



# Mount Saint Mary's University

## LOS ANGELES

### **EDU 279: Supporting Students with Neurological Disorders**

Summer 2020

May 31 – August 16, 2020

**Instructor:** Lisa Moncayo, M.A.

**Location:** Online

**E-mail:** lmoncayo@msmu.edu

**Phone:** (562) 551 - 8757 (Google voice)

**Office hours:** By appointment (zoom, google meet or phone). Please email/text for an appointment. *Estimated response time to email/text/phone can be up to 48 hours.*

#### **Required Textbooks:**

1. Hall, Laura J. (2018) *Autism Spectrum Disorders: From Theory to Practice Third Edition*, Pearson Education Inc. ISBN-13: 978-0134531519 ISBN-10: 0134531515
2. Boroson, Barbara. (2016). *Autism Spectrum Disorders in the Inclusive Classroom*. Scholastic Inc. ISBN-13: 978-1338038545 ISBN-10: 1338038540
3. *Instructor will provide other readings as assigned on the syllabus course schedule.*

#### **Course Description**

Advanced level educators design and implement an educational program for students identified within the paradigm of neurodevelopment or genetic disorders. Candidates learn to address the unique needs associated with motor abilities, sensory integration, cognitive processing, communications skills, behavior, and academic/ social performance. Candidates gain the skills to supplement and coordinate the learning and functioning environments for student impairments and delays. (This course is required for the ASD Authorization.)

#### **Course Objectives & Program Standards for ASD:**

##### **ASD Standard 1: Characteristics of Autism Spectrum Disorders**

##### **Deaf and Hard of Hearing – TPEs for ASD Authorization**

The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

**DHH TPE 1.4 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.**

**DHH TPE 6.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.**

## **ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder**

The program ensures that each candidate is able to demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization.

**6.5 Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.**

## **ASD Standard 3: Collaborating with Other Service Providers and Families**

*The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.*

**DHH TPE 1.5 Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).**

**DHH TPE 2.7** Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources. **Practiced:** Module 3 – Read, view and discuss – ASD Theory to Practice, ASD in the inclusive classroom, view videos.

### **Assessment of Student Learning Outcomes:**

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and Masters programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the University.

The course aims to model the importance of using multiples measures of assessment to gauge the progress of learners. **Assignments must be completed on time according to schedule. No late work will be accepted IF a prior arrangement has not been made with the instructor.** If you are absent, you may submit your work to Canvas before the start of the class session (on the due date).

## **MSMU College and Education Department Policies:**

- **Attendance and Participation:**

Given the unique nature of Summer 2020 this course will be online and consist of synchronous and asynchronous learning activities. Synchronous sessions, if scheduled, will *only* occur the Sunday of regularly scheduled classes and attendance is required. **Students who miss a synchronous session should notify the instructor as soon possible (via email or text). If the session is missed it is the student's responsibility to follow up with the instructor to make-up this session.**

**Note:** 50% of the total points for attendance for missing a synchronous session can be made up upon completion a make-up assignment/activity. Participation will include separate points (see assignments section later in syllabus) and points for participation will comprise different activities as outlined on canvas.

- **Incompletes:**

Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an incomplete may be granted only if the student:

- Has completed the majority of assignments
- On the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
- Is prevented from completing the final assignment for serious medical/personal reasons
- Can complete the work within one semester

- **Academic Integrity:**

Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU catalog.

- **Technology Policy:**

Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

- **Academic Freedom:**

Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Candidate Dispositions:**

The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

- **Students with Disabilities:**

Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see Lisa Villa, Associate Director, Student Support Services (310) 954-4138, lvilla@msmu.edu OR Brandon Roberson, Director of the Doheny Student Resource Center (213) 477-2692, broberson@msmu.edu, to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangements for the implementation of accommodations with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance procedures, go to: <https://welcome.msmu.edu/academics/learning-assistance/ISAE/Documents/DisabilityGrievanceProcedures.pdf>

**MSMU Office Information:**

- Please call the Education Department secretary, Hanae Jonas to make an advisement appointment: (213) 477-2620.
- The FAX number for the Education Department is (213) 477-2629.

