San José State University
Special Education Department
Spring 2021

EDSE 218B, Section 80
Autism Spectrum Disorders: Students with Mild to Moderate Disabilities

Course and Contact Information
Instructor: Alicia Henderson, Ph.D., CCC-SLP
Email: alicia.henderson@sjsu.edu
Office Hours: By appointment
Class Days/Time: Online
Classroom: Canvas

College of Education Mission Statement
The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Special Education Mission
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

Course Format
This course utilizes an online classroom delivery format. Internet connectivity and access to a technological device such as computer is required. The SJSU Canvas platform is required as the course management system. Participation includes readings, course assignments and activities on Canvas. All course requirements are to be submitted in Canvas.
MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at p://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Course Description
Examination of the theoretical foundations and application of evidence-based best practices for students with an Autism Spectrum Disorder (ASD) who have mild to moderate disabilities including social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, inclusive education, recreation and leisure, and special interventions for young children.

Course Learning Outcomes (CLO)
This course fulfills the following standards:

I. California Commission on Teacher Credentialing (CCTC) Standards:

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 practices 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 an 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.

II. Autism Spectrum Disorder Added Authorization Standards (ASDAA)

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, behavior, and processing and their implications for program planning and service delivery.

ASDAA Standard 2: Teaching, Learning and Behavior Strategies for Students with Autism Spectrum Disorder
The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition to 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.

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 (1956), Lorna Wing (1988), Uta Frith (1991), and Hans Asperger, 1991.

There are many different methodologies and instructional and behavioral strategies for working with individuals with ASD.

Course Prerequisites:

Enrolled in the Education Specialist Teaching Credential Program in Mild to Moderate Disabilities, the Certificate in Theory, Knowledge and Practice about Autism Spectrum Disorders program, and/or the MA in Education with Concentration in Special Education programs.

Required Texts/Readings

Textbooks (both are uploaded and available on Canvas)


Other Readings

There are additional readings each week online in web sites, and articles which are posted on Canvas

Course Requirements and Assignments

- Discussions
- Quizzes
- Online Modules: Autism Internet Modules (AIM)
- Professional Development Project
- Program Observation and Reflection
- Evidence-Based Practices (EBP) Project

(Descriptions for each assignment follow)
**Discussions** (10 points x 13 modules = 130 total points) (PS 11, 13; ASDAA 1,2,3)

Active weekly participation and collaboration is critical to your success in this course. There are 1-2 discussion threads for each of the thirteen (13) Modules in this class.

Post a Discussion Board Posting related to the assignment prompt, and respond to three (3) other assigned Discussion Board Postings. The three postings should be added to the Discussion Board during the week following the due date for the original post.

Since Canvas will be assigning posts from your classmates right after the due date, late discussion posts will not be included and thus will not receive full credit.

The points for each part of the Discussion will be indicated each week in the module (the number of points will vary but will total 10 points per week) The rubric for grading the postings follows:

<table>
<thead>
<tr>
<th></th>
<th>10-8 Points:</th>
<th>7-5 Points</th>
<th>4-1 Points</th>
</tr>
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<tbody>
<tr>
<td>Discussion: Reflection</td>
<td>The posting demonstrates your understanding of the reading or homework at a deep level with a comment that furthers discussion or with a question that invites critical thinking and discussion.</td>
<td>The posting demonstrates some understanding of the reading or homework, but not at a deep level, with a comment that furthers little discussion or with a question that invites little critical thinking and discussion.</td>
<td>The posting demonstrates little understanding of the reading or homework, with a comment that does not further discussion.</td>
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<tr>
<td>Discussion: Response</td>
<td>Responses continue the conversation that was initiated by the Reflection and demonstrates critical thinking.</td>
<td>Responses continues some conversation but little critical thinking.</td>
<td>Responses do not illustrate critical thinking about the Reflection posting.</td>
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</tbody>
</table>

**Quizzes** (10 points each x 5 = 50 total points) (PS 11, 13; ASDAA 1,2)

Five (5) quizzes with multiple choice or short answer questions are scheduled in Weeks 2, 4, 6, 8, and 10.
**AIMs Modules** (10 points each x 4 = 40 Total Points) (ASDAA 1,2,3)

Complete four AIMs (Autism Internet Modules) online and submit the post assessment results.

1. Create an account for yourself with AIMs:  
   [https://www.autisminternetmodules.org/user_login.php](https://www.autisminternetmodules.org/user_login.php)
2. Complete the following modules from the web site (Website -> Module Navigator -> *Autism in the Classroom*) and submit the Post –Assessment results:
   - Social Skills Groups
   - Rules and Routines
   - Visual Supports
   - Self-Management

**Professional Development Project** (20 points) (ASDAA 1, 2)

Create a professional development presentation using PowerPoint or Prezi, and designed for either general education teachers, para-educators, or students to learn more about Asperger’s syndrome and/or autism spectrum disorders. Identify the aspects that you want to present and title the presentation.

