San José State University Special Education Department

EDSE 218B, Autism Spectrum Disorders: Students with Mild to Moderate Disabilities, Spring 2020

Course and Contact Information

Instructor: Sudha Krishnan, Ed. D.
Telephone: (408) 924-3700
Office Location: SH 237
Email: Sudha.V.Krishnan@sjsu.edu
Office Hours: By appointment
Class Days/Time: Online
Classroom: Canvas

College of Education Mission Statement

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Special Education Mission

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

Course Format

This course utilizes an online classroom delivery format. Internet connectivity and access to a technological device such as computer is required. The SJSU Canvas platform is required as the course management system. Participation includes readings, course assignments and activities on Canvas. All course requirements are to be submitted in Canvas.

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website at p://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.
Course Description

Examination of the theoretical foundations and application of evidence-based best practices for students with an Autism Spectrum Disorder (ASD) who have mild to moderate 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 Learning Outcomes (CLO)

This course fulfills the following standards:

I. California Commission on Teacher Credentialing (CCTC) Standards: 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 practices 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.

II. Autism Spectrum Disorder Added Authorization Standards (ASDAA)

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, behavior, and processing and their implications for program planning and service delivery.

**ASDAA Standard 2: Teaching, Learning and Behavior Strategies for Students with Autism Spectrum Disorder**

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition to 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.

**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 (1956), Lorna Wing (1988), Uta Frith (1991), and Hans Asperger, 1991. 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 originate from the studies and writings of Carol Grey (1993) (Social Stories), Michele Garcia Winner (2005) (communication and pragmatics), Pamela Wolfberg (1999), (Integrated Playgroups), Stanley Greenspan (1995) (Floor Time), Eric Schopler (1995) (TEACCH strategies), Ivar Lovaas (1996) (Discrete Trial/Applied Behavior Analysis), and Tony Attwood 2007). The voices of individuals with ASD are heard in readings from the work of Temple Grandin (1995), Lydia Brown, Stephen Shore, and others.

**Course Pre-Requisites:**

Enrolled in the Education Specialist Teaching Credential Program in Mild to Moderate Disabilities, the Certificate in Theory, Knowledge and Practice about Autism Spectrum Disorders program, and/or the MA in Education with a Concentration in Special Education programs.

**Required Texts/Readings**

**Textbooks** (both are uploaded and available on Canvas)


**Other Readings**

There are additional readings each week online in web sites, and articles which are posted on Canvas

**Course Requirements and Assignments**

1. **Module Quiz [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 complete a module quiz after completing the required readings (from the text and online links provided in the unit). Responses will be graded for accuracy and completeness of responses.

