California State University, East Bay
College of Education and Allied Services
Department of Educational Psychology
Course Syllabus EPSY 6141

Course: EPSY 6141, 4 units
Course Title: Social networks and Communication for Students with ASD & Other Disabilities

Instructor: Dr. Meaghan McCollow, BCBA-D
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Email: meaghan.mccollow@csueastbay.edu
Office: AE 384

Dates: 1/3/2018-3/14/2018
Email Response: 24-48 hours on weekdays

Office Hours: Mondays and Wednesdays 2:30-3:55pm
Or, by appointment

Conceptual Framework Theme Statement
Preparing leaders committed to social justice and democracy.

Course Purpose and Relationship to Theme
This course and concurrent fieldwork contributes to the theme by preparing teachers to utilize, social and instructional strategies to meet the needs of students with autism spectrum disorders & other disabilities, including those who are English Learners, thus assuring maximal participation and learning for ALL students.

Course Purpose
This course is designed to provide candidates with evidence-based, social, communication, environmental and instructional strategies to meet the needs of students with autism spectrum and other social and language disabilities.

Prerequisites: EPSY 6137 Instructional & Behavioral Support for Students with Moderate/Severe Disabilities OR EPSY 6127 Instructional & Behavioral Support for Students with Mild/Moderate Disabilities, EPSY 6143 Positive Behavioral Supports

Textbook (Required)

Other readings as assigned

Other Requirements for the Course:
Students and faculty will be required to have access to the Internet including the capability to access materials via a mediated learning environment such as Blackboard. This may require high speed Internet capability. Students must be able to send and receive e-mail with attachments.
**Course Objectives**

Each candidate will:

1. Demonstrate knowledge of learning & performance characteristics associated with individuals with Autism Spectrum Disorders (ASD) in the areas of communication, social skills, cognition, and sensory processing and the implications of these for learning and instruction. (ASD 1; M/S 1; M/M 1)
2. Demonstrate knowledge of a variety of positive behavior management techniques to support students with ASD. (ASD 1, 12; M/S 6; M/M 4)
3. Demonstrate the ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participation in activities and the effective use of reinforcement and feedback. (ASD 2; 12, 14)
4. Work collaboratively with other agencies to address the social, behavioral and emotional needs of individual students with ASD and/or other disabilities. (ASD 3; 2, 4)
5. Design and implement visual support strategies such as picture, object or word schedules, contingency maps, graphic organizers, video modeling etc. (ASD 2; 6, 13)
6. Utilize systematic instructional strategies found to be effective for students with ASD including Discrete Trial Format, Pivotal Response Treatment, TEACCH, Priming, Self-management, Choice etc. (ASD 2; 3, 6, 13)
7. Implement a variety of strategies to teach and support communication of students with ASD including Augmentative Communication techniques and materials, Pragmatics, Functional communication Training, Milieu strategies, Incidental Teaching and Initiation Training. (ASD 2; 5, 12, 13)
8. Be familiar with a variety of programs and strategies for teaching specific social skills and use these to facilitate social networks and friendships, implementing them according to individual student needs. These may include: Social Stories, Circles of Support, Script Fading. Conversation Books, Peer Mediated Strategies, Student Interest-based Social Activities or commercial packages. (ASD 2; 5, 12, 13)
9. Become familiar with fiction regarding individuals with ASD
10. Teach students strategies, such as organization of materials, listening strategies, note taking, and textbook reading, for responding to consistent class demands and for gaining information in classes. (ASD 2; 3, 6, 9, 13)
11. Develop communication/social skill interventions based on a functional assessment of behavior. (ASD 2; 5, 6, 12, 14)

(CTC Standards)
Grading Scale

The following scale is used to determine grades:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
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</tbody>
</table>

You can monitor your progress, grades, and feedback by going to “My Grades” in the box on the left side of your screen when you first enter the Blackboard shell. Instructions and rubrics for assignments are available on Bb.

See “Course Policies and Procedures” for information on late assignments.

