

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION**

**COURSE: EDSL 694 Seminar in Autism Spectrum Disorders (3 units)**

**Spring 2013**

**Mondays 10:00 a.m. -12:45 p.m.**

**Location: Foundation Classroom Building 106**

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**Office Hours:** by appointment

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**School of Education Mission Statement**

The mission of the School 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*).

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**COURSE DESCRIPTION**

**EDSL 694- Seminar in Autism Spectrum Disorders (3).** This course will explore the nature of autism spectrum disorders across the lifespan. The neurological, genetic, and anatomic underpinnings of the disorder will be reviewed based upon current research and compared to typically developing populations. Current trends in assessment and diagnostic criteria for the disorder will be discussed in addition to specific diagnostic tools utilized by other professionals as well as speech language pathologists. Treatment, data collection, and ongoing assessment techniques will be applied based upon evidence-based practice (EBP). Current research topics, funding of services, and national and state level policy will be reviewed. This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this course are: III-A, III-B, III-C, III-D, III-E, III-F, III-G, IV-B, IV-G.

**Course Prerequisites:** Admission to the MA in Education Option in Communicative Sciences and Disorders.

**Textbook:** Prelock, P. & McCauley, R. (Eds.) (2012). *Treatment of Autism Spectrum Disorders: Evidence-Based Intervention Strategies for Communication and Social Interactions*. Baltimore: Brookes Publishing.

Additional Readings and Materials will be posted on Moodle.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations 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 within one week of the beginning of the course.

### **Learner Objectives**

#### **Students will:**

1. Identify the current theories regarding the etiology of autism spectrum disorders including genetic, developmental, environmental, and biological factors. (Standard III C) (Quiz; R/WBI #1)
2. Compare and contrast the neurological, developmental, genetic, and anatomic underpinnings in individuals with autism to individuals with typical development. (Standard III B, Standard III C) (Quiz)
3. Understand the roles and responsibilities of speech language pathologists and other related professionals in the diagnosis and treatment of autism. (Standards III C through III G, IV G) (Quiz, Clinical Observation)
4. Understand and use current standardized and informal assessments administered by speech language pathologists. (Standard III D through III G and IV G) (Quiz, Clinical Observation)
5. Describe the characteristics and issues surrounding autism in childhood, including the role of social communication skills, specific speech and language characteristics, and cognitive/play skills. (Standard III C through III G) (Quiz, R/WBI #1, R/WBI #3, R/WBI #4)
6. Detail the trajectory of communication and cognitive skills into adolescence and adulthood. (Standard III B and III C) (Quiz)
7. Acquire knowledge of treatment principles based upon evidence-based practice (EPB) standards. (Standard III D, E, and F) (R/WBI #2)
8. Identify and critically evaluate current trends in research and issues related ASD. (Standard III F, III G, IV B) (Area of Expertise Research Paper)
9. Review local, state, and national policies regarding reimbursement/funding sources, educational standards, and legal issues. (Standard III G and IV G) (Quiz)

### **Course Requirements**

#### **Clinical Observation and Report: (20 points)**

For this assignment you will be observing a Speech Language Pathologist conducting treatment with students with Autism Spectrum Disorder (including PDD-NOS, PDD, and/or Asperger's Syndrome). You will observe the therapist for a minimum of 2 hours. Your instructor will be securing your observation site and will be providing a sign-up sheet in class. During your observation it is expected that you will be taking notes on the activities, materials, and methodologies that you observe. Please include the time

sheet provided in Moodle with a signature from your visit. Please use pseudonyms in your report. You must include the following information in your report:

Name:

Date:

Setting:

1. Describe the setting(s) in which you observed.
2. Describe the child/children in this setting(s). Describe the characteristics of ASD that were evident in the child/children.
3. Describe the activities/events (be sure to address each item below):
  - Interaction between Therapist/Child
  - Interactions between children
  - Activities
  - Materials
  - Methods/Approaches
  - Behavioral or other Supports
4. Write a three-six paragraph reflection on your experience today.
  - (a) Focus on one group/student/session and describe what you think the treatment goal of the session was. What would be additional activities/methods that might benefit this group/student?
  - (b) Summarize your overall impressions of your experiences today, what new information did you learn? Did any experiences change your thinking, or impact you in a particular way?

### **Area of Expertise Research Paper, Presentation, and Summary Sheet: (20 points)**

Each participant will select and develop an area of expertise in a self-selected specific area of interest related to Autism Spectrum Disorders in which you wish to develop additional professional knowledge and expertise. Topics must be approved by the instructor before beginning exploration of readings, websites, and so forth. Review your text for excellent ideas for important topics in the field. Approval of topics should be obtained by the 4<sup>th</sup> class meeting. Papers are expected to be in APA Style (6<sup>th</sup> Edition) and include a reference list of at least 6 sources beyond the required readings for this course. Papers should be between 6-8 pages double-spaced. In addition to the paper, you will be creating a 5-minute informal presentation about your findings. Please provide each class member with a 1-2 page summary of your paper. If applicable, provide website links, agencies, or other resources. Your final project should include your paper (with reference section) and your summary sheet for classmates.

### **Reading and Web-Based Instruction Activities: (40 points: 4 Activities at 10 points each)**

Reading and Web-Based Instruction Activities will be posted on Moodle. Readings and Web-Based Instruction Activities are submitted via Turn-it-In on Moodle by the due date. Participants develop depth of understanding with regard to multiple dimensions of supporting and providing treatment to individuals with ASD. All readings are completed with critical thought and reflection before the class period in which they are discussed. R & WBI Activities address all reading materials and are complete, thorough, well thought out and written, and submitted on time.

