



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5113 Autism Spectrum Disorders:
Educational Practices

Semester 1

Contents

1. LOCATION	2
2. STAFF CONTACT DETAILS	2
3. COURSE DETAILS	2
<i>Aims of the Course</i>	2
<i>Student Learning Outcomes</i>	3
<i>Program Learning Outcomes</i>	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5. TEACHING STRATEGIES	4
6. COURSE CONTENT AND STRUCTURE	5
7. ASSESSMENT	10
8. RESOURCES	15

IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5113 Autism Spectrum Disorders: Educational Practices (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Iva Strnadová
Office Location: John Goodsell 129
Email: i.strnadova@unsw.edu.au
Phone: 9385 3736
Availability: Monday 2-4pm

3. COURSE DETAILS

Course Name	Autism Spectrum Disorders: Educational Practices
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Mon 5-7pm (w1-4,5-12, Law 276)

Summary of Course

The course will address characteristics, placement alternatives, instructional methods, evidence-based practices, curricular models, and current issues applicable to the education of students with autism spectrum disorders (ASD). It will also provide students with a deeper insight into families of children with autism spectrum disorder and the possibilities of supporting them. Issues and supports relevant to adults with ASD will be also discussed.

Aims of the Course

This course aims to:

- Provide students with knowledge about autism spectrum disorders (ASD), common characteristics of people with ASD and key issues affecting people with ASD in their everyday lives, and current research in this area
- Develop students' understanding of ASD assessment process and its implications with teaching and service provision
- Teach students to analyse the needs of their pupils with ASD in regular classrooms and to equip students with teaching skills addressing the needs of students with ASD across the spectrum
- Provide students with knowledge of evidence-based practices and the ability to recognise these practices
- Provide students with strategies for promoting pro-social behaviour of students with ASD
- Provide students with knowledge about issues relevant to adults with ASD, and supports and services available to them and their families

The main ways in which the course has changed since last time as a result of student feedback:

The order in which the course content is covered has been re-arranged and extra detail on the readings for the course has been provided.

Student Learning Outcomes

Outcome	Assessment/s	
1	Students will be able to critically engage with the theories underlying the prevailing attitudes towards people with autism spectrum disorders.	1
2	Students will be ready to apply knowledge and understanding of legislation and government policies related to the education and life of people with autism spectrum disorders in their professional judgments and decisions.	1, 2
3	Students will demonstrate understanding of key terms related to autism spectrum disorders (ASD). They will also be able to articulate the current issues and trends in regards to the field of ASD during lectures and through written assignments.	1, 2
4	Students will develop understanding of curriculum adjustments, which they will be able to perform in order to assist students with ASD to meet educational outcomes.	2

Program Learning Outcomes

Standard	Assessment/s	
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Inquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Broadened public awareness of autism spectrum disorders (ASD) and continuing research means that more students than ever before are being identified with ASD. This course expands on the information, theories, research, and strategies relating to ASD presented in the School of Education's other special education courses. It provides an in-depth look at characteristics and effective evidence-based practices used to assist students with autism accomplish their educational goals. Students will become acquainted with the Disability Standards for Education (2005) and learn the instructional and curriculum-based assessment strategies they can use in practice. Students will also become familiarised with challenges faced by parents and siblings of people with autism spectrum disorders. Furthermore, issues and supports relevant to adults with ASD will be discussed.

5. TEACHING STRATEGIES

- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- Explicit teaching including lectures and a range of teaching strategies to foster interest and support learning;
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate
- Use of mobile technology to explore AAC apps that facilitate communication

