



California State University, Fresno
 Department of Counseling, Special Education and Rehabilitation
Leadership for Diverse Communities

Syllabus for SPED 250: Foundational Knowledge and Practical Skills for Educating Diverse Learners on the Autism Spectrum	
Semester:	California State University, Fresno
Units	Office Number:
Time:	Email:
Location:	Telephone:
Website: education.csufresno.edu	Office Hours:

Prerequisites:

Students must be admitted to the Level II Credential or Master’s program in Special Education or have permission from the Special Education Coordinator to enroll.

Required Texts and Instructional Materials:

Buron, Kari and Wolfberg, Pamela (2008). *Learners on the Autism Spectrum: Preparing Highly Qualified Educators*. Shawnee Mission, Kansas: Autism Asperger Publishing Co

National Research Council (2001) *Educating Children with Autism. Committee on educational intervention for Children with Autism*. Catherine Lord and James P. McGee, Eds. Division of Behavioral and Social Sciences and education. Washington, DC: National Academy Press

Related Readings:

- Aspy, R., & Grossman, B. (1007). *The ziggurat model: A framework for designing comprehensive interventions for individuals with high-functioning autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Bricker, D. (2002). *Assessment, evaluation, and programming system for infants and young children: AEPS measurement from birth to six years*. Baltimore: Paul H. Brookes
- Hill, L Elisabeth,, & Frith, Uta (2003) *Understanding autism: insights from mind and brain*. The Royal Society, 281 – 289
- Schlieder, M. (2007). *With open arms: Creating school communities of support for kids with social challenges using circle of friends, extracurricular activities and learning teams*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Wolfberg, P.J. (2003). *Peer play and the autism spectrum: The art of guiding children’s socialization and imagination* (Integrated Play Groups Field Manual). Shawnee Mission, KS: Autism Asperger Publishing Company.

Personal Accounts and Family Members Books

- Hammerschmidt, E. (2008). *Born on the Wrong Planet*. Shawnee Mission, KS: Autism Asperger Publishing Company
- Grandin, T. (1995). *Thinking in pictures: And other reports from my life with autism*. New York: Vintage Books.

Children Books

- Amenta, Charles (1992). *Russell is Extra Special: A Book About Autism for Children*. New York: Magination Press
- Edwards, Andreanna (2002). *Taking Autism To School*. Vallee park,MO:Jayjo Books, 2001
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Becky, Edwards and Armitage, David.(1999) *My Brother Sammy*. Millbrook Pr Trade.
Etlinger, Rebecca (2005). *To Be Me: Understanding What It's Like to Have Asperger's Syndrome*. Creative Therapy Store
Joanna, Keating-Velasco (2007). *A Is for Autism F Is for Friend: A Kid's Book for Making Friends with a Child Who Has Autism*. Autism Asperger Publishing Company
Laurie, Lears and Judith, Mathews (1997). *Ian's Walk: A Story about Autism*. Albert Whitman & Company
Wolf, Alisa (2005). *What It Is to Be Me! An Asperger Kid Book*. Fairdale Publishing
Ellen, Sabin (2006). *The Autism Acceptance Book: Being a Friend to Someone with Autism*. Watering Can
Elaine, Larson (2006). *I Am Utterly Unique: Celebrating the Strengths of Children with Asperger Syndrome and High-Functioning Autism*. Autism Asperger Publishing Company
Kari, Dunn Buron (2004). *When My Autism Gets Too Big! A Relaxation Book for Children with Autism Spectrum Disorder*. Autism Asperger Publishing

Supplemental Journals: (for additional ideas, methods, and material)

Journal of Autism and Developmental Disorders
Autism-the International Journal of Research and Practice
Autism Research
Focus on Autism and Other Developmental Disabilities
Journal of Applied Research in Intellectual Disabilities
Mental Retardation and Developmental Disabilities Research Reviews
Research in Autism Spectrum Disorders

Course Description:

Definitions and characteristics of ASD will be introduced. Emphasis on incidence and prevalence trends, characteristics associated with language/communication, cognitive/neurology, social skills and behavior will be addressed. Fieldwork is required to complete assignments.

This course requires the use of your university email account.