Plan on this session being an hour long and incorporate group activities in which you ask participants to read something and/or reflect, talk to each other for brief periods of time, or draw something (for example).

Guidelines for any activities should be in the PowerPoint. This assignment is designed for you to use in a face-to-face setting (you will not actually present this in person, except online in the class); post the PowerPoint in this course in Week/Module 7. See the point break-down in the table below.

You will review three other Professional Development Projects.

*Scoring is as follows:*

<table>
<thead>
<tr>
<th>Presentation Elements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of the presentation</td>
<td>5 points</td>
</tr>
<tr>
<td>Comprehensive information presented</td>
<td>5 points</td>
</tr>
<tr>
<td>Creative presentation; keeps interest of the viewer</td>
<td>5 points</td>
</tr>
<tr>
<td>Activities presented; age appropriate and clearly described</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>20 points</strong></td>
</tr>
</tbody>
</table>
Program Observation and Reflection Paper (30 points) (PS 13; ASDAA 1,3)

Complete this assignment by visiting a classroom or program for at least two hours that has students on the Autism Spectrum. Notify the instructor by February 14 if you do not have access to such a program for a visitation. Visit the program in March or April. Identify two questions that you have about teaching, the school climate, supportive behavior support, or social thinking skill development, (for example) you want to ask that relate to individuals with Autism. Write a paper about this experience (see below for more information about the paper).

During your observation, be sure to respect the teacher and students by sitting quietly in a seat/area determined by the instructor and not interrupting instruction or class time. Most likely you will not have time to talk to the teacher or ask questions.

Write a 2-3-page paper in which you reflect on your experience in the classroom/program. Address the bullet points below in the paper. Note: DO NOT use any first or last names of students or teachers in the paper; this is not a critique of this program, but a reflection of the practices you observed that might help you work with individuals with autism. This paper is due at the end of Week/Module 11 by midnight (see calendar). Post one or two critical ideas that you took away from this experience in the Discussion Group in Week/Module 11.

▪ Describe characteristics and/or behaviors of the students you observed that are possibly unique to Autism spectrum disorders and different for the developmental stages of typical students at the same age.

▪ Describe unique teaching strategies, language, behavior plans, or other support that you observe.

▪ Reflect about any idea, strategy or process that you took away from this observation that you might consider utilizing in your work. Reflect about your two questions.

▪ Comment about any other ideas that you might develop to support individuals with autism spectrum disorders.

▪ What impact did this visit have on your present role or future goals?

Scoring is as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Describe characteristics and/or behaviors of students that you observed that are possibly unique to ASD &amp; different for the developmental stages of typical students at the same age.</td>
<td>6</td>
</tr>
<tr>
<td>Describe unique teaching strategies, language, behavior plans, or other support that you observed.</td>
<td>6</td>
</tr>
<tr>
<td>Reflect about any idea, strategy or process that you might consider utilizing in your work.</td>
<td>6</td>
</tr>
<tr>
<td>Comment about any other ideas that you might develop to support individuals with ASD</td>
<td>6</td>
</tr>
<tr>
<td>What impact did this visit have on your in your present role or future goals?</td>
<td>6</td>
</tr>
<tr>
<td>Total Points</td>
<td>30</td>
</tr>
</tbody>
</table>
Evidence-Based Practice (EBP) Project  (30 Points) (ASDAA 1,2,3)

Throughout this course, we will be reviewing evidence-based practices for students with Autism Spectrum Disorders from the manual called, Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder (available online in the Canvas module).

This manual describes the process for the identification of 27 Evidence-Based Practices EBPs) and then describes each in the Appendix.

Select one Evidence-Based Practice from Appendix B (from the 27 Fact Sheets) that you are interested in learning more about; do not select EBPs that you have already used for this assignment in EDSE 218A or other classes.

Read the Fact Sheets and two articles from the section called “Research Studies Providing Evidence” that provides information and evidence to supports this intervention. Find a third article from a peer-reviewed journal (you can find this online through the King Library).

Write a paper that

1. Introduces the EBP with the name and brief statement about what it involves.
2. Summarizes the three articles reviewed (1 page),
3. Implementation Steps including the following (2 pages):
   a) Age and grades of the students
   b) Describe the setting (i.e., school? Home? Community? Subject? What part of the day?) and the number of students
   c) Behaviors or skills that you want to increase or teach and those you want to decrease (if appropriate); goal of the intervention
   d) Description of how you could use this intervention; what will you do to implement this intervention?
4. Post the presentation in the Discussion area for the final and respond to the prompts for your responses.