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
<p>1 29th February</p>	<p>Introduction to Autism Spectrum Disorders (ASD). Terminology, classification, prevalence and common misconceptions.</p> <p><u>Readings</u> Before lecture 1 - prescribed: Lawson, W. (2001). Appendix 2: Commonly asked questions about Autism. In <i>Understanding and working with the spectrum of Autism</i> (pp.184-187). London: Jessica Kingsley Publishers. Lawson, W. (2001). Appendix 1: Questions I have been asked. In <i>Understanding and working with the spectrum of Autism</i> (pp.180-183). London: Jessica Kingsley Publishers.</p> <p>After lecture 1 - prescribed: Lawson, W. (2011). Cognitive Theory: Theory of Mind. In <i>The passionate mind. How people with autism learn</i> (pp. 44-64). London: Jessica Kingsley Publishers. *Chapter 5.</p> <p>After lecture 1 - optional: Kulage, K. M., Smaldone, A. M., & Cohn, E. G. (2014). How will DSM-5 affect autism diagnosis? A systematic literature review and meta-analysis. <i>Journal of autism and developmental disorders</i>, 1-15.</p>
<p>2 7th March</p>	<p>Causes, symptoms and common impairments of individuals with an ASD.</p> <p><u>Readings</u> Before lecture 2 - prescribed: Matson, J. L., Adams, H. L., Williams, L. W., & Rieske, R. D. (2013). Why are there so many unsubstantiated treatments in autism? <i>Research in Autism Spectrum Disorders</i>, 7(3), 466-474.</p> <p>After lecture 2 - optional: McDonald, M. E., Pace, D., Blue, E., & Schwartz, D. (2012). Critical Issues in Causation and Treatment of Autism: Why Fads Continue to Flourish. <i>Child & Family Behavior Therapy</i>, 34(4), 290-304.</p> <p>OR Treffert, D. A. (2014). Savant syndrome: realities, myths and misconceptions. <i>Journal of autism and developmental disorders</i>, 44(3), 564-571.</p>
<p>3 14th March</p>	<p>Evidence-based educational practices effective for students with ASD.</p> <p>This week we will explore the concept of evidence-based practices. PLEASE NOTE THAT you will complete your lecture and assessment online by going through two Iris training modules. [Therefore there will be NO LECTURE on Monday 14th March from 5-7pm.]</p> <p>The Iris training modules that you will complete are:</p> <p>Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity http://iris.peabody.vanderbilt.edu/module/ebp_02/</p> <p>Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and</p>

	<p>Fidelity http://iris.peabody.vanderbilt.edu/module/ebp_03/#content</p> <p>Your lecture attendance will be counted based on submission of completed Differentiated Instruction assessments from Iris online training modules:</p> <p>Items 1, and 2: http://iris.peabody.vanderbilt.edu/module/ebp_02/cr_assess/#content</p> <p>Items 3, 4 and 5: http://iris.peabody.vanderbilt.edu/module/ebp_03/cr_assess/#content</p> <p>Please make sure you email the completed assessment to your lecturer PRIOR to the following lecture.</p> <p><u>Readings:</u> Before lecture 3 - prescribed: Wong, C., Odom, S. L., Hume, K. A., Cox, A. W., Fettig, A., Kucharczyk, S., ... & Schultz, T. R. (2015). Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder: A Comprehensive Review. <i>Journal of autism and developmental disorders</i>, 1-16.</p> <p>After lecture 3 - optional: Marder, T. (2015). Teaching Students With ASD Using Evidence-Based Practices Why Is Training Critical Now?. <i>Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children</i>, 38(1), 5-12.</p> <p>OR Torres, C., Farley, C. A., & Cook, B. G. (2012). A Special Educator's Guide to Successfully Implementing Evidence-Based Practices. <i>Teaching Exceptional Children</i>, 45(1), 64-73.</p>
<p>4 21st March</p>	<p>Communication impairments. Alternative and augmentative communication programs and devices: PECS, Makaton, mobile learning and relevant apps.</p> <p><u>Readings:</u> Before lecture 4 - prescribed: Hall, L. J. (2009). Focus on communication. In <i>Autism spectrum disorders: From theory to practice</i> (pp. 151-172). Upper Saddle River, New Jersey: Pearson. *Chapter 8.</p> <p>After lecture 4 - optional: Flippin, M., Reszka, S., & Watson, L. R. (2010). Effectiveness of the Picture Exchange Communication System (PECS) on communication and speech for children with autism spectrum disorders: A meta-analysis. <i>American Journal of Speech-Language Pathology</i>, 19(2), 178-195.</p> <p>OR Spencer, T. D., Petersen, D. B., & Gillam, S. L. (2008). Picture exchange</p>