- Post response to the WBI prompts by the due date listed on the course schedule through Turn-It-In on Moodle.
- Use professional and respectful person-first language at all times.
- All activities/reflections must be at least 2-3 pages in length, double-spaced, 12-point font, 1 inch margins. *Please do not write out the prompt on your submission.*

### *R/WBI #1 Defining Autism Spectrum Disorders*

Read 3 definitions of ASD: 1) Leo Kanner's first description of autism from his 1943 paper (Historical Definition); 2) Chapter 1 from Paula Kluth's text *You're going to love this kid!: Teaching Students with Autism in the Inclusive Classroom*, 2010 (Contemporary Definition); and 3) Proposed definition of ASD for the Diagnostic and Statistical Manual 5<sup>th</sup> Edition, 2013 (Medical Definition) discussed in David Shuse's Editorial in the *Journal of the American Academy of Child and Adolescent Psychiatry*. Compare and contrast these definitions. Please use evidence from each reading. All readings are posted on Moodle.

### *R/WBI #2 Evidence Based Practice in ASD*

Go to the Autism Speaks Video Glossary at <http://www.autismspeaks.org/what-autism/video-glossary> You must create an account to log in. Once in, click on the "Treatments" in the white bar. View videos from Behavioral, Developmental, Structured Teaching and Supports, Clinical Therapies, and Toddler Treatment Models. Define and describe at least 2 different treatment models. In what ways are they similar? In what ways are they different?

### *R/WBI #3 AAC and ASD: Documentary Films*

View the documentary films: "Autism is a World" and "Wretches and Jabberers" in the Film section in Moodle. Compose a reflection (not a summary) about each film. Reflect on something you learned about individuals with ASD, specifically referring to what you saw that taught or reminded you of your learning.

### *R/WBI #4 Social Thinking and ASD*

Read the chapter, *ACT ONE - Two Perspectives on Social Thinking* (posted on Moodle). First read Temple Grandin's *Scene 1: My World is What I do*. Then read Sean Barron's *Scene 2: A Different Perspective on Social Awareness*. Compare and contrast their perspectives on social thinking in ASD. All readings are posted on Moodle.

### **Quizzes: (2 quizzes at 10 points each for a total of 20 points)**

You will take 2 quizzes on Moodle. The first quiz will focus on Etiology and Assessment of ASD. The second quiz will focus on Treatment and Support for Individuals with ASD.

### **TOTAL COURSE POINTS: 100 points**

## **Grading Standards**

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric. You will be expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

**Letter grade (percentage total points)**

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc.) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

**All University Writing Requirements**

Every course at the university must have a writing requirement of at least 2500 words. Your R/WBI assignments and your research paper will be used to satisfy this requirement.

**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 presentation 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 including examinations. 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. The instructor reserves 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 exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

**Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### Tentative Schedule/Course Outline

Date	Topic	Assignments and Readings
January 22	Overview of Course Introduction to ASD <i>"We Thought You'd Never Ask"</i>	Review Syllabus and Moodle Site
January 24	Overview of ASD Facts, Stats, and Etiology	Begin Readings for R/WBI #1
February 4	Characteristics Overview (Clinical and First-Person Accounts) Focus on Communication and Social	Readings for R/WBI #1
February 11	Characteristics Overview (Clinical and First-Person Accounts) Focus on Sensory, Movement, Behavioral, and Learning	<b>R/WBI #1 Due</b>
February 18	<b>No Class Meeting</b>	
February 25	Screening and Diagnosis Assessment Strategies Progress Monitoring <i>Guest Speaker: Vickie Irovando MA, CCC-SLP</i>	Moodle Readings
March 4	Theoretical Foundations of Treatment of ASD	<b>R/WBI #2 Due Quiz #1</b>
March 11	Evidence-Based Practices in ASD: Behavioral Interventions (Traditional and Contemporary) <i>Guest Speaker: Tim Crilly, MA, BCBA</i>	P&M, Ch. 4, 7, 12
March 18	Evidence-Based Practices in ASD: Social-Pragmatic Developmental Interventions Blended Interventions	P&M, Ch. 5, 8, 10
March 23 <b>SATURDAY</b> <b>12-2 p.m.</b> <b>University Hall</b> <b>373</b>	Augmentative and Alternative Communication and ASD <i>Guest Speaker: Darlene Hanson, MA, CCC-SLP</i>	P&M, Ch. 3, 11 <b>R/WBI #3 Due (on March 25<sup>th</sup>)</b>
April 1	<b>Spring Break</b>	
April 8	<i>Guest Speaker: Self-Advocate and Author Peyton Goddard Supporting Families: Pat and Diane Goddard</i>	
April 15	Positive Behavior Supports and ASD Functional Communication Training	P&M, Ch. 6

April 22	Social Communication Strategies	P&M, Ch. 13,14 <b>R/WBI #4 Due</b>
April 29	“The Hidden Curriculum” <i>Guest Speaker: Self-Advocate Stephen Hinkle</i>	<b>Clinical Observation Due</b> <b>Quiz #2</b>
May 6	Area of Expertise Share Course Evaluations	<b>Area of Expertise Research</b> <b>Paper Due</b>