   Rubric for short answers in the module quiz:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0</th>
<th>1-2</th>
<th>3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response &amp; Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response does not answer the question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response is unclear or disconnected from topic. No evidence from text is cited</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response is clear and cite evidence from text to support claim.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Online 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 online discussions with their class through the Discussion section in CANVAS. Each posting must be about 300 words in length and must critically analyze the assigned readings. Students are expected to post their initial response by Tuesday by 11.59 p.m. after the module opens and their responses to at least two classmates by the Friday by 11.59 p.m.
Rubric for discussions:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory 0</th>
<th>Limited 1-2</th>
<th>Proficient 3-4</th>
<th>Exemplary 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Analysis</strong></td>
<td>Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or &quot;I agree&quot; or &quot;Great idea,&quot; without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application. Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.</td>
<td>Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited. Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.</td>
<td>Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation. Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.</td>
<td>Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation. Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.</td>
</tr>
</tbody>
</table>
3. **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 can be a presentation (Powerpoint, Prezi, Powtoon or any other program) that can be used in a 30-minute training for staff.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Partially meets expectations</th>
<th>Meets expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shared Goals</strong></td>
<td>PD does not have specific goals, and these are not communicated explicitly in the presentation</td>
<td>PD has some goals but these are not communicated explicitly in the presentation</td>
<td>PD has specific and clearly stated goals which are communicated explicitly in the presentation</td>
</tr>
<tr>
<td></td>
<td>0-5</td>
<td>6-10</td>
<td>11-15</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Content is inaccurate and excludes major ideas relevant to the topic.</td>
<td>Content may have inaccurate descriptions and excludes important parts of the topic</td>
<td>Content is accurate, and presents a complete discussion of the topic</td>
</tr>
<tr>
<td></td>
<td>0-5</td>
<td>6-10</td>
<td>11-15</td>
</tr>
<tr>
<td><strong>Effective Instruction</strong></td>
<td>PD structure does not consider various adult learning styles and is not interactive or engaging</td>
<td>PD structure addresses various learning styles, is minimally interactive or engaging.</td>
<td>PD structure considers various adult learning styles, is interactive and engaging.</td>
</tr>
<tr>
<td></td>
<td>0-5</td>
<td>6-10</td>
<td>11-15</td>
</tr>
<tr>
<td><strong>Overall Style</strong></td>
<td>Presentation does not flow well, layout is sloppy, images are not appropriate to the topic, many spelling or grammatical errors</td>
<td>Presentation flows in parts, layout is slightly pleasing, images somewhat appropriate to the topic, few spelling or grammatical errors</td>
<td>Presentation flows well and logically, layout is pleasing, images are appropriate, no spelling or grammatical errors</td>
</tr>
</tbody>
</table>
4. Program Observation and Reflection (50 points)

Students will visit a classroom or program for students on the Autism Spectrum (Level 1) [50 points]

Addresses PS 13; ASDAA 1,3

Students will visit a classroom or program for students on the Autism Spectrum (Level 1). Students will observe the program and interview the teacher/program coordinator as part of this assignment.

The reflection paper must include the following (the number of paragraphs and sentences describe the minimum requirements only):

1. Characteristics or behaviors of students that may be unique to autism (1 paragraph of 5-7 sentences)
2. Educational interventions or supports (social skills, academics, communication, leisure, behaviors) unique to autism that you observed (2 paragraphs of 5-7 sentences)
3. Reflection on whether evidence-based strategies were being used in the classroom (2 paragraphs of 5-7 sentences)
4. Reflection on inclusion opportunities in the program (2 paragraphs of 5-7 sentences)
5. Reflection on the extent of self-determination in the program (2 paragraphs of 5-7 sentences)

Rubric for the reflection paper:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Partially meets expectations</th>
<th>Meets/Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td>There is no or minimal description of characteristics or behaviors of students 0-3</td>
<td>Description of characteristics or behaviors of students is vague and not relevant to autism 4-7</td>
<td>Description of characteristics and behaviors of students is detailed and relevant to autism 8-10</td>
</tr>
<tr>
<td>Educational Interventions</td>
<td>There is no or minimal description of educational interventions in the program 0-3</td>
<td>Description of educational interventions is unclear and not relevant to autism 4-7</td>
<td>Description of educational interventions is clear, complete and relevant to autism 8-10</td>
</tr>
<tr>
<td>Evidence-based practices</td>
<td>There is no or minimal reflection on evidence-based practices in the program 0-3</td>
<td>Reflection on evidence-based practices is unclear, without detail, or not relevant to autism 4-7</td>
<td>Reflection on evidence-based practices is clear, with details and relevant to autism 8-10</td>
</tr>
<tr>
<td>Inclusion</td>
<td>There is no or minimal reflection on inclusion in the program 0-3</td>
<td>Reflection on inclusion practices is unclear, without detail, or not relevant to autism 4-7</td>
<td>Reflection on inclusion practices is clear, with details and relevant to autism 8-10</td>
</tr>
</tbody>
</table>
Self-Determination | There is no or minimal reflection on self-determination in the program | Reflection on self-determination is unclear, without detail, or not relevant to autism | Reflection on self-determination is clear, with details and relevant to autism
---|---|---|---
0-3 | 4-7 | 8-10

5. Evidence-Based Project [50 points]

Adresses ASDAA 1,2,3

Select one evidence-based practice (EBP) from the manual *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder* (available on CANVAS)

The manual lists 27 Evidence-Based Practices EBPs in the Appendix B. Select one EBP. Do not select the EBP that you worked on in EDSE 218A.