	communication system (PECS) or sign language. <i>Teaching Exceptional Children</i> , 41(2), 40-47.
Mid semester break	25 Mar - 3 Apr
5 4 th April	<p>Addressing social impairments. Social interaction patterns, ritualised, stereotyped, repetitive behaviours.</p> <p><u>Readings:</u> Before lecture 5 - prescribed: Dodd, S. (2005). Impairments in social relating. In <i>Understanding autism</i> (pp. 73-87). Chatswood, Australia: Elsevier. *Chapter 5.</p> <p>After lecture 5 - optional: Reynhout, G., & Carter, M. (2007). Social Story™ efficacy with a child with autism spectrum disorder and moderate intellectual disability. <i>Focus on Autism and Other Developmental Disabilities</i>, 22(3), 173-181.</p> <p>OR Grandin, T. (2009). Learning empathy: Emotion and autism. <i>Thinking in pictures</i> (pp.84-100). Bloomsbury Publishing. *Chapter 4.</p>
6 11 th April	<p>Sensory Impairments.</p> <p><u>Readings:</u> Before lecture 6 - prescribed: Frith, U. (2003). Sensations and repetitions. In <i>Autism. Explaining the enigma</i> (pp.169-181). Blackwell Publishing. *Chapter 10.</p> <p>After lecture 6 - optional: Stiegler, L. N., & Davis, R. (2010). Understanding sound sensitivity in individuals with autism spectrum disorders. <i>Focus on Autism and Other Developmental Disabilities</i>, 25(2), 67-75.</p> <p>OR Mays, N. M., Beal-Alvarez, J., & Jolivette, K. (2011). Using movement-based sensory interventions to address self-stimulatory behaviors in students with autism. <i>Teaching Exceptional Children</i>, 43(6), 46-52.</p>
7 18 th April	<p>Assessment of ASD. Screening and assessment instruments, diagnostic processes and, what next.</p> <p><u>Readings:</u> Before lecture 7 - prescribed: Carpenter, P. (2012). Diagnosis and assessment in autism spectrum disorders. <i>Advances in Mental Health and Intellectual Disabilities</i>, 6(3), 121-129.</p> <p>After lecture 7 - optional: Scott, T. M., Alter, P. J., & McQuillan, K. (2010). Functional behavior assessment in classroom settings: Scaling down to scale up. <i>Intervention in School and Clinic</i>, 46(2), 87-94.</p> <p>OR Cornelius, K. E. (2013). Formative Assessment Made Easy: Templates for Collecting Daily Data in Inclusive Classrooms. <i>Teaching Exceptional Children</i>, 45(5), 14-21.</p> <p>OR van Niekerk, M. E., Groen, W., Vissers, C. T. W., van Driel-de Jong, D., Kan, C. C., & Oude Voshaar, R. C. (2011). Diagnosing autism spectrum disorders in elderly people. <i>International Psychogeriatrics</i>, 23(05), 700-710.</p>

