



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

|   |   |   |
|---|---|---|
| Semester/Year:<br>Fall 2019               | Course:<br>CSAD 142 Topics in Autism Spectrum Disorders                               | Section:<br>03                              |
| Meeting Days:<br>Tuesdays                 | Meeting Times:<br>9:00-10:50 AM   | Location:<br>Folsom Hall 1049               |
| Instructor:<br>Dr. Lisa D'Angelo, CCC-SLP | Email:<br>dangelo@csus.edu  | Phone:<br>530-400-1970 test, emergency only |
| Office Location:<br>Folsom Hall 2316      | Office Hours/Appointments:<br>Wednesday 3:30-4:30, Thursday 11:30-1:30 in Folsom 2316 |   |

#### 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:

**The Course as part of the Curriculum:** This course is a 2-unit course which 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 (Lecture 1)
2. Provide the criteria used in the DSM-V to diagnose ASD (Lecture 2)
3. List 4 warning signs of ASD in young children (Lecture 2)
4. Discuss 6 characteristics of ASD (Lecture 2)
5. List 2 differences between the DSM-IV and DSM-V criteria for ASD (Lecture 2)
6. Discuss 3 areas of the brain that have been found to be different in individuals with ASD (Lect 3)
7. Explain 3 sensory systems that may be affected in individuals with ASD (Lecture 7)
8. Provide one formal and one informal assessment instrument/procedure used by SLPs
9. List the 4 steps of Perspective Taking (Winner, 2007) (Lecture 10)
10. Describe the components of the ILAUGH model of Social Cognition (Lecture 10)
11. Discuss 4 treatment approaches used with individuals with ASD (Lectures 11-19)
12. Devise treatment plans for 4 children with ASD (Lectures 11-21)
13. Discuss 3 alternative behaviors that might be taught using a Positive Behavior Support Approach (Lectures 11-21)
14. Develop treatment plan to address 2 parental concerns re: their child's behavior at home (Lectures 11-21)

**Learning Outcomes Competencies: (CSAD 142):** 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.

| Course Learning Outcome | Components Indicating Competence | Grades Received |
|-------------------------|----------------------------------|-----------------|
| 1                       | Exam 1, Top Hat responses        |                 |
| 2                       | Exam 1 Top Hat responses         |                 |
| 3                       | Exam 1 Top Hat responses         |                 |
| 4                       | Exam 1 Top Hat responses         |                 |
| 5                       | Exam 1 Top Hat responses         |                 |
| 6                       | Exam 1 Top Hat responses         |                 |
| 7-8                     | Exam 2, assignment 1, 2          |                 |
| 9                       | Exam 2, assignment 3             |                 |

|       |                                      |  |
|-------|--------------------------------------|--|
| 10-11 | Exam 2 assignment 4                  |  |
| 11-12 | Exam 2, TopHat responses             |  |
| 13-14 | Exam 2 assignment 5 TopHat responses |  |

## Textbooks and Materials:

**Text:** 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)

**Other Readings:** I will provide you with required articles to review. These will be posted on the class site.

**TopHat Application:** This is a newer technology/app for student learning, in lieu of “clickers”. It will involve slides and real-time responses from students on their phone, laptop or tablet. It will be purchased from the bookstore. If you own a clicker you can turn it in for a free app. The subscription for the semester is \$14.99 or the whole year is \$24.99. Several other professors in our department use this app as well.

## Additional Resources:

Buckendorf, G. R., (2008). *Autism: A guide for Educators, Clinicians, and Parents*. Greenville, SC: Thinking Publications

Fey, M., Kamhi, A. (2012). *Treatment of Autism Spectrum Disorders: Evidence-Based Intervention Strategies for Communication and Social Interactions*. Baltimore, MD: Brookes Publishing.

Frost, L. & Bondy, A. (2002). *The Picture Exchange Communication System Training Manual* (2<sup>nd</sup> ed.). Newark, DL: Pyramid Ed. Products, Inc.

Grandin, T. (1995). *Thinking in Pictures and Other Reports from My Life with Autism*. New York, NY: Random House Publishers.

Gray, C. (1995). *Social Stories™ Unlimited: Social Stories and Comic Strip Conversations*. Jenison, MI: Jenison Public Schools.

King, L. J. (1993). *Making Contact: Sensory Integration and Autism*. Peoria, IL: Continuing Education Programs of America.

Mahoney, G. & MacDonald, J. D. (2007). *Autism and Developmental Delays in Young Children: The Responsive Teaching Curriculum for Parents and Professionals*. Austin, TX: PRO-ED.

Mesibov, G. B., et al. (1996 training). *Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH)*. Chapel Hill, NC: Univ. of North Carolina at Chapel Hill.

Murray-Slutsky, C. (2000). *Exploring the Spectrum of Autism and Pervasive Developmental Disorders: Intervention Strategies*. Tucson, AZ: Communication Skill Builders.

Pepper, J. & Weitzman, E. (2004). *It Takes Two to Talk*, (3<sup>rd</sup> ed.). Toronto, Ontario: The Hanen Program.

Winner, M. G. (2007). *Thinking About You Thinking About Me* (2<sup>nd</sup> ed.). San Jose, CA: Michelle G. Winner, Think SocialPublishing, Inc.

## Online Resources:

**Canvas:** This course is embedded in Web format. The student MUST have an active csus email account and use Canvas to access class notes, assignments and class email. We will also be using TopHat for attendance and participation.