**Other Classroom Information and Instructional Policies**

All assignments – purpose, instructions and rubric will be discussed and provided on canvas. Any papers must be typed, organized with appropriate headings, and accurate in the conventions of writing (spelling, grammar, etc.) Assignments are due on the assigned date. Late assignments/ papers will not be accepted unless prior arrangements are made with the instructor. Assignments may be resubmitted at the discretion of the instructor.

- **Quality of Work/Writing Expectations:**

The MSMU Education Department expects all credential and master's candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. All assignments should be thoughtfully prepared, written in standard academic English, and free of grammatical and spelling errors. Candidates' assignments turned in with serious writing errors, including a high numbers of typos, will either be asked to resubmit the assignment or have significant point/ percentage reductions.

Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. Use **12-point Times New Roman or Arial font, double-spacing, and one-inch margins.** (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/ spelling errors per page will receive point reductions.)

- **Learning Resource Center and the Professional and Academic Resource Center (PARC):**

## Professional and Academic Resource Center - Writing assistance

Need or want help with one of your assignments? The Professional and Academic Resource Center (PARC) is available. Located on the sunny second floor of Building 10, the PARC serves the needs of the Graduate Division and the Weekend/Evening Courses. Friendly, highly-qualified associates are available evenings and weekends to assist students with a wide range of topics, including writing, research, math, statistics, and career development.

The PARC offers appointments in-person and over the phone. To make an appointment, please visit the PARC page on the portal (MSMU Portal at Academics at Professional and Academic Resource Center at Schedule an Appointment). The PARC also offers an online paper review service, which allows students to submit a paper and receive comments from an associate within 72 hours. To access this service, simply click "Submit a Draft Online" on the PARC portal page. All appointments (in-person, phone, or online) are 45 minutes long. All appointments (in-person, phone, or online) are 45 minutes long. (213)477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.

- **Tardiness:**

For the purpose of this Summer 2020 class being offered as an online course, being late to class is defined as 15-minutes or more from the starting time of the synchronous session. Please contact your instructor as soon as possible if you are having trouble accessing the synchronous session and/or are experiencing personal difficulties with attending class. *Please see requirement for missed sessions/ absences.*

- **Peer Support:**

Please exchange phone numbers and/ or email addresses with your classmates/ colleagues for mutual help and support. Find a friend who will read and edit your assignments with you.

- **E-Learning System (Canvas):**

The syllabus, presentations, assignment and corresponding rubrics and most handouts will be posted on Canvas. Also be sure to check your MSMU email or set the filters to receive the messages automatically on your personal account. You are responsible for receiving messages and reading Canvas

- **Cell Phone Number Access:**

The Education office maintains a cell phone number list so that we can call you for any immediate changes in class meetings, or other emergencies. Please keep your instructor informed with your best contact numbers throughout the program.

- **Course Credit Hours:**

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- 1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- 2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## ASSIGNMENTS

*Note: Instructions for Assignments and rubrics will be provided on canvas*

### Attendance and Participation (95 points)

This course will consist of synchronous and asynchronous learning activities. Synchronous sessions, if scheduled, will only occur on the regularly scheduled Sunday and the times will be determined based on the activity for that session. Attendance and participation in the synchronous and asynchronous learning is essential for the online course. The content provided in any lecture as well as the activities planned in each session are contingent upon completing the required readings. Students should be prepared to identify critical issues for each set of assigned readings and be prepared to respond (via canvas topic discussion, live session, Flipgrid). For each class session the 15 total points that comprise attendance and participation will be delineated on canvas for full transparency.

Breakdown for Attendance and Participation points:

<b>Attendance (may be synchronous or asynchronous)</b>	10 points per class	60 points total
<b>Participation</b>	5 points per class	30 points total
<b>Assignments (all assignments turned in on time)</b>	n/a per class	5 points total

### Pre-class Assignment (10 points)

### Online Autism Course and Project Activity (20 points)

[Online Autism Course](#)

### From the Perspective of Autism Assignment (10 points)

The purpose of this assignment is to support the student in understanding the importance of a) the individuality of the learner beyond the label, b) seeing outside the view of teaching the student in your classroom; c) gaining perspective on the impact to the family. Relationships are the key to creating positive learning experiences for all learners. Thus, our mindset, our way of thinking, and our perspective is critical as an educator.

