



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2023	Course: CSAD 142 Topics in Autism Spectrum Disorders	Section: 01
Meeting Days: Tuesdays/Wednesdays	Meeting Times: 4:00pm-5:30pm	Location: In person, synchronous
Instructor: Joanna Bodas, M.S., CCC-SLP	Email: joanna.bodas@csus.edu	Phone: 916-617-7753 text, emergency only
Office Location: Folsom Hall 1049	Office Hours/Appointments: 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

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 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.

<u>Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)</u>	Addressed by (Y/N)
Competence in the Disciplines: <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>	Y
Knowledge of Human Cultures and the Physical and Natural World <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>	Y
Intellectual and Practical Skills Including: <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>	Y
Personal and Social Responsibility Including: <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>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

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 (Lecture 3)
7. Explain 3 sensory systems that may be affected in individuals with ASD (Lecture 6)
8. Provide one formal and one informal assessment instrument/procedure used by SLPs (Lecture 5)
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 11-20)
12. Devise treatment plans for 4 children with ASD (Lectures 11-20)
13. Discuss 3 alternative behaviors that might be taught using a Positive Behavior Support (Lecture 8)
14. Develop treatment plan to address 2 parental concerns re: their child's behavior at home (Lectures 11-20)

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, Poll/Discussion Questions	
2	Exam 1, Poll/Discussion Questions	
3	Exam 1, Poll/Discussion Questions	
4	Exam 1, Poll/Discussion Questions	
5	Exam 1, Poll/Discussion Questions	
6	Exam 1, Poll/Discussion Questions	
7-8	Exam 2, assignment 1, 2	

9	Exam 2, assignment 3	
10-11	Exam 2, assignment 4	
11-12	Exam 2, Poll/Discussion Questions	
13-14	Exam 2, assignment 5	

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)
 (All chapters will be posted as PDFs that were created by our Library: Do not buy! Free!)

Other Readings: I will provide you with required articles to review. These will be posted on Canvas.

Polls and Canvas Discussion Participation: This will occur during lecture (Canvas Discussions and Polls) and during the semester.

Additional Resources:

- Belmonte, M. K. (2004). Autism and Abnormal Development of Brain Connectivity. *Journal of Neuroscience*, 24(42), 9228–9231. <https://doi.org/10.1523/jneurosci.3340-04.2004>
- Boterberg, S., Charman, T., Marschik, P. B., Bölte, S., & Roeyers, H. (2019). Regression in Autism Spectrum Disorder: A Critical Overview of Retrospective Findings and Recommendations for Future Research. *Neuroscience & Biobehavioral Reviews*, 102, 24–55. <https://doi.org/10.1016/j.neubiorev.2019.03.013>
- Grandin, T. (2009). How Does Visual Thinking Work in the Mind of a Person with Autism? A Personal Account. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 364(1522), 1437–1442. <https://doi.org/10.1098/rstb.2008.0297>
- Gray, C. (2010). *The New Social Story Book: Over 150 Social Stories That Teach Everyday Social Skills to Children with Autism or Asperger’s Syndrome, and Their Peers*. Arlington, Tx Future Horizons.
- Kasari, C., Rotheram-Fuller, E., Locke, J., & Gulsrud, A. (2011). Making the Connection: Randomized Controlled Trial of Social Skills at School for Children with Autism Spectrum Disorders. *Journal of Child Psychology and Psychiatry*, 53(4), 431–439. <https://doi.org/10.1111/j.1469-7610.2011.02493>
- Koegel, L. K., Ashbaugh, K., Koegel, R. L., Detar, W. J., & Regester, A. (2013). Increasing Socialization in Adults with Asperger’s Syndrome. *Psychology in the Schools*, 50(9), 899–909. <https://doi.org/10.1002/pits.21715>
- Ozonoff, S., & Iosif, A.-M. (2019). Changing Conceptualizations of Regression: What Prospective Studies Reveal about the Onset of Autism Spectrum Disorder. *Neuroscience & Biobehavioral Reviews*, 100, 296–304. <https://doi.org/10.1016/j.neubiorev.2019.03.012>
- Sussman, F., & Robin Baird Lewis. (2012). *More Than Words: A Parent’s Guide to Building Interaction and Language Skills for Children with Autism Spectrum Disorder or Social Communication Difficulties*. Hanen Program.
- Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., Kasari, C., Ingersoll, B., Kaiser, A. P., Bruinsma, Y., McNerney, E., Wetherby, A., & Halladay, A. (2015). Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 45(8), 2411–2428. <https://doi.org/10.1007/s10803-015-2407-8>
- Virues-Ortega, J., Julio, F. M., & Pastor-Barriuso, R. (2013). The TEACCH program for Children and Adults with Autism: A Meta-Analysis of Intervention Studies. *Clinical Psychology Review*, 33(8), 940–953. <https://doi.org/10.1016/j.cpr.2013.07.005>
- 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. We will also be using Canvas for participation and attendance.