You will need to review three articles for this paper. You may find some articles in the fact sheets in the section “Research Studies Providing Evidence”. You can also find articles through the King library or online using Google Scholar for example.

Your paper must include the following sections

1. Introduction of the EBP: what is it? (2 paragraphs of 5-7 sentences)
2. Summaries of three articles which have research relevant to the EBP. (each article- 3 paragraphs of 5-7 sentences described in detail below; 9 paragraphs in total)

   *First paragraph (introduction):*
   - What are the main arguments?
   - What is the point of this book/article?
   - What topics are covered?

   *Second Paragraph (assess and evaluate):*
   - How does it compare with other research articles?
   - Is the information reliable? current?
   - Is the research credible? Does the author have the background to write on this topic?
   - Are there any biases that you need to be aware of?

   *Third Paragraph (reflection)*
   - Was this research helpful to you?
   - Has it changed how you think about your topic?

3. An example of how you would implement the EBP in the classroom including
   a. Age and grade level
   b. Setting (class, community, time of day)
   c. Target behavior
   d. Activity using the EBP
Post the paper in the discussion area for the final and respond to the posting of at least three classmates in the discussion.

Rubric is as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Partially meets expectations</th>
<th>Meets/Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Does not include a description of what the EBP is</td>
<td>Includes a brief or unclear description of what the EBP is</td>
<td>The description about the EBP is clear, complete and well written</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>4-6</td>
<td>7-10</td>
</tr>
<tr>
<td>Summary of Articles</td>
<td>There are no summaries or minimal information about the research in the articles, the research is not cited, there are no relevant details of the research, or the summaries are not complete</td>
<td>The summary contains few details, research is not cited properly, the description of research is incomplete</td>
<td>The summaries contain sufficient details, all research is well cited and the description of research is complete and relevant to the topic</td>
</tr>
<tr>
<td></td>
<td>0-6</td>
<td>7-13</td>
<td>14-20</td>
</tr>
<tr>
<td>Implementing the EBP</td>
<td>One of the elements mentioned is missing, or the activity is not connected to the EBP or wrongly implements the EBP</td>
<td>Some elements are missing, the activity does not implement the EBP completely as per the research</td>
<td>All elements are present, the activity accurately implements the EBP as per the research</td>
</tr>
<tr>
<td></td>
<td>0-6</td>
<td>7-13</td>
<td>14-20</td>
</tr>
</tbody>
</table>

6. **Online Modules: Autism Internet Modules (AFIRM) [5 @ 10 points each, 50 points]**

Create an account for yourself and complete the following modules from the website:

[https://afirm.fpg.unc.edu/afirm-modules](https://afirm.fpg.unc.edu/afirm-modules)

1. Social Skills Training  
2. Structured Play Groups  
3. Technology-Aided Instruction and Intervention  
4. Self-Management  
5. Video Modeling

Upload the final assessment page or certificate of completion to CANVAS

**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 point 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.

**Determination of Grades**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Quiz</td>
<td>50</td>
<td>16.6%</td>
</tr>
<tr>
<td>Module Discussion</td>
<td>50</td>
<td>16.6%</td>
</tr>
<tr>
<td>PD Project</td>
<td>50</td>
<td>16.6%</td>
</tr>
<tr>
<td>Program Observation</td>
<td>50</td>
<td>16.6%</td>
</tr>
<tr>
<td>EBP paper</td>
<td>50</td>
<td>16.6%</td>
</tr>
<tr>
<td>Online Module</td>
<td>50</td>
<td>16.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>288-300</td>
<td>96 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>279-287</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A-</td>
<td>270-278</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>258-269</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>249-257</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B-</td>
<td>240-248</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>228-239</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>219-227</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C-</td>
<td>210-218</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>198-209</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>189-197</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D-</td>
<td>180-188</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>&gt;179</td>
<td>0 to 59%</td>
</tr>
</tbody>
</table>

