



SACRAMENTO
STATE

Course Change Proposal Form A



SPA 0809 #10

Academic Group (<i>College</i>): HHS	Academic Organization (<i>Department</i>): SPHP	Date: 4/22/08
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Laureen O'Hanlon	Submitted by: Larry Boles
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 20__

This course replaces experimental course Subject Area (<i>prefix</i>) and Catalog Number (<i>course number</i>):	
This Catalog Number (<i>course number</i>) is being replaced:	

Change from:

Subject Area (<i>prefix</i>) & Catalog No. (<i>course no.</i>):	Title:	Units:
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Change to:

Subject Area (<i>prefix</i>) & Catalog No. (<i>course no.</i>): SPHP 142	Title: Topics in Autism Spectrum Disorders	Units: 2
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JUSTIFICATION:

The incidence of autism spectrum disorders (ASD) has increased dramatically in the last decade. Communication is one of the criteria used to diagnose ASD, and speech-language pathologists are an integral part of the team that treats individuals with ASD. Currently 1 in 105 kids in the United States is born with autism. In several school districts most SLPs work with social-pragmatic groups. In Elk Grove, 60% of approximately 390 students in early intervention kids are autistic, and 60% of approximately 440 students in inclusive programs are autistic. Heretofore ASD has been "squeezed into" several courses, and this course is long overdue.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

This undergraduate course takes a 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.

Note:

Prerequisite: SPHP 112, 125

Enforced at Registration: Yes No

Corequisite:

Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit

Instructor Approval Required? Yes No

Course Classification (*e.g., lecture, lab, seminar, discussion*): C5 seminar

Title for SIS+/CMS (not more than 30 characters)
Topics Autism Spectrum Dis

Cross Listed?

Yes No

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

Department of Speech Pathology & Audiology
 COURSE SYLLABUS
 Fall Semester 2008

Course Information

Course Number TBA
Course Title Topics in Autism Spectrum Disorders
Day(s) & Time(s) TBA
Room TBA

Contact Information

Instructor Kaary Ogard
Office Hours TBA
Office TBA
Phone 916-501-6722
E-mail kogard@gmail.com
***E-mail is the most efficient way to reach me**

Course Description: This 2-unit undergraduate course takes a 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.

Objectives: The student will demonstrate understanding of:

1. Diagnostic criterion from the DSM-IV and the ADOS
 2. Developmental milestones for children at the prelinguistic and emerging linguistic stages of language
 3. Assessment materials and tools used by Speech Pathologists for identifying a child's social strengths and challenges in order to develop appropriate goals
 4. The spectrum of therapy approaches to working with children with ASD (Applied Behavior Analysis, The SCERTS Model, DIR Model, etc.)
 5. The 3 key components of the SCERTS Model (Social Communication, Emotional Regulation, Transactional Supports)
 6. The 3 developmental levels identified in the SCERTS Model (Social Partner Stage, Language Partner Stage and Conversational Partner Stage)
 7. Functional, meaningful therapy techniques to support children in the home, at school and within the community
 8. Sensory regulation challenges and how to identify these challenges and differentiate between sensory and behavioral challenges
 9. Verbal, non-verbal and visual supports: visual schedules, within-task schedules, verbal and non-verbal prompting
 10. Key components & strategies for supporting children with ASD across environments
 11. Contemporary professional issues in assessment and treatment of children with Autism
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Texts:

1. National Research Council (2003). *Educating Children With Autism*. Fifth edition. National Academy Press. Washington, DC

2. Prizant, B. Wetherby, A., Rubin, E., Laurent, A., Rydell, P. (2006). *The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders*. Volume I Assessment & II. Paul H. Brookes Publishing Co. Baltimore, MD
 3. Prizant, B. Wetherby, A., Rubin, E., Laurent, A., Rydell, P. (2006). *The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders*. Volume II Program Planning & Intervention. Paul H. Brookes Publishing Co. Baltimore, MD
 4. Other readings and current research articles will be made available to each student
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Policies:

