

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

Fall 2014

Course and Contact Information

Instructor:	Dr. Lisa Simpson
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Office Hours:	Mondays and Wednesdays 3:00 – 5:00 and by appointment
Class Days/Time:	Thursday 4:00-6:45 pm
Classroom:	Sweeney Hall 315
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.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my [faculty web page](http://www.sjsu.edu/people/lisa.simpson) at <http://www.sjsu.edu/people/lisa.simpson> and/or 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 social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, inclusive education, recreation and leisure, and special interventions for young children.

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), Stanley Greenspan (FloorTime), Mahoney & MacDonald (Responsive Teaching Curriculum), Dunlap, Fox, and Strain (Positive Behavior Supports), Carol Gray (Social Stories), Pamela Wolfberg (Integrated Play Groups), Michelle Garcia Winner (communication and pragmatics) and Tony Atwood (Cognitive Behavior Therapy). First hand experience of life with ASD comes from Stephen Shore, Temple Grandin 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. Discuss strength and weaknesses of current research-based treatment options including ABA, Discrete Trial Training, Structured Teaching, Early Start Denver Model, Pivotal Response Training, Responsive Teaching Curriculum, Positive Behavior Supports, Floor-Time, and Sensory Integration.
5. 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.
6. 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.
7. Demonstrate a variety of strategies to foster the development of appropriate social skills in students with ASD, including social stories (Gray) and integrated playgroups (Wolfberg).
8. Implement a variety of communication supports for students with ASD and will understand the basic constructs of a Picture Exchange Communication System.
9. 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.
10. 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

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](#) at

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

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

Supplemental Required Reading

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

Author: Stephen Shore

ISBN-10: 1931282196 ISBN-13: 978-1931282192

Book can be purchased online from [Amazon](#) at

<http://www.amazon.com/Beyond-Wall-Personal-Experiences-Asperger/dp/1931282196>.

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

Report can be retrieved online 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) at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

Library Liaison

The 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 Reflections

12 reflections @ 5 points each = 60 points (20% of grade) [CLO 1-10]

Candidates will complete weekly reflections based on course readings, course material, and class discussion. Reflection prompts will be posted by the instructor to the course website [hyperlink](#) on the day of class.

Reflection responses are to be posted to the course website no later than the Tuesday following each Thursday class. Candidates are expected to respond to at least one other posted response from a classmate. Responses should not be a summary of the reading or class discussion, but rather a reflection on how the reading or material presented in class informs the candidate's practice as a special educator.

2) Completion of Autism Internet Modules (AIM)

6 modules @ 10 points each = 60 points (20% of grade) [CLO 4-8]

Participants will view the [Autism Internet Modules](http://www.autisminternetmodules.org) at <http://www.autisminternetmodules.org>

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

- | | |
|---|------------------------|
| a. Structured Teaching | due by 09/18/14 |
| b. Antecedent-Based Interventions | due by 10/09/14 |
| c. Discrete Trial Training | due by 10/16/14 |
| d. Differential Reinforcement | due by 10/23/14 |
| e. Picture Exchange Communication System | due by 10/30/14 |
| f. Social Narratives | due by 11/06/14 |

3) Classroom Observation and Teacher Interview

40 points (13% of grade) [CLO 1, 4-8, 10]

Candidates are to observe a classroom with students with autism spectrum disorders. The observation can take place in a public or private school setting, and may be conducted in a general education class, resource room, or special day class setting. The observation should last 40 minutes to an hour. 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 two to three page (double spaced) summary reflection of their observation and interview to address the following areas:**

Characteristics of the learning environment

- Type of classroom
- Student staff ratio
- Classroom arrangement, schedule, visual supports, and / or areas to take a break
- Whole group / small group / one on one areas

Discuss the behavior, communication, academic, and social interaction supports that were observed, as well as the teacher's use of evidence-based strategies that were observed. 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 10/30/14.**

4) Evidence-Based Strategy Research to Practice Group Project

60 points (20% of grade) [CLO 1, 4-8, 10]

Candidates will work with a group to choose one of the evidence-based practices from the [National Professional Development Center on Autism Spectrum Disorders](#) available at

http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014_EBP_Report.pdf

The group will summarize three research studies that provide evidence of the effectiveness of the strategy then provide a well-developed classroom example of how to implement that strategy. Research summaries should include the following information:

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

The classroom example of the strategy should clearly indicate how this strategy would be put into practice in the classroom, the classroom setting, and the age group for which it would be appropriate. Provide samples or illustrations of any materials needed.

The group will prepare a 20-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. **Groups will present either 11/13/14 or 11/20/14.** Presentation dates will be chosen in class.

5) Case Study Evidence-Based Strategy Implementation

80 points (27% of grade) [CLO 4-10]

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 12/18/14.

