San José State University Special Education Department

EDSE 218B, Autism Spectrum Disorders:
Students with Mild to Moderate Disabilities, Spring 2022

Course and Contact Information

Instructor: Sudha Krishnan, Ed. D.
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Office Location: via zoom
Email: Sudha.V.Krishnan@sjsu.edu
Office Hours: By appointment via zoom
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)

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, and learn from the lived experiences of individuals with autism.
2. Discuss the evidence-based practices (EBPs) identified by the National Professional Development Center on Autism Spectrum Disorder.
3. 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 course fulfils 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,
Disorders program, and/or the MA in Education with a Concentration in Special Education programs.

**Required Texts/Readings**

**Textbooks**
1. *The Complete Guide to Asperger’s Syndrome* by Tony Attwood. This is available at the MLK library as an e-book.

2. *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder* by Connie Wong, Samuel L. Odom, Kara Hume, Ann W. Cox, Angel Fettig, Suzanne Kucharczyk, Matthew E. Brock, Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz. (available online and will be posted 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 1,2,3**

   Addresses PS 11, 13; ASDAA 1,2,3

   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 &amp; Support</th>
<th>0</th>
<th>1-2</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response does not answer the question.</td>
<td>Response is unclear or disconnected from topic. No evidence from text is cited</td>
<td>Response is clear and cite evidence from text to support claim.</td>
<td></td>
</tr>
</tbody>
</table>

2. **Online Module Discussions [10 @ 5 points each] CLO 1,2,3**

   Addresses PS 11, 13; ASDAA 1,2,3

   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</th>
<th>Limited</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Analysis</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.</td>
<td>Discussion postings display an 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.</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.</td>
</tr>
</tbody>
</table>

3. **Professional Development Project [50 points] CLO 1,2,3**

Addresses ASDAA 1,2
Students will create a professional development project for teachers and/or staff at their school site on a topic related to Autism Spectrum Disorders (Level One). This can be a presentation (Powerpoint, Prezi, Powtoo 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>Shared Goals</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>Content</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>Effective Instruction</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>Overall Style</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>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
</tr>
</tbody>
</table>

4. **Program Observation and Reflection/Alternate Assignments (50 points)**

Option 1
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)

Option 2

Read any ONE of these books and write a review covering the following areas

1. Summary of what the book was about (2 paragraphs of 5-7 sentences)
2. Reflection on what features of autism spectrum (level 1) were described or what you inferred (1 paragraph- 5-7 sentences)
3. Reflection on how individuals with autism perceive the world (1 paragraph, 5-7 sentences)
4. Reflection on the challenges that ableism creates for individuals with autism (1 paragraph, 5-7 sentences)
5. Reflection on whether and how this book changed your thinking about or your teaching individuals with autism (1 paragraph, 5-7 sentences).

Suggested Books

Look Me in the Eye, by John Elder Robison
Aspergers on the Inside, by Michelle Vines
But You Don't Look Autistic At All, by Bianca Toeps
The Secret Life of a Black Aspie, by Prahlad Anand

If you want to review any other book, please clear it with me first.

Option 3
See any ONE of these movies/series episodes (at least 2) and write a review covering the following areas

1. Summary of what the movie/series was about (2 paragraphs of 5-7 sentences)
2. Reflection on what features of autism spectrum (level 1) were described or what you inferred (1 paragraph 5-7 sentences)
3. Reflection on how individuals with autism perceive the world (1 paragraph, 5-7 sentences)
4. Reflection on the challenges that ableism creates for individuals with autism (1 paragraph, 5-7 sentences)
5. Reflection on whether and how this movie/series changed your thinking about or your teaching individuals with autism (1 paragraph, 5-7 sentences).

Suggested movies/series (see at least 2 episodes)

*On Netflix:*
- Aspergers are us
- Atypical
- Love on the Spectrum

*On Prime:*
- Life Animated
- Adam
- Mozart and the Whale
- Neurotypical

If you would like to review a movie or a video not mentioned here, please clear it with me first.

