Readings:**  
- Textbook Chapter 4, 5 |
| 4    | 09/23/19 | **Online**  
**AIM Modules:**  
1. PECS  
2. Scripting  
3. SGD’s (Speech Generating Devices) |
| 5    | 09/30/19 | **Topic: Fostering Play, Imagination and Friendships with Peers, Chapter 8**  
**Social Thinking, Chapter 9**  
**Book Club Discussion:**  
What are the differences between thinking of autism as a medical/health issue, and treating it as a social/political issue? What are examples in the book that show the differing views on autism? Who are the people who define autism in the book?  
**Readings:**  
- Textbook Chapter 8, 9 |
| 6    | 10/07/19 | **Online**  
**AIM Modules:**  
1. Sensory Processing  
2. Social Skills Functioning and Programming |
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<tr>
<td>3. Social Narratives</td>
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| 7    | 10/14/19 | **Topic**: Teaching a Different Way of Behaving, Chapter 7  
Emotional Regulation, Chapter 10  
**Book Club Discussion:**  
How does autism exclude or set people apart in society? How is it like or unlike race, sexual orientation, class or ethnicity in creating social divides?  
**Readings:**  
- Textbook Chapter 7, 10 |
| 8    | 10/21/19 | **Online Module:**  
**AIM Modules:**  
1. PMII  
2. Self-Management |
| 9    | 10/28/19 | **Topic**: Structured Teaching and Environmental Supports – Chapter 11  
Harnessing the Power of Special Interests in the Classroom-Chapter 12  
**Book Club Discussion:**  
Is the reading challenging any of your assumptions about people with autism? What were some of the key moments in the book that made you confront these assumptions?  
**Readings:**  
- Textbook Chapter 11, 12 |
| 10   | 11/4/19 | **Online**  
**AIM Module**  
1. Computer-Aided Instruction  
**Textbook Chapter 13, Systemizing Emotions: Using Interactive Multimedia as a Teaching Tool**  
**Answer questions on CANVAS** |
|      | 11/11/19 | **Veteran’s Day- No Class** |
| 11   | 11/18/19 | **Topic**: Supporting the Transition Years-chapter 14  
**Book Club Discussion:**  
How is the experience of a person with autism different from how others perceive it?  
**Readings:**  
- Textbook Chapter 14 |
| 12   | 11/25/19 | **Online**  
**AIM Module** |
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<td>1. Preparing Individuals for Employment</td>
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<td>2. Self-Management</td>
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<td>3. Any Module of your choice</td>
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<td>13</td>
<td>12/02/19</td>
<td><strong>Topic:</strong> The Education Team: Positive, Effective, Interdisciplinary Collaboration - chapter 15</td>
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<td><strong>Book Club Discussion:</strong></td>
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<td>Would you recommend this book to other pre-service teachers? Why?</td>
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<td><strong>Assignment:</strong> Research Paper Due</td>
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