**CAL POLY SCHOOL OF EDUCATION**

**SPECIAL EDUCATION**

**Course Syllabus**

| Course Number & Title: EDUC 587: Instructional and Behavioral Methods for Learners with Autism | Term & Year: Fall 2017 |
| Instructors: Dr. Stephen Crutchfield | Office Location: Education (02), Room 107 |
| Office Location: Education (02), Room 107 | Phone: (805) 756-7558 – Dr. Crutchfield |
| Class Location & Time: Monday 5:10 – 8:00 Education (02) Room 101 | Office Hours: Monday 2-4, Wednesday 2-4, and by appointment |
| Email: sacrutch@calpoly.edu |

**Course Description:** This course focuses on the specific instructional approaches that are most effective for learners with autism. In so doing this course prepares special education teacher candidates to develop effective academic, social, and behavioral instruction for learners with autism. This course is divided into two main sections: Section I *the learning and behavioral characteristics of students with autism,* and Section II *evidenced based practices for students with autism.* This course meets the core competencies required for the Autism Authorization through the California Commission on Teacher Credentialing. The Course Learning Outcomes are detailed below.

**COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Autism Authorization STANDARD</th>
<th>SOE LEARNING OUTCOME</th>
<th>SOE DISPOSITION (listed at end of document)</th>
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</thead>
<tbody>
<tr>
<td>1. Candidates will know the specific ASD diagnostic criteria</td>
<td>ASD Observation</td>
<td>AA1</td>
<td>1,2</td>
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<tr>
<td>2. Candidates will be able to communicate specific implementation guidelines of key evidenced based practices related to autism spectrum disorders (ASD)</td>
<td>EBP Presentations EBP Demonstration</td>
<td>AA1, AA2</td>
<td>2, 3</td>
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<tr>
<td>3. Candidates will know specific EBP clearinghouse information related to students with ASD</td>
<td>EBP Presentations EBP Demonstration</td>
<td>AA1, AA2</td>
<td>3,4</td>
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<tr>
<td>4. Candidates will demonstrate specific techniques to teach social skills to students with autism in school settings</td>
<td>Social Skill Program Plan</td>
<td>AA1, AA2</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>5. Candidates will know current evidenced supported approaches to teaching students with autism in school settings</td>
<td>Reading Summaries EBP Demonstration EBP Presentations</td>
<td>AA1, AA2, AA3</td>
<td>2,4</td>
</tr>
</tbody>
</table>

**Other select readings, posted as necessary on PolyLearn**

### TECHNICAL REQUIREMENTS FOR THIS COURSE

1. Candidates must activate their **Cal Poly email accounts** (i.e. and check their email multiple times per week. Cal Poly mail may be forwarded to a private account. Go to the main Cal Poly Portal page and click on the "Personal Info" tab (upper right hand corner).

2. Candidates must have **access to computers and the Internet** in order to complete requirements for this course. A very recent version of Mozilla Firefox or Google Chrome is highly recommended. You may be required to submit video examples of your teaching. The School of Education has equipment you can check out in order if needed (see Dr. Crutchfield for more information).

3. Candidates are encouraged to bring **laptops or iPads** to class. If you would like to check out an iPad, talk to Dr. Crutchfield.

### ASSIGNMENTS/EVALUATION CRITERIA

**General requirements:**

1. Candidates are expected to be prepared, present, and professional. There will be readings, assignments, and podcasts due for most class sessions. Candidates should check Poly Learn regularly for assignment updates and ongoing course information.

**Note:** Some assignments in this course may be handed in as “hard copies” and not submitted to Poly Learn electronically.
Course Assignments:

1. **Reading Reflections:** The course readings are a necessary and required element. They will introduce you to new topics, reinforce prior learning, and allow you to gather valuable information that will help you in the course and eventually in the classroom. As such, these reading reflection forms will be required for each assigned reading, these reading reflection forms will represent approximately 5% of your grade so please take this responsibility seriously! Please complete these forms prior to class; a rubric is provided on Polyl Learn.

2. **In-Class Activities:** This course will seek to develop your understanding of instructional programs for individuals with autism. A variety of in-class activities will shape your thinking and provide application of the many theoretical concepts discussed throughout the course. These activities will include case studies, small group discussions and activities. These activities will be completed in class, and can only be made up under special circumstances under the professor’s discretion. These activities will be worth a variety of points, totaling 5% of your grade.

