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

In Workflow

1. TC Chair (jmporter@csus.edu)
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10. Registrar's Office (wlindsey@csus.edu)
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Approval Path

1. Tue, 04 Oct 2022 20:19:57 GMT
   Jenna Porter (jmporter): Approved for TC Chair
2. Thu, 13 Oct 2022 22:42:28 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sat, 15 Oct 2022 19:06:50 GMT
   Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Aug 29, 2019 by Kathleen Gee (kgee)
2. Mar 21, 2022 by Deidre Sessoms (dsessoms)
3. Jun 15, 2022 by Ishita Dey (idey)

Date Submitted: Tue, 04 Oct 2022 20:18:28 GMT

Viewing: EDSP 208 : Positive Behavioral Supports and Evidence-Based Practices for Children/Youth with Autism, Mental Health and Related Issues

Last approved: Wed, 15 Jun 2022 14:01:43 GMT

Last edit: Tue, 04 Oct 2022 21:25:00 GMT

Changes proposed by: Jenna Porter (201422342)

Contact(s):

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Catalog Title:

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

Class Schedule Title:

PBS and Evid-based Practices

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 2023 (2023/2024 Catalog)

Subject Area: (prefix)
EDSP - Education Specialist Credentials

Catalog Number: (course number)
208

Course ID: (For administrative use only.)
203146

Units:
3

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

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

This course complies with the credit hour policy:
Yes

Justification for course proposal:
1. The course title is changing to more appropriately describe the content of the course.
2. The course units have increased from 2 units to 3 units due to the additional course content and field based assignment. The changes are being made in light of changes to EDSP 217.
3. The course description has been changed to include the information about functional behavioral assessment and the development and implementation of an individualized positive behavioral support plan.
4. Some student learning objectives have been changed to match the revised content and expectations for course outcomes.
5. Some assessment strategies have been changed to match some of the new student learning objectives.
6. Some of the required course readings and activities have been changed to reflect the addition of the information about functional behavioral assessment and the development and implementation of an individualized positive behavioral support plan.

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 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. Students will conduct a functional behavioral assessment and develop and implement a positive behavior support for a student with challenging behaviors.

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

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged 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):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
3

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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
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).	1. Individual Positive Behavior Support Assessment and Plan Project 2. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion 3. Individual Autism Project with Focus Student
2	Develop and implement in collaboration with team members individualized positive behavior intervention and support plans based on a functional behavioral assessment process.	1. Individual Positive Behavior Support Assessment and Plan Project 2. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion
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.	1. Individual Positive Behavior Support Assessment and Plan Project 2. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion 3. Individual Autism Project with Focus Student

4	Interpret assessment data for evaluating the efficacy of behavioral interventions and instructional interventions for children/youth with autism spectrum disorders and related disabilities.	1. Individual Positive Behavior Support Assessment and Plan Project 2. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion 3. Individual Autism Project with Focus Student
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.	1. Individual Positive Behavior Support Assessment and Plan Project 2. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion 3. Individual Autism Project with Focus Student
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.	1. Individual Positive Behavior Support Assessment and Plan Project 2. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion 3. Individual Autism Project with Focus Student
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.	1. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion 2. Individual Autism Project with Focus Student
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).	1. Individual Positive Behavior Support Assessment and Plan Project 2. Discussion Leader-Creating Questions/Prompts and Leading Small Group Discussion 3. Individual Autism Project with Focus Student

Attach a list of the required/recommended course readings and activities:
208 Readings and Activites For EDSP 208 (August 2022)[100].docx

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

Has a corresponding Program Change been submitted to Workflow?
Yes

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

Programs:
Master of Arts in Special Education Teaching (Extensive Support Needs) with Multiple Subject
Master of Arts in Special Education Teaching (Extensive Support Needs)
Master of Arts in Special Education Teaching (Early Childhood Special Education)

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?
No

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

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