



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5113 Autism Spectrum Disorder:
Educational Practices

Semester 1

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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 Bedegal 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 Disorder: Educational Practices (6 units of credit)
Semester 1, 2017

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 Disorder: 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 (w1-7, 8-12, Law 203)

Summary of Course

Students with autism spectrum disorder (ASD) face immense challenges in educational environments. You will engage with current knowledge about characteristics and effective evidence-based practices used to assist students with autism spectrum disorder (ASD) accomplish their educational goals. You will engage with theories, societal attitudes, legislation, and policy to develop your professional judgments and teaching practices. You will learn instructional and curriculum-based strategies that you can use in your teaching practice. You will also learn about challenges faced by families of students with ASD, and learn effective strategies to promote home-school collaboration. You will become acquainted with issues and supports relevant to adults with ASD.

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	Critically engage with the theories underlying the prevailing attitudes towards people with autism spectrum disorder.	1
2	Apply legislation and policy related to the education and life of people with autism spectrum disorder to professional judgments and decisions.	1, 2
3	Articulate current issues and trends in regards to the field of autism spectrum disorder to relevant stakeholders.	1, 2

4	Perform curriculum adjustments, which they will be able to perform in order to assist students with autism spectrum disorder to meet educational outcomes.	2
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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 synthesise 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 disorder (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 ASD accomplish their educational goals. You will become acquainted with the relevant legislation and learn the instructional and curriculum-based assessment strategies they can use in practice. You will also become familiarised with challenges faced by parents and siblings of people with autism spectrum disorder. Furthermore, issues and supports relevant to adults with ASD will be discussed.

The course is taught through

- 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.

5. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
1 27 th February	<p>Introduction to Autism Spectrum Disorder (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. Linton, K. F., Krcek, T. E., Sensui, L. M., & Spillers, J. L. (2014). Opinions of people who self-identify with autism and Asperger's on DSM-5 criteria. <i>Research on Social Work Practice</i>, 24(1), 67-77. DOI: 10.1177/1049731513495457.</p>
2 6 th March	<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>
3 13 th March	<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 13th 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</p>

	<p>with Fidelity http://iris.peabody.vanderbilt.edu/module/ebp_02/</p> <p>Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and 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. Carlson, S., Stephenson, J., & Carter, M. (2014). Parent reports of treatments and interventions used with children with autism spectrum disorders (ASD): A review of the literature. <i>Australasian Journal of Special Education</i>, 38(1), 63-90. DOI: 10.1017/jse.2014.4</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. 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>4 20th 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 Autism spectrum disorders: From theory to practice (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 communication system (PECS) or sign language. <i>Teaching Exceptional Children</i>, 41(2), 40-47.</p>
<p>5 27th March</p>	<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>OR Southall, C., & Campbell, J. M. (2015). What does research say about social perspective-taking interventions for students with HFASD?. <i>Exceptional Children</i>, 81(2), 194-208. doi: 10.1177/0014402914551740</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> <p>OR Moyse, R., & Porter, J. (2015). The experience of the hidden curriculum for autistic girls at mainstream primary schools. <i>European Journal of Special Needs Education</i>, 30(2), 187-201. doi: 10.1080/08856257.2014.986915</p>
<p>6 3rd April</p>	<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>
<p>7 10th April</p>	<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</p>

	<p>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>
Mid semester break	14 - 23 Apr
8 24 th April	<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> <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.</p> <p>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.</p> <p>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 1 st May	<p>The inclusion of students with Autism Spectrum Disorder 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.</p> <p>AND 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> <p>OR Reupert, A., Deppeler, J. M., & Sharma, U. (2015). Enablers for Inclusion: The Perspectives of Parents of Children With Autism Spectrum Disorder. <i>Australasian Journal of Special Education</i>,</p>