## Course Requirements/Components:

**Exams:** There will two examinations as part of this class. There will be one midterm held in class and one midterm exam held during the final exam period. The final is not cumulative. Examinations will be based on class lectures and assigned readings. Examinations must be completed on the scheduled day and will be composed of multiple choice 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 assignments, which involve analyzing research, as well as assessment, treatment, and behavior challenges. Make sure to upload these to Canvas. Each is worth 10 points.

There will be 50 questions answered in class via TopHat. These will be worth one or two points each. They will be spread over all lectures. They cannot be made up if missed. Extra credit points may be offered as well via TopHat.

## Grading Policy:

### Grading:

|                           |                  |
|---------------------------|------------------|
| Midterm:                  | 50 points        |
| Assignments:              | 50 points        |
| TopHat in-class responses | 50 points        |
| Midterm:                  | <u>50 points</u> |
| TOTAL:                    | 200 points       |

**Grading Scale:** (Based on percentage of total 200 points possible)

|              |             |                   |
|--------------|-------------|-------------------|
| A 95-100%    | B- 80-82.99 | D 60-69.99        |
| A- 90- 94.99 | C+ 76-79.99 | F 59.99 and below |
| B+ 86-89.99  | C 73-75.99  |                   |
| B 83-85.99   | C- 70-72.99 |                   |

Letter grades are assigned according to the following scores:

| Grade | Points        | % of Grade   |
|-------|---------------|--------------|
| A     | 190           | 95+          |
| A-    | 180           | 90-94        |
| B+    | 172           | 86-89        |
| B     | 166           | 83-85        |
| B-    | 160           | 80-82        |
| C+    | 152           | 76-79        |
| C     | 146           | 73-75        |
| C-    | 140           | 70-72        |
| D     | 120           | 60-69        |
| F     | 119 and below | 59 and below |

**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:

**Professional Conduct and Expectations:** It is expected students will attend all classes and be ready to begin instruction on time. Please silence cell phones and electronic devices, and hold personal conversations outside of class, including texting. Phones can be used for TopHat responses. Laptops and tablets may be used for lecture notes and TopHat. I recommend that you print out the powerpoint slides and take notes on them—better learning outcome and less distractions. NO electronic devices will be allowed during exams.

Notify the professor in **advance** via e-mail if you cannot attend an EXAM or IN-CLASS ACTIVITY. Students may make up one exam or activity with advance notification and a **valid** excuse (illness, family emergency, etc.). If you will miss a class when a homework assignment is due, you may: (a) e-mail it on day of class, (b) or turn it in **prior** to due date. No late assignments will be accepted unless prior approval has been granted.

TENTATIVE Course Schedule/Outline:

| <b>Dates</b>      | <b>Content</b>  | <b>Read</b>  | <b>Assignment</b> |
|-------------------|---|--|-------------------|
| 08/27/19          | Syllabus, Introduction, History of Autism, Evidence-based practice in ASD; Assignment #1                          | Syllabus, B&W - Ch 1   |                   |
|                   | Symptoms/warning signs, Characteristics of ASD DSM-IV and DSM-V   | B&W - Chapter 2  |                   |
| 09/03/19          | Brain-Behavior Connections  | B&W - Chapter 3  |                   |
|                   | Early Intervention  | B&W - Chapter 4  | <b>A#1 Due</b>    |
| 09/10/19          | Symbolic Communication  | B&W – Ch 5, pgs 107-118  |                   |
|                   | Symptoms & Assessment   | B&W – Ch 5, pgs 118-120  |                   |
| 09/17/19          | Sensory Processing  | B&W – Chapter 6  |                   |
|                   | Intervention; Positive Behavior Supports  | B&W – Ch 5, pgs 120-125<br>B&W – Chapter 7                       |                   |
| 09/24/19          | Fostering Play and Peer Relationships   | B&W – Chapter 8  |                   |
|                   | Social Thinking, Perspective Taking, ILAUGH model   | B&W – Chapter 9  |                   |
| 10/01/19          | AAC and Manual Signs  |  | <b>A#2 Due</b>    |
|                   | PECS and Speech-Generating Devices  |  |                   |
| 10/08/19          | Catch-up Lecture and Review for midterm   |  |                   |
| <b>10/15/19</b>   | <b>Midterm Exam</b>   | <b>Exam covers assigned readings and lectures up to 10/08/19</b> |                   |
| 10/22/19          | Elementary Behavioral Intervention Strategies: Discrete Trial Instruction, Differential Reinforcement and Shaping |  |                   |
|                   | Developmental, Individual-Difference Relationship-Based (DIR) Model   |  |                   |
| 10/29/19          | Emotional Regulation  | B&W – Chapter 10   |                   |
|                   | Social Stories; Interactive Multimedia  | B&W – Chapter 13   | <b>A#3 Due</b>    |
|                   | Parent training   |  |                   |
| 11/05/19          | Structured Teaching & Environmental Supports; Treating Challenging Behavior                                       | B&W - Chapter 11   |                   |
|                   | Assessment  |  |                   |
| 11/12/19          | Therapy   |  | <b>A#4 Due</b>    |
|                   | Therapy   |  |                   |
| 11/19/19          | Special Interest Areas in the Classroom   | B&W - Chapter 12   |                   |
|                   | Parent Perspectives   | B&W – Chapter 16   |                   |
| 11/26/19          | Educational Team Support  | B&W - Chapter 15   |                   |
|                   | Transitioning   | B&W - Chapter 14   | <b>A#5 Due</b>    |
| 12/03/19          | Education across the Lifespan   | B&W - Chapter 17   |                   |
|                   | Catch-up and Final Review/Class wrap-up   |  |                   |
| 12/09/19-12/14/19 | Final Exam Scheduled (TBD)  |  |                   |

# 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 need 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 142: Topics in Autism Spectrum Disorders

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.