Course and Contact Information

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

Course Format

EDSE 110 is a hybrid course comprised of synchronous and asynchronous online work. The class is taught in a hybrid format comprised of synchronous and asynchronous online work. Students will be expected to engage in class discussion (both live and through discussion boards), participate in one group project, and complete assignments designed to increase knowledge about autism and the Evidence-Based Practices (EBPs) commonly in use when working with students with autism. As course learning will be online, students will need access to a computer to participate in the course.

Course Description

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

Course Goals and Learning Outcomes (CLO)

Upon successful completion of this course candidates will be able to:

1. Articulate the unique characteristics and core challenges of learners with ASD, and describe the strengths observed in learners with ASD. This learning outcome will be satisfied by in class discussion, online discussion, the Observation assignment, and exams.
2. 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 activities, Module assignment, EBP assignment, classroom observation assignment and exams.
   a. 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 EBP assignment, and the Module assignment.
b. Identify and describe evidence-based practices (EBPs) used by the teacher/staff in the classroom observation. This learning outcome will be satisfied by the Observation assignment and class discussion.

3. Acknowledge common perspectives of families and describe any methods observed for fostering parental input and/or participation. This learning outcome will be satisfied/evaluated by classroom and online discussions, Module assignment and exams.

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

California Commission on Teacher Credentialing (CCTC)

Autism Spectrum Disorders Added Authorization Standard 1: Characteristics of ASD

The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behaviors, and processing and their implications for program planning and service delivery.

Autism Spectrum Disorders Added Authorization: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorders

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

Autism Spectrum Disorders Added Authorization: Collaborating with Other Service Providers and Families

The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers, and to interact effectively with families.

Required Readings

There is NO textbook for the class


Other Possible Readings (will be provided by Teacher)


**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.]**

160 points - **10 points per week** – Synchronous 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 synchronous (in-class) and asynchronous (online) discussions, group activities and small group presentations. The only way to earn the points for participation will be to join in discussions during that class session, whether in synchronous class meetings or online discussion.

- For online discussions you will be expected to follow class specific prompts for participation. At times this will require only your response to the question/prompt. At other times you will need to follow a Comment - Connection - Question format that is meant to further discussion. You will do
best if you check in to the Discussion early and often. Each online discussion will be open for 10 days giving ample time for comment.

2) **Online Module Assignment - [CLO 1. 3. 5.] Due by May 3rd**

40 points – 10 points per module. Students may choose modules from Autism Focused Intervention and Resources Modules (AFIRM) or Autism Internet Modules (AIM) and complete four modules of your choice from either source or a combination of both.

- AFIRM modules available at: [http://afirm.fpg.unc.edu/afirm-modules](http://afirm.fpg.unc.edu/afirm-modules)
- AIM modules available at: [https://autisminternetmodules.org/](https://autisminternetmodules.org/)

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

- Please view a total of 4 modules based on topics of your own interest. You may choose modules from either site, or a combination of modules from both. Each student must complete the post-test at the end of the module and earn a minimum of 80% correct on each post-test. The post-test should be saved and submitted to the instructor on or before the due date of May 3rd.
  - If you have experience working in the field or with Autism in general, it would be recommended that you choose modules highlighting practices that are new to you.

3) **Classroom Observation - [CLO 1. 4. 6. 9.] Due May by 10th**

75 points – Students will identify and describe evidence-based practices observed within a variety of classroom settings (we will be using videos due to school closures)

1. Students will watch the videos included in the assignment module.
  - Use the EBP list and/or access the full resource included in the week one module to help you correctly identify and describe the evidence-based practices you are observing within the videos.
2. For each video name **at least 2** evidence-based practices the teacher is utilizing or describing for use within their classroom. **Do not repeat-find two new ones for each class.**
  - Describe the practice and explain how the teacher is using it, or when they would use it based on their description. (35 points)
  - Include the name of the video so I know which clip you are referencing.
3. Name **at least 5** things (in total, not for each class) you learned or liked that you will either add to your teaching or feel are useful strategies/resources for teaching children with Autism. (30 points)
4. Describe anything you did not understand, have questions about or felt would not be useful.
5. **Papers must be typed** (include your name!) and contain proper spelling, punctuation and grammar-this is worth 10 points of your overall grade

4) **Evidence-Based Practice Group Project [CLO 3.] Presentations will take place on May 17th. Papers due May 17th**

75 points - Students will work in small groups of 2 -3. and choose one of the Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorders from the manual that can be accessed through Canvas in Module 2.
1. Each group will choose an evidenced-based practice from the manual and summarize one of the research studies that enabled the practice to be included as an EBP.
   a. Appendix B (beginning on page 47 of the manual) includes Fact Sheets for each EBP and lists the studies associated with the EBP. Your group will be required to access, read, and summarize at least one of these studies.