(The University provides free email accounts to all students. Students may sign up for email online at <https://zimmer.csufresno.esu/csuf/index.html>. Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>

Course Goals and Primary Learning Outcomes:

Upon completion of this course, the student will exemplify in practice the Kremen School of Education and Human Development 's (KSOEHD) broad vision and mission of ethically informed community leaders from classroom teaching, education administration, and/or higher education who advocate for high standards and democratic values with attention to professional ethics and diversity. The KSOEHD faculty promotes the development of the following candidate professional dispositions across all coursework: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Goals:

Candidates will acquire foundational knowledge and practical skills for educating diverse learners on the autism spectrum. Candidates will apply up-to-date theory and research into effective and meaningful practice in a supervised field placement.

Primary Learner Outcomes:

- Discuss ethical and legal considerations regarding educational programming for individuals diagnosed with ASD (ASDAA Standard 1 and 2)

- Apply appropriate pedagogical practices/strategies to effectively structure learning environments of the diverse students diagnosed with ASD (ASDAA Standard 2)
- List and describe the terms included in the ASD category.(ASDAA Standard 1)
- Describe how students with ASD think and learn, based on scenarios.(ASDAA Standard 1 and 3)
- Paraphrase the impact of autism on the family. (ASDAA Standard 3)
- Describe and list the effective practices in early intervention. (ASDAA Standard 2 and 3)
- Describe the educational experience of an individual with ASD through the eyes of a mother or father. (ASDAA Standard 3)
- Describe the experiences of one individual with Asperger’s Disorder. (ASDAA Standard 3)
- Discuss how social-pragmatic theory provides an understanding of what goes wrong in the language acquisition process in autism. (ASDAA Standard 2)
- Define the importance of fostering peer play and friendships while creating a culture of inclusion (ASDAA Standard 2 and 3)
- List and describe the knowledge of the development of skills necessary for social cognition. (ASDAA Standard 1 and 3)
- Explain sensory processing differences in individual with ASD as compared to neuro-typical peers. (ASDAA Standard 1)
- List and describe curricular, classroom management, and instructional considerations involved in implementing interventions. (ASDAA Standard 2)
- Explain the reasons how generalization difficulties related to ASD limit the effectiveness of intervention programs and the importance to plan for generalization opportunities. (ASDAA Standard 1 and 2)
- List reasons why planning the transition from school are a critical aspect of the IEP process in the middle and high school years. (ASDAA Standard 1 and 2)

Course Policies

Classroom Environment

1. Keep audible communication devices (cell phones, pagers, IPODs, and other portable media players) turned off during class.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 179 note-taking or student presentations. No other use is acceptable.
3. Obtain advanced permission from the instructor for visitors.

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade.

1. Excused/authorized absences/tardies/early departures will be allowed only per University policies: (1) when the student has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e., parents, spouse, or child) prohibits student from attending class, or (3) when student is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
 - a. If requesting an excused absence/tardy/early departure, it is the student’s responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure.
 - b. If the student does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
2. Deductions for attendance occur as follows:

- a. Each unauthorized/unexcused absence, early departure, and/or tardy will result in the deduction of 5 points per class session.
3. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
 - a. Obtain handouts, notes, and other materials from peers. The instructor does not keep copies beyond the class session in which these were given.
 - b. Contact the instructor as soon as possible after the missed class period to provide documentation of the reasons for the absence and to discuss what, if anything, can be done to maintain your desired grade.
 - c. Submit all assignments by the beginning of the following session.

