

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION**

**EDEX 637:
Technology and Communication for Special Populations:
Autism Spectrum Disorder Emphasis
(3 semester units)**

Summer 2011

Instructors:

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COURSE DESCRIPTION

EDEX 637 Technology and Communication for Special Populations: Autism Spectrum Disorder Emphasis (3 semester units).

Part I: Contemporary information and issues for regarding the use of technologies inclusive of augmentative and alternative communication methods for students with Autism Spectrum Disorder and other disabilities and communication challenges. Requires laboratory work.

Part II: Using structured teaching methods and visual supports with an emphasis on supporting individuals with Autism Spectrum Disorder in a special education and regular education environment. Requires laboratory work.

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

AUTISM SPECTRUM DISORDER AUTHORIZATION

This course is specially designed to develop candidates' competence in supporting individuals with various learning and communication challenges, in particular individuals with Autism Spectrum Disorder (ASD). With successful completion of this course and the EDEX 636 companion course, candidates who hold or are eligible for a Preliminary Education Specialist teaching credential may be recommendation for the ASD Added Authorization.

The ASD Added Authorization courses may be considered part of coursework for completing a Clear Education Specialist program.

REFLECTION ON ASD STANDARDS REQUIREMENT

The course objectives, assignments, and assessments have been aligned with the CCTC (California Commission on Teacher Credentialing) standards for the Autism Spectrum Disorder Added Authorization (ASD AA). ASD AA candidates are required to provide descriptions and artifacts that evidence that the three ASD AA standards listed below are met.

ASD Standard 1: Characteristics of Students with Autism Spectrum Disorder (ASD)

The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

ASD Standard 2: Teaching, Learning and Behavior Strategies for Students with ASD

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition to generalization.

ASD Standard 3: Collaborating with Other Service Providers

The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

STUDENT LEARNING OUTCOMES RELATED TO ASD AUTHORIZATION STANDARDS 1, 2, & 3

In this course, candidates demonstrate:

- 1.1 The ability to access and articulate current research and literature regarding the basis for and characteristics of ASD and the resulting implications for learning and functioning. (Reading reflections, characteristics of autism video/class discussion)
- 1.2 The ability to plan for instruction of a student with ASD based upon the characteristics of ASD and the student's cognitive functioning. (Projects)
- 1.3 Knowledge of unique verbal and nonverbal communication and language development characteristics/challenges of students with ASD and implications for program planning and service delivery. (AAC/VOCA, creating a communication system)
- 2.1 Knowledge of and ability to use a variety of assessment tools and approaches to individually program for students with ASD. (Boardmaker; News-2-You, WATI, TASP)
- 2.2 Skill in designing and implementing instruction and supports inclusive of high and low tech assistive technology and augmentative communication systems that matches and meets the unique communication, language, neurological and cognitive needs of students with ASD (Boardmaker, AAC lab, Structured Teaching Final Project)
- 2.4 Skill in designing and maintaining a structured and organized learning environment that includes routines, visual strategies and physical arrangements that support the teaching and learning of students with ASD. (All software labs & lectures, classroom tour & written response)

- 3.1 Understanding of the roles and resources offered by the various professional, paraprofessional and outside agency personnel who may support a student with ASD and his/her family. (Lab & lecture, reading reflections)
- 3.2 Skill in integrating input from multidisciplinary team members to build effective, integrated programs for students with ASD and monitor and adjust supports and services using data from multiple sources. (Reading reflections, lectures)

ADDITIONAL AAC PERFORMANCE OUTCOMES FOR WORKING WITH STUDENTS WITH ASD

Upon completion of this course candidates will be able to:

1. Identify characteristics of effective augmentative and alternative communication (AAC) and research and actions required to make AAC methods meaningful and motivating
2. Identify assessment issues regarding AAC for individuals with ASD
3. Have knowledge of communication modalities (i.e., presymbolic communication, manual signs, graphic symbols, speech output and speech-generating devices) for persons with ASD
4. Have knowledge of AAC interventions used with children with autism (e.g., PECS)
5. Use evidenced-based AAC interventions to:
 - facilitate students' full participation in inclusive classrooms
 - build students' social interaction skills
 - give students socially acceptable ways of expressing needs and preferences
 - replace students' unconventional with more conventional communicative behaviors
 - modify students' challenging behavior
 - promote students' natural speech and language development
 - expand students' literacy skills
 - build students' social networks within the community
6. Assist individuals with ASD to benefit from
 - speech generating devices
 - visual schedules and other types of visual supports
 - peer-mediated interventions
 - manual signing and gesturing
 - graphic symbols
 - written supports
7. Understand structured teaching theory and demonstrate the ability to create highly structured environments (e.g. visual schedules, physical arrangement) and tasks for students with ASD
8. Determine a student's area(s) of communication breakdown and create a communication system (e.g. PECS, object exchange, other augmentative communication systems) to assist them in better communicating their wants and needs

REQUIRED TEXT, READINGS, WEBSITES

Required Course Reader

A copy has been made in advance and purchased according to number of participants registered. Therefore, they cannot be shared and are a required purchase in lieu of a course text.

