Students with Autism Spectrum Disorders Section 01
EDSE 110

Spring 2023  3 Unit(s)  01/25/2023 to 05/15/2023  Modified 01/24/2023

Contact Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Heather Erba, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>SH 204</td>
</tr>
<tr>
<td>Telephone:</td>
<td>408-887-1614</td>
</tr>
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</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment only</td>
</tr>
</tbody>
</table>

Course Description and Requisites

Introduction to teaching students on the autism spectrum, examination of theoretical foundations of ASD, and applications of evidence-based practices (EBPs) that help provide access to inclusive education.

Prerequisite(s): Special Education Minor.

Letter Graded

Classroom Protocols

All students are expected to arrive on time to class and stay until the end of the class time. There will be a break half way through the class session. Students are expected to talk in a respectful and professional manner and follow rules of confidentiality that will be reviewed in the initial class session. Please be respectful and keep cell phones in silent mode during class sessions and use computers only for course related activities. If an emergency arises and you need to use your cell phone please step outside to do so.
LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.


Course Goals

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)
Upon successful completion of this course candidates will be able to:

1. Articulate the unique characteristics of learners with ASD as outlined in the DSM 5 diagnosis of autism, and describe the strengths observed in learners with ASD.
2. Describe the benefits of understanding the “culture of autism,” listening to voices and perspectives of individuals unique neurodiverse profiles when supporting and working with individuals with autism.
3. Demonstrate an understanding of typical and atypical social cognition and how it applies to building social competencies and social success in students with ASD.
4. Discuss the benefits of a family centered approach and diverse strategies to partner with families when working with children with autism.
5. Describe the transdisciplinary nature of autism and understand the wide range of careers and jobs available in the field.
6. Understand and be able to respond to conversations in the field of autism regarding areas of controversy including the vaccine controversy, ABA, and social skills.
7. 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.
8. Discuss the evidence-based practices (EBPs) identified by the National Professional Development Center on Autism Spectrum Disorder.
9. Describe evidence-based practices (EBPs) used by the teacher, clinician, parent, or community member in the observation setting.
10. Describe activities or tasks assigned in the observation setting, including the strengths and challenges of methodologies used within the learning environment, and reflect on individual experiences.
Required Texts/Readings

Textbook

Other Readings


Report can be retrieved online from the https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/E BP%20Report%202020.pdf

Course Requirements and Assignments

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 service learning experience.

- Class Participation [CLO 1, 3, 4, 5, 6] 140 points total (10 points/class)

EDSE 110 students will participate in a variety of activities throughout the course, including in-class discussions, guest speaker conversations, group activities and small group presentations. The only way to earn the points for participation will be to participate
during that class session. Students preferred participation mode will be honored by the instructor.

2) Online Autism Focused Intervention and Resources Modules (AFIRM) Assignment [CLO 1, 3, 7, 8, 9] 50 points - 10 points per module

Participants will view the Autism Focused Intervention and Resources Modules (AFIRM) available at: https://afirm.fpg.unc.edu/afirm-modules

These Modules are free of charge, but each student must create an account with an ID and password. Students are to view the assigned modules and complete the post-test at the end of the module. The post-test should be saved and submitted to the instructor on or before the due date. Students must earn a minimum of 80% correct on each post-test. Students are to complete the following modules:

- Self Management - due Week 5
- Visual Supports - due Week 6
- Naturalistic Interventions - due Week 12
- Antecedent Based Interventions - due Week 13
- Peer Mediated Instruction - due Week 14

3) Observation & Reflection Assignment [CLO 1, 4, 6, 9, 10]

120 points - Due Week 15, May 3 *There are 3 separate components to this Assignment

1. Students will observe in an approved classroom, clinic, community, or home setting with individuals with ASD. Observation sites should be approved by the instructor in advance. Students should plan at least 3 visits to the approved setting for a total of 6-8 hours. Students may assist in activities with individuals with ASD if invited by the teacher, clinician, parent or guardian. Students will keep a log of their visits and obtain the signature of the teacher, clinician, parent, or guardian at each visit.

SJSSU students are expected to abide by all rules of confidentiality pertaining to individual within classroom, clinic, community, or home setting and should be mindful not to intrude in student or staff personal work space or obstruct the classroom routine during this experience. Do not use last names when writing about students.