EDSE 218b Autism Spectrum Disorders: Mild to Moderate Disabilities
Spring 2020
Classroom Protocol

Students are expected to keep abreast of course requirements, timelines and updates by regularly reading communications from Canvas. Students are expected to complete assignments on time, and participate in discussions and projects as defined in the syllabus.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to fieldwork, group assignments, internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf

Accommodation to Students’ Religious Holidays

University Policy S14-7 states that 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.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

“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.”

Please contact me, whether in writing or orally, if you would like to record any of the class sessions for the whole semester or on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“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**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

**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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

**Student Technology Resources**

Computer labs and other resources for student use are available in

Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall

Academic Technology Computer Center at [http://www.sjsu.edu/at/hd/](http://www.sjsu.edu/at/hd/) on the 1st floor of Clark Hall

Associated Students Computer Services Center at [http://as.sjsu.edu/ascsc/](http://as.sjsu.edu/ascsc/) on the 2nd floor of the Student Union


Computers at the Martin Luther King Library for public at large at [http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library)

Additional computer labs may be available in your department/college.

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 Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling)

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
Student Success Center

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

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.

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/ 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/

Additional Online Resources
Visit 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
## Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 1/27 |  ● Course Introduction and Overview  
      |      |   o Students will watch a narrated presentation on the course requirements  
      |      |   ● DSM V criteria  
      |      |   o Students will watch a narrated presentation on DSM V criteria for diagnosis of ASD  
      |      |   o Students will read pages 9-46 in the textbook (Attwood)  
      |      |   o Students will read an excerpt from NeuroTribes (Silberman)  
      |      |   o Students will complete a worksheet and submit on CANVAS  
      |      |   o Students will post a reflection on CANVAS and respond to classmates’ postings (before the next class)  
      |      |   o Students will finish Module 1 Quiz and upload the answers to CANVAS |
| 2    | 2/3  |  ● Social Understanding and Friendship  
      |      |   o Students will watch a narrated presentation that introduces the topic  
      |      |   o Students will read pages 67-106 in the textbook (Attwood)  
      |      |   o Students will read two poems by individuals with Autism  
      |      |   o Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.  
      |      |   o Students will complete the Module 2 Quiz and submit online on CANVAS |
| 3    | 2/10 |  ● Affirm Module- Social Skills Training  
      |      |   o Students will complete the Afirm module on Social Skills Training and upload the final assessment page to CANVAS |
| 4    | 2/17 |  ● Teasing and Bullying  
      |      |   o Students will watch and listen to a narrated presentation on the problems that individuals with ASD face because of teasing and bullying by their peers or adults at school  
      |      |   o Students will read the pages 107-123 in the textbook (Attwood).  
      |      |   o Students will read an article (Roekel, Scholte, & Didden, 2010) on bullying  
      |      |   o Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.  
      |      |   o Students will complete the Module 3 Quiz and submit online on CANVAS |
| 5    | 2/24 |  ● Afirm Module-Structured Play Groups  
      |      |   o Students will complete the Afirm module on Structured Play Groups and upload the final assessment page to CANVAS  
      |      |   ● Assignment Due: Professional Development Project [50 points]  
<pre><code>  |      |   o Students will create a professional development project for teachers and/or staff at their school site related to Autism Spectrum Disorders (Level One). This can be a presentation (Powerpoint, Prezi, Powtoon or any other program) that can be used in a 30-minute training for staff. The file is to be submitted on CANVAS |