1. **Attendance:** Weekly attendance is required. Reported absences to the instructor are mandatory either by voicemail, e-mail or in person prior to class meeting. More than one unexcused absence will result in your grade dropping one letter grade (10% grade reduction). You are responsible for all materials covered in your absence; which means you will need to obtain any materials handed out during your absence from a classmate, not the instructor.
 2. **Class Participation & Expectations:** This class is conducted in a seminar format. Students must come to class meetings thoroughly prepared to discuss previous class content and required readings. Most class meetings will consist of both lecture and discussion. Active participation including listening, critical thinking and problem solving are essential in this class. Both attendance and participation are a part of your cumulative grade and you will be graded on these each session.
 3. **Learning Outcomes & Competency:** A grade of "C" or better is required in this course to be considered competent. A grade of C- or below is not considered competent and requires meeting with the instructor in order to identify specific areas of strengths/challenges. Furthermore, explicit strategies and suggestions will be provided by the instructor to help you establish competence and knowledge in identified areas of challenge. It is the student's responsibility to follow through with the suggestions in order to meet competency in this course.
 4. **Readings:** You are responsible for all assigned readings according to the course syllabus. This is a graduate-level course, thus, you are expected to have completed the assigned readings prior to each class meeting.
 5. **Exams:** Three exams will be given during the semester. You are responsible for materials covered in required readings, lectures, discussions and handouts. Exam formats will vary (short answer, fill-in, short essay, multiple choice). The instructor will provide you with more details regarding the exam format prior to the exam.
 6. **Case Study Project:** This is a small group project (2-4 students per group, depending on class size). The instructor will provide each group with a case study of a child with ASD. The Case Study Project will require each group to provide a written document reflecting the synthesis of information provided through lectures, class discussions and readings. This written project will include descriptions of the following: assessment tools required to assess the child including potential/likely assessment outcomes, 4-6 developmentally appropriate goals, functional therapy strategies required to implement the goals, auditory and/or visual supports (if necessary), family training/participation components, and potential "next steps." Specific criterion and grading scales will be provided prior to the assignment of this Project.
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Grading Policy: Students will be evaluated on the bases of their performance on two exams, one project, class participation and attendance. A total of 700 points are available throughout the Semester. More than one unexcused absence will result in your grade dropping one letter grade per unexcused absence. See "Course Policies" below for details regarding make-up exams and late assignments.

Grading & Points

- Class Attendance: 50 points
- Class Participation: 100 points
- Exam #1 100 points
- Exam #2 100 points
- Case Study Project 200 points
- Final Exam 150 points

Grade Assignment

100-96%	A	76-73%	C
95-90%	A-	72-70%	C-
89-87%	B+	69-67%	D+
86-83%	B	66-63%	D
82-80%	B-	62-60%	D-
79-77%	C+	Below 60%	F

Course Policies:

1. **Make-Up Exams:** It is the student's responsibility to make sure that an exam is made up within one week of the scheduled time. Make-up exams will only be allowed for emergencies or conflicts that are discussed with the instructor at least 2-weeks prior to the scheduled exam date. Missed exams will result in a grade of "0."
2. **Late Assignment Policy:** Assignments are due on the designated date (see course schedule in this syllabus). **No late assignments will be accepted unless the Instructor gives prior approval.** Assignments submitted later than the due date (with the Instructors approval) will receive an automatic 10% reduction in grade for every day the assignment is late. Assignments will not be accepted after 3 days.
3. **Extra Credit.** Extra credit is not available in this course.

Assignments & Academic Calendar Fall Semester 2008:

Reading/Text Abbreviations:

- ECWA: *Educating Children With Autism*
- SCERTSI: SCERTS Volume I
- SCERTSII: SCERTS Volume I
- IH: Instructor Handout

*Note: Assigned reading is DUE the week it is listed (i.e., readings listed for week 2 must be completed before class that week)

Week #	Topic	Assigned Readings
1 (9/1)	Developmental milestones at the prelinguistic and emerging linguistic stages of language development Introduction to the diagnostic criterion for AS, PDD-NOS & Autism using the DSM-IV & ADOS	
2 (9/8)	DSM-IV & ADOS diagnostic criterion Standardized pragmatic language assessment tools Observational pragmatic language assessment tools	ECWA CH. 1, 2 & 4 SCERTSI CH. 1
3 (9/15)	Spectrum of Therapy Approaches (ABA, SCERTS, DIR) Introduction to the functional, meaningful therapy techniques	ECWA CH. 5 & 6 SCERTSI CH. 2-4
4 (9/22)	Exam #1	
5 (9/29)	Social Communication (SC) at the Social Partner, Language Partner & Conversational Partner Stages	SCERTSII CH. 1 ECWA CH. 5, 6 & 8
6 (10/6)	Emotional Regulation (ER) at the Social Partner, Language Partner & Conversational Partner Stages	SCERTSII CH. 4
7 (10/16)	Transactional Supports (TS) at the Social Partner, Language Partner & Conversational Partner Stages	SCERTSII CH. 2 & 3 ECWA CH. 3
8 (10/20)	Key components & strategies for supporting children with ASD	ECWA CH. 11
9 (10/27)	Exam #2	
10 (11/3)	Guest Speakers	
11 (11/10)	Linking social communication, emotional regulation and transactional supports in everyday life Key components and strategies for supporting children with ASD across environments	
12 (11/17)	Case Study Projects Due Class Presentations	
13 (11/24)	Continuation of Case Study Projects & Class Presentations	
14 (12/1)	Contemporary professional issues in assessment and treatment of children with Autism	IH
15 (12/8)	Material review for final exam	
16 (12/15)	Final Exam	