Criteria for Evaluation

<table>
<thead>
<tr>
<th>Items</th>
<th>Points</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Non-Evidence-Based Practice Review</td>
<td>15</td>
<td>1/10/18</td>
</tr>
<tr>
<td>Intervention Review</td>
<td>15</td>
<td>1/24/18</td>
</tr>
<tr>
<td>Multi-Component Intervention Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1: Data Collection &amp; Measurement</td>
<td>20</td>
<td>1/31/18</td>
</tr>
<tr>
<td>Part 2: Planning Instruction</td>
<td>30</td>
<td>2/14/18</td>
</tr>
<tr>
<td>Book Club Assignment</td>
<td></td>
<td></td>
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<tr>
<td>Individual Reflection</td>
<td>25</td>
<td>3/7/18</td>
</tr>
<tr>
<td>Reading Guide (whole group)</td>
<td>25</td>
<td>3/14/18</td>
</tr>
<tr>
<td>Creative Project &amp; Presentation (whole group)</td>
<td>50</td>
<td>3/14/18</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>200</strong></td>
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</table>

Note: If you have a documented disability and wish to discuss academic accommodations or if you would need assistance in any emergency, please contact me as soon as possible.
Course Outline/Assignments
Every effort has been made to make this syllabus as accurate and well-designed as possible. The instructor reserves the right to make reasonable changes deemed necessary as the course progresses.

Week 1 – Characteristics of Autism Spectrum Disorders (ASD) (1/3/2018)
- Read:
  - Syllabus
  - Boutot Chapter 1
- Use Guided Notes for Chapter 1
- Complete KWL Chart in class (or on own) prior to reading and keep in your notes
- Complete pre-course survey (online)

Week 2 – Evidence-Based Practices and Working with Families (1/10/18)
- Read:
  - Boutot Chapters 2 & 3
  - Garbacz, McIntyre, & Santiago (2016)
- Use Guided Notes for Chapters 2 & 3
- Final selection of Book Club groups and books, create schedule
- Submit Non-Evidence-Based Practice Review (due by 11:59pm on 1/10)

No Class Meeting 1/17/18 as per University Academic Calendar

Week 3 – Behavioral Characteristics and Interventions (1/24/18)
- Read:
  - Boutot Chapters 4 & 5
- Use Guided Notes for Chapters 4 & 5
- Book Club: submit weekly questions; make responses
- Submit Intervention Review (due by 11/59pm on 1/24)

Week 4 – Social and Communication Characteristics and Interventions (1/31/18)
- Read:
  - Boutot Chapters 6, 7, & 10
- Use Guided Notes for Chapters 6, 7, & 10
- Book Club: submit weekly questions; make responses
- Submit Part 1: Data Collection & Measurement Assignment (due by 11:59pm on 1/31)

Week 5 – Academic Interventions (2/7/18)
- Read:
  - Boutot Chapter 9
  - King, Lemons, & Davison (2016)
- Use Guided Notes for Chapter 9
- Book Club: submit weekly questions; make responses
Week 6 – Daily Living Skills and Independence (2/14/18)
- Read:
  - Boutot Chapter 8
  - Schulze (2016)
- Use Guided Notes for Chapter 8
- Book Club: submit weekly questions; make responses
- Submit Part 2: Planning Instruction Assignment (due by 11:59pm on 2/14)

Week 7 – Assistive Technology and Motor Considerations (2/21/18)
- Read:
  - Boutot Chapters 11 & 12
- Use Guided Notes for Chapters 11 & 12
- Book Club: submit weekly questions; make responses

Week 8 – Life Span Issues (2/28/18)
- Read:
  - Boutot Chapters 13 & 14
- Use Guided Notes for Chapters 13 & 14
- Book Club: submit weekly questions; make responses
- Submit Part 3: Self-Management Assignment (due by 11:59pm on 2/28)