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| 6    | 3/2   | - The Theory of Mind  
  o Students will watch and listen to a narrated presentation introducing the Theory of Mind and how it relates to individuals with ASD  
  o Students will read pages 124-139 in the textbook (Attwood)  
  o Students will read the article (Savarese & Zunshine, 2014), a discussion on the Theory of Mind from a disability studies perspective  
  o Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.  
  o Students will complete the Module 4 Quiz and submit online on CANVAS |
| 7    | 3/9   | - Afirm Module- Technology Aided Instruction and Intervention  
  o Students will complete the Afirm module on Technology Aided Instruction and Intervention and upload the final assessment page to CANVAS  
  - Assignment Due: Turning in the topic for Evidence-Based Practices Paper with the titles of the research articles being used |
| 8    | 3/16  | - The Understanding and Expression of Emotions  
  o Students will watch and listen to a narrated presentation on emotional regulation in individuals with ASD  
  o Students will read pages 140-183 in the textbook (Attwood)  
  o Students will read the article ‘I am autistic and I am obsessed with violence’ (Lydia Brown, 2014)  
  o Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.  
  o Students will complete the Module 5 Quiz and submit online on CANVAS |
| 9    | 3/23  | - Afirm Module- Self Management  
  o Students will complete the Afirm module on Self-Management and upload the final assessment page to CANVAS  
  - Assignment Due: Program Observation and Reflection, submit on CANVAS |
| 10   | 4/6   | - Special Interests  
  o Students will watch and listen to a narrated presentation on special interests in objects and topics as related to individuals with ASD  
  o Students will read pages 184-213 in the textbook (Attwood)  
  o Students will read the article on power cards (Davis, Boon, Cihak, & Fore III, 2010)  
  o Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.  
  o Students will complete the Module 6 Quiz and submit online on CANVAS |
| 11   | 4/13  | - Afirm Module-Video Modeling  
  o Students will complete the Afirm module on Video Modeling and upload the final assessment page to CANVAS |
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<th>Date</th>
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<tr>
<td>4/20</td>
<td><strong>Special Interests</strong>&lt;br&gt;○ Students will watch and listen to a narrated presentation on special interests in objects and topics as related to individuals with ASD&lt;br&gt;○ Students will read pages 184-213 in the textbook (Attwood)&lt;br&gt;○ Students will read the article on power cards (Davis, Boon, Cihak, &amp; Fore III, 2010)&lt;br&gt;○ Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.&lt;br&gt;○ Students will complete the Module 7 Quiz and submit online on CANVAS</td>
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<td>4/27</td>
<td><strong>Language</strong>&lt;br&gt;○ Students will watch and listen to a narrated presentation on language issues for individuals with ASD&lt;br&gt;○ Students will read pages 214-239 in the textbook (Attwood)&lt;br&gt;○ Students will read an excerpt from NeuroTribes (Silberman) on the making of the film Rain Man&lt;br&gt;○ Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.&lt;br&gt;○ Students will complete the Module 8 Quiz and submit online on CANVAS</td>
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<td>5/4</td>
<td><strong>Cognitive Abilities</strong>&lt;br&gt;○ Students will watch and listen to a narrated presentation on developing cognitive abilities for individuals with ASD&lt;br&gt;○ Students will read pages 240-270 in the textbook (Attwood)&lt;br&gt;○ Students will read an excerpt from Beyond the Wall (Shore) on his personal experiences with Autism&lt;br&gt;○ Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.&lt;br&gt;○ Students will complete the Module 9 Quiz and submit online on CANVAS</td>
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<td>5/11</td>
<td><strong>Sensory Sensitivity</strong>&lt;br&gt;○ Students will watch and listen to a narrated presentation on sensory sensitivity in individuals with ASD&lt;br&gt;○ Students will read pages 283-303 in the textbook (Attwood)&lt;br&gt;○ Students will read excerpt from Beyond the Wall (Shore) on his personal experiences with autism&lt;br&gt;○ Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.&lt;br&gt;○ Students will complete the Module 10 Quiz and submit online on CANVAS</td>
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<td>5/18</td>
<td><strong>Assignment Due:</strong> Evidence-Based Practices Paper posted for discussion on CANVAS&lt;br&gt;○ Students will post their paper in the discussion section of CANVAS&lt;br&gt;○ Students will respond to at least 3 of their classmates’ postings</td>
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