San José State University
College of Education/Department of Special Education
EDSE 218A, Autism Spectrum Disorders: Students with Moderate and Severe Disabilities, Section 01, Fall, 2020

Course and Contact Information:

Instructor: Sudha Krishnan, Ed.D.
Office Location: Online via zoom
Telephone: 408 924-3700
Email: Sudha.v.krishnan@sjsu.edu
Office Hours: By appointment through email
Class Days/Time: Asynchronous Online Sessions (students work on their own) as specified on Canvas
Synchronous Sessions: Zoom meetings on Mondays on the following days from 7:00 p.m. to 9:45 p.m.
8/24; 9/21; 10/19; 11/30; (12/7, depending upon the number of students that need to class present their final assignment)
Classroom: Online
Prerequisites: Department or Instructor consent

Course Format
This course follows an online format with both synchronous and asynchronous class sessions. Students will need to have access to the internet for course materials, to participate in the zoom sessions, and to submit assignments.

CANVAS Learning Management System
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking CANVAS and your SJSU email for updates.

Technology Requirements
Students are required to have an electronic device (laptop, desktop, or tablet) with a camera and a built-in microphone. SJSU has a free equipment loan program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.
Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information form the zoom session, including student name and picture, prior to the recording).

Students are not allowed to record without instructor permission.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This University policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to disability to notify the instructor.

Zoom Class Etiquette

- **Mute your microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be mindful of background noise and distractions:** Find a quiet place to attend class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position your camera properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit your distractions/avoid multitasking:** You can make it easier to focus on the meeting by turning off your notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use appropriate virtual backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

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.

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), and Carol Gray (Social Stories). First-hand experience of life with ASD comes from Stephen Shore, Temple Grandin, Ron Suskind, and disability rights activists like Lydia Brown and Melanie Yergeau.

Course Goals

This course is intended to enable students 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 n 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

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

Required Textbook
Learners on the Autism Spectrum 2nd Edition
Authors: Buron and Wolfberg
AAPC Publishing


Report can be retrieved online from the National Professional Development Center on Autism Spectrum Disorders at EBP Report

**Additional Readings: Research Journal Articles**


**Supplemental Readings from TEACHING Exceptional Children:**


**Library Liaison**

The library liaison is DeeAnn Tran. Ms Tran can be reached via email at: deeann.tran@sjsu.edu

**COURSE REQUIREMENTS AND ASSIGNMENTS**

1) **Module Quizzes (10 pts X 10) 100 points (20% of grade)**

   Addresses PS 11, 13; ASDAA 1,2,3; MS/SS TPE 1.1, 1.8, 2.1, 2.2, 2.3, 2.5, 2.6, 3.4, 3.6, 4.1, 4.2, 4.4, 4.5, 5.8, 6.4, 6.5

Students will complete a module quiz after completing the required readings (from the text and online links provided in the unit). Responses will be graded for accuracy and completeness of responses.
Rubric for short answers in the module quiz:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0-2</th>
<th>3-6</th>
<th>7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response &amp; Support</td>
<td>Response does not answer the question.</td>
<td>Response is unclear or disconnected from topic. No evidence from text is cited</td>
<td>Response is clear and cite evidence from text to support claim.</td>
</tr>
</tbody>
</table>

2) **Online Modules AIM (5x30) 150 points**  
**(30% of grade) [CLO 4-9]**

Students will complete five online modules and submit the post-module assessment results to CANVAS. A score of 90% or higher is required to earn credit for the AIM Modules.

To complete these modules, go to [https://autisminternetmodules.org](https://autisminternetmodules.org), and create an account (it’s free). Then login to complete the modules. Print out the certificate of completion and upload it to the assignment page.

3) **Book Club discussions (5x10) 50 points**  
**(10% of grade) [CLO 1, 2, 8, 9]**

Pick any one book and participate in online discussions according to the syllabus on the five prompts.

Provide details and examples from your book in these discussions.

The books are:

- **All the Weight of our Dreams: On Living Radicalized Autism**  
  Author: Autism Women’s Network, Lydia Brown, E. Ashkenazy, M. G. Onaiwu

- **Beyond the Wall: Personal Experiences with Autism and Asperger’s Syndrome**  
  Author: Stephen Shore
  ISBN-10: 1931282196  

- **Life Animated: A Story of Sidekicks, Heroes, and Autism**  
  Author: Ron Suskind
  ISBN-10: 1423180364  

- **Loud Hands: Autistic People, Speaking**  
  Author: Julia Bascom
  ISBN-10: 1938800028  

- **Typed Words, Loud Voices**  
  Author: Amy Sequenzia (Editor)  
  Elizabeth J. Grace (Editor)  
  Melanie Yergeau (Foreword)  
  Page Numbers Source ISBN: 0986183520
Students will participate in online book club discussions. They will respond to five prompts about their book throughout the semester on CANVAS. To earn maximum points for each prompt students should provide a thoughtful and thorough reflection and respond to at least two of their classmates’ responses.

