

SPED 404: Teaching Diverse Learners with Social-Communication Disabilities including Autism (3 credits)

Instructor:

Email:

Office Hours:

Class Day/Time:

Class Location:

CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education
California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other

Important Notice: The department office cannot take messages for professors. If you need to contact me, please email me directly. I will try my best to get back to you within 24 hours of receiving your message. I am rarely online during weekends due to other commitments. Do your best to plan the timing of your questions accordingly. All official communication will be by e-mail to your CSUN email account.

Students with Disabilities

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state

laws prohibit such discrimination. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Additional Campus Resources and Support

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from **CSUN with A HEART** (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

CSUN Asynchronous Instruction

Online Instruction: This course will be taught completely online (no campus meetings will be required) with asynchronous activities you access by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (<https://www.csun.edu/it/device-loaner-program>). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at <https://www.csun.edu/it/need-help>.

Attendance: Although this is an asynchronous online course, your active and consistent participation is required. In this asynchronous class, attendance is equivalent to completing each weekly module, which includes, but is not limited to posting to the discussion board, submitting an assignment, or taking an assessment. Please plan to spend at least 2½ hours each week on Canvas to complete each week’s class module. (An additional couple hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments). Eligibility for financial aid is also based on student participation.

Netiquette Guidelines:

1. **Write in digestible chunks.** Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise.
2. **NO YELLING.** When you write in uppercase letters in online communication, it is usually interpreted as yelling.
3. **Add some emotion** 😊. Sometimes it helps communicate the tone of your message when you add an emoticon. However, only do so as necessary, for it can end up being annoying to readers if you have too many, which is probably the opposite of your intention.
4. **Use humor carefully.** Sarcasm, in particular, does not translate well in an online environment. It’s best to avoid the potential pitfalls of misunderstood messages.

5. **Assume the best intentions.** In an online environment, it is easy to misread someone's tone or intended message. Give your peers and instructor the benefit of the doubt, and ask them to clarify their meaning.
6. **We are not the same.** Respect differences, and don't make assumptions.
7. **Language matters.** Choose your words carefully; avoid using slang, and be kind.

Student Conduct Code: All students must abide by CSUN Student Conduct Code. Detailed information can be found at <http://catalog.csun.edu/policies/student-conduct-code/>. Plagiarism and cheating will not be tolerated. It is not the role of the instructor to judge the intent behind copied work or other dishonest conduct but only to report it to the University. If you are not clear on what constitutes plagiarism, see this resource from the Oviatt Library:

<https://libguides.csun.edu/journalism/plagiarism>

Restrictions on Disclosure and Distribution: To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

People-First Language: Please use People-First (or Person-First) Language in your speaking and writing. Examples are "child with a disability" instead of "disabled child"; "child with autism" instead of "autistic child"; "child with language impairments" instead of "language-delayed child"; "child who has an intellectual disability" instead of "mentally retarded child." For more information, please see:

<https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets/fs-communicating-with-people.html>

Course Description

This course is designed to provide information regarding the social-communication challenges faced by diverse learners, including students who are diagnosed with autism spectrum disorder (ASD). Emphasis will be placed on implications for intervention and instruction based on students' learning characteristics including (a) the roles of social interaction and communication in cognition and learning, (b) specific learning needs of students with social-communication disabilities, including ASD, and (c) critical evaluation, selection, and implementation of interventions for students with social-communication disabilities, including ASD. The teacher's role in working with families and teaming with other disciplines to develop a comprehensive and interdisciplinary approach across ages and severity of these disabilities will be examined. This course may be taken prior to admission to the Credential Program.

This course addresses the critical need for special educators to be competent in working with students with social-communication disabilities, including ASD. Deficits, delays, and disorders in interactions and communication have been identified as significant components of disabilities in children and youth.

These include students with emotional disturbance, autism spectrum disorder, cognitive/intellectual disabilities, learning disabilities, and developmental disabilities. In addition, there has been a national increase in the incidence of ASD. As a result, the recently approved California Commission on Teacher Credentialing (CTC) standards for the Educational Specialist authorization requires competencies in teaching students with ASD. The CTC also





has approved an added authorization in autism to current holders of educational specialist credentials. The course will meet CTC requirements as well as the interests of graduate students at the M.A. level.

Course Objectives

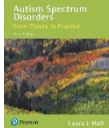
After completing this course, students will be able to:

1. Identify specific learning characteristics of students with social-communication disabilities, including ASD, across ages and severity of the disability.
2. Identify the major strengths of students with social-communication disabilities, including ASD.
3. Critically analyze the literature and research on students with social-communication disabilities, including ASD.
4. Identify and evaluate the major evidence-based curricular models used to teach students who have social-communication disabilities.
5. Identify evidence-based practices and promising practices.
6. Using evidence-based social skill rating protocols, assess the social-communication abilities and needs of students with social-communication disabilities, including ASD.
7. Plan and implement classroom evidence-based social skill lessons based on assessment and data collected on students.
8. Select and implement individually appropriate evidence-based instructional approaches for students with social-communication disabilities, including ASD, and evaluate their effectiveness.
9. Establish communication, collaborative relationships, and interdisciplinary teams with other professionals and parents that will support students with ASD.