	<p>39(01), 85-96. doi: 10.1017/jse.2014.17</p> <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, 36</i>, 251-269. doi: 10.1177/0145445512442682</p> <p>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, 36</i>, 97-111. doi: 10.1017/jse.2012.10</p> <p>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, 1053451210395382</i>.</p> <p>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, 47(4)</i>, 206-213.</p>
<p>10 8th May</p>	<p>Adolescents with Autism Spectrum Disorder.</p> <p><u>Readings:</u> Before lecture 10 - 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(2)</i>, 68-79. Tullis, C. A., & Zangrillo, A. N. (2013). Sexuality education for adolescents and adults with autism spectrum disorders. <i>Psychology in the Schools, 50(9)</i>, 866-875.</p> <p>After lecture 10 - optional: Dietrich, J., & Salmela-Aro, K. (2013). Parental involvement and adolescents' career goal pursuit during the post-school transition. <i>Journal of Adolescence, 36(1)</i>, 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>OR Jones, J. L., Gallus, K. L., Viering, K. L., & Oseland, L. M. (2015). 'Are you by chance on the spectrum?' Adolescents with autism spectrum disorder making sense of their diagnoses. <i>Disability & Society, 30(10)</i>, 1490-1504. doi: 10.1080/09687599.2015.1108902</p>
<p>11 15th May</p>	<p>Adults with ASD: employment, education, relationships, and independent living.</p> <p><u>Readings:</u> Before lecture 11 - 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(1)</i>, 37-45. Costley, D., Baldwin, S., Bruck, S., Haas, K., & Ritzrow, K. (2017). Future focus: Experiences and aspirations. In <i>Shining the light on the autism spectrum: Experiences and aspirations of adults</i> (pp.122-137). New York: Routledge. *Chapter 7.</p>

	<p>After lecture 11 - optional: Graetz, J. E. (2010). Autism grows up: Opportunities for adults with Autism. <i>Disability & Society</i>, 25, 33-47. doi: 10.1080/09687590903363324.</p>
12 22 nd May	<p>Families of people with ASD. Resilience in families, siblings and grandparents</p> <p>Readings: Before lecture 12 - prescribed: Langan, M. (2011). Parental voices and controversies in Autism. <i>Disability & Society</i>, 26, 193-205. doi: 10.1080/09687599.2011.544059</p> <p>OR Mouzourou, C., Santos, R. M., & Gaffney, J. S. (2011). At home with disability: one family's three generations narrate autism. <i>International Journal of Qualitative Studies in Education</i>, 24(6), 693-715. doi: 10.1080/09518398.2010.529841</p> <p>After lecture 12 - 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</i>, 3(3), 670-684.</p> <p>OR Falkmer, M., Anderson, K., Joosten, A., & Falkmer, T. (2015). Parents' Perspectives on Inclusive Schools for Children with Autism Spectrum Conditions. <i>International journal of disability, development and education</i>, 62(1), 1-23. doi: 10.1080/1034912X.2014.984589</p>

6. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Program Learning Outcomes Assessed	APST	Due Date
Essay/ Review	3,000 words	50%	1, 2, 3	1, 2, 3, 5, 6	1.5.2 1.6.2 2.6.2 3.3.2 7.2.2 7.3.2	Week 6, Monday 3 rd April 5:00 PM
Information booklet translating theory and policy to educational strategies for teachers / Professional development module for stakeholders working with adults with ASD	15-20 pages (3,000 words max.)	50%	2, 3, 4	1, 2, 3, 4, 6	1.5.2 1.6.2 2.6.2 4.1.2 7.4.2	Week 12, Monday 22 nd 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 1 - Essay

This assessment will help you to:

- Develop familiarity with the area of autism spectrum disorder,
- 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 2008 and 2017)**. 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 ASD.

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 disorder. In order to do so, you are asked to:

1. Select an evidence-base practice relevant to students with autism spectrum disorder,
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-base 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 2008 and 2017)**. 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 translating theory and policy to educational strategies for teachers

Students will write an information booklet for teachers, communicating the nature of autism spectrum disorder and its implications for schooling.

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 for stakeholders working with adults with ASD*

Students will write a professional development module for professionals working with adults with autism spectrum disorder (ASD), communicating the nature of ASD and its implications for supporting adults with this disability.

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 12.

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

Student Name:

Student No.:

Assessment Task: **Booklet for teachers: Teaching students with autism spectrum disorder/
 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.**

7. RESOURCES

Prescribed Texts: see **5 Course Content and Structure**

Further/Optional Readings: see **5 Course Content and Structure**

Websites:

<http://www.autismspectrum.org.au/a2i1i1l445l487/welcome.htm>

<http://www.mugsy.org/wendy/>

<http://www.autismsupport.org.au/>

<http://autismmythbusters.com>