California State University, Sacramento
Department of Communication Sciences and Disorders
UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2022	**Course:** CSAD 142 Topics in Autism Spectrum Disorders	**Section:** 03
Meeting Days: Wednesdays	**Meeting Times:** 6:00pm – 7:50pm	**Location:** Folsom 1049
Instructor: Kelly Dodge, M.S., CCC-SLP	**Email:** kelly.dodge@csus.edu	**Phone:** 916-278-2935
Office Location: Folsom Hall, Room 2000/A	**Office Hours/Appointments:** By Appointment and Wednesday 4:30 – 5:00pm	

Catalogue Course Description:

CSAD 125.   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)
Competence in the Disciplines: *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.*	Y
Knowledge of Human Cultures and the Physical and Natural World *through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.*	Y
Intellectual and Practical Skills, Including: *inquiry and analysis, critical, philosophical, and creative thinking, written and oral communicative, quantitative literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.*	Y
Personal and Social Responsibility, Including: *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.*	Y
Integrative Learning**, Including: *synthesis and advanced accomplishment across general and specialized studies.*	Y

Course Learning Outcomes:
UNDERGRADUATE
Learning Outcomes Competences: (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.

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 (Lecture 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 (Lecture 4)
9. List the 4 steps of Perspective Taking (Winner, 2007) (Lecture 9)
10. Describe the components of the ILAUGH model of Social Cognition (Lecture 5)
11. Discuss 4 treatment approaches used with individuals with ASD (Lectures 10-15)
12. Devise treatment plans for 4 children with ASD (Lectures 10-15)
13. Discuss 3 alternative behaviors that might be taught using a Positive Behavior Support Approach (Lectures 10-15)
14. Develop treatment plan to address 2 parental concerns re: their child's behavior at home (Lectures 10-15)

Learning Course Outcome	Components Indicating Competence	Grades Received
1, 2	Exam 1, Discussion Questions	
3, 4	Exam 1, Assignment 1, Discussion Questions	
5	Exam 1, Discussion Questions	
6	Exam 1, Discussion Questions	
7, 8	Exam 2, Assignment 1,2	
9-11	Exam 2, Assignment 2, 3, 4, Discussion Questions	
12	Exam 2, Discussion Questions	
13-14	Exam 2, Assignment 4, Discussion Questions	

Textbooks and Materials:
Text: Buron, K. D. & Wolfberg, P. (2014). *Learners on the Autism Spectrum: Preparing Highly Qualified Educators – 2nd edition,* Shawnee Mission, KS: Autism Asperger's Publishing Co. (B&W)

Other Readings: Additional articles to review for specific lectures will be posted on the class Canvas page.

Discussion Participation: Class participation may include polls and reflection questions following group activities. There may also be occasional Canvas discussion questions posted on the class Canvas website.

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*
        (2nd 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 StoriesTM 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,* (3rd ed.). Toronto, Ontario: The
        Hanen Program.

Winner, M. G. (2007). Thinking About You Thinking About Me (2nd 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.

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, scheduled during dead week.

Assignments: There will be 4 assignments, which involve analyzing case studies, assessment, treatment, and behavior challenges. Make sure to upload these to Canvas. Each is worth between 20-30 points.

Participation: There will be class activities with reaction questions and discussion questions answered on Canvas Discussion Board. These will be worth participation points. They will be spread over all lectures. They cannot be made up if missed during class.

Grading Policy:
Grading

First Midterm:	100 points
Assignments:	100 points
Class and Canvas Discussion Board participation	50 points
Second Midterm:	100 points
TOTAL:	350 points

Grading Scale

Letter grades are assigned according to the following scores:

Letter Grade	Total % of Grade
A	93+
A-	90-92.99
B+	88-89.99
B	83-87.99
B-	80-82.99
C+	78-79.99
C	73-77.99
C-	70-72.99
D	60-69.99
F	59.99 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.

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.). Homework assignments are due on Canvas at the date and time posted. If you have difficulty with Canvas, you may (a) e-mail the assignment to the instructor **prior** to the time it is due, or (b) turn in a hard copy during class **prior** to the time it is due. No **late** assignments will be accepted unless **prior approval** has been granted.

TENTATIVE Course Schedule/Outline:

Date	Content	Read	Assignment
8/31	Syllabus, Introduction, History of Autism, Evidence-Based Practice in ASD, Assignment 1	Syllabus, B&W Ch. 1	
9/7	Symptoms/Warning signs, Characteristics of ASD DSM-IV and DSM-V	B&W Chapter 2	
9/14	Brain-Behavior Connections	B&W Chapter 3	
9/21	Symptoms & Assessment	B&W Chapter 5	A#1 Due
	Early Intervention	B&W Chapter 4	
9/28	Sensory Processing	B&W Chapter 6	
	Emotional Regulation	B&W Chapter 10	
10/05	Intervention, Positive Behavior Supports, Symbolic Communication	B& W Chapter 7	
	AAC and Manual Signs (Guest Speaker)		
	PECS and Speech Generating Devices		
10/12	Fostering Play and Peer Relationships	B&W Chapter 8	
10/19	First Exam (during class period)		Exam covers readings & lectures through 10/5
10/26	Behavioral Intervention Strategies: Discrete Trial Instruction, Differential Reinforcement and Shaping	B&W Chapter 7	A#2 Due
	Developmental, Individual-Difference Relationship-Based (DIR) Model		
	Social Stories, Interactive Multimedia	B&W Chapter 13	
11/2	Structured Teaching and Environmental Supports; Treating Challenging Behavior	B&W Chapter 11	
11/9	Therapy: Speech, Language, Social Language		A#3 Due
11/16	Special Interest Areas in the Classroom	B&W Chapter 12	
	Parent Perspectives, Parent Training	B&W Chapter 16	
11/23	Educational Team Support	B&W Chapter 15	A#4 Due
	Transitioning	B&W Chapter 14	
11/30	Neurodiversity (guest speaker)		
12/7	Review (any pre-approved make-up or late work must be turned in by this week)		
Finals Week	Second Exam		Exam covers readings & lectures from 10/12 through 12/7

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: https://www.csus.edu/umanual/student/stu-100.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, shall be reported to the Office of Student Conduct.

Department Policy on Use of APA format:
The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

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. Prefer 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.

Inclusivity:
Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Locations of gender-neutral restrooms on campus:
Maryjane Rees Language, Speech and Hearing Clinic, 2nd Floor of Folsom Hall

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.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES website.

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: https://www.csus.edu/center/

- Testing Center: https://www.csus.edu/student-affairs/centers-programs/testing-center/

- Library: https://library.csus.edu/ for consultation: Rachel Stark, MS, AHIP, stark@csus.edu

- Services to Students with Disabilities: https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/

- Student Health and Counseling Services at The WELL: https://www.csus.edu/student-life/health-counseling/

- Student Academic Success and Education Equity Programs: https://www.csus.edu/student-affairs/retention-academic-success/

- Crisis Assistance and Resource Education Support (CARES): https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

- CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/

- Reading & Writing Center: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html

- Peer & Academic Resource Center: https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/

- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

Online Learning

For additional information, please review the CSAD Handbooks website
https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the Canvas Student Tour.

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see Guidelines for Online Discussions.

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser

- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during open hours to speak with the IRT Service Desk Team, or call (916)278-7337. IRT website.
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: Don't Fall for a Phishing Scam
- Use anti-virus, anti-spyware, and anti-malware software. Sac State's Software and Tools available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the Mobile section of the Canvas Guides website for more information.

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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.