Required Texts

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|---|--|
|  | Maurice, C. (1994). <i>Let me hear your voice: A family's triumph over autism</i> . New York, NY: The Random House Publishing Group. |
|  | Kedar, I. (2012). <i>Ido in autismland: Climbing out of autism's silent prison</i> . Los Angeles, CA: Self- published. |
|  | Several modules from the OCALI AIM Modules will be required reading. https://autisminternetmodules.org/ |
|  | Other required readings will be posted on Canvas. |

Optional Text

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|  | Hall, L.J. (2018). <i>Autism spectrum disorders: From theory to practice</i> , 3 rd ed. New York, NY: Pearson Education, Inc. |
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Course Requirements

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| <i>Let Me Hear Your Voice</i> Reaction Paper | 20 |
| <i>Ido Kedar</i> Reaction Paper | 20 |
| Movie/Observation Review | 30 |
| Intervention Research Presentation | 30 |
| Lesson Plan (Final) | 50 |
| Attendance/Participation | 150 |
| Total Possible Points | 300 |

***Detailed information for each of the following will be provided throughout the course.*

Let Me Hear Your Voice Reaction Paper (20 points)

The students will read the book, *Let Me Hear Your Voice*, and write a three-page reaction paper. The students will describe their feelings towards the mother’s experiences in parenting a young child with ASD and reflect on children’s social-communication development.

Ido Kedar Reaction Paper (20 points)

ECSE 1.4, 4.1

Ido Kedar was a student in the Los Angeles Unified School District and has written a book about his experience. The students will read the book, *Ido in Autismland*, and write a three-page reaction paper. The students will describe their feelings towards Ido, his characteristics of ASD, and his education; the student’s feelings will be connected to Ido’s writings in the book.

Movie Review (30 points)

ECSE 4.1

From a list of movies about ASD/individuals with social-communication difficulties, students will select one to watch and then write a brief review assessing the social-communication characteristics portrayed in the movie, especially as it relates to the information presented in class. Students will then identify the major strength(s) of the target character and suggest intervention goals and strategies.

Intervention Strategy Review (30 points)

ECSE 5.3

Students will present in small groups a description and critique of a specific intervention strategy for children and youth with social-communication difficulties. All topics must be approved. After reviewing the presentations, students will rate each intervention strategy on whether they might (or might not) examine the strategy further for possible implementation and suggest possible adaptations for use.

Final Project: Lesson Plan (50 points)

ECSE 3.5

ECSE 1.6, 2.4

ECSE 1.1, 1.2, 1.3, 1.4, 3.2

Students will prepare a lesson plan for a child/youth with social-communication difficulties, reflecting their understanding of facilitating social-communication skill development, while specifically referencing the material and readings presented throughout the course. *If possible, students will implement the lesson.

Attendance/Participation (~10 points each class)

Classes will be posted once a week. Students are expected to go through each module and participate in the class activities.

GRADING STANDARDS

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|----|----------|----|----------|---|-----------------|
| A | 93-100% | A- | 90-92.9% | | |
| B+ | 87-89.9% | B | 83-86.9% | | |
| B- | 80-82.9% | C+ | 77-79.9% | | |
| C | 70-76.9% | D | 60-69.9% | F | 59.9% and below |

Grading

It is important that each student set professional goals for achievement, and pursue reading, and assignments with his/her professional development as the focus. However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. The following is the Department of Special Education's grading policy:

- A = Outstanding.** Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.
- B = Very Good.** Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.
- C = Satisfactory.** Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.
- D = Barely passing.** Performance reflects the attainment of some competencies.
- F = Failing.** Performance does not meet expectations for basic competency attainment.

Submission of Assignments

- Assignments are submitted by uploading them to Canvas. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges.
- Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as Microsoft Word documents (.doc or .docx). CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site:
<https://www.csun.edu/it/microsoft-office>
- **Writing:** Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting. If you need additional assistance with writing, please visit the University Writing Center at: <https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center>
- **Extra Credit:** In this course, extra credit is given through the opportunity to revise and resubmit assignments based on feedback with a chance to raise their grade if the revision

is submitted before the beginning of Finals week.

Withdrawal and Incompletes

It is the students’ responsibility to monitor their performance as they will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered.