Selected Chapters (Texts do not need to be purchased)

Selected Chapters from: Boutot, E. A., & Smith Myles, B. (2011). *Autism spectrum disorders: Foundations, characteristics, and effective strategies*. ISBN 10: 0205545750

Selected Chapters from: Miranda, P. & Iacono, T. (2009). *Autism spectrum disorders and AAC*. Baltimore: Brookes. ISBN 978-1-55788-953-7 (Ch. 5 Assistive Technology Devices to Enhance Speech Communication; Ch. 12 – Assistive Technology for Students with Autism)

REQUIRED SUPPLIES

University print card: You will be required to submit hard print copies of *some* lab assignments printed out in class. You may purchase this card in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk. Have this card by the second class meeting. You may add money to the card on the 4th floor of University Hall, but you must have a card first in order to do this. After purchasing this card bring it to every in-person class.

USB/flash drive for storage of documents. Bring to every class.

Access to a PC computer for the purposes of loading software required to complete online-based assignments. While some free, trial/demo software may be available in a Mac platform, they almost always are (only) available in PC format.

Please do not feel like you need to purchase a PC computer for this course. A PC can be borrowed or shared, provided you have permission to load the trial software.

ADMINISTRATIVE REQUIREMENTS

College Of Education Attendance Policy:

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

Individual instructors may adopt more stringent attendance requirements. For the **Summer 2011 section of EDEX 637 no more than the equivalent of one live class meeting can be missed in order to pass the course.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Student with Disabilities Requiring Reasonable Accommodations:

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement:

Every course at the university is required to have a writing requirement of at least 2500 words. In EDEX 637 this requirement is met via written components of labs, reflections, projects, and the ASD AA Standards Checklist descriptions of evidences.

CSUSM Academic Honesty Policy:

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. If in doubt as to whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students website, <http://library.csusm.edu/plagiarism/index.html>.

The instructors reserve the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the class.

PROFESSIONAL REQUIREMENTS

1. Use “person-first” language (e.g., Student with a Traumatic Brain Injury as opposed to “The Traumatic Brain-Injured student”) throughout all written and oral assignments and discussions. Always write professional and formally, respectfully.
2. Keep a copy of all of your work. Keep these records at least until you have received your grade for the semester. Also, you will want these copies for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor. Any time you have questions or concerns, please contact the designated instructor(s).
4. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, professionalism, and on time arrival to class and from breaks.
5. Candidates are responsibility for obtaining handouts. If a class is missed, contact class colleagues to obtain missed information. Be sure to exchange contact information with at least two other candidates in your course section.

WEB COMMUNICATION GUIDELINES

Communications by e-mail will be via the e-mail you provide to the instructors on the first evening of class. *Check this email 2 hours prior to live class meetings in the event that an emergency arises and class must be cancelled.*

- Never give your password to anyone else or allow anyone else to access this course using your password.
- All work must be written professionally and respectfully from an academic (not casual, conversational) standpoint. If an interactive lesson takes place and you disagree with another person’s perspective, do so respectfully and provide clear reasons for your position.
- Always use person first language.

TECHNOLOGY LAB POLICIES

- Store all equipment and clean up lab before leaving class.
- Please honor the policy of no food/drink in the lab. Water bottles may be kept at the front tables (not back by the computers).
- Assure that everyone in your group participates in the lab work. A collaborative professional considers their colleagues at all times. Much of the adaptive and assistive devices must be shared. Be sure to have each member of the group have hands-on time with the devices and software in order to receive full credit for the lab work.

GRADING

Grading Scale

93% = A 90% = A- 87% = B+ 83% = B 80% = B- 77% = C+

A grade of C+ or better is required for the course to count toward the added authorization.

Points below 77 = F.

DATE	ASSIGNMENTS	POINT VALUE
M 6/6	In class work; Inspiration Lab	5; 3
T 6/7	In class work; Classroom Suite Lab	5; 3
W 6/8	NO LIVE CLASS: Boardmaker	8
Th 6/9	In class work; SOLO/Kurzweil/N-2-You Labs; Project and Project Presentation	5; 3; 10 + 2
F 6/10	NO LIVE CLASS: Reading assignment & reflection	6
M 6/13	Video viewing and in-class assignment	5
T 6/14	Designing a structured learning environment Written Reflection: Classroom Tour	5; 5
W 6/15	NO LIVE CLASS: (INDEPENDENT ACTIVITY) Reading Assignment: Dunn Buron & Wolfberg, Chap. 5 & 14	5; 5
Th 6/16/	Communication System; Visual Schedule; Reading Reflections	6; 5
F 6/17	Final Project Presentations, ASD Standards/Matrix Completed (A university authorization requirement)	14

TOTAL POINTS: 100

COURSE SCHEDULE

Please note that there are 7 face-to-face classes. Some classes meet on the CSUSM campus or are online class dates. Four (Classes #6, 7, 9 & 10) meet at California Avenue School in the Vista Unified School District.

