

San José State University

Connie L. Lurie College of Education
Department of Special Education
EDSE 218A Autism Spectrum Disorders:
Students with Moderate and Severe Disabilities
Section 01

Spring 2015

Course and Contact Information

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|-------------------------|--|
| Instructor: | Dr. Lisa Simpson |
| Office Location: | Sweeney Hall 237 |
| Telephone: | 408-924-2924 |
| Email: | lisa.simpson@sjsu.edu |
| Office Hours: | Wednesday 3:00 – 6:00 and by appointment |
| Class Days/Time: | Thursday 4:00-6:45 pm |
| Classroom: | Sweeney Hall 231 |
| Prerequisites: | Department or Instructor's consent |

Course Format

This course follows a traditional format with three hours of face-to-face class time each week. Course participants will need to access the Internet for some out of class assignments.

CANVAS Learning Management System

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [CANVAS learning management](#) system course website. You are responsible for regularly checking with the messaging system through [MySJSU](#) (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course examines theoretical foundations and applications of evidence-based best practices for students with Autism Spectrum Disorders and Moderate/Severe disabilities including but not limited to structured teaching, visual supports and visual modeling, social narratives, positive behavior support, self-advocacy skills, inclusive education, recreation and leisure, and special interventions for young children including discrete trial training.

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, Lorna Wing, Uta Frith, and Hans Asperger. There are many different methodologies and instructional and behavioral strategies for working with individuals with ASD. The evidence-based best practices for students with ASD defined and reviewed in this course are drawn from the most recent research from the National Professional Development Center on Autism Spectrum Disorders and the works and writings of Ivar Lovaas (Discrete Trial Training and Applied Behavior Analysis), Koegel & Koegel (Pivotal Response Training), Eric Schopler (TEACCH), Rogers, Vismara, & Dawson (Early Start Denver Model), Dunlap, Fox, and Strain (Positive Behavior Supports), Carol Gray (Social Stories). First hand experience of life with ASD comes from Stephen Shore, Naoki Higashida, Sean Barron and others.

Course Goals

This course is intended to assist students to meet the competencies specified in the following CCTC Education Specialist Program Standards and Autism Spectrum Disorders Added Authorization Standards (ASDAA):

Program Standard 11: Typical and Atypical Development

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practice on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

ASDAA Standard 1: Characteristics of ASD

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

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

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

ASDAA Standard 3: Collaborating with Other Service Providers and Families

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

Course Learning Outcomes [CLO]

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

1. Articulate the unique characteristics and core challenges of learners with autism spectrum disorders.
2. Discuss the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications.
3. Communicate current issues and trends in special education for students with autism spectrum disorders, recognize myths and controversies surrounding ASD and articulate an informed position in regard to these issues.
4. Implement evidence-based instructional strategies as put forth by the National Professional Development Center on Autism Spectrum Disorders for teaching students with autism spectrum disorders in real classroom scenarios including antecedent based interventions, visual supports and schedules, video modeling, peer mediated interventions, and social narratives.
5. Implement systematic instruction and discrete trial training, including task analysis, appropriate data collection measures, and prompting and reinforcement systems, and will be able to use these systems so that students with ASD are successful in academic and community settings.
6. Demonstrate understanding of strategies to foster the development of appropriate social skills in students with ASD, including social narratives and peer-mediated interventions.
7. Implement a variety of communication supports for students with ASD and will understand the basic constructs of a Picture Exchange Communication System.
8. Discuss the immediate and long-term impact of ASD on families across the lifespan as well as articulate best practices for working with families including person-centered planning and self-advocacy, communication and collaboration, family training, and multicultural perspectives.
9. Explain their roles as special education professionals in program planning and service delivery, demonstrate collaboration skills with families and other professionals, establish collaborative strategies for inclusive education, modify general education curriculum and instruction for individuals with ASD included in general education and employment settings, and develop strategies for students with ASD to participate in recreation and leisure activities in the community.