### Fast Facts Assignment (10 points)

The purpose of this assignment is to provide each student with the necessary basic knowledge for commonly experienced neurological disorders within an educational setting and how to accommodate the environment and/or differentiate instruction to meet the student needs. This assignment must include at minimum the following: Speech or Language Impairment, Specific Learning Disability, ADHD (OHI), ID and TBI.

### Evidence Based Practice (EBP) Project (20 points)

The purpose of this assignment is to a) support the student's understanding of the EBPs; b) provide the student with an opportunity to make use of identified EBPs to assist the learner with autism in accessing the curriculum; and c) develop a sense of the collaboration required amongst general and special educators. *This assignment must be completed in as a small group.*

### Resources:

California Autism Professional Training and Information Network (CAPTAIN)

<http://www.captain.ca.gov/index.html>

The National Professional Development Center on Autism Spectrum Disorders (NPDC)  
<http://autismpdc.fpg.unc.edu/>

Autism Internet Modules (AIM)  
<http://autisminternetmodules.org/>

National Autism Center (NAC)  
<http://www.nationalautismcenter.org/>

**Total Points Possible: 175      Grading Scale:**

A = 164 – 175

A - = 157 – 163

B+ = 152 – 156

B = 147 – 151

B- = 140 – 146

C+ = 134 – 139

C = 129 – 133

C- = 122 – 128

D = 113 – 121

F = 112 and below

< 65 = F	65-69 = D	70-73 = C- 74-76 = C 77-79 = C+	80-83 = B- 84-86 = B 87-89 = B+	90-93 = A- 94-100 = A
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**EDU 279 COURSE SCHEDULE**

*Keep in mind that this is a working syllabus, subject to change and should not be misconstrued as a contract.*

Session Date	Course Topics & Schedule	Readings (The readings and enrichment activities are expected to be completed in about a 2-week course of time. Please refer to canvas for these module activities)
Module 1 May 31	Introductions, Review of syllabus  Autism Spectrum Disorder (ASD) <ul style="list-style-type: none"><li>• History of ASD</li><li>• DSM V Criteria vs. Ed Code Criteria</li><li>• Diagnosis vs. Eligibility</li><li>• Characteristics of ASD/ Core Features</li></ul> Special Education Eligibility Categories  <b>Due By 8am:</b>	<i>ASD Theory to Practice</i> <ul style="list-style-type: none"><li>• Chapters 1, 2 &amp; 3</li></ul> ASD in the Inclusive Classroom: <ul style="list-style-type: none"><li>• Page 10</li><li>• Chapter 1</li></ul>

Session Date	Course Topics & Schedule	Readings (The readings and enrichment activities are expected to be completed in about a 2-week course of time. Please refer to canvas for these module activities)
	Pre-class activity (Google form survey and Flipgrid introduction)	
Module 2 June 14	<p>Communication &amp; Social Characteristics Associated with ASD</p> <ul style="list-style-type: none"> <li>• Typical vs. Atypical Language Development</li> <li>• Language Differences vs. Disorder, Cultural and linguistic considerations</li> <li>• Imitation, Joint Attention, Play</li> <li>• Stereotyped and repetitive language</li> <li>• Social Differences, peer relationships</li> </ul> <p><u>Discussion Post:</u> Typical &amp; Atypical Language Development; Recognizing ASD characteristics via videos</p> <p><b><u>Review the following assignments:</u></b></p> <ul style="list-style-type: none"> <li>• From the Perspective of Autism</li> <li>• Fast Facts Assignment</li> </ul>	<p><i>ASD Theory to Practice</i></p> <ul style="list-style-type: none"> <li>• Chapters 6, 7 &amp; 8</li> </ul> <p>ASD in the Inclusive Classroom:</p> <ul style="list-style-type: none"> <li>• Chapter 9</li> </ul>
Module 3 June 28	<p>Working and Collaborating as a Member of an Educational Team</p> <ul style="list-style-type: none"> <li>• Pre-referral process</li> <li>• Assessment</li> <li>• IEP team. Role of the general and special education teacher</li> <li>• Working collaboratively with specialists (e.g., school psychologist, SLP, sped teacher, etc.)</li> <li>• Creating relationships with families and students, implications for cultural &amp; linguistic differences</li> <li>• Working collaboratively with paraprofessionals</li> <li>• Working collaboratively with families</li> </ul> <p>Flipgrid &amp; Discussion Posts</p> <p><b><u>Review the following assignment:</u></b></p> <ul style="list-style-type: none"> <li>• EBP Project</li> </ul> <p><b><u>Due Today:</u></b></p> <ul style="list-style-type: none"> <li>• From the Perspective of Autism Assignment</li> </ul>	<p><i>ASD Theory to Practice</i></p> <ul style="list-style-type: none"> <li>• Chapter 10</li> </ul> <p>ASD in the Inclusive Classroom:</p> <ul style="list-style-type: none"> <li>• Chapter 2, 6, 7</li> </ul> <p>Selected Readings and videos on posted on canvas</p>



