

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

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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.

Program Information

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.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

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.

Course Materials

Required Texts/Readings

Textbook

Buron, K. D. & Wolfberg. (2014). *Learners on the autism spectrum; Preparing highly qualified educators* (2nd ed.). Shawnee Mission, Kansas: Autism Asperger's Publishing Company.

Other Readings

Banda, D.R., Grimmett, 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.

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.

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.

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.

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

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

Wolfberg, P.J. (2011) Sensory playground structures designed for children with autism: Creating equal access to inclusive play for All children. *Autism Spectrum Quarterly*.

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Report can be retrieved online from the
<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%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.

SJSU 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:

Title	Activities	Students	Strategies	Additional Information	EBPs	Reflection
Journal #1 Environment & Visual Supports	Briefly describe the activities/lessons during your observation.	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	Describe the layout of the space. <i>Are environmental expectations easy to understand?</i>	Describe the use of any visual supports. <i>Are visuals schedules, checklists, pictures used to support students' engagement?</i>	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.	Reflection of your thoughts and feelings about this visit. Include highlights and low lights.

Journal #2 Regulation Strategies	Briefly describe the activities/lessons during your observation.	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.	Describe any regulation tools/strategies you observed. <i>Break area/regulation station.</i> <i>Emotional regulation check-in system.</i> <i>Planned/integrated movement and/or sensory experiences.</i>	If possible, describe a moment of dysregulation and the strategies used to support the student.	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.	Provide a brief reflection of Reflection of your thoughts and feelings about this visit. Include highlights and low lights.
Journal #3 Social Interactions	Briefly describe the activities/lessons during your observation.	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.	Describe any observed interactions between the students.	Describe any adult directed cues, prompts, strategies to encourage and support peer to peer interaction. Was this successful?	Comment on any EBP you observed and/or any EBP you feel would have supported the students' engagement and regulation.	Provide a brief reflection of your thoughts and feelings about this visit. Include highlights and lowlights.

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

- 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:

Assignment Component	Points possible:
A. A signed record of dates and hours of each visit	10

B. Journal entries (20 points per entry)	60
<ul style="list-style-type: none"> ● Description of activities (4 pts per entry) ● Individualized ASD profile (4 pts per entry) ● Focus area (#1 - Environment/Visual Supports, #2 Regulation, #3 Social Interaction) (4 pts per entry) ● EBPs/strategies observed (4 pts per entry) ● Personal Reflection (4 pts per entry) 	
D. Paper summarizing the overall experience:	50
<ul style="list-style-type: none"> ● Overall description of 6-8 hours: ● Take-aways of the experience: ● Contributions to your future: 	
Total	120

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.

Assignment Component	Points Possible:
Presentation: creative, holds interest of the audience	15
Description of Participants	5

Description of Research questions	5
Description of Methods used in the study	5
Results of the study	5
Examples of how this strategy is implemented	15
Total	50

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.**

Assignment	Points	Percentage of Grade	CLOs
Class Participation	140 points	35%	1, 3, 4, 5, & 6
AFIRM Modules (5 modules)	50 points	12.5 %	1, 3, 7, 8, 9
Service Learning Project / Journal	120 points	30%	1, 4, 6, 9, 10
Evidence-Based Practice Group Project	50 points	12.5 %	7, 8, 9, 10
Midterm Exam	20 points	5%	All
Final Exam	20 points	5%	All
Total	400 points	100 %	

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) (<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) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<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

Week	Date	Target Concept(s)	Readings/Assignments (all supplementary readings can be found on Canvas)
1	January 25 th	Class Culture Syllabus Review The Culture of Autism	Text: Chapter 1
2	February 1 th	Autism Overview (DSM-Criteria) & Evidence Based Practice Movement	EBP Report Introduction pp. 7 - 14 Text: Chapter 2
3	February 8 th	Neurobiology of Autism Beyond Behaviors	Text: Chapter 3 https://monadelahooke.com/why-we-misunderstand-behaviors-in-autistic-children-and-how-we-can-get-it-right/

Week	Date	Target Concept(s)	Readings/Assignments (all supplementary readings can be found on Canvas)
4	February 15 th	Developmental Understanding of Autism Families as Partners	Text: Chapter 4 Supplementary Article *All observation settings confirmed
5	February 22 nd	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 th	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 th	Applied Behavioral Analysis & Autism - A Historical Understanding	Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Disorder AFIRM Module Due: Naturalistic Interventions 10 pts
13	April 19 rd	Applied Behavioral Analysis & Autism (cont)	AFIRM Module Due: Antecedent Based Intervention 10 pts
14	April 26 th	Neurobiological & "Whole Child" Approaches	AFIRM Module Due: Peer Mediated Interventions -10 pts

Week	Date	Target Concept(s)	Readings/Assignments (all supplementary readings can be found on Canvas)
15	May 3rd	Course Wrap-up & reflections	Observation and Reflection Project Due – 120 pts
16	May 10th	EBP - Group Presentations	EBP Project Due (group presentations in class) – 50 pts
Final Exam	May 17th	Final & Celebration	Final Due – 20 pts