**Rubric for the reflection paper for Program Observation:**

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

**Rubric for the reflection paper for books/movie:**

<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>Summary</td>
<td>There is no or minimal summary of the book/movie/video</td>
<td>Summary is vague and not relevant to autism</td>
<td>Summary is detailed and relevant to autism</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>4-7</td>
<td>8-10</td>
</tr>
<tr>
<td>Features of Autism</td>
<td>There is no or minimal description of the features of the autism spectrum</td>
<td>Description of the features of the autism spectrum is unclear and not relevant to autism</td>
<td>Description of the features of the autism spectrum is clear, complete and relevant to autism</td>
</tr>
<tr>
<td>Spectrum</td>
<td>0-3</td>
<td>4-7</td>
<td>8-10</td>
</tr>
<tr>
<td>Autistic Perspectives</td>
<td>There is no or minimal reflection on perspectives of individuals with autism</td>
<td>Reflection on the perspectives of individuals with autism is unclear, without detail, or not relevant to autism</td>
<td>Reflection on the perspectives of individuals with autism is clear, with details and relevant to autism</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>4-7</td>
<td>8-10</td>
</tr>
</tbody>
</table>
### Challenges of Ableism

<table>
<thead>
<tr>
<th>Reflection on the challenges of ableism is clear, with details and relevant to autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges of Ableism</td>
</tr>
<tr>
<td>0-3</td>
</tr>
</tbody>
</table>

### Reflection on personal thinking and teaching practices

<table>
<thead>
<tr>
<th>Reflection on the impact of book/movies on personal thinking and teaching practices is unclear, without detail, or not relevant to autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on personal thinking and teaching practices</td>
</tr>
<tr>
<td>0-3</td>
</tr>
</tbody>
</table>

### Evidence-Based Project [50 points], CLO 1,2,3

Addresses 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. If you have taken 218A, please 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- 1 paragraph of 5-7 sentences described in detail below; 3 paragraphs in total for the three articles and one summary paragraph stating important conclusions and comparing the studies)
   
   *Paragraph for each article:*
   *What are the purpose of the study, settings, participants, and procedures?*
   *How were the data analyzed (statistical analysis/qualitative analysis)?*
   *What are the main conclusions?*
   *What are the limitations of the study?*
3. **Final Summary Paragraph**
   *A summary of the major conclusions*
   *How were the articles similar?*
• How were the articles different?

4. 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

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/Final Summary</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 Focused Intervention Resources & 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 Narratives
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 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>Module Discussion</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>PD Project</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>Program Observation</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>EBP paper</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>Online Module</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</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>Grade</td>
<td>Score Range</td>
<td>Percentage</td>
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<td>-------</td>
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</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>

**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**

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/)

**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
- **Student Computing Services** at [http://library.sjsu.edu/student-computing-services/student-computing-services-center](http://library.sjsu.edu/student-computing-services/student-computing-services-center)
- **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

