

Teaching Students with Autism Spectrum Disorders

EDSE 218D

Spring 2026 Sections 80, 81 Fully Online 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/21/2026

Contact Information

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Office: SH 217

Office Hours

The hour prior to in person class
SH 217

[Make an appointment anytime. \(https://calendar.app.google/Z5JsK9QfUQjcLU6\)](https://calendar.app.google/Z5JsK9QfUQjcLU6)

Course Information

This course is completely online. Students should have access to the internet to view course materials and submit assignments. Course materials including the syllabus, handouts, notes, assignment instructions, etc., are found on Canvas Learning Management System at <http://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> and their SJSU email account to learn of any updates.

Online Asynchronous

Weekly Modules Open Every Monday

Course Description and Requisites

Theoretical foundations and application of evidence-based best practices for students with ASD including social language interventions, social stories, integrated playgroups, positive behavior support, self-advocacy skills, recreation and leisure skills, collaboration with parents and siblings, and special interventions for young children. The course emphasizes inclusive education for students with ASD.

Prerequisite(s): Department or Instructor Consent.

Letter Graded

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45).

Course Goals

Program Learning Goals

PLO 1. Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural, and linguistic backgrounds.

Course Learning Outcomes (CLOs)

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

1. Articulate the unique characteristics and core challenges of learners with autism spectrum disorders and the impact of these characteristics and challenges on student success in the general curriculum.

2. Implement evidence-based instructional strategies as put forth by the National Professional Development Center on Autism Spectrum Disorders for teaching students with autism spectrum disorders in a variety of settings including, antecedent based interventions, visual supports and schedules, video modeling, peer mediated interventions, and social narratives.
3. Implement systematic instruction and discrete trial training, including task analysis, appropriate data collection measures, and prompting and reinforcement systems, and will be able to use these systems so that students with ASD are successful in academic and community settings.
4. Demonstrate understanding of strategies to foster the development of appropriate social communication skills in students with ASD.
5. Implement a variety of communication supports for students with ASD and understand the basic constructs of a Picture Exchange Communication System.
6. Discuss the immediate and long-term impact of ASD on families across the lifespan as well as articulate best practices for working with families including person-centered planning and self-advocacy, communication and collaboration, family training, and multicultural perspectives.
7. Explain their roles as special education professionals in program planning and service delivery, demonstrate collaboration skills with families and other professionals, and deliver professional development
8. Establish collaborative strategies for inclusive education, modify general education curriculum and instruction for individuals with ASD included in general education and employment settings, and develop strategies for students with ASD to participate in all aspects of the education community.

Course Materials

Learners on Autism Spectrum Preparing Educators and Related Practitioners

Author: Pamela Wolfberg and Kari Dunn Buron

Publisher: Routledge

Edition: Third

Year: 2024

We're Not Broken

Author: Eric Garcia

Course Requirements and Assignments

Evidence Based Social Skill Strategy Presentation

The purpose of this assignment is to deepen your understanding of **evidence-based social skills interventions** for individuals with Autism Spectrum Disorder (ASD). You will research, analyze, and present a social skills strategy that is supported by empirical research and demonstrate how it can be applied in educational or community-based settings. This assignment emphasizes the translation of research into practice. (40 Points)

Intervention

You will design an individualized, comprehensive intervention plan for a target student. This assignment is broken down into four steps worth a total of 100 points.

Midterm

You will complete an assessment based on information from Modules 1-8.

Final Exam

You will complete a final assessment based on the information from this course.