**Book Club Prompts**

1. What are the differences between thinking of autism as a medical/health issue, and treating it as a social/political issue? What are examples in the book that show the differing views on autism? Who are the people who define ‘what autism is’ in the book?
2. How does autism exclude or set people apart in society? How is it like or unlike race, sexual orientation, class or ethnicity in creating social divides?
3. Is the reading challenging any of your assumptions about individuals with autism? What were some of the key moments in the book that made you confront these assumptions?
4. How is the experience of a person with autism different from how others perceive it?
5. Would you recommend this book to other pre-service teachers? Why?

**Rubric for discussions:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory 0</th>
<th>Limited 1-2</th>
<th>Proficient 3-4</th>
<th>Exemplary 5</th>
</tr>
</thead>
</table>
| Critical Analysis         | Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application. Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions. | Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited. Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research. | Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research. | Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation. Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new
| Experience or related research. | — making an oppositional statement supported by personal experience or related research. |

### 4) Research Article Paper (100 points)

**(20% of grade) [CLO 1-9]**

Candidates will submit a written paper in APA format describing one of the research studies that provides evidence of the effectiveness of an EBP. Each research summary should include the following information:

- **Introduction**
  - Title of the paper, and authors.
  - Describe the topic of the paper in ordinary language
  - What is the research question and why is it interesting?

- **Literature Review**
  - What studies do the authors mention in their paper?
  - Do they describe any theory that informs their study?

- **Method**
  - Description of Participants
    - Basic demographic characteristics
    - How were they recruited?
    - Whether they were randomly assigned?
  - Variables
    - What were the variables used in the study- independent and dependent?
    - How were the variables defined operationally?
  - Study Design
    - Was the study quantitative or qualitative?
    - What was the design of the study?
    - What was the procedure used in the study?
    - What were the materials used?

- **Results**
  - State the final conclusion of the study
  - Describe the results of the statistical analysis or qualitative analysis
  - Were the research questions answered?

- **Discussion**
  - What are the theoretical implications of the study?
  - What are the practical implications of the study?
  - Do you think the study addressed the research questions adequately?

- **Limitations**
  - What do the authors say about the limitations of the study?
  - Did you find any other limitations not mentioned by authors?

- **Conclusion**
  - How would you use this EBP in your classroom lesson planning?

To organize your thoughts, you could use a research matrix, an example of which is posted in the Appendix of this document.
You can pick an article from the list available in the Readings and Supplemental Readings section of the syllabus. If you want to pick an article of your choice, please clear it with me first.

**Rubric for Research Article Paper**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (Exceeds Standards)</th>
<th>Acceptable (Meets Standards)</th>
<th>Unacceptable (Below Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully addresses all specified elements of the paper</td>
<td>All material clearly addresses the specified elements of the paper. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic. (34-50)</td>
<td>Most material clearly related to specified elements of the paper. Material may not be organized within subtopics. Attempts to provide variety of transitions (17-33)</td>
<td>Little evidence material is logically organized into topic, subtopics or related to the specified elements of the paper. Many transitions are unclear or nonexistent. (0-16)</td>
</tr>
<tr>
<td>Grammar &amp; Mechanics</td>
<td>The paper is free of grammatical errors and spelling &amp; punctuation. (15-20)</td>
<td>Very few grammatical, spelling or punctuation errors interfere with reading the paper. (8-14)</td>
<td>Grammatical errors or spelling &amp; punctuation substantially detract from the paper. (0-7)</td>
</tr>
<tr>
<td>APA Style &amp; Communication</td>
<td>No errors in APA style. Scholarly style. Writing is flowing and easy to follow. (15-20)</td>
<td>Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages. (8-14)</td>
<td>Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. (0-7)</td>
</tr>
<tr>
<td>Citations &amp; References</td>
<td>All references and citations are correctly written and present. (7-10)</td>
<td>Two references or citations missing or incorrectly written. (3-6)</td>
<td>Reference and citation errors detract significantly from paper. (0-2)</td>
</tr>
</tbody>
</table>

