

CMSD 543: Autism Spectrum Disorder and Behavioral Interventions Syllabus

Communication Sciences and Disorders Program
Department of Communication Arts and Sciences
College of Communication and Education
California State University, Chico

Seminar 3 Hours/Units, Fall 2018

Course Information

Faculty: David McCoy, Ph.D., C.C.C.
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Office Hours: Mondays 2:15 – 4:15 p.m. and Tuesdays 12:30-2:30 p.m.
You're welcome to make an appointment or drop in, I'm good at letting you know what works at the moment.
Classroom: THMA 117
Class: Tuesdays and Thursdays 11:00am – 12:15 pm

Updates to the syllabus, schedule, & office hours will be posted and announced via Blackboard.

- Final Exam Thursday 12/20 from 10:00 – 11: 50 (officially updated in November)

Course Description. Student Learning Outcomes and Goals

Course Catalog Description

This course is designed to provide students with an overview of the nature and characteristics of Autism Spectrum Disorder (ASD) and the impact ASD has on communication. Included are evidence-based assessments and interventions for communication and behavioral aspects of ASD. Current issues related to cultural and linguistic diversity are discussed.

Prerequisite

All CMSD graduate courses require admission to the CMSD Master's program.
<http://catalog.csuchico.edu/viewer/17/CMSD/CMSDNONEMA.html>

Course Requirements

Required Textbook

Janzen, J. E. & Zenko, C. B. (2012). *Understanding the Nature of Autism* (3rd ed). Austin, TX, Hammill Institute on Disabilities.

iClicker Access

Free access to an iClicker account via a smartphone, tablet, or laptop will be provided and its use encouraged. Alternatively, students may participate in the class activities using paper and pen/pencil.

Assigned Readings

Chapter readings and other supplementary readings and resources will be assigned. Some information contained in the textbook may not be included in lecture, however, you will be responsible for the content.

Examinations

1. One take-home examination will be provided approximately mid-semester. (50 points)
2. One final examination (with review guide) will be provided either in class or as a take-home exam. (50 points)

Exams will include information from assigned readings, lecture lessons, presentations, your peers, discussions, resources, labs, projects, or assignments.

Exams are independent work, not to be completed with partners, current or former students, or other people. Cite the sources of the information provided on your exams. You can use books, readings, notes, handouts, and websites as long as you submit original work with citations.

Learning Checks (Labs, Assignments) and In-class activities

The learning checks are offered in a variety of formats and are administered throughout the semester ranging from 0 points up to 10 points. The learning checks include assignments, self-checks, in-class activities, quizzes, or labs. Some of the assessments will be in individual format, others in a group format. Some may be scheduled, others will not.

Summary of Point Distribution

- | | |
|--|-------------------|
| • Examinations (2 exams, 50 points each) | 100 points |
| • Positive Behavior Plan Cases | 40 points |
| • Assessment Cases | 30 points |
| • Intervention Cases | 30 points |
| • Learning Checks | 50 points |
| • TOTAL Course | 250 points |

Attendance

Graduate courses benefit from the sharing of information from you, sharing and discussion with peers, and faculty-student interaction as a means of creating an

engaging and unduplicatable experience. Substantial absences and tardiness during the course, regardless of the reason for the absences or tardiness, may impact the course grade including the reduction of a grade or the failing of the course. Attendance will be taken throughout the semester. Contacting the instructor in advance of an absence or tardiness is required for most make-up activities. Alternative readings, videos, and assignments may be selected by the faculty for make-up activities and attendance.

Group work is intended to be an equitably shared activity and product. Additional attendance information is in the Syllabus Appendix.

Grades will be assigned on the basis of the above listed course requirements and calculated as a percentage of points earned of the total possible. Letter grades will be determined by the percentage of points earned as described in the Syllabus Appendix below.

CMSD 543 Autism Spectrum Disorder and Behavioral Interventions Outcome Matrix

By the end of the semester, given assigned readings, class lectures and discussions, oral presentations and course exams, the students will be able to demonstrate the following learning outcomes:

- I. Master Program Student Learning Outcomes
 1. Demonstrate the knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
 2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorder including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
 3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
 4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies,
 5. Demonstrate knowledge and skill in Professional Practice Competencies which includes accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice.
- II. CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology. <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>
- III. CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>
- IV. CTCC - California Commission on Teaching Credentialing https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0

Course Objective	Implementation	Criteria	Program SLO ^I	Accreditation Standards		
				CAA ^{II}	CFCC ^{III}	CTCC ^{IV}
Identify and discuss the characteristics of a challenging behaviors and autism spectrum disorder.	Class activities, exams, and assignments	80% accuracy	1, 2.	3.1.2B	IV-C	SLP-2, 3
List and discuss preventive measures of preventing or reducing impacts of challenging behaviors and autism spectrum disorders.	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	SLP 5
Develop ability to plan for the implementation of assessment procedures for individuals with challenging behaviors and autism spectrum disorder, including person-centered planning.	Class activities, exams, and assignments	80% accuracy	3	3.1.3B	IV-D	PS 5 SLP 4
Develop appropriate intervention goals and procedures for individuals with challenging behavior and autism spectrum disorder including response to intervention multi-tier system of supports (MTSS) such as PBIS and RTI.	Class activities, exams, and assignments	80% accuracy	3	3.1.5B	IV-D	SLP 5
Discuss multicultural and linguistic correlates in regards to the identification, assessment, and intervention for individuals and families.	Class activities, exams, and assignments	80% accuracy	2	3.1.2B	IV-C	PS 4
Professional Practice Competencies related to autism spectrum disorder	Participate in discussions, read ASHA guidelines, exams, and assignments	80% accuracy	5	3.1.1B	IV-G	PS 2

General knowledge and skills applicable to professional practice including ethics, domain interdependence, professional development, professional conduct, and self-evaluation.	Class activities, exams, and assignments	80% accuracy	5	3.1.6B	IV-E	PS 2
Scientific and research foundations of the profession applied to client populations.	Review EBP and summarize within class activities, exams and assignments	80% accuracy	5	3.5B	IV-F	
Counseling/collaboration with parents, care providers, and other professionals including processes related to transition planning, IEP, and behavioral processes.	Class activities, exams, and assignments	80% accuracy	5	3.1.6B	V-B	PS 4, 7 SLP 7
Assistive Technology opportunities for individuals with challenging behaviors and autism spectrum disorder.	Class activities, exams, and assignments	80% accuracy			IV-C	PS 6