



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

Syllabus for SPED 252: Designing Comprehensive Individualized Autism Planning Systems	
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 credential program in Special Education or have permission from the Special education Coordinator to enroll.

Required Texts and Instructional Materials:

- Aspy, Ruth, Ph.D., and Grossman, Barry, Ph.D. (2008) *Designing comprehensive interventions for individuals with High-Functioning Autism and Asperger syndrome: The Ziggurat Model*. Shawnee Mission, Kansas: Autism Asperger Publishing Company
- Henry, Shawn and Myles, Brenda. (2007) *The comprehensive Autism Planning System (CAPS) for individuals with asperger syndrome, autism, and related disabilities: Integrating best practices throughout the student's day*. Shawnee Mission, Kansas: Autism Asperger Publishing Company
- Aspy, Ruth, Ph.D., and Grossman, Barry, Ph.D. (2007) *Underlying Characteristics Checklist (UCC-HF)*. Shawnee Mission, Kansas: Autism Asperger Publishing Company
- Aspy, Ruth, Ph.D., and Grossman, Barry, Ph.D. (2007) *Underlying Characteristic Checklist (UCC-CL)*. Shawnee Mission, Kansas: Autism Asperger Publishing Company

Related Readings:

- Gagnon, E. (2001). *Power Cards: Using special interests to motivate children and youth with Asperger Syndrome and autism*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Gray, C.A. (1998). *Social Stories™ and comic strip conversations™ with students with Asperger syndrome and high functioning autism*. Arlington, TX: Future Horizons
- Gray, C.A. (200). *The new Social Story™ book: Illustrated edition (2nd ed.)*. Arlington, TX: Future Horizons
- Mesibov, G., Shea, V., & Schopler, E. (2004). *The TEACCH approach to autism spectrum disorders*. New York: Kluwer Academic Press
- Williams, M.W., & Shellenberger, S (1996). *How does your engine run? A leader's guide to the Alert Program for Self-Regulation*. Albuquerque, NM Therapy Works

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

Course Description:

Candidates will learn to design comprehensive intervention plans that are responsive to the strengths and needs of individuals of all ages with ASD. Supervised 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.edu/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 learn the process and framework for designing comprehensive interventions for individuals of all ages with autism spectrum disorder. Candidates will implement a method of planning a student's daily schedule that ensures that all supports are in place to facilitate academic, social, and behavioral success.

Learning Outcomes

- List and describe the 4 steps to designing a comprehensive intervention plan: (1) UCC, (2) ISSI, (3) the Intervention Ziggurat, and (4) Comprehensive Autism Planning System (CAPS). (ASDAA Standard 2)
- Discuss ethical and legal considerations regarding educational programming for individuals diagnosed with ASD. (ASDAA Standard 2).
- Apply appropriate pedagogical practices/strategies to effectively structure learning environments of the diverse students diagnosed with ASD. (ASDAA Standard 2)
- List the process and describe the framework for designing individualized, comprehensive intervention plans for individuals with ASD of all ages. (ASDAA Standard 2 and 3)
- Describe the underlying needs and characteristics related to autism and how to address these needs. (ASDAA Standard 1)
- Distinguish between the three assessment tools that help in identifying the underlying needs and characteristics related to autism: (a) the Underlying Characteristics Checklist (UCC), (b) the Individual Strengths and Skills Inventory (ISSI), and the ABC-Iceberg (ABC-I). (ASDAA Standard 1)
- Recognize the federal and state guidelines that focus on use of evidence-based practices, response to intervention, positive behavioral interventions, and supports based on functional behavior assessment. . (ASDAA Standard 2)
- Demonstrate how to promote collaboration and communication among team members throughout all stages of the intervention process. (ASDAA Standard 3)

- Describe the process used to provide high-quality instruction and behavioral supports throughout a student's day. (ASDAA Standard 2 and 3)
- Illustrate how student progress is continuously monitored using meaningful data. (ASDAA Standard 2)
- Discover the importance of decision making by a collaborative team of school staff and families who review student progress. (ASDAA Standard 3)
- Develop a parent notification system that will increase parent involvement in the educational process of their child. (ASDAA Standard 3)
- Design a comprehensive autism planning system that provides an overview of a student's daily schedule by time, activity, targeted skills to teach, structure/modification, reinforcement, sensory strategies, communication/social skills, data collection and a generalization plan. (ASDAA Standard 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:

100 POINTS

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

During this semester, each student will engage in 20 hours of documented field experience working directly with a student diagnosed with autism. You will utilize your fieldwork to complete the assignments for the class. The field work experience should include activities and observations 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 field work form to obtain course instructor's signature.
2. Project Outline
 - a. Select an individual with ASD for whom you will design an intervention plan using the UCC, Ziggurat Model and CAPS.
 - b. Complete the Ziggurat worksheet for that level and practice the interventions selected.
 - c. Compile a portfolio that documents your work with the individual with ASD, including (a) completed UCC, ISSI, ABC-I Ziggurat Worksheet, and CAPS; (b) copies of materials used to address each level of the Intervention Ziggurat; (c) a plan for monitoring and data collection; and (d) a reflection paper.