**5) Ability Awareness Presentation [100 points] CLO 5**

Addresses ASDAA 1,2; MS/SS TPE 6.4,6.5

Students will create an Ability Awareness Presentation for neurotypical students at their school site related to Autism Spectrum Disorders (Level Three). The presentation must explain the topic related to autism and how the students can be understanding of their peers with autism. This can be a presentation (Powerpoint, Prezi, Powtoon or any other program) that can be used in a 30-minute training for neurotypical students. Make sure you include interactive activities with the students in the presentation.
Rubric for PD project:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Partially meets expectations</th>
<th>Meets expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Goals</td>
<td>PD does not have specific goals, and these are not communicated explicitly in the presentation</td>
<td>PD has some goals but these are not communicated explicitly in the presentation</td>
<td>PD has specific and clearly stated goals which are communicated explicitly in the presentation</td>
</tr>
<tr>
<td></td>
<td>0-10</td>
<td>11-20</td>
<td>21-30</td>
</tr>
<tr>
<td>Content</td>
<td>Content is inaccurate and excludes major ideas relevant to the topic.</td>
<td>Content may have inaccurate descriptions and excludes important parts of the topic</td>
<td>Content is accurate, and presents a complete discussion of the topic</td>
</tr>
<tr>
<td></td>
<td>0-10</td>
<td>11-20</td>
<td>21-30</td>
</tr>
<tr>
<td>Effective Instruction</td>
<td>PD structure does not consider various adult learning styles and is not interactive or engaging</td>
<td>PD structure addresses various learning styles, is minimally interactive or engaging.</td>
<td>PD structure considers various adult learning styles, is interactive and engaging.</td>
</tr>
<tr>
<td></td>
<td>0-10</td>
<td>11-20</td>
<td>21-30</td>
</tr>
<tr>
<td>Overall Style</td>
<td>Presentation does not flow well, layout is sloppy, images are not appropriate to the topic, many spelling or grammatical errors</td>
<td>Presentation flows in parts, layout is slightly pleasing, images somewhat appropriate to the topic, few spelling or grammatical errors</td>
<td>Presentation flows well and logically, layout is pleasing, images are appropriate, no spelling or grammatical errors</td>
</tr>
<tr>
<td></td>
<td>0-3</td>
<td>4-6</td>
<td>7-10</td>
</tr>
</tbody>
</table>

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 has been turned in on time and a minimum of 80% of the course requirements have already been completed at the time of the request.

4. All assignments are due on the assigned date and time listed in the course syllabus. If a problem arises please contact the instructor before the due date.

**Determination of Grades**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Quiz</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Online Modules</td>
<td>150 points</td>
<td>30%</td>
</tr>
<tr>
<td>Book Club Discussions</td>
<td>50 points</td>
<td>10%</td>
</tr>
<tr>
<td>Research Article Paper</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Ability Awareness Presentation</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>480-500</td>
<td>96 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>465-479</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A-</td>
<td>450-464</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>430-449</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>415-429</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B -</td>
<td>400-414</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>380-399</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>365-379</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C -</td>
<td>350-364</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>330-349</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>315-329</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D -</td>
<td>300-314</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>&gt;300</td>
<td>0 to 59%</td>
</tr>
</tbody>
</table>

**Classroom Protocol**

All students 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 zoom classes.** Attendance is paramount to students’ success in this course.
2. Arrive to class session on time and stay until the end of class.
3. Bring textbook and course materials to class as needed.
4. Use all technology during class to take notes or access course materials only.
5. Respect others in class and show tolerance for viewpoints different than ones’ own.
6. USE PEOPLE FIRST LANGUAGE AT ALL TIMES.

