

Teaching Students with Autism Spectrum Disorders Section 81

EDSE 218D

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/22/2024

Contact Information

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Course Information

This course is completely online. Students should have access to the internet to view course materials and submit assignments. Course materials including the syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System at <http://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and their SJSU email account to learn of any updates.

Course Description and Requisites

Theoretical foundations and application of evidence-based best practices for students with ASD including social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, recreation and leisure skills, collaboration with parents and siblings, and special interventions for young children. The course emphasizes inclusive education for students with ASD.

Prerequisite(s): Department or Instructor Consent.

Letter Graded

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

Program Learning Goals

PLO 1. Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Articulate the unique characteristics and core challenges of learners with autism spectrum disorders and the impact of these characteristics and challenges on student success in the general curriculum.
2. 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 a variety of settings including, antecedent based interventions, visual supports and schedules, video modeling, peer mediated interventions, and social narratives.
3. 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.
4. Demonstrate understanding of strategies to foster the development of appropriate social communication skills in students with ASD.
5. Implement a variety of communication supports for students with ASD and understand the basic constructs of a Picture Exchange Communication System.
6. 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.
7. Explain their roles as special education professionals in program planning and service delivery, demonstrate collaboration skills with families and other professionals, and deliver professional development
8. 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 all aspects of the education community.

Teaching Performance Expectations

In this course, students will develop competencies toward meeting the following Teaching Performance Expectations as set forth by the California Commission on Teacher Credentialing:

Universal

- 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. (Practiced)

Mild Moderate Support Needs

- 1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (Introduced)

- ◦ 2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (Practiced)

- 2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (Introduced)

- ◦ 2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (Practiced)
- ◦ 3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning. (Assessed)

- 4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. (Introduced)

- 6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (Introduced)

Extensive Support Needs

- **1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (Introduced)**
- ○ **1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (Practiced)**
- **2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (Introduced)**
- 2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (Introduced)
- 2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (Introduced)
- 4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function. (Introduced)

Early Childhood Special Education

- ○ **1.6 Promote the child's development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child's behavior and interactions within instructional and other learning opportunities. (Assessed)**
- **4.7 Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts. (Introduced)**

- **6.10** Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field. **(Assessed)**

Course Materials

Textbook

Methods for Teaching Students with Autism Spectrum Disorders: Evidence-Based Practices

Authors: Wheeler, Mayton, & Carter (2014)

Pearson Publishing

ISBN-10: 0133833666 ISBN-13: 978-0133833669

AND

The Ziggurat Model

Authors: Ruth Aspy & Barry G. Grossman

Course Requirements and Assignments

Grading Information

A = 92 – 100%

A- = 90 – 91%

B+ = 88 – 89%

B = 82 – 87%

B- = 80 – 81%

C = less than 80%

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Professional Development Presentations

As an Education Specialist, you will be called upon many times to share your expertise on ASD. To prepare for your role as a specialist, you will create a short professional development presentation that could be used in your fieldwork placement setting. Each student will present on a topic that focuses on supporting students with ASD and provide a one-page handout to share with your colleagues that highlights the key topics and insights from your presentation. (40 Points)

Ziggurat Intervention

The Ziggurat Model provides a process and framework for designing individualized, comprehensive intervention plans for individuals with ASD of all ages (Aspy & Grossman, 2008). You will be creating an individualized intervention for a target student. (This assignment is broken down into 4 steps worth 100 points.)

Midterm

You will complete an assessment based on information from Modules 1-8. (24 Points)

Social Skills Intervention Paper

Developing strong social skills can be a significant challenge for students with autism. Our job is to teach students how to appropriately engage with others and follow the unspoken rules needed to become independent adults. For this assignment, you will define a target social behavior for your student, then determine an appropriate intervention to address the behavior using research to support your decision. (50 Points)

Final Exam

You will complete a final assessment based on the information from this course. (25 Points)

WEEK	CLASS CONTENT	ASSIGNMENT/ACTIVITY
Week 1 January 24th- February 4th	Introductions, Review of Syllabus, Canvas Overview	Review Syllabus, Complete Module 1

