
Teaching Students with Autism Spectrum Disorders Section 80

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/11/2024

Contact Information

Course and Contact Information

Instructor:	Dr. Sudha Krishnan
Office Location:	SH 217
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Email:	Sudha.v.krishnan@sjsu.edu
Office Hours:	Wednesday 2:00-4:00 pm (online at link provided below) or by appointment
Class Days/Time:	Online Asynchronous
Prerequisites:	Department or Instructor Consent

Course Information

Course Format

This course follows an online asynchronous format with all the materials posted on Canvas. 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

Email Sudha.v.krishnan@sjsu.edu for an appointment either via zoom or in-person at Sweeney Hall 217

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

Classroom Protocols

Classroom Protocol

All students are expected to conduct themselves in a professional manner as members of this course. At a minimum, candidates are expected to adhere to the five neto

14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

*** Any discussion or collaborative activity will not be accepted as late work. These activities will not be accepted past their due date as they require interaction with your classmates to be successful. If your group needs help scheduling common time for collaborative assignments, contact your instructor. ***

Program In



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.
1. 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.
1. 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.
1. Demonstrate understanding of strategies to foster the development of appropriate social communication skills in students with ASD.
1. Implement a variety of communication supports for students with ASD and understand the basic constructs of a Picture Exchange Communication System.
1. 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.
1. 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
1. 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.

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

We're not Broken: Changing the Autism Conversation

Author: Erik Garcia

ISBN-10: 1328587843

ISBN-13: 978-1328587848

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Conroy, M. A., Asmus, J. M., Sellers, J. A., & Ladwig, C. N. (2005). The use of an antecedent-based intervention to decrease stereotypical behavior in a general education classroom: A case study. *Focus on Autism and Developmental Disabilities, 20*(4), 223-230.

D'Ateno, P., Mangiapanello, K., & Taylor, B. A. (2003). Using video modeling to teach complex play sequences to a preschooler with autism. *Journal of Positive Behavior Interventions, 5*, 5-11.

Ganz, J. B., & Simpson, R. L. (2004) Effects on communicative requesting and speech development of the Picture Exchange Communication System in children with characteristics of autism. *Journal of Autism and Developmental Disorders, 34*, 395-409.

Harper, C. B., Symon, J. B., & Frea, W. D. (2008). Recess is Time-in: Using peers to improve social skills of children with autism. *Journal of Autism and Developmental Disorders, 38*, 815-828.

Hendricks, D. R., & Wehman, P. (2009). Transition from school to adulthood for youth with Disabilities. *Journal of Autism and Developmental Disorders, 39*, 1582-1591.

practica. Other course structures will have equivalent workload expectations as described in the syllabus." Students are strongly encouraged to plan ahead to complete assignments in a timely manner and seek assistance from the course instructor early in the process.

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Students will complete five online modules and submit the post-module assessment results to CANVAS. Students may choose to use *Autism Internet Modules (AIM)* or *AFIRM Modules* to complete this assignment.

Prompt #2: (Chapter 2 and 3) What are some institutional barriers that are apparent in Garcia's analysis of Education and Work? How can educators respond to these barriers?

Prompt #3: (Chapter 4: Housing) What are the possibilities of independence demonstrated by Garcia's friends, mentioned in Chapter 4?

Prompt #4: What are some problems surrounding medical treatment for autistic individuals mentioned in Chapter 5?

Prompt #5: After reading Chapter 6, what would you teach your students about relationships?

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Students will create a "toolkit" of materials to demonstrate competency with THREE evidence-based practices. The toolkit should include a complete and detailed example of the EBP and an accompanying data collection sheet that could be used when implementing the EBP. EBP could include the following:

- Visual support
- Video model
- Social narrative
- Positive reinforcement
- Discrete trial teaching
- Task Analysis

B. Part 2: Case Study using EBP (Individual Project) 50 points (12.5% of grade)

CLO 1-8 *TPE U 1.2 (P); TPE MM 2.10 (P); TPE MM 4.3 (I); TPE ESN 2.13 (I); TPE ESN 4.1 (I); TPE ECSE 1.6 (A)*

The student should identify the behavior or skill to address with one evidence-based practice, collect baseline data, implement the strategy and collect data for one week with the use of the strategy. Each student will prepare a written paper that includes the following information:

- Description of the focus student to include strengths, interests, and challenges (5-7 sentences)

2) Description of the behavior or skill to be addressed and Rationale for the chosen evidence-based strategy (You can go to the AFIRM module: Selecting an Evidence-Based Practice to learn more how to select the right EBP)(5-7 sentences)

- Description of how the strategy was implemented (5-7 sentences)
- Data sheet with baseline data and implementation data and a Graph that includes baseline data and implementation data
- Discussion of the results of the implementation and how you would communicate this information to parents (5-7 sentences)
- Reflection of how implementation of this strategy informs candidate's practice as a special educator (5-7 sentences)

Students will work on 8 weekly assignments based on the weekly readings and video lectures.