Week 9 – Future Directions and Diversity (3/7/18)
- Read:
  - Qi, Zaroff, & Bernardo (2016)
  - West, Travers, Kemper, Liberty, Cote, McCollow, & Stansberry Brusnahan (2016)
- Use Article Information Table for article readings
- Book Club: submit weekly questions; make responses
- Submit Individual Reflection (Book Club Assignment) (due by 11:59pm on 3/7)
- Revisit the KWL chart you created in Week 1 and make additions

Week 10 – Creative Project Presentations (3/14/18)
- Book Club groups will give creative project presentations
- Submit Book Club Reading Guide (one per group) (due by 11:59pm on 3/14)
- Submit Book Club Creative Project materials (one per group) (due by 11:59pm on 3/14)
- Complete post-course survey (online)
Course Policies and Procedures

Use of APA (American Psychological Association) Style
In this course, you are expected to adhere to APA style guidelines. You are responsible for knowing and utilizing appropriate APA style. This means, you may need to do additional reading to follow guidelines for style such as in-text citations, reference pages, manuscript structure, and mechanics.

Assignment Deadline
All assignments are due by 11:59pm on the date due unless they are otherwise specified. Please read the section on “Late Assignments” for penalties for late submissions.

Late Assignments
Assignments submitted past the due date/time may be deducted 10% of points earned per day late. While emergencies and situations do occur, it is important to plan ahead in order to complete work. Students with extenuating circumstances regarding late work must contact the instructor prior to the assignment due date/time if possible. Please feel free to ask questions or express concerns about any aspect of your work for this class before assignments are due.

Accommodations
If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services: Library Complex 2400, (510) 885-3868, as@csueastbay.edu, http://www.csueastbay.edu/accessibility/

Academic Integrity/ Plagiarism
By enrolling in this class, the student agrees to uphold the standards of academic integrity described at: http://www.csueastbay.edu/academic/academic-policies/academic-dishonesty.html

Classroom Civility
Each student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. The Standards for Student Conduct are the standard within which classroom civility is expected. These standards can be found here: http://www.csueastbay.edu/studentconduct/student-conduct.html

Class attendance, punctuality, and participation
These are three basic professional dispositions I expect to see demonstrated by teacher candidates. I realize that illnesses and emergencies do occur. Please do your best to notify me if you are going to be absent or late. I expect students to be on time for class. I consider persistent tardiness to be unprofessional. Plan ahead so that you will be on time. You are expected to participate in class activities and discussions. This means that you are responsible for keeping up-to-date with readings and assignments.
Cell Phone Use
It is expected that cell phones be used in a respectful manner that includes: recognizing appropriate times to use, recognizing inappropriate use. It is also expected that you will not answer texts or phone calls during class time and phones will be kept on silent and/or vibrate. If you must use your cell phone for emergency purposes, please share this information with the instructor before class. The instructor reserves the right to revoke cell phone use during class time if it becomes overly distracting for students and negatively impacts learning.

Emergency Information
California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: http://www.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html
Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.

Audio/ Video Recording
To protect the intellectual property interests of the instructor, the privacy of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the prior written consent of the instructor.

Blackboard
To facilitate learning in the class, Blackboard will be utilized to provide course-related materials and to convey grades. Please familiarize yourself with Blackboard support on your Blackboard page, accessible through “Tools” and “Blackboard Support”. Contact information for support as well as student tutorials are available to you. If you encounter technical difficulties with using Blackboard, please contact Blackboard Support (before contacting the instructor):
Phone: (510) 885-4152
Email: stsc@csueastbay.edu
In person: Library Learning Commons
Online: https://bb.csueastbay.edu/ultra/stream
Overflow calls, after-hours, weekend, and holiday Phone: 1-855-414-9911

Sexual Misconduct Policy and My Reporting Obligations
The University and its faculty are committed to assuring a safe and productive educational environment for all students. You can find information regarding the reporting of sexual misconduct, and the resources available to you, on the Title IX page here: http://www.csueastbay.edu/af/departments/risk-management/risk/titleix/index.html. Please familiarize yourself with the reporting requirements. Because I am a faculty member, I am required to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of Sexual Violence, even when confidentiality is requested.