<p>8 25th April</p>	<p>Children with ASD in the early years. Assessing and teaching social and play skills.</p> <p><u>Readings:</u> Before lecture 8 - prescribed: Rodman, J. L., Gilbert, K. A., Grove, A. B., Cunningham, M., Levenson, S., & Wajsblat, L. (2010). Efficacy of brief quantitative measures of play for screening for autism spectrum disorders. <i>Journal of Autism and Developmental Disorders</i>, 40(3), 325-333.</p> After lecture 8 - optional: Murdock, L. C., & Hobbs, J. Q. (2011). Picture me playing: increasing pretend play dialogue of children with autism spectrum disorders. <i>Journal of Autism and Developmental Disorders</i> , 41(7), 870-878. OR Mavropoulou, S., Papadopoulou, E., & Kakana, D. (2011). Effects of task organization on the independent play of students with autism spectrum disorders. <i>Journal of Autism and Developmental Disorders</i> , 41(7), 913-925. OR Scheflen, S. C., Freeman, S. F., & Paparella, T. (2012). Using video modeling to teach young children with autism developmentally appropriate play and connected speech. <i>Education and Training in Autism and Developmental Disabilities</i> , 302-318.
<p>9 2nd May</p>	<p>The inclusion of students with Autism Spectrum Disorders in regular education. Positive Behaviour Intervention and Supports (PBIS).</p> <p><u>Readings:</u> Before lecture 9 - prescribed: Jordan, R. Autism spectrum disorder in current educational provision. In Roth, I., & Rezaie, P. (Eds.). (2011). <i>Researching the autism spectrum: Contemporary perspectives</i> (pp.364-392). Cambridge University Press. *Chapter 10. Neitzel, J. (2010). Positive behavior supports for children and youth with Autism Spectrum Disorders. <i>Preventing School Failure</i>, 54, 247-255. doi:10.10180/10459881003745229</p> After lecture 9 - optional: Crosland, K., & Dunlap, G. (2012). Effective strategies for the inclusion of children with Autism in general education classrooms. <i>Behavior Modification</i> , 36, 251-269. doi: 10.1177/0145445512442682 OR Soto-Chodiman, R., Pooley, J. A., Cohen, L., & Taylor, M. F. (2012). Students with ASD in mainstream primary education settings: Teachers' experiences in Western Australian classrooms. <i>Australasian Journal of Special Education</i> , 36, 97-111. doi: 10.1017/jse.2012.10 OR Hart, J. E., & Whalon, K. J. (2011). Creating social opportunities for students with autism spectrum disorder in inclusive settings. <i>Intervention in School and Clinic</i> , 1053451210395382. OR Maich, K., & Belcher, E. C. (2012). Using picture books to create peer awareness about autism spectrum disorders in the inclusive classroom. <i>Intervention in School and Clinic</i> , 47(4), 206-213.
<p>10 9th May</p>	<p>Adolescents with Autism Spectrum Disorders – transitions to post-schooling life.</p> <p><u>Readings:</u></p>

	<p>Before lecture 11 - prescribed: Fleury, V. P., Hedges, S., Hume, K., Browder, D. M., Thompson, J. L., Fallin, K., ... & Vaughn, S. (2014). Addressing the academic needs of adolescents with autism spectrum disorder in secondary education. <i>Remedial and Special Education, 35</i>(2), 68-79.</p> <p>Tullis, C. A., & Zangrillo, A. N. (2013). Sexuality education for adolescents and adults with autism spectrum disorders. <i>Psychology in the Schools, 50</i>(9), 866-875.</p> <p>After lecture 11 - optional: Dietrich, J., & Salmela-Aro, K. (2013). Parental involvement and adolescents' career goal pursuit during the post-school transition. <i>Journal of Adolescence, 36</i>(1), 121-128.</p> <p>OR Test, D. W., Smith, L. E., & Carter, E. W. (2014). Equipping youth with autism spectrum disorders for adulthood: Promoting rigor, relevance, and relationships. <i>Remedial and Special Education, 0741932513514857</i>.</p>
<p>11 16th May</p>	<p>Adults with ASD: employment, education, relationships, and independent living.</p> <p><u>Readings:</u> Before lecture 12 - prescribed: Gerhardt, P. F., & Lainer, I. (2011). Addressing the needs of adolescents and adults with autism: A crisis on the horizon. <i>Journal of Contemporary Psychotherapy, 41</i>(1), 37-45.</p> <p>After lecture 12 - optional: Graetz, J. E. (2010). Autism grows up: Opportunities for adults with Autism. <i>Disability & Society, 25</i>, 33-47. doi: 10.1080/09687590903363324.</p>
<p>12 23rd May</p>	<p>Families of people with ASD. Resilience in families, siblings and grandparents</p> <p><u>Readings:</u> Before lecture 7 - prescribed: Langan, M. (2011). Parental voices and controversies in Autism. <i>Disability & Society, 26</i>, 193-205. doi: 10.1080/09687599.2011.544059</p> <p>After lecture 7 - optional: Myers, B. J., Mackintosh, V. H., & Goin-Kochel, R. P. (2009). "My greatest joy and my greatest heart ache." Parents' own words on how having a child in the autism spectrum has affected their lives and their families' lives. <i>Research in Autism Spectrum Disorders, 3</i>(3), 670-684.</p> <p>OR Brown, H. K., Ouellette-Kuntz, H., Hunter, D., Kelley, E., & Cobigo, V. (2012). Unmet Needs of Families of School-Aged Children with an Autism Spectrum Disorder. <i>Journal of Applied Research in Intellectual Disabilities, 25</i>(6), 497-508.</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay/ Review	3,000 words	50%	1, 2, 3	1, 2, 3, 5, 6	Week 6, Monday 11 th April 5:00 PM
An information booklet 'Teaching students with autism spectrum disorders'/ Professional Development Module about Adults with ASD	15-20 pages (3,000 words max.)	50%	2, 3, 4	1, 2, 3, 4, 6	Week 11, Monday 16 th May 5:00 PM