3. **ASD Diagnostic Criteria Structured Observation:** This assignment will be due week 5. This assignment will require you to conduct two 30 minute observations of a student with autism (one in an academic setting and one in a social setting). During this structured observation, you will be mapping your observations onto specific ASD learning and behavioral characteristics, as well as diagnostic criteria detailed in the DSM-V. This project will be worth 75 points (20% of your course grade).

4. **Evidenced Based Practice Presentation:** Beginning week 3, each candidate will present a 10-minute presentation on an evidenced based practice for students with autism. A Scoring rubric is available under the scoring criteria folder in course resources. This project will be worth 75 points (20% of your course grade).

5. **Evidenced Based Practice Demonstration:** Due by the end of the term will be a EBP demonstration. During this demonstration, you will highlight the use of one EBP with a student with autism. This will require you to identify a target (social behavior, academic behavior, appropriate classroom behavior), identify a student with an ASD, and identify an appropriate EBP (aligned with the student and the target). You will teach the student to use this tool, describe your implementation procedures, and were available upload a video of the student using the tool. This project will be worth 125 points (25% of your course grade).

6. **Social Skills Program Development:** This culminating project requires you to develop and describe a social skills program plan. Essentially you will describe a group of students (at least 2) with ASD or...
related disabilities, conduct informal observations to determine social skill targets, describe instructional procedures and scope and sequence, and provide research-based rationale. This project will be worth 125 points (25% of your course grade). Scoring criteria available.

Grading

An absolute "curve" will not be used for establishing the grade assigned to candidates in this class. According to the 1998-99 Cal Poly Catalog, the following grading system is in effect:

A  Superior attainment of course objectives (94-100%);
A-  90-93%
B  Good attainment of course objectives 84-89%
B-  80-83%
C  Acceptable attainment of course objectives 74-79%
C-  70-73%
D  Poor attainment of course objectives(64-69%)
D-  60-63%
F  Non-attainment of course objectives (<60%)

"Plus" and "Minus" grades will be assigned. A grade of Incomplete (I) will be issued by the instructor only under the most extreme circumstances.

General Guidelines

Please read these guidelines carefully.

1.  All assignments submitted to the instructor must be the original work of the candidate and shall not have been submitted for credit in any other course. Unless otherwise indicated by the instructor, all assignments are to be completed by individual candidates, do not share, copy or plagiarize other candidate's work. Collaboration in the form of discussion and input from others, however, is highly encouraged.

2.  All assignments must be completed and presented to the instructor on or before the due dates. If assignments are submitted late, students will be eligible to earn up to 50% of the original value of the assignment if turned in within one week of the original due date (by the start of the next week’s class). Note that this means that anything turned in after the start of class the day an assignment is due will receive, at a maximum, 50% of the original grade. It is highly encouraged that you work on course assignments ahead of time; please do not wait until the last minute to complete assignments.
3. Unless specifically directed otherwise, all written assignments must be completed using Microsoft Word and APA guidelines. Instructors will specify if assignments are submitted as hard copies or electronically.

4. Before submitting any assignments, reread your work to ensure that it reflects the professional quality expected of graduate students.

5. Although many people need to drive sizeable distances to Cal Poly, please arrange to be on-time. Class will start promptly.

6. It is University policy to provide, on a flexible and individual basis, reasonable accommodations to candidates who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Candidates with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations.
# COURSE SCHEDULE, FALL 2017 (SUBJECT TO CHANGE)