Required Texts/Readings

Textbook

Learners on the Autism Spectrum – Preparing Highly Qualified Educators 2nd Edition

Authors: Buron and Wolfberg

Autism Asperger's Publishing Company (2008)

ISBN-10: 1934575070 ISBN-13: 978-1934575079

Textbook can be purchased through the [SJSU bookstore](http://sjsu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65133&catalogId=10001&langId=-1) at

<http://sjsu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65133&catalogId=10001&langId=-1> or online from [Amazon](http://www.amazon.com) at

<http://www.amazon.com/Learner-Autism-Spectrum-Preparing-Qualified/dp/1934575070>.

Book Club Required Reading – Choose One

Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome, 2nd Edition

Author: Stephen Shore

ISBN-10: 1931282196

ISBN-13: 978-1931282192

The Reason I Jump: The Inner Voice of a Thirteen Year Old Boy with Autism

Author: Naoki Higashida

ISBN-10: 0812994868

ISBN-13: 978-0812994865

There's a Boy in the Girls' Bathroom: Emerging From the Bonds of Autism

Author: Judy Barron and Sean Barron

ISBN-10: 1885477864

ISBN-13: 978-1885477866

Technology Access Required: Autism Internet Modules

Autisminternetmodules.org

Free website but you must register and create a password.

Additional Readings: Research Journals

Bryan, L. C., & Gast, D. L. (2000). Teaching on-task and on-schedule behaviors to high-functioning children with autism via picture activity schedules. *Journal of Autism and Developmental Disorders*, 30(6), 553–567.

Callahan, K., Shukla-Mehta, S., Magee, S., & Wie, M. (2010). ABA versus TEACCH: The case for defining and validating comprehensive treatment models in autism. *Journal of Autism and Developmental Disorders*, 40, 74-88.

Carr, E.G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A.P., Sailor, W., Anderson, J.L., Albin, R.W., Koegel, L.K., Fox, L. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4(1), 4-16.

- Cimera, R.E., Burgess, S., & Wiley, A. (2013). Does providing transition service early enable students with ASD to achieve better vocational outcomes as adults? *Research and Practices for Persons with Severe Disabilities*, 38(2), 88-93.
- Conroy, M. A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypic behavior in a general education classroom: A case study. *Focus on Autism and Developmental Disabilities*, 20(4), 223–230.
- Heflin, L.J., & Alberto, P.A. (2001). Establishing a behavioral context for learning for students with autism. *Focus on Autism and Other Developmental Disabilities*, 16(2), 93-101.
- Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single subject research to identify evidence-based practice in special education. *Exceptional Children*, 71(2), 165-179.
- Howard, J.S., Sparkman, C.R., Cohen, H.G., Green, G., & Stanislaw, H. (2005). A comparison of intensive behavior analytic and eclectic treatments for young children with autism. *Research in Developmental Disabilities*, 26, 359-383.
- Hume, K., & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. *Journal of Autism and Developmental Disorders*, 37, 1166-1180.
- Kennedy, C.H., Meyer, K.A., Knowles, T., & Shukla, S. (2000). Analyzing the multiple functions of stereotypical behavior for student with autism: Implication for assessment and treatment. *Journal of Applied Behavior Analysis*, 33(4), 559-571.
- Kurth, J. A., & Mastergeorge, A. M. (2010). Academic and cognitive profiles of students with autism: Implications for classroom practice and placement. *International Journal of Special Education*, 25(2), 8–14.
- Lawer, L., Brusilovskiy, E., Salzer, M.S., & Mandell, D.S. (2009). Use of vocational rehabilitative services among adults with autism. *Journal of Autism and Developmental Disorders*, 39, 487-494.
- Lindsay, S., Proulx, M., Thomson, N., & Scott, H. (2013). Educators' challenges of including children with autism spectrum disorders in mainstream classrooms. *International Journal of Disability, Development and Education*, 60 (4), 347-362.
- Lovass, O.I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55(1), 3-9.
- Mavropoula, S., Papadopoulou, E., & Kakana, D. (2011). Effects of task organization on the independent play of student with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 41, 913-925.
- McDonald, M.E., Pace, D., Blue, E., & Schwartz, D. (2012). Critical issues in causation and treatment of autism: Why fads continue to flourish. *Child & Family Behavior Therapy*, 34, 290-304.
- Odom, S., Hume, K., Boyd, B., & Stabel, A. (2012). Moving beyond the intensive behavior treatment versus eclectic dichotomy: Evidence-based and individualized programs for learners with ASD. *Behavior Modification*, 36 (3), 270-297.