SPED 404 Fall 2021 Course Schedule

| Date | Topic | Readings | Assignment Due Dates (due midnight before the next class) |
|---------|---|--|--|
| Class 1 | Introduction, historical & legal foundations, families & collaboration ECSE 6.1 | Cultural Competency videos <i>Let Me Hear Your Voice</i> (Hall: Ch. 10 Systems of support for individuals with ASD and their families) | <ul style="list-style-type: none"> • Person-first language exercise • Working with families & cultural competency reflection |
| Class 2 | Behavioral interventions ECSE 2.4, 6.1 ECSE 2.4 | AIM: Prompting, Reinforcement Discrete Trial Training (Hall: Ch. 4 Applied behavior analysis: Key concepts and foundational strategies & 5 Applied behavior analysis: Principles in practice) | <ul style="list-style-type: none"> • Behavioral/discrete trial lesson plan |
| Class 3 | Social ECSE 1.1, 1.2, 1.3, 4.1, 4.3 | AIM: Overview of Social Skills Functioning and Programming (Hall: Ch 8 Building social skills & social relationships) | <ul style="list-style-type: none"> • Examining social skills exercise |
| Class 4 | Naturalistic developmental behavioral interventions ECSE 1.1, 1.2, 1.3, 1.6, 3.2, 3.5, 6.1 ECSE 1.1, 1.2, 1.3 | AIM: Naturalistic Intervention, Pivotal Response Training (PRT) NDBI Inclusion chapter (Hall: Ch 6 Developmental, Social-relational, transactional, and other approaches to intervention) | <ul style="list-style-type: none"> • Naturalistic developmental behavioral intervention lesson plan • <i>Let Me Hear Your Voice Paper due</i> |
| Class 5 | Communication ECSE 1.1, 1.2, 1.3, 1.4, 1.9, 4.1, 4.3 | AIM: Language and Communication <i>Ido in Autismland</i> (Hall: Ch 7 Focus on communication) | <ul style="list-style-type: none"> • Examining communication exercise |
| Class 6 | Social-communication interventions ECSE 1.1, 1.2, 1.3, 1.4, 1.6, | AIM: PECS, Speech-Generating Devices, Social Narratives | <ul style="list-style-type: none"> • Social story lesson plan |

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| | 1.9, 2.5, 3.2 ECSE 1.1, 1.2, 1.3, 1.4, 1.9 | | |
| Class 7 | Restricted and repetitive patterns of behaviors, interests, and activities & cognition ECSE 1.1, 1.2, 1.3, 4.1, 4.3 | AIM: Restricted Patterns of Behavior, interests, and activities; Cognitive Differences | <ul style="list-style-type: none"> Examining restricted/repetitive behaviors + cognition exercise |
| Class 8 | Visual supports & structured teaching ECSE 1.1, 1.2, 1.3, 1.6, 3.2, 3.5 ECSE 1.1, 1.2, 1.3 | AIM: Visual Supports, Video Modeling, Structured Teaching | <ul style="list-style-type: none"> Structured teaching + visual supports lesson plan Ido Paper due |
| Class 9 | Review of Characteristics ECSE 1.1, 1.2, 1.3, 1.4 | | <ul style="list-style-type: none"> Social-communication assessment |
| Class 10 | Assessment & curriculum ECSE 1.7, 1.10, 3.5, 4.6, 5.2, 5.3, 5.6 ECSE 1.7 | AIM: Assessment for Identification Preschool curriculum book chapter (Hall: Ch 2) | <ul style="list-style-type: none"> Data-based decision-making exercise Movie Observation Review Due |
| Class 11 | Effective interventions & Research ECSE 1.9 | <i>EBP Report 2020</i> (Hall: Ch 3) | <ul style="list-style-type: none"> Selecting EBP exercise |
| Class 12 | Lesson planning ECSE 1.6., 2.6, 3.5, 4.4 ECSE 1.1., 1.2, 1.3, 3.2 | | <ul style="list-style-type: none"> Embedded lesson plan |
| Class 13 | Transitions ECSE 6.4 | Transitions book chapter (Hall: Ch 9) | <ul style="list-style-type: none"> Transition lesson plan Intervention Presentations due |
| Class 14 | Intervention Research Presentations | | <ul style="list-style-type: none"> Final lesson plan draft due (*optional) |
| Class 15 | Biomedical issues | (Hall: Ch 1) | <ul style="list-style-type: none"> Biomedical interventions reflection |
| Finals | Final Project- Lesson Plan | | Final Social-Communication Lesson Plan due |

*Schedule, topics, & assignments subject to change with notice

SPED 404 Syllabus linking page**Instructions requested that only the "I" will be linked:****TPE1-ECSE:**[1.1-pg 8](#)[1.2-pg 7](#)[1.3-pg 7](#)[1.4-pg 7](#)[1.6-pg 7](#)[1.7-pg 8](#)[1.9-pg 7](#)[1.10-pg 8](#)**TPE2-ECSE:**[2.4-pg 7](#)[2.5-pg 8](#)[2.6-pg 8](#)**TPE3-ECSE:**[3.2-pg 7](#)[3.5-pg 7](#)**TPE4-ECSE:**[4.1-pg 5](#)[4.3-pg 7](#)[4.4-pg 8](#)[4.6-pg 8](#)**TPE5-ECSE:**[5.2-pg 8](#)[5.3-pg 8](#)[5.6-pg 8](#)**TPE6-ECSE:**[6.1-pg 7](#)[6.4-pg 8](#)