**Note:** Additional information and materials, including podcasts, will be posted weekly on Poly Learn

<table>
<thead>
<tr>
<th>Session 1: September 18th</th>
<th>In Class Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Course Overview; Syllabus Review</td>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>• ASD Historical Contexts</td>
<td></td>
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<td>• Typical and Atypical Child Development</td>
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<tr>
<td>• ASD and Universal Screening</td>
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<tr>
<th>Session 2: September 25th</th>
<th>In Class Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ASD Diagnostic Criteria</td>
<td>Ch. 1: Simpson and Myles</td>
<td>Reading Summary 1 Due in Class</td>
<td></td>
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<tr>
<td>• Level I, II, and III ASD</td>
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<td>• ASD Behavioral Characteristics</td>
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<td>• ASD Learning Traits</td>
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<tr>
<th>Session 3: October 2nd</th>
<th>In Class Topics</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>• Communication Characteristics of Students with Autism</td>
<td>Ch. 5 Simpson and Myles</td>
<td>Reading Summary 2 Due in Class</td>
<td>EBP Presentations Begin</td>
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<td>• Language Development and Students with ASD</td>
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<tr>
<th>Session 4: October 9th</th>
<th>In Class Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>• Autism and Assessment</td>
<td>Ch. 2 Simpson and Myles</td>
<td>Reading Summary 3 Due in Class</td>
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<td>• Progress Monitoring</td>
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<td>• Considerations for Standardized Testing</td>
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<tr>
<td>• ASD and IQ</td>
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Comment [VM5]: PS 11.1, 11.2, 11.4 I/P
Comment [VM6]: PS 11.1, 11.2, 11.4 I/P
Comment [VM7]: PS 11.1, 11.2, 11.4 I/P
Comment [VM8]: M/M 2.1, 2.3 I/P

Crutchfield, EDUC 587 / Fall 2017
| Session 5: October 16th | **Evidenced Based Practice Frameworks**  
**Selecting and Implementing Evidence Based Practices for Specific Students** | Ch. 3 Simpson and Myles (Skim)  
Travers, Ayers, Simpson, & Crutchfield (2015) | **Reading Summary 4**  
Due in Class  
Autism Observation DUE

| Session 6: October 23rd | **Autism and Inclusion**  
**Academic Instruction and ASD** | Ch. 8 Simpson and Myles | **Reading Summary 5**  
Due in Class

| Session 7: October 30th | **Autism and Social Skill Instruction**  
**Planning for Social Competence**  
**Connection Between Social Skills and QOL** | Ch. 6 Simpson and Myles | **Reading Summary 6**  
Due in Class

| Session 8: November 6th | **Autism and Augmented and Alternative Communication**  
**Improving Communication in Students with ASD** | TBD | **Reading Summary 7**  
Due in Class

| Session 9: November 13th | **Behavior Management and Autism**  
**Function Based Approaches**  
**Behavioral Excesses and Deficits** | Ch. 4 Simpson and Myles | **Reading Summary 8**  
Due in Class

| Session 10: November 20th | **NO CLASS THANKSGIVING HOLIDAY** | | |

| Session 11: November 27th | **Autism and Assistive and Instructive Technology**  
**Leveraging Emerging Technologies**  
**Autism and Mobile** | Ch. 11 Simpson and Myles | **Reading Summary 9**  
Due in Class  
Social Skill Program DUE

**Comment [VM9]:** PS 2.2 I/P  
M/M 3.1 I/P  
ASDAA 2 I/P

**Comment [VM10]:** PS 11.4 I/P  
M/M 3.1 I/P

**Comment [VM11]:** PS 7.3, 12.1 I/P

**Comment [VM12]:** PS 6.3 I/P

**Comment [VM13]:** PS 12.1 I/P

**Comment [VM14]:** PS 6.1, 6.3 I/P
SCHOOL OF EDUCATION

VISION

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES

1. Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
2. Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
3. Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.
4. Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.
5. Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
6. Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of lifelong learning by engaging in professional associations and establishing personal professional growth plans.

SOE DISPOSITIONS

Professionalism

1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
3.2 Social Justice — Seeks to understand one's privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

SCHOOL OF EDUCATION: STANDARDS FOR EDUCATION SPECIALIST MILD/MODERATE DISABILITIES CREDENTIAL

Program Standard 2: Professional, Legal, and Ethical Practices
Program Standard 4: Effective Communication and Collaborative Partnerships
Program Standard 5: Assessment of Students
Program Standard 11: Typical and Atypical Development
Program Standard 12: Behavioral, Social and Environmental Supports for Learning
Program Standard 14: Creating Healthy Learning Environments
Program Standard 16: Assessment of Candidate Performance

Mild/Moderate 1: Characteristics of Students with Mild/Moderate Disabilities
Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities
Mild/Moderate Standard 4: Positive Behavioral Support
Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

1. University Learning Objectives (ULO) supported by the course.

- Think critically and creatively.
- Communicate effectively.
- Work productively as individuals and in groups.
- Use their knowledge and skill to make a positive contribution to society.
- Make reasoned decisions based on understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability.
- Engage in lifelong learning.