- Panerai, S., Zingale, M., Trubia, G., Finocchiaro, M., Zuccarello, R., Ferri, R., & Elia, M. (2009). Special education versus inclusive education: The role of the TEACCH program. *Journal of Autism and Developmental Disorders*, 39(6), 874–882. doi:10.1007/s10803-009-0696-5
- Rowley, E., Chandler, S., Baird, G., Simonoff, E., Pickles, A., Loucas, T., & Charman, T. (2012). The experience of friendship, victimization and bullying in children with an autism spectrum disorder: Associations with child characteristics and school placement. *Research in Autism Spectrum Disorders*, 6, 1126–1134. doi:10.1016/j.rasd.2012.03.004
- Schreck, K.A., Russell, M., & Vargas, L.A. (2013). Autism treatments in print: Media's coverage of scientifically supported and alternative treatments. *Behavioral Interventions*, 28, 299-321.
- Stichter, J.P., Randolph, J.K., Kay, D., & Gage, N. (2009). The use of structural analysis to develop antecedent-based interventions for students with autism. *Journal of Autism and Developmental Disorders*, 39, 883-896.
- Taylor, J. L., & Seltzer, M. M. (2010). Employment and post-secondary educational activities for young adults with autism spectrum disorders during the transition to adulthood. *Journal of Autism and Developmental Disorders*, 41(5), 566–574. doi:10.1007/s10803-010-1070-3

Additional Readings: TEACHING Exceptional Children Articles

- Banda, D.R., Grimmert, E., & Hart, S.L. (2009). Activity schedules: Helping students with autism spectrum disorders in general education classrooms manage transition issues. *TEACHING Exceptional Children*, 41(4), 16-21.
- Carnahan, C.R., Hume, K., Clarke, L., & Borders, C. (2009). Using structured work systems to promote independence and engagement for students with autism spectrum disorders. *TEACHING Exceptional Children*, 41(4), 6-14.
- Ganz, J.B., Earles-Vollrath, T.L., & Cook, K.E. (2011). Video modeling: A visually based intervention for children with Autism Spectrum Disorder. *TEACHING Exceptional Children*, 43(6), 8-19.
- Hampshire, P.K., & Hourcade, J.J. (2014). Teaching play skills to children with autism using visually structured tasks. *TEACHING Exceptional Children*, 46(3), 26-31.
- Mastrangelo, S. (2009). Harnessing the power of play: Opportunities for children with autism spectrum disorders. *TEACHING Exceptional Children*, 42(1), 34-44.
- Mays, N.M., Beal-Alvarez, J., & Jolivet, K. (2011). Using movement-based sensory intervention to address self-stimulatory behaviors in students with autism. *TEACHING Exceptional Children*, 43(6), 46-52.
- Meadan, H., Ostrosky, M.M., Triplett, B., Michna, A., & Fettig, A. (2011). Using visual supports with young children with Autism Spectrum Disorder. *TEACHING Exceptional Children*, 43(6), 28-35.
- Ogilvie, C.R. (2011). Step-by-step: Social skills instruction for students with Autism Spectrum Disorder using video models and peer mentors. *TEACHING Exceptional Children*, 43(6), 20-26.

Tobin, C.E., & Simpson, R. (2012). Consequence maps: A novel behavior management tool for educators. *TEACHING Exceptional Children*, 44(5), 68-75.