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment Details

Assessment 1 - Essay

This assessment will help you to:

- develop familiarity with the area of autism spectrum disorders,
- develop critical thinking skills,
- improve research and evaluation skills, and
- use APA referencing correctly.

The assessment 1 needs to be based on **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2007 and 2016)**. Please note: Encyclopaedia or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your references.

The assessment 1 should be **double-spaced and written in APA 6th edition style; 12pt font** (e.g., Times New Roman); see the following website for assistance with this:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Based on the principles of Universal Design for Learning (UDL) and differentiation, you can decide, which of the following two topics you would like to focus on in your essay – see below.

Topic 1 *Challenges encountered when implementing inclusive programs for students with ASD*

Students will write a **3,000 essay** reflecting on Wendy Lawson's statement (2001) about autism

spectrum disorder in relation to education.

"School can be very stressful for both child and parent. Every person is an individual and no one system suits all persons. Being totally against the ideas of exclusion and separation from the hub of societal life does not automatically equate to total inclusion from a mainstream school perspective. Some individuals, due to their particular needs, will always need full-time support and attention. Therefore, ideally, the education system needs to be both adaptable and considerate of individual needs. It should also be noted that even special schools may be geared towards neuro-typical development of individuals with special needs and may not be ASD-aware or ASD-prepared!" (Lawson 2001, p. 112)

Based on the statement, describe:

- 1) What challenges are encountered when implementing inclusive programs for students with ASD, and
- 2) How these challenges can be met through evidence-based practice.
- 3) Also, state and describe your position regarding an inclusive approach to education of students with autism.

Topic 2 Evidence-based practice review

This assessment requires you to write a critical review of a selected evidence-based practice recommended for students with autism spectrum disorders. In order to do so, you are asked to:

1. Select an evidence-based practice relevant to students with autism,
2. Provide a complete description of the practice, including its strengths and weaknesses, and an indication of when/why it would be used,
3. Provide implementation instructions detailed enough that a beginning teacher could follow the directions and use the evidence-based practice,
4. Discuss the perceived effectiveness of the evidence-based practice, based on the peer-reviewed articles published about this practice in relation to students with ASD
5. Suggest a list of questions for families to consider when deciding whether this evidence-based practice would be effective for their child.

The evidence-based practices you may consider for this topic include:

- Picture Exchange Communication System (PECS)
- TEACCH
- Social Stories
- Functional Communication Training (FCT)
- Discrete trial training (DTT)
- Peer-mediated instruction/ intervention (PMII)
- Self-management
- Video modelling
- VOCA/ Speech Generating Devices (SGD)
- Functional behavior assessment (FBA)
- Pivotal response training (PRT)

Assessment Task 2

The assessment 2 needs to be based on **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2007 and 2016)**. Please note: encyclopaedias or dictionaries may be consulted to learn background about your topic, but they will not be counted as one of your references.