✓ Grading Information

A = 92 – 100%

A- = 90 – 91%

B+ = 88 – 89%

B = 82 – 87%

B- = 80 – 81%

C = less than 80%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

WEEK	CLASS CONTENT	ASSIGNMENT/ACTIVITY
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Week 1 Jan 22- Feb 1	Introductions, Review of Syllabus, Canvas Overview	Review Syllabus, Complete Module 1 Read Chapter 1 of <i>We're Not Broken</i>
Week 2 Feb 2-8	Chapter 1: Re-presenting Autism and EBP Chapter 2: Autism Spectrum: An Overview	Read Chapter 2 of <i>We're Not Broken</i> Week 2 Activities Discussion Board Quiz Intervention -Identify Target Student for observation Due 2/22
Week 3 Feb 9-15	Chapter 3: Brain-Behavior Connections in Autism	Read Chapter 3 of <i>We're Not Broken</i> Week 3 Activities Discussion Board Quiz
Week 4 Feb 16-22	Chapter 5: Getting a Good Start: Effective Practices in Early Intervention Intervention Ziggurat and Behavior	Read Chapter 4 of <i>We're Not Broken</i> Week 4 Activities Discussion Board Quiz Intervention Step 1 due 2/22
Week 5 Feb 23- March 1	Chapter 4: Sensory Processing: Identifying Patterns & Designing Support Strategies Autism and Mental Health	Week 5 Activities Discussion Board Quiz Intervention Step 2 assigned Due 3/22
Week 6 March 2-8	Chapter 6: Creating Inclusive Environments for Autistic Learners: UDL	Week 6 Activities Discussion Board

Week 7 March 9-15	Chapter 7: Structured Teaching & Environmental Supports	Week 7 Activities Discussion Board Quiz
Week 8 March 16-22	Chapter 6: Teaching a Different Way of Behaving: PBS Applied Behavior Analysis(ABA)	Read Chapter 6 of <i>We're Not Broken</i> Week 8 Activities Discussion Board- - Social Assessment Intervention Step 2 Due 3/22 Quiz
Week 9 March 23-29	Midterm Chapter 9: Personal Perspectives & Autistic Theory Chapter 10: Finding Our Way: Experiences of an African American Parent and Her Autistic Son	Continue working on Intervention due 5/10 Social Skill Strategy Presentation assigned due 4/26 MidCourse Survey
SPRING BREAK	NO CLASS	SPRING BREAK
Week 10 April 6-12	Chapter 16: Social Cognition as a Lens for Understanding, Supporting, and Teaching Autistic Learners	Read Chapter 7 of <i>We're Not Broken</i> Preference Assessment Week 10 Activities Quiz
Week 11 April 13-19	Chapter 11: Social Communication & Language Development in Autistic Learners	Read Chapter 8 of <i>We're Not Broken</i> Week 11 Activities Discussion Board Assignment Quiz

<p>Week 12</p> <p>April 20-26</p>	<p>Chapter 12: An In-depth Discussion of Emotional Regulation and Autism</p> <p>Chapter 13: Using Interactive Multi-Media Tech to Teach About Emotions</p>	<p>Week 12 Activities</p> <p>Discussion Board Activities</p> <p>Quiz</p> <p>Social Skill Strategy Presentation due 4/26</p>
<p>Week 13</p> <p>April 27- May 3</p>	<p>Chapter 14: Harnessing the Power of Special Interests at Home and School</p> <p>Chapter 15: Play, Friendships & Autism: Co-Creating a Culture of Inclusion with Peers</p>	<p>Finish <i>We're Not Broken</i></p> <p>Week 12 Activities</p> <p>Discussion Board Activities</p> <p>Quiz</p>
<p>Week 14</p> <p>May 4-10</p>	<p>Chapter 17: Transitioning to Adulthood for Secondary Students on the Autism Spectrum</p> <p>Chapter 18: Growing up with Autism: Perspectives of a Parent and Son</p>	<p>Chapter 11 in Methods</p> <p>Final Project Review, Beginning Transition</p> <p>Intervention Final Steps due 5/10</p>
<p>Week 15</p> <p>Final Exam</p>	<p>Chapter 19: Educational Experiences Across the Lifespan</p>	<p>Final Due by 11:59 on May 17</p>