Additional Readings: Research Report

Wong, C., Odom, S., Hume, K., Cox, A.W., Fettig, A., Kucharczyk, S.....Schultz, T.R. (2013). Evidence-based practice for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Report can be retrieved online from the National Professional Development Center on Autism Spectrum Disorders at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

Library Liaison

The Special Education library liaison is Teresa Slobuski. Teresa can be reached via email at: teresa.slobuski@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1) WEEKLY PARTICIPATION IN-CLASS ACTIVITIES

12 activities @ 10 points each = 120 points (30% of grade) [CLO 1-10]

Candidates will participate in weekly activities based on course readings and class discussion. Participation activities are completed in-class and will be a combination of written reflections, quizzes, and discussions. **Students must be present in class during the activity to earn participation points. Missed participation points cannot be made up.**

2) CLASSROOM OBSERVATION AND TEACHER INTERVIEW

80 points (20% of grade) [CLO 1-3]

Candidates are to observe a *public school classroom* with students with autism spectrum disorders. The observation may be conducted in a general education class, resource room, or special day class setting. The observation should last a minimum of 40 – 60 minutes. Candidates should arrange the observation in advance with the classroom teacher and if needed the school principal. **Candidates are to abide by all rules of confidentiality pertaining to all students**, and should be mindful not to intrude in student or staff personal work space or obstruct the classroom routine during the observation. During the observation candidates should make note of the strengths and weaknesses of the educational setting, the types of support that are in place for students with ASD, how well the supports seem to be working, and opportunities for the students to engage in social interactions with peers. Candidates will interview the teacher about challenges and rewards of working with students with autism spectrum disorders. **Candidates will write a three to five page (double spaced) summary reflection of their observation and interview to address the following areas:**

- Characteristics of the learning environment
 - Classroom setting
 - Student staff ratio
 - Classroom arrangement, schedule, visual supports, and / or areas to take a break
 - Whole group / small group / one on one areas
 - Behavior supports
 - Communication supports
 - Academic supports
 - Social interaction supports
- Teacher's use of evidence-based strategies

Interview and discuss the teacher's greatest challenges and greatest rewards in working with students with autism spectrum disorders. Candidates must conclude the paper with a reflection of how the observation and interview informs their practice as a special educator.

Classroom observation and teacher interview paper is due on 03/19/15.

3) EVIDENCE-BASED STRATEGY RESEARCH TO PRACTICE GROUP PROJECT

100 points (25% of grade) [CLO 4-7]

Candidates will work with a group (3 students) to research and present one of the evidence-based practices from the [National Professional Development Center on Autism Spectrum Disorders](http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014_EBP_Report.pdf) available at http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014_EBP_Report.pdf. This project will be two-fold. First, the group will summarize three research studies that provide evidence of the effectiveness of the strategy and compile a written paper in APA format. Each research summary should include the following information:

- Description of participants
- Research questions examined
- Methods used in the study
- Results of the study
- Discussion of key findings
- Limitations of the study

Second the group will prepare a classroom example of the strategy that clearly indicates how this strategy would be put into practice in the classroom. This classroom example will be shared in the presentation.

Each group will make a 20-minute presentation to the class that conveys what the research says should include visuals and/or handouts for all class members. Each member of the group must present to the class. The written paper will be submitted on the day of the presentation.

Groups will present either 04/02/15 or 04/16/15.

4) CASE STUDY EVIDENCE-BASED STRATEGY IMPLEMENTATION

100 points (25% of grade) [CLO 8-9]

Each candidate will chose **ONE** of the following evidence-based strategies to implement with a case study student:

- Visual support / visual schedule
- Video model
- Social narrative
- Antecedent-based intervention
- Positive reinforcement/token economy
- Discrete trial teaching of skill

The candidate should identify the target behavior or skill area to address with the evidence-based strategy, conduct baseline data, implement the strategy and collect data with the use of the strategy. Data collection should occur over a two-week period. The candidate will prepare a written paper that includes the following information:

- Description of the case study student to include strengths, interests, and challenges
- Description of the target behavior or skill to be addressed
- Rationale for the chosen evidence-based strategy
- Description of how the strategy was implemented
- Data sheets with baseline and implementation data
- Discussion of the results of the implementation
- Reflection of how implementation of this strategy informs candidate's practice as a special educator

Candidates will present their case study project to the class during the scheduled final exam time.