Scoring is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction of the EBP</td>
<td>2</td>
</tr>
<tr>
<td>Summary of the Articles</td>
<td>4</td>
</tr>
<tr>
<td>Implementation Steps</td>
<td>10</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>4</td>
</tr>
<tr>
<td>Presentation online</td>
<td>10</td>
</tr>
<tr>
<td>Total Points</td>
<td>30</td>
</tr>
</tbody>
</table>
Grading Information

1. Participation 130 points 40%
2. Professional Development Project 20 points 6%
3. Observation & Reflection Project 30 points 10%
4. Five Quizzes 50 points 16%
5. Evidence-Based Practice (EBP) Project 30 points 10%
6. AlMs Modules 40 points 13%

Total: 300 points 100%

D = 190 – 199 D- = 180 – 189 F = <179

Determination of Grades
Grades are determined according to quiz/exam scores and rubrics for assignments. Late work is accepted; however, it is subject to a 50%-point penalty without excuse due to an extenuating circumstance. Late work cannot be accepted after the 15th week of the semester.

Classroom Protocol
Students are expected to keep abreast of course requirements, timelines and updates by regularly reading communications from Canvas. Students are expected to complete assignments on time, and participate in class activities, discussions, and projects as defined in the syllabus.

University Policies

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3
hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to fieldwork, group assignments, internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at [http://www.sjsu.edu/senate/docs/F15-3.pdf](http://www.sjsu.edu/senate/docs/F15-3.pdf)

**Accommodation to Students’ Religious Holidays**

[University Policy S14-7](http://www.sjsu.edu/senate/docs/F15-3.pdf) states that 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.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/senate/docs/F15-3.pdf). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](http://www.sjsu.edu/senate/docs/F15-3.pdf)). Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/senate/docs/F15-3.pdf).

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

[University Policy S12-7](http://www.sjsu.edu/senate/docs/F15-3.pdf), requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

“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.”

It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“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**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

**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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

**Student Technology Resources**

Computer labs and other resources for student use are available in

- [Academic Success Center](http://www.sjsu.edu/at/asc/) at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
- [Academic Technology Computer Center](http://www.sjsu.edu/at/hd/) at http://www.sjsu.edu/at/hd/ on the 1st floor of Clark Hall
- [Associated Students Computer Services Center](http://as.sjsu.edu/ascsc/) at http://as.sjsu.edu/ascsc/ on the 2nd floor of the Student Union
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- [Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library) for public at large

at http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library

Additional computer labs may be available in your department/college

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 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.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at http://www.sjsu.edu/counseling

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/"
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics, Readings (Atwood Book)</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td>Feb 1</td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Feb 8</td>
<td>Characteristics and Criteria for Autism Spectrum Disorders (Chapters 1, 2)</td>
<td>Discussion 1A</td>
</tr>
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<td>2</td>
<td>Feb 15</td>
<td>Social Situations and Challenges (Chapters 3, 4)</td>
<td>Discussions 1B Quiz 1</td>
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<td>3</td>
<td>Feb 22</td>
<td>Social Thinking</td>
<td>Discussion 2A &amp; 2B AIMS: Social Skills Groups</td>
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<td>4</td>
<td>Mar 1</td>
<td>Theory of Mind &amp; Expression of Emotions (Chapters 5, 6)</td>
<td>Discussion 3 Quiz 2</td>
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<td>5</td>
<td>Mar 8</td>
<td>Executive Function</td>
<td>Discussion 4 AIMS: Rules &amp; Routines</td>
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<td>6</td>
<td>Mar 15</td>
<td>Special Interests (Chapter 7)</td>
<td>Discussion 5 Quiz 3</td>
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<td>7</td>
<td>Mar 22</td>
<td>Language (Chapter 8)</td>
<td>Discussion 6A &amp; 6B Prof. Dev. Project</td>
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<td>Mar 29</td>
<td>Spring Break</td>
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<td>8</td>
<td>Apr 5</td>
<td>Cognitive Abilities (Chapter 9)</td>
<td>Discussion 7 Quiz 4</td>
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<td>9</td>
<td>Apr 12</td>
<td>Physical Abilities and Challenges</td>
<td>Discussions 8A &amp; 8B AIMS: Visual Supports</td>
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<td>Apr 19</td>
<td>Sensory Challenges (Chapter 11)</td>
<td>Discussion 9 Quiz 5</td>
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<td>Apr 26</td>
<td>Transition &amp; Life After High School (Chapters 12, 13)</td>
<td>Discussion 10 Prog. Obs. &amp; Reflection</td>
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<td>May 10</td>
<td>Zones of Regulation, Ideas for School</td>
<td>Discussion 12</td>
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<td>May 17</td>
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