CLASS # & LOCATION	CLASS TOPICS & ASSIGNMENT(S)	ASSIGNMENTS DUE
1. CSUSM June 6	Intro to course; syllabus; Intro to AT & AT for students w/ASD; Inspiration	Tech History sheets Inspiration Lab
2. CSUSM June 7	Classtime to work on projects; Intro to AAC; Classroom Suite	Classroom Suite Lab
3. CSUSM June 8	WORK FROM HOME: Boardmaker Lab	
4. CSUSM June 9	Aspects of SOLO, Kurzweil, News-2-You & other symbols-based software; Accessibility Law & AT Lab; Project Live Presentations	Projects & Live Presentations SOLO Kurzweil
5. CSUSM June 10	WORK FROM HOME: Course Chapter Readings & Reflection	
6. CAL AVE June 13	Characteristics of Autism; Physical Structure; Visual Schedules; Communication	Video viewing and in-class assignment; classroom tour Boardmaker Due; Reading Reflection—Pattullo due
7. CAL AVE June 14	Structuring tasks and independent work systems	Designing a structured learning environment/Written Reflection
8. ONLINE June 15	Dunn Buron & Wolfberg, Reading Reflections: Chap. 5: <i>Structured Teaching and Environmental Supports</i> Chap. 14: <i>Educ. Experiences Across the Lifespan: A Personal Perspective</i>	Work on completing visual schedule and communication system
9. CAL AVE June 16	Final Project Presentations, ASD AA Standards Checklist completed and signed off by instructors	Communication system due; visual schedule; Reading Reflections;
10. CAL AVE June 17	“Pulling it all together” Wrap Up	

ASD STANDARDS CHECKLIST - REQUIRED FOR ASD AUTHORIZATION

Each ASD AA candidate is required to formally address the three (3) CCTC standards for the Autism Spectrum Disorder Added Authorization. In partial fulfillment of this requirement, each candidate provides descriptions of the evidence(s) submitted to illustrate achievement of the 13 elements of the standards described on the *Cal State San Marcos Autism Spectrum Disorder Added Authorization Standards Checklist*. **Completion of the competency checklist is required to receive a grade in the class and for the ASD AA to be recommended by the College of Education’s Student Services Center.**

RECOMMENDED SUPPLEMENTAL TEXTS, MATERIALS, AND WEBSITES

Broderick, A., & Kasa-Hendrickson, C. (2001). "Say just one word at first": The emergence of reliable speech in a student labeled with autism. *The Journal of the Association for People with Severe Handicaps*, 26, 13-24.

CNN Productions and State of the Art, Inc. (2004). "Autism is a world" DVD documentary about Sue Rubin's life with autism. Order from www.autismisaworld.com

Gray, C. (2010). *The new social story book*. Arlington, TX: New Horizons, Inc. ISBN: 978-1-935247-05-6

Kasa-Hendrickson, C., Broderick, A. A., & Hanson, D. (2009). Sorting out speech: Understanding multiple methods of communication for persons with autism and other developmental disabilities. *Journal of Developmental Processes*, 4(2), 116-133.

Kluth, P. (2010). "You're going to love this kid!" *Teaching students with autism in the inclusive classroom* (2nd ed.). Baltimore: Paul H. Brookes. ISBN-10: 1-59857-079-X

Kluth, P. & Schwarz, P. (2008). "Just give him the whale!" *20 ways to use fascinations, areas of expertise, and strengths to support students with autism*. Baltimore: Paul H. Brookes. ISBN: 978-1-55766-960-5

Mesibov, G., Stern, Shopler, E. (2004). *The TEACCH Approach to Autism Spectrum Disorders; Issues in Clinical Child Psychology*,

Mirenda, P. (2008). A back door approach to autism and AAC. *Augmentative and Alternative Communication* 24(3), 220-234.

Mukhopadhyay, T.R. (2000). *Beyond the silence: My life, the world and autism*. London: National Autistic Society.

<http://www.autism-hub.co.uk/> (Autism Hub – The Place to Blog on autism, advocacy, science, and parenting)

<http://www.teacch.com> (TEACCH homepage)

<http://www.preschoolfun.com> (California Ave. School home page)

<http://www.paulakluth.com> (free tips and resources by the author of your text)

<http://www.patrickschwarz.com> (links and inspirations by a recommended author)

<http://www.ocali.org> (Ohio Center for Autism and Low Incidence)

<http://www.autisminternetmodules.org> (free online training modules)

<http://www.dotolearn.com/sitemap/index.htm> (teacher resource for classroom activities)

<http://setbc.org/pictureset/resource.aspx> (free pictures to use for communication, schedules, etc.)

<http://autismpdc.fpg.unc.edu> (National Professional Development Center on Autism Spectrum Disorders)

<http://www.mayerjohnson.com> (software for creating interactive symbol based communication and educational materials)

<http://polyxo.com/visualsupport> (ideas for creating visual supports)

<http://www.scatc.org> (Southern California Autism Training Collaborative)

<http://www.usevisualstrategies.com> (recommends books and tools and offers a free E-newsletter)