EDSP 208: EVIDENCE-BASED PRACTICES FOR CHILDREN/ YOUTH WITH AUTISM, MENTAL HEALTH AND RELATED ISSUES

In Workflow

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Approval Path

1. Thu, 02 Sep 2021 22:41:15 GMT
   Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 16 Sep 2021 18:27:36 GMT
   Karen O'Hara (kdohara): Approved for ED College Committee Chair
3. Thu, 23 Sep 2021 22:55:02 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History

1. Aug 29, 2019 by Kathleen Gee (kgee)

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Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

Evidence-Based Practices for Children/Youth with Autism, Mental Health and Related Issues

Class Schedule Title:

Evid-based practices ESN

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)
208

Course ID: (For administrative use only.)
203146

Units:
2

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
The California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet. Substantial course changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).
Learning outcomes are aligned to new standards, as are course activities and assessments.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Students will develop competencies in evidence-based and promising practices in assessment, interventions, and instructional strategies for children and youth with autism spectrum disorder (ASD) and those with mental health concerns and/or dual diagnosis (severe behavior and/or emotional challenges and developmental, intellectual, sensory, and/or motor disabilities) in the natural contexts of general education classrooms, other school settings, home, and community. The course also examines implementing trauma informed/sensitive practices and addressing high risk challenging behaviors, including self-injury, aggression, and health-threatening eating challenges.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
EDSP 119

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

2

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Upon completion of this course, students will be able to:

1. Analyze evidence-based and promising practices in assessment, interventions, and instructional strategies to determine appropriateness for children and youth with autism spectrum disorders (ASD) and those with mental health concerns and/or dual diagnoses (severe behavior and/or emotional challenges in addition to other developmental, language, cognitive, sensory, and/or motor needs).
(ECSE TPEs: 1.1, 1.2, 1.3, 1.6, 1.7, 1.10, 2.3, 2.5, 2.6, 3.5, 4.3, 4.4, 4.7, 4.10, 5.1, ,5.3, 6.1; U1.4, U1.6, ESN1.7, ESN1.8, ESN1.9, ESN2.6, ESN2.13, ESN3.2, ESN3.4, ESN3.5, U4.8, ESN4.1, ESN4.3, ESN5.1, ESN5.3, U6.1)

2. Develop trauma-sensitive/informed inclusive individual supports and interventions for children who have mental health concerns and high-risk challenging behaviors, including self-injury, aggression, and health-threatening eating challenges. (ECSE TPEs: 1.1, 1.2, 1.3, 2.3, 2.4, 2.6, 4.1, 4.7, 4.10, 4.13, 6.13; ESN2.3, ESN2.10, ESN2.13, ESN3.4, ESN3.5, ESN4.1, ESN5.1, ESN5.3)

3. Collaborate effectively, using identified best practices, with family members, other teachers, paraeducators, and related service providers to implement and generalize evidence-based practices in natural contexts in the general education classroom, other school settings, home, and community. (ECSE TPEs: 1.2, 1.8, 2.3, 2.6, 4.7, 4.10, 4.13, 5.1, 6.1, 6.5, 6.7, 6.13; U1.4, ESN2.4, ESN2.6, ESN2.10, ESN2.14, ESN3.2, ESN4.1, ESN5.1, U6.3, ESN6.1)

4. Interpret assessment data for evaluating the efficacy of behavioral interventions and instructional interventions for children/youth with autism spectrum disorders and related disabilities. (ECSE TPEs: 1.6, 1.7, 1.10, 3.5, 4.7, 5.1, 5.3, 6.7; U1.8, ESN1.9, ESN3.2, ESN3.4, ESN3.5, ESN4.1, ESN5.1, ESN5.3)

5. Establish positive rapport, engagement, and effective communication with children/youth who have challenging behavioral and/or emotional characteristics, and children with autism spectrum disorders (ASD) who are nonverbal and/or may use unconventional methods of communication. (ECSE TPEs: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.10, 2.3, 3.5, 4.1, 4.3, 4.7, 4.10, 4.13, 6.1; ESN1.7, ESN1.8, ESN2.13, ESN3.4, ESN3.5, ESN4.1, ESN4.3, ESN5.1, ESN5.3, U6.1, ESN6.1)

