



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 142 Topics in Autism Spectrum Disorders	Section: 01
Meeting Days: Monday	Meeting Times: 11:00 AM-12:50 PM	Location: Folsom Hall 1049
Instructor: Marcella Mojibi, MS CCC-SLP	Email: marcella.mojibi@csus.edu	Phone: 916-278-4867
Office Location: Folsom Hall 2000 cubicle C	Office Hours/Appointments: Monday & Wednesday, 9:45-10:50 AM or by Appointment	

#### Catalogue Course Description:

**CSAD 142. Topics in Autism Spectrum Disorders.**

**2 Units**

**Prerequisite(s):** [CSAD 112](#), [CSAD 125](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

**Term Typically Offered:** Fall, Spring

Detailed look at characteristics of autism spectrum disorders (including Asperger's Syndrome, PDD-NOS and Autism). Issues related to diagnosis/assessment, early intervention, school-based intervention, functional therapeutic techniques and theories, and current "hot topics" in Autism (Theory of Mind, joint attention, biomedical issues, dietary restrictions, sensory regulation and intervention paradigms) will be a part of this course.

#### Place of Course in Program

This course is a 2-unit course that will generally be taken by students in the Fall semester of their senior year. This course will focus on the characteristics of Autism Spectrum Disorder (ASD). Issues related to assessment and intervention for the ASD population will also be discussed.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	
<b>Intellectual and Practical Skills, Including:</b> <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	
<b>Personal and Social Responsibility, Including:</b> <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	

## Course Learning Outcomes:

### UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### **CSAD 142 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Discuss the historical background of ASD
2. Provide the criteria used in the DSM-V to diagnose ASD
3. List 4 warning signs of ASD in young children
4. Discuss 6 characteristics of ASD
5. List 2 differences between the DSM-IV and DSM-V criteria for ASD
6. Discuss 3 areas of the brain that have been found to be different in individuals with ASD
7. Explain 3 sensory systems that may be affected in individuals with ASD
8. Provide one formal and one informal assessment instrument/procedure used by SLPs
9. List the 4 steps of Perspective Taking (Winner, 2007)
10. Describe the components of the ILAUGH model of Social Cognition
11. Discuss 4 treatment approaches used with individuals with ASD
12. Devise treatment plans for 4 children with ASD
13. Discuss 3 alternative behaviors that might be taught using a Positive Behavior Support Approach
14. Develop treatment plan to address 2 parental concerns re: their child's behavior at home

Course Learning Outcome	Components Indicating Compete	Grades Received
1	Exam 1, In-class Discussion	
2	Exam 1, In-class Discussion	
3	Exam 1, In-class Discussion	
4	Exam 1, In-class Discussion	
5	Exam 1, In-class Discussion	
6	Exam 1, In-class Discussion	
7-8	Exam 2, assignment 1, 2	
9	Exam 2, assignment 3	

10-11	Exam 2 assignment 4	
11-12	Exam 2, In-class Discussion	
13-14	Exam 2 assignment 5, In-class Discussion	

### Textbooks and Materials:

Buron, K. D. & Wolfberg, P. (2014). *Learners on the Autism Spectrum: Preparing Highly*

*Qualified Educators – 2<sup>nd</sup> edition*, Shawnee Mission, KS: Autism Asperger's Publishing Co. (B&W)

### Online Resources:

Canvas: Course materials will be provided via Canvas. The student MUST have an active Canvas account to access class notes, assignments and class email.

### Course Requirements/Components:

Attendance: It is expected students will attend all classes and be ready to begin instruction on time. Attendance will be taken ten times, at random, throughout the semester. Overall attendance score will be based upon these attendance-markers (5 points per marker). Please notify the instructor prior to class if you will not be in attendance. A student may not make-up attendance-marker points unless they have approval prior to the class session or are able to submit proof of an emergency.

Exams: There will be two examinations as part of this class. There will be one midterm held in-class and one midterm exam held during the designated final exam period. Examinations will be based on class lectures, discussions, guest speakers, and assignments. Examinations must be completed on the scheduled day and will be composed of multiple choice, true/false, matching and/or short answer questions. In the case of a missed exam, the student is required to provide documentation of a medical emergency, and a make-up exam will be available in essay format, scheduled during dead week.