Grading Information

Grading Information

Autism Internet Modules	100 pts	25%	CLO 1-5	

Online Discussion on First-Person Narratives	100 pts	25%	CLO 6	<i>TPE MM 1.6 (I); TPE MM 3.3(A) TPE ESN1.7 (I)</i>
Evidence-Based Practices (Part 1 and Part 2)	100 pts	25%	CLO 2-5	<i>Part 2: TPE U 1.2 (P); TPE MM 2.10 (P); TPE MM 4.3 (I); TPE ESN 2.13 (I); TPE ESN 4.1 (I); TPE ECSE 1.6 (A)</i>

Weekly Assignments	100	25%	CLO 2-5	
Total	400 pts	100%		

Determination of Grades

A+	=	98 – 100%
A	=	92 – 97%
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

Spring 2024

3	Week of Feb 5	<p>Work on Online Module #1</p> <p><i>Discrete Trial</i></p> <p>Use:</p> <p>https://autisminternetmodules.org/m/1201</p> <p><i>Online Discussion: Chapter 1 from We're Not Broken by Eric Garcia</i></p> <p><i>Prompt #1:</i></p> <p>Prompt #1: (Chapter 1) What kind of historical misinformation has been responsible in part for the social stigma of autism? How does the school system contribute to the social stigma surrounding autism?</p>	C T M 4. (E: 1. (4. M 3. E:
4	Week of Feb 12	<p>Screening and assessment instruments</p> <p>Practice with MCHAT and CARS</p> <p>Preview Early Start Denver Model</p> <p>Making data sheets with baseline data and implementation data and a Graph that includes baseline data and implementation data for the Case Study</p> <p>Textbook Chapter 3 and 4</p>	C T E: (A E: U M (F E: (

5	Week of Feb 19	<p>Work on Online Module #2</p> <p><i>Prompting</i></p> <p>Use:</p> <p>https://autisminternetmodules.org/m/493</p> <p><i>Online Discussion: Chapter 2, 3 from We're Not Broken by Eric Garcia</i></p> <p>Prompt #2: (Chapter 2 and 3) What are some institutional barriers that are apparent in Garcia's analysis of Education and Work? How can educators respond to these barriers?</p>	C T M 4. (E: 1. (4. M 3. E:
6	Week of Feb 26	<p>Textbook Chapter 5 and 6</p>	C T M 2. (E: 1. 1. (

7	Week of Mar 4	<p>Work on Online Module</p> <p><i>Functional Communication Training</i></p> <p>Use:</p> <p>https://autisminternetmodules.org/m/486</p> <p><i>Online Discussion: Eric Garcia Chapter 4</i></p> <p>Prompt # 3: (Chapter 4: Housing) What are the possibilities of independence demonstrated by Garcia's friends, mentioned in Chapter 4?</p>	C T M 4. (E: 1. (4. M 3. E: T U
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Week
of
Mar
11

Textbook^x

10	Week of Mar 25	<p>Fostering self-determination skills</p> <p>Transition to adulthood with ASD</p> <p>Person Centered Planning</p> <p>Textbook Chapter 10 - 11</p>	C T M 1. E. 2
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11	Week of April 8	<p>Work on Online Module</p> <p><i>Social Narratives</i></p> <p>Use:</p> <p>https://autisminternetmodules.org/m/526</p> <p><i>Online Discussion: Eric Garcia Chapter 6</i></p> <p>Prompt #5: After reading Chapter 6, what would you teach your students about relationships?</p>	C 5 T 2. 2. (I E 4.
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12	Week of April 15		C M M T T
13	Week of April 22	Ableism, Intersectionality, and Disability Justice Presentation by Lydia X. Z. Brown	C T U M

14

Week
of
April
29

Reflecting on the film experience:

1. In a word (or phrase), what was your initial reaction to the film?
2. If a friend asked you what this film was about, what would you say?
3. Describe a moment or scene in the film that you found particularly disturbing or moving. What was it about that scene that was especially compelling for you?
4. What did you learn from this film that you wish everyone knew? What would change if everyone knew it?
5. If you could require one person (or one group) to view this film, who would it be? What would you hope their main takeaway would be?

15	Week of May 6	Work on Case Study	C T 1 (M 2 (4 (E 2 (4 (E 1 (
16	Week of May 13	Final Examination: submit Case Study on Canvas	

Schedule subject to change with due notice.