The assignment should be **double-spaced and written in APA 6th edition style; 12pt font** (e.g., Times New Roman); see the following website for assistance with this:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Based on the principles of Universal Design for Learning (UDL) and differentiation, you may choose the focus of your assignment 2 from the following two topics – see below.

Topic 1 Information booklet for teachers ‘Teaching students with an Autism Spectrum Disorder’

Students will develop an information booklet for teachers focused on teaching students with autism spectrum disorders.

1. Students will identify the readership/audience, i.e., whether the information booklet is written for pre-school, primary or high school teachers.

2. The 15-20 page booklet should:

- Be written in user-friendly language for teachers
- Have a clear structure, using headings and subheadings
- Provide advice to teachers based on evidence-based practice to support students’ academic, social and behavioural learning
- Provide useful examples and tips for teachers
- List of references that you would recommend to teachers
- List of resources/references used to create the brochure
- Have a word limit of approximately 3,000 words

Please see the Moodle site for this assessment’s rubric as well as more detailed instruction. This must be your original work!

Topic 2 Professional Development Module about Adults with Autism Spectrum Disorder

Students will develop a professional development module for professionals working with adults with autism spectrum disorders.

1. Students will identify the readership/audience, i.e., whether the module is written for employees of an NGO supporting adults with ASD to find an employment; providers of post-school education for adults with autism; providers of accommodation for adults with autism; etc.

2. The Professional Development Module should:

- Have a clear structure, using headings and subheadings
- Provide advice to professionals based on evidence-based practices
- Provide relevant case studies
- Include 10 questions at the end of the module for the participants to check their understanding. Include the expected answers.
- List of resources that you would recommend to participants of the module
- List of references used in order to create the module
- Have a word limit of approximately 3,000 words

Please see the Moodle site for this assessment’s rubric as well as more detailed instruction. This must be your original work!

The completed assessment must be submitted by uploading it to turnitin in Moodle in week 11.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5113 AUTISM SPECTRUM DISORDERS: EDUCATIONAL PRACTICES

Student Name:
 Assessment Task: **Essay/ Review**

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in the area of human rights of people with autism spectrum disorders 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural and religious backgrounds of people and the effects of these factors on learning 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature to support response • reference specifically to material, research and ideas presented in EDST5113 lectures 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, • reference list as per APA 6th edition requirements • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation • word length is no more than 10% over the allowable 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Iva Strnadová**
 Recommended: **/20 (FL PS CR DN HD)**

Date
 Weighting: **50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5113 AUTISM SPECTRUM DISORDERS: EDUCATIONAL PRACTICES

Student Name:

Student No.:

Assessment Task: **Booklet for teachers: Teaching students with autism spectrum disorders/
 Professional Development Module for Professionals**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in special education/ disability studies • clear connection between booklet topic and the provided advice and examples 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • depth of analysis of information provided to teachers • information provided to teachers is based to evidence-based practices • includes useful examples and tips for teachers 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • familiarity with the booklet and presentation topic • concise yet rigorous list of related and appropriate references/resources recommended to teachers for further reading 					
Structure and organisation or response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information • reference list formatted as per APA 6th edition conventions • clarity and consistency in presenting the information in the booklet • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation • adherence to word length requirements 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Iva Strnadová

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

8. RESOURCES

Prescribed Texts

- Carpenter, P. (2012). Diagnosis and assessment in autism spectrum disorders. *Advances in Mental Health and Intellectual Disabilities*, 6(3), 121-129.
- Disability Standards for Education (2005)*
- Dodd, S. (2005). Impairments in social relating. In *Understanding autism* (pp. 73-87). Chatswood, Australia: Elsevier. *Chapter 5.
- Fleury, V. P., Hedges, S., Hume, K., Browder, D. M., Thompson, J. L., Fallin, K., ... & Vaughn, S. (2014). Addressing the academic needs of adolescents with autism spectrum disorder in secondary education. *Remedial and Special Education*, 35(2), 68-79.
- Frith, U. (2003). Sensations and repetitions. In *Autism. Explaining the enigma* (pp.169-181). Blackwell Publishing. *Chapter 10.
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