Candidates are reminded that violations of classroom protocol may result in a negative disposition sheet submitted to the department.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/24/20</td>
<td>Review of syllabus and assignments&lt;br&gt;Book selection for book club discussions</td>
<td>P.S. 13; P.S. 11; ASDAA 1, 2; CLO 1, 3</td>
</tr>
<tr>
<td></td>
<td>Zoom session</td>
<td>7:00 p.m.–9:45 p.m.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Week of 08/31/20</td>
<td><strong>Topic: An Overview of Autism Spectrum Disorders-Chapter 2</strong>&lt;br&gt;Students will watch a narrated presentation on the topic&lt;br&gt;Students will read chapter 2 in textbook (Buron &amp; Wolfberg)&lt;br&gt;Students will complete Module 1 Quiz and submit on Canvas</td>
<td>P.S. 13; ASDAA 1, CLO 1</td>
</tr>
<tr>
<td>3</td>
<td>Week of 09/07/20</td>
<td><strong>Topic: Effective Practices in Early Intervention-Chapter 4, Symbolic Communication-Chapter 5</strong>&lt;br&gt;Students will watch narrated presentations on chapters 4 and 5&lt;br&gt;Students will read chapters 4 and 5 in textbook (Buron &amp; Wolfberg)&lt;br&gt;Students will complete Module quizzes 2 and 3&lt;br&gt;<strong>Readings:</strong> Textbook Chapter 4, 5&lt;br&gt;<strong>Topic: Overview of Evidence-Based Practices for Educating Students with ASD</strong></td>
<td>P.S. 11; 13; ASDAA 1, 2; CLO 1, 5, 7</td>
</tr>
<tr>
<td>4</td>
<td>Week of 09/14/20</td>
<td><strong>Online AIM Modules:</strong> Discrete Trial Training&lt;br&gt;<strong>Book Club Discussion:</strong> What are the differences between thinking of autism as a medical/health issue, and treating it as a social/political issue? What are examples in the book that show the differing views on autism? Who are the people who define autism in the book?</td>
<td>P.S. 11; 13; ASDAA 2; CLO 1, 2, 3, 5</td>
</tr>
<tr>
<td>5</td>
<td>09/21/20</td>
<td><strong>Topic: Teaching a Different Way of Behaving, Chapter 7, Emotional Regulation, Chapter 10</strong>&lt;br&gt;Students will read chapters 7 and 10 in textbook (Buron &amp; Wolfberg)&lt;br&gt;Students will complete Module quiz 4- a group presentation collaboration on Google Slides&lt;br&gt;<strong>Readings:</strong> Textbook Chapter 7, 10&lt;br&gt;<strong>Assignment Review:</strong> Research Article Paper</td>
<td>P.S. 11; 13; ASDAA 1, 2; CLO 1, 2, 3, 5</td>
</tr>
<tr>
<td></td>
<td>Zoom Session</td>
<td>7:00 p.m.–9:45 p.m.</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
<td>Standards</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>6</td>
<td>Week of 09/28/20</td>
<td><strong>Online AIM Modules:</strong> PECS (Picture Exchange Communication System)</td>
<td>P.S. 11, 13;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Book Club Discussion:</strong> How does autism exclude or set people apart in society? How is it like or unlike</td>
<td>ASDAA 1, 2;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>race, sexual orientation, class or ethnicity in creating social divides? Provide examples from the book.</td>
<td>CLO 1, 2, 3,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5, 7</td>
</tr>
<tr>
<td>7</td>
<td>10/05/20</td>
<td><strong>Topic: Fostering Play, Imagination and Friendships with Peers, Chapter 8,</strong> <strong>Social Thinking,</strong> Chapter 9</td>
<td>P.S. 11; 13;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Online Module: AIM Modules] <strong>Structured Teaching</strong></td>
<td>ASDAA 1, 2;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Book Club Discussion:</strong> Is the reading challenging any of your assumptions about people with autism?</td>
<td>CLO 1, 5, 6,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What were some of the key moments in the book that made you confront these assumptions?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Textbook Chapter 8, 9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Week of 10/12/20</td>
<td><strong>Textbook Chapter 13,</strong> <strong>Systemizing Emotions: Using Interactive Multimedia as a Teaching Tool</strong></td>
<td>P.S. 11, 13;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Review of Assignments</strong></td>
<td>ASDAA 1, 2;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CLO 1, 5, 7</td>
</tr>
<tr>
<td>9</td>
<td>10/19/20, 7:00 p.m.- 9:45 p.m.</td>
<td><strong>Zoom Session</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Topic: Structured Teaching and Environmental Supports – Chapter 11</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Harnessing the Power of Special Interests in the Classroom-Chapter 12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Textbook Chapter 11, 12</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Week of 10/26/20</td>
<td><strong>Online AIM Module</strong></td>
<td>P.S. 11, 13;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Self- Management</strong></td>
<td>ASDAA 1, 2;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Book Club Discussion:</strong> How is the experience of a person with autism different from how others perceive it?</td>
<td>CLO 1, 5, 6, 7</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
<td>Standards</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| 12    | 11/09/20   | **Topic:** Supporting the Transition Years-chapter 14  
  o Students will watch narrated presentation on chapter 14  
  o Students will read chapter 14 in textbook (Burton & Wolfberg)  
  o Students will complete Module quiz 9.  