<p>Week 2</p> <p>February 5- February 11</p>	<p>Chapter 1: The Context and History of Autism, Identification, and Teaming</p>	<p>Read Chapter 1 (Including the Introduction) in The Ziggurat Model & Methods</p> <p>Week 2 Activities</p> <p>Characteristic Assignment</p> <p>Discussion Board</p> <p>Quiz</p> <p>Ziggurat Intervention (ZI)--Identify Target Student for observation Due 2/25</p>
<p>Week 3</p> <p>February 12- February 18</p>	<p>Chapter 2: Assessment and Behavior</p>	<p>Read Chapter 2 in Ziggurat and Methods</p> <p>Week 3 Activities</p> <p>Discussion Board</p> <p>Quiz</p> <p>Begin completing UCC assessment and ISSI with your target student (ZI) - -include team members due 3/3</p>
<p>Week 4</p> <p>February 19- February 25</p>	<p>Chapter 3: Intervention Ziggurat and Behavior</p> <p>Evidence-Based Practices</p>	<p>Read Chapter 3 in Ziggurat & Methods</p> <p>Week 4 Activities</p> <p>Discussion Board Activity</p> <p>Target Behavior Assignment</p> <p>Quiz</p> <p>ZI - -Continue work on UCC/ISSI due 3/3</p>
<p>Week 5</p> <p>February 26- March 3</p>	<p>Chapter 4: Sensory and Biological Autism and Mental Health</p>	<p>Read Chapter 4 in Ziggurat & Chapter 12 in Methods</p> <p>Week 5 Activities</p> <p>Discussion Board Activity- Sensory/flexibility Checklist and Strategies</p> <p>Quiz</p> <p>Target Student, UCC/ISSI due 3/3</p>

Week 6 March 4- March 10	Chapter 5: Reinforcement Behavioral Principles	Read Chapter 5 in Ziggurat & Chapter 7 in Methods Week 6 Activities Discussion Board ZI-Preference Assessment
Week 7 March 11- March 17	Chapter 6: Structure and Visuals and Tactile Supports- Structured Teach Prompting for Independence	Read Chapter 6 and Chapter 9 Week 7 Activities Discussion Board Read Chapter 10 in Methods Quiz ZI-Preference Assessment due 3/24
Week 8 March 18- March 24	Chapter 7: Task Demands Applied Behavior Analysis(ABA)	Read Chapter 7 in Ziggurat Week 8 Activities Discussion Board- - Social Assessment Quiz ZI- -Complete Global Intervention Sheet due 3/31
Week 9 March 25- March 31	Midterm	Continue work on Ziggurat Intervention Begin Social Intervention Paper-Due 4/28 MidCourse Survey
April 1-April 7	NO CLASS	SPRING BREAK

<p>Week 10</p> <p>April 8-</p> <p>April 14</p>	<p>Chapter 8: Skills to Teach/ABA</p>	<p>Read Chapter 6 in Methods</p> <p>Preference Assessment, Global Intervention Plan, Social assessment</p> <p>Begin Ziggurat Worksheet and CAPS</p> <p>Read Chapter 8</p> <p>Week 10 Activities</p> <p>Quiz</p>
<p>Week 11</p> <p>April 15-</p> <p>April 21</p>	<p>Building Social Relationships and Social Skills Instruction</p>	<p>Week 11 Activities</p> <p>Discussion Board Assignment</p> <p>Quiz</p> <p>Social Skill Intervention Paper- Due 4/28</p>
<p>Week 12</p> <p>April 22-</p> <p>April 28</p>	<p>Functional Communication-Classic Autism</p>	<p>Week 12 Activities</p> <p>Ch 5 in Methods</p> <p>Discussion Board Activities</p> <p>Quiz</p>
<p>Week 13</p> <p>April 29-</p> <p>May 5</p>	<p>Social Communication- HFA</p>	<p>Week 12 Activities</p> <p>Discussion Board Activities</p> <p>Quiz</p>
<p>Week 14</p> <p>May 6-May 12</p>	<p>Pulling it Together</p>	<p>Read Chapter 9 in Ziggurat and Chapter 11 in Methods</p> <p>Final Project Review, Beginning Transition</p>
<p>Week 15</p> <p>May 13-May 19</p>	<p>Transition to Adulthood</p> <p>Systems of Supports/Transition</p>	<p>Read Chapter 4 in Methods</p> <p>Week 15 Activities</p> <p>Discussion Board Activities</p> <p>Quiz</p> <p>ZI Final Steps Due May 19</p>

Week 16	Final Exam	Final Due by 11:59 on May 22
Final Exam		