Case Study Evidence-Based Strategy Implementation Paper And Presentation Are Due 05/21/15.

Grading Policy

| Assignment | Points | Percentage of Grade |
|------------------------------------|-------------------|----------------------------|
| Weekly Participation | 120 points | 30 % |
| Observation and Interview | 80 points | 20 % |
| Research to Practice Group Project | 100 points | 25 % |
| Case Study Implementation | 100 points | 25 % |
| Total | 400 points | 100 % |

Grading information:

1. **Candidates must complete all assignments** to receive a grade in this class.
2. All written assignments must meet academic and professional standards for quality and must be written following APA guidelines: Times New Roman 12 pt font, double spaced, one-inch margins, and free of spelling and grammatical errors.
3. An “Incomplete” for the semester may be considered under extreme circumstances at the instructor’s discretion. Consideration requires that all written work turned in on time and a minimum of 80% of the course requirements had already been completed at the time of the request.
4. **All assignments are due on the assigned date and time** listed in the course schedule. If a problem arises please contact the instructor before the due date. Late assignments will receive a 10% reduction each day they are late up to one week beyond the due date.

Please contact the instructor for extra assistance, to clarify questions, or to discuss concerns about professional preparation at any time.

Grade Equivalents:

| | | |
|-----------|----------------------|------------------|
| A | 93-100% | 279 – 300 |
| A- | 90 -92% | 270 – 278 |
| B+ | 87-89% | 261 – 269 |
| B | 83-86% | 249 – 260 |
| B- | 80-82% | 240 – 248 |
| C+ | 77-79% | 231 – 239 |
| C | 73-76% | 219 – 230 |
| C- | 70-72% | 210 – 218 |
| D | Less than 70% | |

Credential candidates are expected to earn at least a B in all credential courses. Candidates are at risk for disqualification from the program for any grade of C or lower.

Classroom Protocol

All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate’s ability to become a successful special educator. At a minimum candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until the end of class.
3. Bring textbook and course materials to each class.
4. **Keep cell phones put away during class.**
5. Use computers during class to take notes or access course materials only.
6. Respect others in class and show tolerance for viewpoints different than ones’ own.

Candidates are reminded that their course grade may be negatively impacted with repeated violations of classroom protocol and/or a negative disposition sheet may be submitted to the department.

University Policies

Dropping and Adding Policy

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

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

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “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.”
- “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 Policy

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays Policy

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. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. 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 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](http://www.sjsu.edu/writingcenter) 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. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

EDSE 218A / Autism Spectrum Disorders for Students with Moderate/Severe Disabilities, Spring 2015, Course Schedule