Assignments

1. Each student is responsible for completing assignments and readings prior to each class session to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be each student's own work.
3. All assignments must be completed independent/individually, except where otherwise indicated.
4. All assignments must follow the formats/instructions provided in the syllabus.
 - a. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
5. Most assignments have a rubric (evaluation) available.
 - a. It is the student's responsibility to obtain, print, and staple/clip the paper rubric to its corresponding assignment.
 - b. Assignments submitted without the appropriate rubric, without name and date, and/or not following the formats provided will be returned not graded.
6. All assignments will be submitted in paper copy and follow the guidelines listed below:
 - a. Write in narrative and word-process, using 1" margins, 12 point font, and 1.5 spaces between lines.
 - b. Use transitions sentences, phrases, and words between ideas and paragraphs.
 - c. Label with headings within each assignment to identify each section of the paper. Refer to the "Areas to be Evaluated" in each rubric to determine the headings.
 - d. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
7. Assignment Timelines/Due Dates:
 - a. All assignments are due in paper copy before the end of the class session on the date the assignment is due to be eligible to receive full credit/points. It is the student's responsibility to submit all assignments on time.
 - b. Exceptions will be made only for: (1) authorized/excused absences as defined above, if the instructor is notified within 24 hours of the absence and provided with acceptable documentation; and (2) in the event of an unforeseen, unauthorized/unexcused absence, emergency, or other issue.
 - c. Any assignment submitted late (after the class session in which it is due) will receive, at a maximum, the number of points to equal a grade no higher than a "B". Exceptions will be made only for excused/authorized absences. Do NOT email assignments.

Confidentiality The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is, "For the purpose of this paper, I will refer to the observed student as _____ (fictitious first name)."

Grading

1. The total points received on each assignment are recorded in the grade roster.

2. Grades are calculated by percentage (the total points received divided by the total points possible).
3. Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

EXAMINATIONS AND MAJOR ASSIGNMENTS

FIELDWORK REPORT:

30 POINTS

(Candidate Dispositions: Reflection, Professional Ethics, Valuing Diversity, Collaboration and Critical Thinking)

During this semester, each student will engage in 10 hours of documented field experience working directly with students diagnosed with autism in a variety of programs. You should include early intervention, school-aged, secondary and postsecondary learning, living and employment. You will utilize your fieldwork to complete the assignments for the class. The fieldwork experience should include activities and observations representing the different roles of special educators, the continuum of special education services and placements, and interactions with parents, staff, and students.

1. Document field experience and obtain appropriate signatures on the course fieldwork form provided by the instructor. Upon completion of hours, present this course fieldwork form with the cumulative fieldwork form to obtain course instructor's signature.
2. Write a 3-4 page narrative report that addresses the descriptors listed below. Grading will be based on thoroughness of information, content, organization, original thought and reflection.
 - a. Describe each environment and relate how what you observed ties into information from the various text chapters.
 - b. Your expectations of persons diagnosed with Autism Spectrum Disorder.
 - c. Description of classroom, grade level, and exceptionalities of student(s).
 - d. A general summary of your involvement in activities, instructional strategies, accommodations, and interviews.
 - e. Observations/opportunities for students to develop friendships, environmental structure, inclusive opportunities, language ability of students, instructional methodologies used, curriculum used, parent involvement/communication and student involvement in the IEP process
 - f. A reflection on frustrations that you experienced and professional questions you may have.

ARTICLE CRITIQUES (THREE)

30 POINTS

(Candidate Dispositions: Valuing Diversity, Collaboration, Life-Long Learning, and Critical Thinking)

Selected articles in the field of autism will be provided. A one-page critique will be completed by the due date posted on the schedule. The critique is to be a reflection, reaction, and opinion of the article topic.

Do not summarize these articles.

BOOK REVIEW (TWO)

40 POINTS

(Candidate Dispositions: Valuing Diversity, Collaboration, Life-Long Learning, Critical Thinking, and Professional Ethics)

Book Review 1: Select a book (a) written by an adult with ASD (e.g., *Beyond the Wall* by Shore, *Born on the Wrong Planet* by Hammerschmidt, or (b) a realistic book about ASD (e.g., *The Curious Incident of the Dog in the Night-time* by Haddon, *The Speed of Dark* by Moon, *My Strange and Terrible Malady* by Bristow) and write a book review to be shared with classmates. Rubric provided

The review should include a summary of the book, what the student learned professionally and personally from reading it, and a recommendation as to its usefulness for classmates to read/use in teaching about ASD. The review should be about three pages long. You will also briefly present the information to a small group in class.