Assignments: There will be 5 activities, which involve critical-thinking questions based on additional material (research articles, videos, etc.). Each assignment will be posted and submitted on Canvas. Do not submit a hard copy unless approved by the professor. Late assignments will be accepted with a point reduction of one point per week late with a minimum score of 1. All late assignments must be submitted by November 29, 2019

### Grading Policy:

Source	Points	% of Grade
Assignment 1-5	50 pts (10 pts each)	17%
Midterm Examination	100 pts	33%
Final Examination	100 pts	33%
Attendance	50 pts	17%

Letter grades are assigned according to the following scores:

Points	%	Letter
	95-100	A
	90-94.99	A-
	86-89.99	B+
	83-85.99	B
	80-82.99	B-
	76-79.99	C+
	73-75.99	C
	70-72.99	C-
	66-69.99	D+
	63-65.99	D
	60-62.99	D-
	59.99 & below	F

Incomplete grades: An incomplete may be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis, which the professor deems genuinely precludes successful completion of the course.

### Course Policies/Procedures:

1. Attendance: Professional attendance is required. Report absences to Marcella Mojibi in person or by email prior to class meeting.
2. You are responsible for all materials covered in your absence. This means that you must obtain any materials handed out during your missed session from a classmate or from Canvas when available online.
3. Class meetings and participation: It is expected that students will complete all readings and review focus questions prior to class. Teaching strategies will include lecture, discussion, observation, and functional assignments. Active listening and critical thinking are expected in this course.
4. Canvas: Course materials will be provided via Canvas and will be made available prior to class.
5. Cellphones/Recording/Electronic Devices: Please silence all cellphones and other communication devices prior to class. Please speak to the instructor about recording class sessions. If you require an accommodation and require additional support in note-taking, please see the instructor.

### TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	Assignment Due
8/26	Introduction & Syllabus Review History of ASD & Evidence Based Practice in ASD	-B&W Chapter 1 -PP1		
9/2	NO CLASS- Labor Day			
9/9	Overview of ASD: -Symptoms/warning signs -DSM-IV & V Characteristics (PP2)	-B&W Chapter 2 -PP2		Assignment 1
9/16	Brain-Behavior Connections	-B&W Chapter 3 -PP3		

	Early Intervention	B&W Chapter 4 -PP4		
9/23	Symbolic Communication/ Symptoms and Assessment	-B&W Chapter 5 PP5		Assignment 2
9/30	Sensory Processing	-B&W Chapter 6 -PP6		
10/7	Intervention: Positive behavior supports	-B&W Chapter 7 -PP7		
	Fostering Play and Peer Relationships	-B&W Chapter 8 -PP8		
10/14	Social Thinking, Perspective Taking, ILAUGH Model	-B&W Chapter 9 -PP9	Midterm Study Guide will be provided and reviewed in class	Assignment 3
	Midterm Review			
10/21	Midterm Examination		Materials needed: -Scantron 883-E -Number 2 pencil and eraser	
10/28	Augmentative and Alternative Communication	-PP10		
11/4	Emotional Regulation	-B&W Chapter 10 -PP11		Assignment 4
	Social Stories/Interactive Media	-B&W Chapter 13 -PP12		
11/11	NO CLASS- Veteran's Day			
11/18	Structured Teaching & Environmental Supports; Treating Challenging Behavior Therapy	-B&W Chapter 11 -PP13		
11/25	Therapy/ Special Interest Areas in the Classroom	-B&W Chapter 12 -PP14		Assignment 5
	Education Across the Lifespan	-B&W Chapter 17 -PP15		
12/2	-Parent Perspective & Training -Review for Final Examination	B&W Chapter 16 -PP16	Final Exam Study Guide will be provided and reviewed in class	
Finals Week	Final Examination		Materials needed: -Scantron 883-E -Number 2 pencil and eraser	Date and Time TBA

# Additional Information

## Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she needs to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

## **Other Resources**

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## **CSAD 110 Physics of Sound and Phonetics.**

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.