PAPER

30 POINTS

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

Select from ONE of the 4 Topic ideas

1. Idea #1: The Ziggurat Model and How it Addresses Federal and State Guidelines
 - a. Write a paper that discusses how the Ziggurat Model addresses federal and state guidelines, such as a focus on evidence-based practices, response to intervention, and positive behavioral interventions and supports based on functional behavior assessment.
2. Idea #2: The Importance of a Five-Tiered Approach to Intervention
 - a. Write a paper in which you discuss why the Ziggurat Model's five-tier approach to intervention benefits individuals with ASD
3. Idea #3: Reflection on the Ziggurat Model
 - a. Write a paper that presents their beliefs regarding the value of the ziggurat Model. Provide evidence to support why you believe it should be implemented or what other approach/model you believe to be more effective.
4. Idea #4: Challenges Faced When Striving to Develop Comprehensive Interventions
 - a. Write a paper discussing challenges that may be encountered when developing comprehensive interventions and strategies that may be used to address each one. For instance, team collaboration may be an ideal, but challenging component of comprehensive interventions.

EXAMS

100 POINTS

(Candidate Dispositions: Reflection, Critical Thinking)

Mid Term Exam – 25 points

Final Examination – 75 points

RESEARCH TO PRACTICE PROJECT

100 POINTS

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

- Students will work in teams to research the evidence for some practices recommended in Chapters 4 through 8 in the Ziggurat Textbook. One to two strategies will be assigned per team (based on the size of the class).
- Each team will create a table with the following headings: (a) Article Citation: (b) demographics (e.g., number, age, gender of subjects): (c) Other Relevant Information (e.g., population/diagnostic category, setting): and (d) Results. Teams should include the name of the strategy in the title of their table (e.g., Research on Cartooning).
- For each research article reviewed, enter the relevant information into your table. If the team cannot locate any research regarding a given strategy, enter "No Relevant Research Located" in the first row of their table.

- For each intervention, write a description of the intervention; (b) submit an example of the intervention (e.g., actual item such as The Incredible 5-Point Scale [Buron & Curtis, 2003] used, video clip)
- Teams’ tables will be compiled into a resource packet to use when searching for evidence to support strategies being considered for use with an individual with ASD.
- Teams will share tables and examples to class.

INDIVIDUAL PROJECT

60 POINTS

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

Sharing the Ziggurat Model with the Students Collaborative Team.

- Decide how you would share information about the Ziggurat Model with your school site team to encourage them to implement it
- How would you train the team on the Ziggurat Model?
- Create the actual materials (e.g., handouts, Power Point™ presentation) you would use to accomplish this.
- Identify who you would invite to the presentation and why.

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:

ASSIGNMENTS

Points Possible

FIELD WORK HOURS AND PROJECT PAPER	100 points
MID TERM EXAM	30 points
FINAL EXAM	25 points
PRESENTATION	75 points
RESEARCH TO PRACTICE PROJECT	60 points
CHAPTER REFLECTION QUESTIONS	75 (paper) + 25 (presentation) 100 Points
TOTAL POINTS POSSIBLE	5 points each session x 13 =65
	455

Grading Range: A = 409-455; B = 364-408; C = 319-364; D= 273-318; F= 272 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 OUTLINE

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

Session	Topic	Readings	Assignments Due
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1	Introduction The Context of Autism (Ziggurat Model) Underlying Characteristics Checklist –CL and HF (FORMS)	Syllabus Chapter 1	
2	Assessment Underlying Characteristics Checklist –CL and HF (FORMS)	Chapter 2	Identify a student to work with for the semester
3	The Intervention Ziggurat: Framework for Change <i>Groups meet</i>	Chapter 3	
4	Sensory Differences and Biological Needs (Ziggurat Textbook) Sensory Strategies (CAPS Textbook) Social emotional Regulation	Chapter 4 Chapter 4	
5	Reinforcement (Ziggurat Textbook) Reinforcement (CAPS Textbook)	Chapter 5 Chapter 3	
6	Structure and Visual/Tactile Supports (Ziggurat Textbook) Structure/ Modifications (CAPS Textbook) Structuring Learning environments	Chapter 6 Chapter 2	
7	Task Demands	Chapter 7	
8	Research To Practice Team Presentations		Research to Practice Team Presentations
9	MID TERM EXAM	Chapter 9	

10	Skills to Teach	Chapter 8	
11	Communication/Social Skills (CAPS Textbook)	Chapter 5	Fieldwork Project Due
12	Data Collection (CAPS Textbook)	Chapter 6	Paper Due
13	Generalization (CAPS Textbook) Instruction Often Occurring in Specialized Settings (CAPS Textbook)	Chapter 7 Chapter 8	
14	Putting It All Together The CAPS Process	Chapter 9 Chapter 10	Individual Project Due – Sharing the Ziggurat Model with the Students Collaborative Team
15	FINAL EXAM		