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------------------------------|--|
| 1 | 01/22/15 | <p>Introduction to Course – Review of Syllabus – Preview of Assignments Historical Overview of Autism</p> <p>Homework: Read Textbook Chapter 2 Choose book club book</p> |
| 2 | 01/29/15 ONLINE SESSION | <p>Diagnostic Categories and Definitions – Educational and Medical Diagnosis Characteristics of Autism</p> <p>AIM Module: Assessment for Identification AIM Module: Restricted and Repetitive Patterns of Behavior</p> <p>Homework: Read Textbook Chapter 6; Read for book club</p> |
| 3 | 02/05/15 | <p>Sensory Differences in Autism</p> <p>Mays, N.M., Beal-Alvarez, J., & Jolivette, K. (2011). Using movement-based sensory intervention to address self-stimulatory behaviors in students with autism. <i>TEACHING Exceptional Children</i>, 43(6), 46-52.</p> <p>Characteristics Videos</p> <p>Homework: Read for book club</p> |
| 4 | 02/12/15 | <p>Screening and Assessment Instruments CARS MCHAT</p> <p>Homework: Read for book club. Download and review EBP report.</p> |
| 5 | 02/19/15 | <p>Determining Evidence Based Practices in Autism</p> <p>Wong, C., Odom, S., Hume, K., Cox, A.W., Fettig, A., Kucharczyk, S.....Schultz, T.R. (2013). Evidence-based practice for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.</p> <p>Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005).</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| | | <p>The use of single subject research to identify evidence-based practice in special education. <i>Exceptional Children</i>, 71(2), 165-179.</p> <p><i>Book Club Discussion 1</i></p> <p><u>Homework: Read Textbook Chapter 11; Read for book club</u></p> |
| 6 | 02/26/15 | <p>Structured Teaching – TEACCH – Work systems - Visual Schedules</p> <p>Carnahan, C.R., Hume, K., Clarke, L., & Borders, C. (2009). Using structured work systems to promote independence and engagement for students with autism spectrum disorders. <i>TEACHING Exceptional Children</i>, 41(4), 6-14.</p> <p>Banda, D.R., Grimmert, E., & Hart, S.L. (2009). Activity schedules: Helping students with autism spectrum disorders in general education classrooms manage transition issues. <i>TEACHING Exceptional Children</i>, 41(4), 16-21.</p> <p>Bryan, L. C., & Gast, D. L. (2000). Teaching on-task and on-schedule behaviors to high-functioning children with autism via picture activity schedules. <i>Journal of Autism and Developmental Disorders</i>, 30(6), 553–567.</p> <p>Hume, K., & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. <i>Journal of Autism and Developmental Disorders</i>, 37, 1166-1180.</p> <p><u>Homework: AIM Module Structured Teaching</u></p> <p><u>Homework: Read for book club</u></p> |
| 7 | 03/05/15 | <p>Visual Supports</p> <p>Video Modeling</p> <p>Meadan, H., Ostrosky, M.M., Triplett, B., Michna, A., & Fettig, A. (2011). Using visual supports with young children with Autism Spectrum Disorder. <i>TEACHING Exceptional Children</i>, 43(6), 28-35.</p> <p>Ganz, J.B., Earles-Vollrath, T.L., & Cook, K.E. (2011). Video modeling: A visually based intervention for children with Autism Spectrum Disorder. <i>TEACHING Exceptional Children</i>, 43(6), 8-19.</p> <p><u>Homework: AIM Module Video Modeling</u></p> <p><u>Homework: Read for book club</u></p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
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| 8 | 03/12/15 | <p>Antecedent Based Interventions</p> <p>Conroy, M. A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypic behavior in a general education classroom: A case study. <i>Focus on Autism and Developmental Disabilities, 20</i>(4), 223–230.</p> <p>Haley, J. L., Heck, P. F., & Luiselli, J.K. (2010). Use of an antecedent intervention to decrease vocal stereotypy of a student with autism in the general education classroom. <i>Child & Family Behavior Therapy, 32</i>(4), 311-321.</p> <p><i>Book Club Discussion 2</i></p> <p>Homework: AIM Module Antecedent Based Interventions</p> <p>Homework: Read for book club</p> |
| 9 | 03/19/15 | <p>Task Analysis – Systematic Teaching – Discrete Trial Training – Prompting Systems</p> <p>Student Observation and Teacher Interview DUE TODAY</p> <p>Parker, D., & Kamps, D. (2011). Effects of a task analysis and self-monitoring for children with autism in multiple social settings. <i>Focus on autism and Other Developmental Disabilities, 26</i>(3), 131-142.</p> <p>Jones, E. A., Freeley, K. M., & Takacs, J. (2007). Teaching spontaneous responses to young children with autism. <i>Journal of Applied Behavior analysis, 40</i>(3), 565-570.</p> <p>Homework: Read for book club</p> |
| 10 | 03/26/15 SPRING BREAK NO CLASS | <p>SPRING BREAK -- NO CLASS</p> |
| 11 | 04/02/15 | <p>Reinforcement – Differential Reinforcement</p> <p>Research to Practice Presentations Groups 1, 2</p> <p>Thompson, M. J., McLaughlin, T. F., & Derby, K. M. (2011). The use of differential reinforcement to decrease the inappropriate verbalizations of a nine-</p> |