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.

Participation: There will be polling and discussion questions answered in class and via the Canvas Discussion Board and Polls. 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:

Midterm:	100 points
Assignments:	50 points
Discussion Board on Canvas	50 points
Final:	<u>100 points</u>
TOTAL:	300 points

Grading Scale:

Letter grades are assigned according to the following scores:

<u>Grade</u>	<u>% of Grade</u>
A	95+
A-	90-94
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D	60-69
F	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:

Policy on making up exams: No make-up exams are given unless there is a documented medical emergency with written proof. **Any make up exams are scheduled during dead week in an essay format.**

Being late for an exam will not automatically entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams. If you miss a short quiz because you are late for class, or absent you will not be able to make it up, so try not to miss any quizzes.

Policy on attendance: *Students are expected to attend class on a regular basis.* Absences are excused for documented medical or emergency events only.

Drop/Add: Students may drop classes according to University/Department Policy. You should speak to me if you would like to add the course before attempting to do so. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

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.). 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.

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:

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Accessibility/Equity: The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities and gaining accommodations (SSWD), and emergency needs for housing, food, etc. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

Inclusivity:

Students in this class are encouraged to speak up and participate through in-person, online, or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can 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 me early in the semester so that we can work together to help you become an active and engaged member of our class and community. *This text was adapted from CSU Chico and Winona State University's posts.*

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 web page](#)

Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Other Resources

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

Library: <https://library.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/>

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

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/>

TENTATIVE Course Schedule/Outline:

Dates	Content	Lecture(s)	Reading(s)	Assignments
May 30	Syllabus, Introduction, History of Autism, Evidence-Based Practice in ASD	Lecture 1	Syllabus, B&W – Chapter 1	
May 31	Symptoms/Warning Signs, Characteristics of ASD Brain Behavior Connections	Lecture 2 Lecture 3	B&W – Chapter 2 B&W – Chapter 3	
June 6	Screening and Assessment Early Intervention	Lecture 4 Lecture 5	B&W – Chapter 4	Assignment 1
June 7	Sensory Processing <i>Guest Speakers Cheryl Domino, OTR/L; April Musial, OTR/L</i>	Lecture 6	B&W – Chapter 6	Discussion 1
June 13	Symbolic Communication	Lecture 7	B&W – Chapter 5	
June 14	Positive Behavior Supports	Lecture 8	B&W – Chapter 7	Assignment 2
June 20	Fostering Play and Peer Relationships <i>Guest Speaker Malak Azizieh, M.S., CF-SLP</i>	Lecture 9	B&W – Chapter 8	Discussion 2
June 21	Social Thinking, Perspective Taking, ILAUGH model	Lecture 10	B&W – Chapter 9	Assignment 3
June 27	Midterm Exam		Exam covers assigned readings and lectures through June 21	
June 28	AAC and Speech-Generating Devices <i>Guest Speaker Autumn Dalton, M.S., CCC-SLP</i>	Lecture 11		Discussion 3
July 4	HOLIDAY! NO CLASS			
July 5	Emotional Regulation Social Stories	Lecture 12 Lecture 13	B&W – Chapter 10	
July 11	Structured Teaching & Environmental Supports Special Interest Areas in the Classroom The Education Team <i>Guest Speakers Diana Glasgow, ECSE Teacher and Stephnie Gonzales, Instructional Assistant III</i>	Lecture 14 Lecture 15 Lecture 16	B&W – Chapter 11 B&W – Chapter 12 B&W – Chapter 15	Discussion 4
July 12	Parent Perspectives <i>Guest Speakers Gina Holleman and Jason Guillaume</i>	Lecture 17	B&W – Chapter 16	Discussion 5
July 18	Supporting the Transition Years	Lecture 18	B&W – Chapter 14	Assignment 4
July 19	Language Therapy Techniques Parent Training	Lecture 19 Lecture 20		
July 25	Review			Assignment 5
July 26	Final Exam			

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.