2. Students will write a journal entry with a reflection for each visit using the following journal guidelines:

<table>
<thead>
<tr>
<th>Title</th>
<th>Activities</th>
<th>Students</th>
<th>Strategies</th>
<th>Additional Information</th>
<th>EBPs</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal #1 Environment &amp; Visual Supports</td>
<td>Briefly describe the activities/lessons during your observation.</td>
<td>Describe the individualized profile of 2 students with autism focusing on how they are understanding and experiencing the world, and their strengths/successes during your observation</td>
<td>Describe the layout of the space. Are environmental expectations easy to understand?</td>
<td>Describe the use of any visual supports. Are visuals schedules, checklists, pictures used to support students’ engagement?</td>
<td>Comment on any EBP you observed and/or any EBP you feel would have supported the students’ engagement and regulation. Reflection of your thoughts and feelings about this visit. Include highlights and low lights.</td>
<td>Reflection of your thoughts and feelings about this visit. Include highlights and low lights.</td>
</tr>
</tbody>
</table>
### Journal #2

**Regulation Strategies**

<table>
<thead>
<tr>
<th>Briefly describe the activities/lessons during your observation.</th>
<th>Describe the individualized profile of 2 students with autism focusing on how they are understanding and experiencing the world, and their strengths/successes during your observation.</th>
<th>Describe any regulation tools/strategies you observed.</th>
<th>If possible, describe a moment of dysregulation and the strategies used to support the student.</th>
<th>Comment on any EBP you observed and/or any EBP you feel would have supported the students’ engagement and regulation.</th>
<th>Provide a brief reflection of your thoughts and feelings about this visit. Include highlights and low lights.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Break area/regulation station. Emotional regulation check-in system. Planned/integrated movement and/or sensory experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Journal #3

**Social Interactions**

<table>
<thead>
<tr>
<th>Briefly describe the activities/lessons during your observation.</th>
<th>Describe the individualized profile of 2 students with autism focusing on how they are understanding and experiencing the world, and their strengths/successes during your observation.</th>
<th>Describe any observed interactions between the students.</th>
<th>Describe any adult directed cues, prompts, strategies to encourage and support peer to peer interaction. Was this successful?</th>
<th>Comment on any EBP you observed and/or any EBP you feel would have supported the students’ engagement and regulation.</th>
<th>Provide a brief reflection of your thoughts and feelings about this visit. Include highlights and low lights.</th>
</tr>
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</table>

*Journal reflections must be typed and should include proper punctuation, grammar and spelling.*

3. Students will write a 2-3 page paper summarizing their overall learning experience in the following areas: Overall description of the hours spent at the site, primary impact/take-away from the experience, i.e. how will this contribute to your future work, knowledge and interests in regard to children with ASD.

*Papers must be typed and should include proper punctuation, grammar and spelling.*

The rubric for points earned on this project is below:

<table>
<thead>
<tr>
<th>Assignment Component</th>
<th>Points possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. A signed record of dates and hours of each visit</td>
<td>10</td>
</tr>
</tbody>
</table>
4) Evidence-Based Practice Group Project [CLO 7, 8, 9, 10.] 50 points - Presentations on May 10th

Students will work in small groups of 2 -3. Each group will choose one of the Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorders from the manual that can be downloaded here.

Each group will summarize one of the research studies from the manual. 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

The group will also provide an example of how to implement the strategy/practice within a teaching setting. The classroom example should clearly indicate:

- how this strategy would be put into practice in the classroom
- Any possible barriers to implementation of this strategy
- 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.

The group will prepare a 15-minute presentation for the class that should include visuals and/or handouts for all class members. Each member of the group must present to the class.

<table>
<thead>
<tr>
<th>Assignment Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation: creative, holds interest of the audience</td>
<td>15</td>
</tr>
<tr>
<td>Description of Participants</td>
<td>5</td>
</tr>
</tbody>
</table>
5) Mid Term Exam and Final Exam [CLO 1-8]

40 points total - 20 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 and multiple-choice answers related to topics from the 1st through 7th week. The final exam will consist of questions requiring short answers related to topics from the 8th through the last week. Students will be asked to apply content from the class sessions, guest speakers, text, other readings and their Service Learning experiences to answer questions about ASD.

