EDST5113

Autism Spectrum Disorder: Educational Practices

Semester One // 2018

School of Education // UNSW Arts and Social Sciences

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Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Iva Strnadova	i.strnadova@unsw.edu.au	Monday 2-4pm	John Goodsell Building Rm.129	0426 959 172

School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the 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 and curriculum adjustments 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.

At the conclusion of this course the student will be able to

1. Critically engage with the theories underlying the prevailing attitudes towards people with autism spectrum disorder.
2. Apply legislation and policy related to the education and life of people with autism spectrum disorder to professional judgments and decisions.
3. Articulate current issues and trends in regards to the field of autism spectrum disorder to relevant stakeholders.
4. Perform curriculum adjustments to assist students with autism spectrum disorder to meet educational outcomes.

Teaching Strategies

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.

Australian Professional Graduate Teaching Standards

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Essay	50%	1,2,3	1.6.2,3.3.4,7.2.2	29/03/2018 05:00 PM
Information booklet	50%	2,3,4	1.5.2,1.6.2,2.6.2,3.3.4,4.1.3,7.2.2,7.3.3, 7.4.4	24/05/2018 05:00 PM

Please refer to *?sqrp_jg_l Npmdcqqgml_j Qr_lb_pbq dmp Rc_afcpq* on the previous page

Assessment Details

Assessment 1: Essay

Start date: Not Applicable

Details: Essay - 3000 wordsStudents will receive written feedback within three weeks of submission.

Additional details:

The assessment 1 needs to be based on 12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2009 and 2018). 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/

Topic 1 Challenges encountered when including students with ASD in mainstream classroom settings

Students will write a 3,000 essay reflecting on Rita Jordan's statement (2011) about autism spectrum disorder in relation to education.

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Assessment 2: Information booklet

Start date: Not Applicable

Details:

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
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- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy

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Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	Week 1 Before lecture 1 - mandatory: Lawson, W. (2008). Developing concepts of the autistic and typical spectrums. In *Amlacnrqmd Lmpk_jgrw8 Rfc ?srgqrga_lb Rwnga_j Qncarpsk* (pp. 31-43). London: Jessica Kingsley Publishers. *Chapter 2. After lecture 1 - mandatory: Lawson, W. (2011). Cognitive Theory: Theory of Mind. In *Rfc n_qqgml_rc kglb, Fmu ncmnjc ugrf _srgqk jc_pl* (pp. 44-64), London: Jessica Kingsley Publishers. *Chapter 5. After lecture 1 - optional: 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. *Pcqc_paf ml Qmag_j Umpi Np_argac* 02*(1), 67-77. DOI: 10.1177/1049731513495457.
Week 2: 5 March - 11 March	Lecture	Week 2 Before lecture 2 - mandatory: Matson, J. L., Adams, H. L., Williams, L. W., & Rieske, R. D. (2013). Why are there so many unsubstantiated treatments in autism? *Pcqc_paf gl ?srgqk Qncarpsk Bgqmpbcpq*, *5*(3), 466-474. http://dx.doi.org/10.1016/j.rasd.2012.11.006 AND Travers, J.C. (2017). Evaluating claims to avoid pseudoscientific and unproven practices in special education. *Glrcptclrgml gl Qafmmj_lb Ajglga* 30*(4), 195–203. DOI: 10.1177/1053451216659466 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. *A fgjb $ D_ kgjw @c f_ tgmp R fcp_nw* 12*(4), 290-304. http://dx.doi.org/10.1080/07317107.2012.732849 OR

		Alsayedhassan, B., Banda, D.R., & Griffin-Shirley, N. (2016). A review of picture exchange communication interventions implemented by parents and practitioners. *Afgjb $ D_ kgjw @cf_tgmp Rfcp_nw* 16*(3), 191-208. DOI: 10.1080/07317107.2016.1203135 OR Sam, A.M., Kucharczyk, S., & Waters, V. (2017). Online tools to support the delivery of evidence-based practices for students with ASD. *RC?AFGLE Cvacnrgml_j Afgjbpcl* 3*. (3), 141-152.
Week 5: 26 March - 1 April	Lecture	Week 5 Before lecture 5 - mandatory: Grandin, T. (2009). Learning empathy: Emotion and autism. *Rfglig le gl ngarspcq* (pp. 84-100). Bloomsbury Publishing. *Chapter 4. AND Thye, M.D., Bednarz1, H.M., Herringshaw, A.J., Sartin, E.B., & Kana, R.K. (2017). The impact of atypical sensory processing on social impairments in autism spectrum disorder. *Bctcjmnkclr Amelgrgtc Lcspmqagclac,* http://dx.doi.org/10.1016/j.dcn.2017.04.010 After lecture 5 - optional: Moyse, R., & Porter, J. (2015). The experience of the hidden curriculum for autistic girls at mainstream primary schools. *Cspmnc_l Hmspl_j md Qncag_j Lccbq Cbsa_rgml* 1.* (2), 187-201. doi: 10.1080/08856257.2014.986915 OR Southall, C., & Campbell, J. M. (2015). What does research say about social perspective-taking interventions for students with HFASD?. *Cvacnrgml_j Afgjbpcl* 6/*(2), 194-208. doi: 10.1177/0014402914551740
Week 6: 9 April - 15 April	Lecture	Week 6 Before lecture 6 - mandatory: Frith, U. (2003). Sensations and repetitions. In