**Readings:**  
Textbook Chapter 14                                                                 | P.S. 11, 13; ASDAA 1, 2, 3; CLO 1, 5, 7, 9 |
| 13    | 11/16/20   | **Online AIM Module:** Social Narratives  
**Book Club Discussion:** Would you recommend this book to other pre-service teachers? Why? | P.S. 11, 13; ASDAA 1, 2; CLO 1, 5, 6, 7 |
|       |            | **Zoom session: Ability Awareness Presentations**  
**Assignment:** Research Paper Due                                                                                   | P.S. 11, 13; ASDAA 1, 2; CLO 8, 9 |
| 14    | 11/30/20   | **Final ZOOM Session for Ability Awareness Presentations.**                                                                | P.S. 11, 13; ASDAA 1, 2; CLO 8, 9 |
|       | 7:00 p.m.– 9:45 p.m. |                                                                                                                             |                    |
# Appendix

## Research Matrix: Primary Sources

*(Created by Dr. Andrea Golloher, San Jose State University)*

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Keywords</td>
<td>Descriptive assessment, indirect assessment, functional analysis, functional assessment, survey</td>
</tr>
</tbody>
</table>
| Introduction | - IDEA 2004 requires use of functional assessment  
- Functional assessment includes the following: indirect assessment, descriptive assessment, and functional analysis  
- Functional analysis has been demonstrated to be most accurate for identifying maintaining variables  
- Practitioners are less likely to use functional assessment. Instead use indirect and descriptive assessment. |
| Statement of Problem | - Existing data on practitioners’ choices for functional assessment are outdated.  
- Practitioners may not have met requirements for BCBA today  
- Practitioners may not have been primarily responsible for addressing challenging behavior  
- Data collection techniques did not allow for determination of relative frequency of each functional assessment technique |
| Purpose of study | “to replicate and extend previous functional assessment surveys… first… to examine current use and perceived utility of these three types of functional assessment. Second, a clear and concise definition for each assessment category was included with each question to increase respondents’ discrimination among assessment methods. Third, we attempted to include a large number of individuals who were Board Certified Behavior Analysts (BCBAs)…” (p. 832-833) |
| Research questions | Which functional assessment techniques are practitioners using most frequently? Which functional assessment techniques do practitioners consider most effective and efficient? |
| Sample/participants | Nonrandom sampling: mailing list from regional behavior analysis conference for BCBAs, professionals working in public or private programs for individuals with ASD and other needs in Massachusetts; online certificate registry of BCBAs from BACB website. – 1483 email addresses/names (p. 833)  
P. 835: 958 successful emails  
281 responses, 205 completed |
| Setting | Online survey – Surveymonkey |
| Instruments/Intervention | 21 multiple-choice questions: 10 questions re: demographic information; 11 questions on functional assessment category used for identifying the function of problem behavior, opinion of which is necessary or sufficient for determining behavioral function, and perceptions of barriers for conducting functional analysis (p. 833) |
| Data collection | Link to SurveyMonkey website disseminated to identified participants.  
Raffle for those who completed survey  
2 weeks for completion (before survey was closed) |
| Data analysis | % of participants calculated for each response option (could total more than 100% if participants could choose more than one option) – p. 834 for demographics; p. 836 for content  
Descriptive survey *(no statistical analysis)* |
**Results**

- 61.9% = none or almost none of their clients had received a functional assessment
- 62% = descriptive assessment along or with indirect assessment
- 34.6% = functional analysis alone or with either descriptive or indirect assessments
- 80.3% = had received training on functional assessment
- 84.4% = descriptive assessment most frequently used
- 10.2% = functional assessment most frequently used
- 67.8% = functional analysis is most informative tool for treatment development (true across level of education, certification status, and clinical setting)
- 26.8% = descriptive assessment is most informative
- 4.9% = indirect assessment is sufficient
- 37.6% = functional analysis is absolutely necessary to ID maintaining variables

**Barriers to using functional analysis:**

- 57.6% = lack of space
- 55.6% = lack of trained staff
- 46.3% = lack of support/acceptance of procedure
- 42.4% = lack of time

**Conclusions/limitations**

- Descriptive assessment is most utilized functional assessment strategy.
- Problematic because this is not the most effective means of IDing maintaining variables
- Descriptive assessment is problematic because it is more likely to ID factors in the environment that exist whether or not they actually maintain behavior (e.g., challenging behavior usually gets attention, but may not be maintained by attention)
- Meanwhile, most respondents report knowing that functional analysis is more effective, but barriers (see results) explain lack of use of this procedure
- Need to address why time and space issues are major concern – functional analysis should require less time and less space than descriptive assessment
  - ***See discussion for references if needed****
- Results limited by sampling – MA not similar to rest of country

***I am using my imaginary literature review to bring attention to the need for clients to be informed about the procedures being used in their treatment***

*Created by Dr. Andrea Golloher, San Jose State University*