Grading Information

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>
<th>CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>140 points</td>
<td>35%</td>
<td>1, 3, 4, 5, &amp; 6</td>
</tr>
<tr>
<td>AFIRM Modules (5 modules)</td>
<td>50 points</td>
<td>12.5 %</td>
<td>1, 3, 7, 8, 9</td>
</tr>
<tr>
<td>Service Learning Project / Journal</td>
<td>120 points</td>
<td>30%</td>
<td>1, 4, 6, 9, 10</td>
</tr>
<tr>
<td>Evidence-Based Practice Group Project</td>
<td>50 points</td>
<td>12.5 %</td>
<td>7, 8, 9, 10</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 points</td>
<td>5%</td>
<td>All</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 points</td>
<td>5%</td>
<td>All</td>
</tr>
<tr>
<td>Total</td>
<td>400 points</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Grade: Cumulative Points: Total %:

A 372-400 93%
A- 360-371 90%
B+ 348-359 87%
B 332-347 83%
B- 320-331 80%
C+ 308-319 77%
C 292-307 73%
C- 280-291 70%
D 240-279 60%
F 239 or below

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

EDSE 110 / Autism Spectrum Disorders, Spring, 2023

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Target Concept(s)</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(all supplementary readings can be found on Canvas)</td>
<td></td>
</tr>
</tbody>
</table>
| 1    | January 25th | Class Culture  
Syllabus Review  
The Culture of Autism | Text: Chapter 1       |
| 2    | February 1st  | Autism Overview (DSM-Criteria) &  
Evidence Based Practice Movement | EBP Report Introduction pp. 7 - 14  
Text: Chapter 2 |
| 3    | February 8th  | Neurobiology of Autism  
Beyond Behaviors | Text: Chapter 3  
<table>
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<th>Readings/Assignments</th>
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</thead>
</table>
| 4    | February 15<sup>th</sup> | Developmental Understanding of Autism Families as Partners | Text: Chapter 4  
Supplementary Article  
*All observation settings confirmed |
| 5    | February 22<sup>nd</sup>   | Individual Profiles: Regulation               | Text: Chapter 10  
Supplementary Article  
AFIRM Module Due: Self Management -10 pts |
| 6    | March 1st        | Individual Profiles: Situational Awareness    | AFIRM Module Due: Visual Supports -10 pts                                           |
| 7    | March 8<sup>th</sup>   | Individual Profiles: Social Awareness         | Uniquely Human PodCast : Episode 25  
Text: Chapters 8 & 9 |
| 8    | March 15th       | Neurodiversity Movement  
Translational Research  
State of the Field | Uniquely Human PodCast : Episode 65  
Text: Chapter 17 |
| 9    | March 22nd       | Mid-Term  
Group Project Check In | Mid-Term |
| 10   | March 29th       | SPRING BREAK                                  |                                                                                     |
| 11   | April 5th        | EBP & Intervention Considerations             | Selecting an Evidence Based Practice AFIRM Module (reading only)                     |
| 12   | April 12<sup>th</sup> | Applied Behavioral Analysis & Autism - A Historical Understanding | Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Disorder  
AFIRM Module Due: Naturalistic Interventions 10 pts |
<p>| 13   | April 19&lt;sup&gt;rd&lt;/sup&gt; | Applied Behavioral Analysis &amp; Autism (cont)   | AFIRM Module Due: Antecedent Based Intervention 10 pts                             |
| 14   | April 26&lt;sup&gt;th&lt;/sup&gt; | Neurobiological &amp; &quot;Whole Child&quot; Approaches    | AFIRM Module Due: Peer Mediated Interventions -10 pts                              |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Target Concept(s)</th>
<th>Readings/Assignments (all supplementary readings can be found on Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>May 3rd</td>
<td>Course Wrap-up &amp; reflections</td>
<td>Observation and Reflection Project Due – 120 pts</td>
</tr>
<tr>
<td>16</td>
<td>May 10th</td>
<td>EBP - Group Presentations</td>
<td>EBP Project Due (group presentations in class) – 50 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 17th</td>
<td>Final &amp; Celebration</td>
<td>Final Due – 20 pts</td>
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</tbody>
</table>