6. Analyze skills, and strategies related to the interaction of autism and related disabilities, mental health concerns, and/or severe emotional disabilities, and significant intellectual disabilities. (ECSE TPEs: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 4.1, 4.3; U1.4, U1.8, ESN2.13, ESN3.2, ESN3.4, ESN3.5, ESN4.1, ESN5.3)

7. Describe key components and analyze strengths and limitations of research-based practices and innovative methods of instruction and facilitation, including, but not limited to: applied behavioral analysis, pivotal response interventions, play-based interventions, naturalistic and incidental interventions, Early Start Denver Model, SCERTS, peer-mediated instruction, video-modeling, assistive technology and computer-assisted learning, and other technologies recently developed for teaching social skills. (ECSE TPEs: 1.3, 1.6, 2.3, 2.5, 2.6, 3.5, 4.4, 4.7, 4.10, 6.1; U1.4, ESN1.2, ESN2.6, ESN2.13, ESN3.2, U4.8, ESN4.1, ESN4.3, ESN5.1, ESN5.3, U6.1)

8. Assess for individuals with autism spectrum disorders (ASD) and related disabilities social and communication interaction skills; and create plans to develop social relationships, and teach adaptive behavior (e.g., self-regulatory and self-determination behaviors/skills) . (ECSE TPEs: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.3, 2.5, 2.6, 3.5, 4.7, 5.1, 5.3; U1.4, ESN1.7, ESN1.8, ESN2.3, ESN2.6, ESN2.10, ESN2.13, ESN3.2, ESN4.1, ESN4.3, ESN5.1, ESN5.3, U6.1)

TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates
ESN = Extensive Support Needs (those TPEs that are specific to the ESN credential)

U = Universal (those TPEs that are universal across all teaching credential programs)
ECSE = Early Childhood Special Education Credential Program

Attach a list of the required/recommended course readings and activities:

Readings and Activites For EDSP 208.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

ASSESSMENTS ALIGNED TO SLOs

Assessment Strategies:
1. Trauma-Sensitive/Informed Inclusive Classroom and Individual Behavioral Supports and Intervention Plan (SLO 2, 3, 4, 5, 6, 8)
Each student will develop a comprehensive trauma-sensitive/informed classroom organization and support plan for a classroom in which children/youth with autism spectrum disorder and/or related disabilities are included. This plan will include supports, interventions and strategies for the whole class as well as individual supports for child/youth whose needs have been identified via a functional behavioral assessment.

2. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion (SLO 1-8)
Each student will be assigned to a reading group that will meet and work together throughout the semester. Each week, one person will take on the leader role and upload to the Canvas course site prior to class 3 to 4 thought provoking questions and/or prompts based on the course readings and materials assigned for that week. Each student will have the opportunity to be the discussion leader approximately 3 times during the semester and all students are responsible for doing the weekly readings and participating actively in the discussion.

3. Individual Autism Project with Focus Student (SLO 1, 3, 4, 5, 6, 7, 8)
Each student will identify a focus student in their student teaching/internship setting who is diagnosed with autism spectrum disorder (ASD) and will work closely with the mentor teacher, the focus student, family members, paraeducators and other service providers over the semester to monitor progress on the student with ASD on all IFSP/IEP/ITP goals. This assignment will have several components conducted and submitted over the semester. Part One--Strengths-based description of focus student using parameters provided in class, summary of IFSP/IEP/ITP goals and instructional needs; summary of supports and interventions already in place. Part Two—Select at least 2 evidence-based strategies to actually implement with the focus student with ASD, collect data/monitor progress on implementation, and write a detailed summary of each strategy utilized (this will include information from readings as well as from 2 peer-reviewed research articles related to the strategy), how it was implemented with the focus student, and the progress observed for the student as a result of utilizing the selected strategy.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:
MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential (Multiple Subject)
MA in Teaching with Education Specialist Extensive Support Needs Teaching Credential
MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Information literacy
Disciplinary knowledge
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?
Yes

Program Standards: Please include suggested language changes:
These changes are being made because the program standards from the Commission on Teacher Credentialing have substantially changed. Therefore, our response to the standards must also change (to match the new standards from CTC). Our responses are now fully electronic as required by the Commission on Teacher Credentialing and so "suggested language changes" does not apply (this was confirmed by COE Associate Deans Pia Wong and Karen O'Hara).

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:
N/A

Is this change in response to program or unit assessment activities?
No

Will this course introduce any new or changes to program assessments?
No

Is this a Graduate Writing Intensive (GWI) course?
No

Key: 1468