Session Date	Course Topics & Schedule	Readings (The readings and enrichment activities are expected to be completed in about a 2-week course of time. Please refer to canvas for these module activities)
Module 4 July 19	<p>Teaching students with autism</p> <ul style="list-style-type: none"> <li>Academic Expectations, Common Core, Assistive Technology</li> <li>Creating a comfortable classroom</li> </ul> <p><b><u>Due Today:</u></b></p> <ul style="list-style-type: none"> <li>Fast Facts Assignment</li> </ul>	<p>ASD in the Inclusive Classroom:</p> <ul style="list-style-type: none"> <li>Chapter 3, 4, 5, 11</li> </ul> <p>Selected Readings and/or videos made available on canvas</p>
Module 5 August 2	<p>Supporting Behavior: Teaching students with autism</p> <ul style="list-style-type: none"> <li>Environmental arrangements that support behavior and learning</li> <li>Principles of ABA to teach students</li> <li>Environmental Planning</li> <li>Visual Supports</li> <li>Implications of developmental functioning for learning</li> <li>Rethinking behavior</li> <li>Common functions of problem behaviors, connecting behavior and communication</li> <li>Implications of functioning for learning and behavior</li> <li>Connecting development with communication, behavior and social interactions</li> </ul>	<p><i>ASD Theory to Practice</i></p> <ul style="list-style-type: none"> <li>Chapter 4 &amp; 5</li> </ul> <p>ASD in the Inclusive Classroom:</p> <ul style="list-style-type: none"> <li>Chapter 4, 10</li> </ul> <p>Selected videos and/or readings made available on canvas</p>
Module 6 August 16	<p>Transition Planning for students with disabilities Sexuality Education for Students with disabilities including ASD</p> <p><b><u>Due:</u></b></p> <ul style="list-style-type: none"> <li>EBP Project is Due by today</li> </ul>	<p><i>ASD Theory to Practice</i></p> <ul style="list-style-type: none"> <li>Chapter 9</li> </ul> <p>Selected readings on canvas</p>

## **Department of Education Candidate Dispositions Statement**

The Education Department of Mount Saint Mary's University ("MSMU") assesses the *disposition* of each candidate in its teaching program, in addition to assessing each candidate's knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.

\*MSMU Education Candidates are required to demonstrate the following dispositions:

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn.
2. Demonstrate respect for children, families, communities, colleagues, and supervisors.
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude).
4. Exemplify ethical behavior and integrity.
5. Engage in self-reflective practice and professional growth.
6. Meet deadlines; be punctual; exemplify outstanding attendance and participation.
7. Follow coursework and fieldwork assignment directions given by instructors and advisors.
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement.

9. Follow through with suggestions and/or direct instructions from instructors, advisors, and University staff.
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences.
11. Communicate clearly (both orally and in writing) with University staff, instructors, and advisors.
12. Reflect these expected dispositions in work with students, families, and communities.

MSMU Education Candidates will be evaluated to ensure they exhibit the Required Dispositions. These evaluations will be based on the candidate's approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff).

Any MSMU Education Candidate who fails to exhibit the Required Dispositions may be dismissed from the Teacher Credential Program and/or the Graduate Division and/or the University. The ultimate decision as to dismissal shall remain with the Graduate Dean and/or President of the University. Nothing in this Policy shall limit in any way the ability of MSMU to dismiss a candidate without first providing a Notice of Concern and/or to dismiss a candidate for reasons other than those set forth in this Policy.

By signing below, I acknowledge that I understand MSMU's Candidate Disposition Policy and I understand that I must exhibit the Required Dispositions in order to successfully complete the MSMU education program to which I am applying.

Candidate's Printed Name: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_