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| | | <p>year old girl with autism. <i>Electronic Journal of Research in Educational Psychology</i>, 9(1), 183-196.</p> <p>Charlop, M. H., & Haymes, L. K. (1998). Using objects of obsession as token reinforcers for children with autism. <i>Journal of Autism and Developmental disorders</i>, 28(3), 189-198.</p> <p>Homework: AIM Module Differential Reinforcement</p> <p>Homework: Read Textbook Chapter 9; Read for book club</p> |
| 12 | 04/09/15 ONLINE SESSION | <p>Social Narratives</p> <p>AIM Module: Overview of Social Skills Functioning AIM Module: Social Narratives</p> <p>Kuttler, S., Myles, B.S., & Carlson, J. K. (1998). The use of social stories to reduce precursors to tantrum behavior in a student with autism. <i>Focus on autism and Other Developmental Disabilities</i>, 13(3), 176-182.</p> <p>Lorimer, P. A., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2002). The use of social stories as a preventative behavioral intervention in a home setting with a child with autism. <i>Journal of Positive Behavior Interventions</i>, 4(1), 53-60.</p> <p>Homework: Read Textbook Chapter 8; Read for Book club</p> |
| 13 | 04/16/15 | <p>Peer Mediated Interventions</p> <p>Research to Practice Presentations Groups 3, 4</p> <p>Ogilvie, C.R. (2011). Step-by-step: Social skills instruction for students with Autism Spectrum Disorder using video models and peer mentors. <i>TEACHING Exceptional Children</i>, 43(6), 20-26.</p> <p>Banda, D. R., Hart, S. L., & Liu-Gitz, L. (2010). Impact of training peers and children with autism on social skills during center time activities in inclusive classrooms. <i>Research in Autism Spectrum Disorders</i>, 4(4), 619–625.</p> <p>Kamps, D. M., Potucek, J., Lopez, A. G., Kravits, T., & Kemmerer, K. (1997). The use of peer networks across multiple settings to improve social interaction for students with autism. <i>Journal of Behavioral Education</i>, 7(3), 335–357.</p> <p>Homework: Read Textbook Chapter 5; Read for Book club</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
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| 14 | 04/23/15 | <p>Picture Exchange Communication System</p> <p>Carr, D., & Felce, J. (2007). The effects of PECS teaching to Phase III on the communicative interactions between children with autism and their teachers. <i>Journal of Autism and Developmental Disorders</i>, 37(4), 724-737.</p> <p>Dogoe, M.S., Banda, D. R., & Lock, R. H. (2010). Acquisition and generalization of the Picture Exchange Communication System behaviors across settings persons, and stimulus classes with three students with autism. <i>Education and Training in autism and Developmental Disabilities</i>, 45(2), 216-229.</p> <p><i>Book Club Discussion 3</i></p> <p><u>Homework</u>: Read Textbook Chapter 14; Read for book club</p> |
| 15 | 04/30/15 Guest Speakers | <p>Self-advocacy - Community, Recreation, and Leisure Skills – Adult Services</p> <p><u>Homework</u>: Read Textbook Chapter 4. 16, 17; Read for Book club</p> |
| 16 | 05/7/15 | <p>Understanding Applied Behavior Analysis and Early Intervention Models</p> <p><i>Book Club Share Outs</i></p> |
| <p>No Class 05/14/15</p> | | |
| Final Exam | 05/21/15 FINAL EXAM | <p><u>Case Study Presentations (Everyone)</u></p> |

**Instructor reserves the right to adjust course schedule as needed.
Updates will be announced in class and posted to CANVAS**