Grading Policy

Assignment	Points	Percentage of Grade
Weekly Reflections	60 points	20 %
AIMs (6 modules)	60 points	20 %
Observation and Interview	40 points	13 %
Research to Practice Group Project	60 points	20 %
Case Study Implementation	80 points	27 %
Total	300 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, Fall 2014, Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/28/14	<p>Introduction – Review of Syllabus – Preview of Assignments Historical Overview of Autism <u>Assignment:</u> Submit reflection 1 and respond to another by 11:59pm Tuesday</p> <p>[CLO 1, 2]</p>
2	9/04/14	<p>Diagnostic Categories and Definitions – Educational and Medical Diagnosis Characteristics of Autism – Screening and Assessment Instruments <u>Prepare for class:</u> Read text chapters 1 and 6 <u>Assignment:</u> Submit reflection 2 and respond to another by 11:59pm Tuesday</p> <p>[CLO 1]</p>
3	9/11/14	<p>Prevalence and Etiology - Myths and Controversies Surrounding Autism – Media Influence – Theoretical Perspectives of Autism <u>Prepare for class:</u> Read text chapters 2 and 3 <u>Assignment:</u> Submit reflection 3 and respond to another by 11:59pm Tuesday</p> <p>[CLO 3]</p>
4	9/18/14	<p>Understanding Evidence Based Practice – Review of EBP Report - Structured Environment – TEACCH – Work systems – Visual Supports & Schedules <u>Prepare for class:</u> Read text chapter 5 Read <i>Beyond the Wall</i> chapters 1-3 <u>Assignment:</u> Submit posttest AIM Module Structured Teaching by 4:00pm Submit reflection 4 and respond to another by 11:59pm Tuesday</p> <p>[CLO 4, 5]</p>
5	9/25/14	<p>Developmental Approaches – RDI – DIR – Option Method – FloorTime <u>Prepare for class:</u> Read <i>Beyond the Wall</i> chapters 4-6 <u>Assignment:</u> Submit reflection 5 and respond to another by 11:59pm Tuesday</p> <p>[CLO 4]</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	10/02/14	<p>Applied Behavior Analysis – Early Start Denver Model - Pivotal Response Treatment</p> <p><u>Prepare for class:</u> Read <i>Beyond the Wall</i> chapters 7-10</p> <p><u>Assignment:</u> Submit reflection 6 and respond to another by 11:59pm Tuesday</p> <p>[CLO 4, 5, 6]</p>
7	10/09/14	<p>Positive Behavior Supports – Antecedent Based Interventions</p> <p><u>Prepare for class:</u> Read text chapter 7 Read <i>Beyond the Wall</i> chapters 11-13</p> <p><u>Assignment:</u> Submit posttest AIM Module Antecedent Based Interventions by 4:00pm Submit reflection 7 and respond to another by 11:59pm Tuesday</p> <p>[CLO 4, 5, 6]</p>
8	10/16/14	<p>Task Analysis – Systematic Teaching – Discrete Trial Training – Prompting Systems</p> <p><u>Prepare for class:</u> Read text chapter 14 Read <i>Beyond the Wall</i> chapters 14-15</p> <p><u>Assignment:</u> Submit posttest AIM Module Discrete Trial Training by 4:00pm Submit reflection 8 and respond to another by 11:59pm Tuesday</p> <p>[CLO 4, 5, 6]</p>
9	10/23/14	<p>Reinforcement – Differential Reinforcement – Functional Behavior Assessment</p> <p><u>Prepare for class:</u> <u>Assignment:</u> Submit posttest AIM Module Differential Reinforcement by 4:00pm Submit reflection 9 and respond to another by 11:59pm Tuesday</p> <p>[CLO 4, 5, 6]</p>
10	10/30/14	<p>Communication Challenges – PECS – Social Language – AAC Hanan Method – Responsive Teaching Curriculum</p> <p><u>Prepare for class:</u> Read text chapter 4</p> <p><u>Assignment:</u> Submit posttest AIM Module PECS by 4:00pm Submit reflection 10 and respond to another by 11:59 pm Tuesday Student Observation and Teacher Interview DUE TODAY by 11:59 pm.</p> <p>[CLO 7, 8]</p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	11/06/14	<p>Social Skill Development - Social Stories - Integrated Play Groups – Peer Mediated Interventions – Friendships</p> <p><u>Prepare for class:</u> Read text chapters 8 and 9</p> <p><u>Assignment:</u> Submit posttest AIM Module Social Narratives by 4:00pm Submit reflection 11 and respond to another by 11:59pm Tuesday</p> <p>[CLO 5, 7]</p>
12	11/13/14	<p>Video modeling – Computer Aided Instruction</p> <p><u>Prepare for class:</u> Read text chapter 10</p> <p><u>Assignment:</u> Submit reflection 12 and respond to another by 11:59pm Tuesday Research to Practice Presentations Groups 1, 2, 3</p> <p>[CLO 5, 6, 7, 8]</p>
13	11/20/14	<p>Self-advocacy - Community, Recreation, and Leisure Skills – Adult Services</p> <p><u>Prepare for class:</u> Read text chapter 11</p> <p><u>Assignment:</u> Research to Practice Presentations Groups 4, 5, 6</p> <p>[CLO 9, 10]</p>
14	11/27/14	<p>No Class – Thanksgiving</p> <p><u>Work on Case Study!</u></p>
15	12/04/14	<p>Collaboration – Families – Service Providers – Para-educators – Person-centered Planning</p> <p><u>Prepare for class:</u> Read text chapters 12 and 13</p> <p><u>Assignment:</u> <u>Work on Case Study!</u></p> <p>[CLO 9, 10]</p>
16	12/11/14	<p>No class - SJSU Study Day</p> <p><u>Work on Case Study!</u></p>
Final Exam	12/18/14	<p>Venue: SH 315 Time: 5:15-7:30 <u>Case Study Presentations</u></p>

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