2. 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

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

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

<table>
<thead>
<tr>
<th>Evidence-Based Practice Group Project:</th>
<th>Points Possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of the study—all required information included</td>
<td>25</td>
</tr>
<tr>
<td>Role play/Demonstration</td>
<td>25</td>
</tr>
<tr>
<td>Overall presentation-interesting, all members participated</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
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5) Mid Term Exam and Final Exam [CLO 1-8]

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

The mid-term exam in week 8 will consist of questions requiring short answers related to topics from the 1st through 8th week. The final exam will consist of questions requiring short answers related to topics from the whole class, but primarily from 10th week through the last week. Students will be asked to apply content from the class sessions, readings, AFIRM/AIM Modules and their Observation assignment to answer questions about ASD.
Grading Information and Policies

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

*Proper punctuation, spelling and grammar are expected on all written assignments. PLEASE spell and grammar check assignments before turning them in or they will be returned for correction and may affect your grade on the assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>160 points</td>
<td>40%</td>
</tr>
<tr>
<td>Modules Assignment (4 modules)</td>
<td>40 points</td>
<td>10%</td>
</tr>
<tr>
<td>Classroom Observation</td>
<td>75 points</td>
<td>18.75%</td>
</tr>
<tr>
<td>Evidence-Based Practice Group Project</td>
<td>75 points</td>
<td>18.75%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25 points</td>
<td>6.25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 points</td>
<td>6.25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400 points</strong></td>
<td><strong>100 %</strong></td>
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**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 synchronous class meetings and stay until the sessions ends. It is preferred that cameras by turned on whenever possible, but especially during discussions. Students are encouraged to take breaks as needed and to find a comfortable space for our synchronous meetings if possible. Computers can be muted if your environment is loud and/or we are not having an active discussion.

* On-line class modules will be open the Friday before the week of class at 12:01am and close on the Sunday at 11:59pm following the week of class (10 days). 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/*
## EDSE 110 / Autism Spectrum Disorders, Spring, 2020

**Course Schedule** (this schedule is subject to change with fair notice)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Format</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | February 1st   | Synchronous (Zoom) | Introductions - Syllabus and assignment review  
|      |                |                 | **Read:** Download and review EBP list for next week                                |
| 2    | February 8th   | Asynchronous (Online) | Diagnosis, Eligibility and Evidence based Practices (EBP)                          |
| 3    | February 15th  | Zoom            | Understanding autism, EBP and diagnosis                                            |
| 4    | February 22nd  | Online          | Theory of Mind (ToM), Executive Functions (EF)                                      |
| 5    | March 1st      | Zoom            | ToM and Ef, cont., and Language and Communication                                   |
| 6    | March 8th      | Zoom            | Language and communication, cont., and Visual Supports                              |
| 7    | March 15th     | Online          | Common Approaches (EBP)                                                            |
| 8    | March 22nd     | Online          | Evidence Based Practices - Behavior  
|      |                |                 | *Mid-Term Exam – 25 pts - due 3/28/21*                                             |
| 9    | March 29th     | SPRING BREAK    |                                                                                   |
| 10   | April 5th      | Online          | Behavior – Autism Navigator                                                        |
| 11   | April 12th     | Zoom            | Emotional Regulation                                                               |
| 12   | April 19th     | Online          | Behavior                                                                             |
| 13   | April 26th     | Zoom            | Sensory Integration                                                                 |
| 14   | May 3rd        | Zoom            | Play and Social Cognition                                                          |
|      |                |                 | **Module Assignment (4 modules) due by today – 40 points**                          |
| 15   | May 10th       | Online          | Family Perspectives                                                                 |
|      |                |                 | **Classroom Observation Paper due by today – 75 points**                            |
| 16   | May 17th       | Zoom            | Class presentations for EBP group                                                  |
|      |                |                 | **EBP Project slides due by today – 75 pts**                                       |
| Final Exam | May 24th  |                 | **Final Due – 25 pts**                                                            |