EDSE 218B Autism Spectrum Disorders: Mild to Moderate Disabilities, Spring 2022

Spring 2022
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

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/

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
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 1/26  | ● Course Introduction and Overview  
  o Students will watch a narrated presentation on the course requirement  
  ● 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 finish Module 1 Quiz and upload the answers to CANVAS*  
  o *Students will post a reflection (Discussion 1) introducing themselves on CANVAS and respond to classmates’ postings (before the next class)* |
| 2    | 1/31  | ● Afirm Module- Social Narratives  
  o *Students will complete the Afirm module on Social Narratives and upload the final assessment page to CANVAS*  
   |  |    |  
| 3    | 2/7   | ● Social Understanding and Friendship  
  o *Students will watch a narrated presentation that introduces the topic*  
  o *Students will read Chapter 3 in the textbook (Attwood)*  
  o *Students will complete the Module 2 Quiz and submit online on CANVAS*  
  o *Students will post a reflection on excerpts from All the Weight of Our Dreams and respond to two of their classmates* |
| 3    | 2/14  | ● 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 Chapter 4 in the textbook (Attwood).*  
  o *Students will complete the Module 3 Quiz and submit online on CANVAS*  
  o *Students will post a reflection on an article on Bullying and respond to two of their classmates* |
| 5    | 2/21  | ● 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]  
  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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<th>Week</th>
<th>Date</th>
<th>Activity</th>
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| 6 | 2/28 | ● The Theory of Mind  
- Students will watch and listen to a narrated presentation introducing the Theory of Mind and how it relates to individuals with ASD  
- Students will read Chapter 5 in the textbook (Attwood)  
- Students will complete the Module 4 Quiz and submit online on CANVAS  
- Students will post a reflection on a critique of the Theory of mind and respond to two of their classmates |
| 7 | 3/7 | ● Afirm Module- Technology Aided Instruction and Intervention  
- Students will complete the Afirm module on Technology Aided Instruction and Intervention and upload the final assessment page to CANVAS |
| 8 | 3/14 | ● The Understanding and Expression of Emotions  
- Students will watch and listen to a narrated presentation on emotional regulation in individuals with ASD  
- Students will read Chapter 6 in the textbook (Attwood)  
- Students will complete the Module 5 Quiz and submit online on CANVAS  
- Students will post a reflection on Lydia Brown’s essay and respond to two of their classmates |
| 9 | 3/21 | ● Afirm Module- Self Management  
- Students will complete the Afirm module on Self-Management 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 |
| 10 | 4/4 | ● Special Interests  
- Students will watch and listen to a narrated presentation on special interests in objects and topics as related to individuals with ASD  
- Students will read Chapter 7 in the textbook (Attwood)  
- Students will complete the Module 6 Quiz and submit online on CANVAS  
- Students will read the article on power cards (Davis, Boon, Cihak, & Fore III, 2010)  
- Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates  
- Assignment Due: Program Observation and Reflection/Alternate Assignments, submit on CANVAS |
| 11 | 4/11 | ● Afirm Module-Video Modeling  
- Students will complete the Afirm module on Video Modeling and upload the final assessment page to CANVAS |
| 12 | 4/18 | ● Autism Rights and Self-Advocacy  
- Students will visit and go through websites detailing resources for autism rights advocacy  
- Students will complete the Module 7 Quiz and submit online on CANVAS  
- Students will post their response to Module 7 quiz in the discussion and respond to 2 of their classmates |
| 13  | 4/25 | ● Language  
|     |     | - Students will watch and listen to a narrated presentation on language issues for individuals with ASD  
|     |     | - Students will read Chapter 8 in the textbook (Attwood)  
|     |     | - Students will read an excerpt from NeuroTribes (Silberman) on the making of the film Rain Man  
|     |     | - Students will post their reflections on the readings on CANVAS and respond to two of their classmates.  
|     |     | - Students will complete the Module 8 Quiz and submit online on CANVAS |
| 14  | 5/2  | ● Cognitive Abilities  
|     |     | - Students will watch and listen to a narrated presentation on developing cognitive abilities for individuals with ASD  
|     |     | - Students will read Chapter 9 in the textbook (Attwood)  
|     |     | - Students will read an excerpt from Beyond the Wall (Shore) on his personal experiences with Autism  
|     |     | - Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.  
|     |     | - Students will complete the Module 9 Quiz and submit online on CANVAS |
| 15  | 5/9  | ● Sensory Sensitivity  
|     |     | - Students will watch and listen to a narrated presentation on sensory sensitivity in individuals with ASD  
|     |     | - Students will read Chapter 11 in the textbook (Attwood)  
|     |     | - Students will read excerpt from Beyond the Wall _College (Shore) on his personal experiences with autism  
|     |     | - Students will post their reflections on the readings on CANVAS and respond to the postings of their classmates.  
|     |     | - Students will complete the Module 10 Quiz and submit online on CANVAS |
| 16  | 5/16 | ● Assignment Due: Evidence-Based Practices Paper |