		*?srgqk, Cvnj_glgle rfc clgek_* (pp. 169-181). Blackwell Publishing. *Chapter 10. AND Tavassoli, T., Miller, L.J., Schoen, S.A., Brout, J.J., Sullivan, J., & Baron-Cohen, S. (2017). Sensory reactivity, emphathizing and systemizing in autism spectrum conditions and sensory processing disorder. *Bctcjmnkclr_j Amelgrgtc Lcspmqagclac,* http://dx.doi.org/10.1016/j.dcn.2017.05.005 After lecture 6 - optional: Barton, E.E., Reichow, B., Schnitz, A, Smith, I.C., & Sherlock, D. (2015). A systematic review of sensory-based treatments for children with disabilities. *Pcqc_pafgl Bctcjmnkclr_j Bgq_`gjgrgcq* 15** 64-80. http://dx.doi.org/10.1016/j.ridd.2014.11.006 OR DeBoth, K.K., & Reynolds, S. (2017). A systematic review of sensory-based autism subtypes. *Pcqc_pafgl ?srgqk Qncarpsk Bgqmpbcpq* 14*, 44–56. http://dx.doi.org/10.1016/j.rasd.2017.01.005
Week 7: 16 April - 22 April	Lecture	Week 7 Before lecture 7 - mandatory: Carpenter, P. (2012). Diagnosis and assessment in autism spectrum disorders. *?bt_lacqgl Kclr_j Fc_jrf_lb Glrcjjcars_j Bgq_`gjgrgcq*, *4*(3), 121-129. http://dx.doi.org/10.1108/20441281211227184 AND M

		OR Cornelius, K. E. (2013). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. *Rc_afgle Cvacnrgml_j Afgjbpcl*, *23*(5), 14-21. 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. *Glrcpl_rgml_j Nqwafmecpg_rpgaq*, 23(05), 700-710. DOI:10.1017/S1041610210002152
Week 8: 23 April - 29 April	Lecture	Week 8 Before lecture 8 - mandatory: Lee, J.K., Joseph, J., Strain, P., & Dunlap, G. (2017). Social inclusion in the early years. In C. Little (Ed.). *Qsnnmprgle qmag_j glajsqgml dmp qrsbclrq ugrf _srgqk qncarpsk bgqmpbcpq, Glqgefrq dpmk pcqc_paf _lb np_argac* (pp. 57-70), London: Routledge. *Chapter 5. AND 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. *Hmspl_j md ?srgqk _lb Bctcjmnkclr_j Bgqmpbcpq*, *2*. (3), 325-333. DOI 10.1007/s10803-009-0880-7 After lecture 8 - optional: Jung, S., & Sainato, D.M. (2013). Teaching play skills to young children with autism. *Hmspl_j md Glrcjjcars_j $ Bctcjmnkclr_j Bgq_`gjgrw* *16*(1), 74-90. DOI: 10.3109/13668250.2012.732220 OR Mastrangelo, S. (2009). Harnessing the power of play. Opportunities for children with autism spectrum disorders. *RC?AFGLE Cvacnrgml_j Afgjbpcl* *20*(1), 34-44. OR