Book Review 2: Select a book for children on autism. Summarizing the book and how it can be used with children to understand autism and develop friendships/understanding of peers with autism. Write a brief annotated bibliography for children on autism. Rubric provided

EXAMS**100 POINTS**

(Candidate Dispositions: Reflection, Critical Thinking)

Mid Term Quiz – 25 points

Final Examination – 75 points

WEBSITE PROJECT**60 POINTS**

(Candidate Dispositions: Reflection, Critical Thinking, Collaboration, Valuing Diversity, Professional Ethics, Life-Long Learning)

Visit 10 websites on autism/ASD and write down information about the site's URL address, the visual look of the site (is it attractive, crowded, etc.), ease of navigation, usefulness and accuracy of the information presented, whether they would visit the site again and why/why not, any references to back up claims made, resources/links offered, and so on.

RESEARCH PROJECT**100 POINTS**

(Candidate Dispositions: Critical Thinking, Valuing Diversity and Life-Long Learning)

Select a textbook chapter that is of interest to you. From that chapter, select a single topical area.

Conduct research specific to the topic, using sources such as books, chapters, articles, and the internet and write a 8 - 10 page research paper. Create a 5 page PowerPoint presentation with three slides per page, to submit to the instructor and present to the class. A rubric will be provided

CHAPTER REFLECTION QUESTIONS**65 POINTS**

(Candidate dispositions: Critical Thinking, Valuing Diversity and Life-Long Learning)

Answer reflective chapter questions on Blackboard prior to class. Come to class prepared to participate in an in-class small group activity or a Think-Pair-Share activity to share individual written reflections.

Assignment and Exam Grading:

<u>ASSIGNMENT/ACTIVITY</u>	<u>Points Possible</u>
FIELDWORK REPORT AND HOURS	30 points
ARTICLE CRITIQUES (3 AT 10 POINTS EACH)	30 points
BOOK REVIEW	20 points each book review x 2 = 40
MID TERM EXAM	25 points
FINAL EXAM	75 points
WEBSITE PROJECT	60 points
RESEARCH PROJECT	75 (paper) + 25(PowerPoint)100 Points
CHAPTER REFLECTION QUESTIONS	5 points each session x 13 =65
TOTAL POINTS POSSIBLE	425

Grading Range: A = 383-425; B = 340-382; C = 298-339; D= 255-297; F= 254 or below

University Policies

University Policies are available for review on the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatement.htm

Tentative Course Schedule

“The schedule and procedures for this course are subject to change in the event of extenuating circumstances.”

Session	Date	Topic	Readings	Assignments Due
1		Introduction	Syllabus	

		An Overview of Autism Spectrum Disorder	Chapter 1	
2		Brain-Behavior Connections in Autism	Chapter 2	<i>Article #1 Reflection Due</i>
3		Effective Practices in Early Intervention	Chapter 3 Article #1	
4		Symbolic Communication Augmentative and Alternative Communication Strategies (AAC) Communication approaches to Functional Communication Systems	Chapter 4	<i>Article #2 Reflection Due</i>
5		Structured Teaching and Environmental Supports	Chapter 5 Article #2	
6		Sensory Processing: Identifying Patterns and Support Strategies <i>Groups Meet</i>	Chapter 6	<i>Article #3 Reflection Due Research Report PowerPoint Presentations</i>
7		Teaching a Different Way of Behaving: Positive Behavior Supports Addressing Challenging Behaviors	Chapter 7	<i>Book Review #1 Due Research Report PowerPoint presentations</i>
8		Fostering Peer Play and Friendships	Chapter 8	<i>Research Report PowerPoint Presentations</i>
9		Mid Term Quiz		<i>Book Review #2 Due Book Review Small Group Presentations</i>
10		Social Thinking: Cognition to Enhance Communication and Learning	Chapter 9	<i>Research Report PowerPoint Presentations</i>
11		Systemizing Emotions: Using Interactive Multimedia as a Teaching Tool	Chapter 10	<i>Website Project Due Research Report PowerPoint Presentations</i>
12		Supporting the Transition Years	Chapter 11	<i>Research Report PowerPoint Presentations</i>
13		The Educational Team: Positive, Effective Interdisciplinary Collaboration	Chapter 12	<i>Research Report PowerPoint Presentations</i>

14		Growing up with Autism: One's Parent's Perspective Educational Experiences Across the Lifespan: A Personal Perspective	Chapter 13 Chapter 14	<i>Fieldwork Due Research Report PowerPoint Presentations</i>
15		FINAL EXAM		