		Pierucci, J.M. (2016). Mothers' scaffolding techniques used during play in toddlers with autism spectrum disorder. *H Bct Nfwq Bgq_`gj* 06*, 217-235. DOI 10.1007/s10882-015-9459-8
Week 9: 30 April - 6 May	Lecture	Week 9 Before lecture 9 - mandatory: Jordan, R. Autism spectrum disorder in current educational provision. In I. Roth, & P. Rezaie (eds.). (2011). *Pcqc_pafgle rfc _srgqk qncarpsk8 Amlrcknmp_pw ncpqncargtcq* (pp. 364-392). Cambridge University Press. *Chapter 10. AND McMahon-Coleman, K. & Draisma, K. (2016). Rigidity of thinking and literal thinking. In *Rc_afgle slgtcpqgrw qrsbclrq ugrf _srgqk qncarpsk bgqmpbcp8 ? esgbc rm bctcjmngle _a_bckga a_n_agrw _lb npmdgagclaw* (pp. 91-119). London: Jessica Kingsley Publishers. *Chapter 4 After lecture 9 - optional: Reupert, A., Deppeler, J. M., & Sharma, U. (2015). Enablers for inclusion: The perspectives of parents of children with autism spectrum disorder. *?sqrp_j_qg_l Hmspl_j md Qncag_j Cbsa_rgml* 17*(01), 85-96. DOI: 10.1017/jse.2014.17
Week 10: 7 May - 13 May	Lecture	Week 10 Before lecture 10 - mandatory: 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. *Pckcbg_j_lb Qncag_j Cbsa_rgml*, *13*(2), 68-79. DOI: 10.1177/0741932513518823 AND Jonesa, J.L., Gallusa, K.L., Vieringb, K.L., & Oselandc, L.M. (2015). 'Are you by chance on the spectrum?' A 7 ′

		After lecture 10 - optional: Tullis, C. A., & Zangrillo, A. N. (2013). Sexuality education for adolescents and adults with autism spectrum disorders. *Nqwafmjmewgl rfc Qafmmjq*, *3.* (9), 866-875. DOI: 10.1002/pits.21713 OR Dietrich, J., & Salmela-Aro, K. (2013). Parental involvement and adolescents' career goal pursuit during the post-school transition. *Hmspl_jmd ?bmjcqaclac*, *14*(1), 121-128. http://dx.doi.org/10.1016/j.adolescence.2012.10.009 OR Hendrickx, S. (2015). Adolescence. In *Umkcl_lb egpjq ugrf_srgqk qncarpsk bgqmpbcp, Slbcpqr_lbgle jgdc cvncpgclacq dpmk c_pjw afgjbfmmb rm mjb_ec* (pp. 85-95)*,* London: Jessica Kingsley Publishers. *Chapter 5. OR Post, M, Haymes, L., Storey, K., Loughrey, T., & Campbell, C. (2014). Understanding stalking behaviors by individuals with autism spectrum disorders and recommended prevention strategies for school settings. *H ?srgqk Bct Bgqmpb*, *22*, 2698–2706. DOI 10.1007/s10803-012-1712-8 OR Hong, E.R., Neely, L., & Lund, E.M. (2015). Addressing bullying of students with autism: Suggestions for families and educators.

		Cridland, E.K., Jones, S.C., Stoyles, G., Caputi, P., Magee, C.A. (2016). Families living with autism spectrum disorder: Roles and responsibilities of adolescent sisters. *Dmasq ml ?srgqk _lb Mrfcp Bctcjmnkclr_j Bgq_`gjgrgcq\* 1/*(3), 196 –207. DOI: 10.1177/1088357615583466  OR  Langan, M. (2011). Parental voices and controversies in Autism. *Bgq_`gjgrw $ Qmagcrw* 04** 193-205. DOI: 10.1080/09687599.2011.544059 After lecture 11 - 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. *Pcqc_paf gl ?srgqk Qncarpsk Bgqmpbcpq*, *1*(3), 670-684. OR Mouzourou, C., Santos, R. M., & Gaffney, J. S. (2011). At home with disability: One family’s three generations narrate autism. *Glrcpl_rgml_j Hmspl_jmd Os_jgr_rgtc Qrsbgcq gl Cbsa_rgml* 02*(6), 693-715. DOI: 10.1080/09518398.2010.529841
Week 12: 21 May - 27 May	Lecture	Week 12 Before lecture 12 - mandatory: Milton, D., & Sims, T. (2016). How is a sense of well-being and belonging constructed in the accounts of autistic adults?. *Bgq_`gjgrw $ Qmagcrw* 1/*(4), 520-534. http://dx.doi.org/10.1080/09687599.2016.1186529 AND Hwang, Y.I., Foley, K.R., & Trollor, J.N. (2017). Aging well on the autism spectrum: The perspectives of autistic adults and carers. *Glrcpl_rgml_j Nqwafmecpg_rpgaq* 07*(12), 2033-2046. DOI:10.1017/S1041610217001521 After lecture 12 - optional: Wehman, P., Brooke, V., Brooke, A.M., Ham, W., Schall, C., McDonough, J., Lau, S., Seward, H.,

		Avellone, L. (2016). Employment for adults with autism spectrum disorders: A retrospective review of a customized employment approach. *Research in Autism Spectrum Disorders, 31-32*, 61-7