



School of Education

EDST5113 Students on the Autism Spectrum

Term 1 2021

## Contents

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS.....	3
STUDENT LEARNING OUTCOMES.....	4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES.....	5
6. COURSE CONTENT AND STRUCTURE.....	5
7. RESOURCES.....	11
8. ASSESSMENT.....	11

### **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/>



## STUDENT LEARNING OUTCOMES

Outcome	Assessment/s	
1	Critically engage with the theories underlying the prevailing attitudes towards people on the autism spectrum.	1
2	Apply legislation and policy related to the education and life of people on the autism spectrum to professional judgments and decisions.	1, 2
3	Articulate current issues and trends in regards to the field of autism spectrum to relevant stakeholders.	1, 2
4	Perform curriculum adjustments, which they will be able to perform in order to assist students on the autism spectrum to meet educational outcomes.	2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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. Inquiry-	1, 2
2		



---

**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. *Child & Family Behavior Therapy*, 34(4), 290-304. <http://dx.doi.org/10.1080/07317107.2012.732849>.

**OR**

Treffert, D. A. (2014). Savant syndrome: realities, myths and misconceptions. *Journal of Autism and Developmental Disorders*, 44(3), 564-571. DOI 10.1007/s10803-013-1906-8.

**Evidence-based educational practices effective for students on the autism spectrum.**

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 1st March from 5-7.40pm.]

3

Monday 1<sup>st</sup>  
March 2021,  
5pm

<p>4</p> <p>Monday 8<sup>th</sup> March 2021, 5pm</p>	<p><b>Social communication and social interaction. Alternative and augmentative communication programs and devices: PECS, Makaton, mobile learning and relevant apps.</b></p> <p><u>Readings:</u></p> <p><b>Before lecture 4 - mandatory:</b></p> <p>Hall, L. J. (2018). Focus on communication. In Autism spectrum disorders: From theory to practice (pp. 161-183). Upper Saddle River, New Jersey: Pearson. *Chapter 7.</p> <p><b>AND</b></p> <p>Wood, R. (2020). The wrong kind of noise: understanding and valuing the communication of autistic children in schools. Educational Review, 72(1), 111-130. DOI: 10.1080/00131911.2018.1483895.</p> <p><b>After lecture 4 - mandatory:</b></p> <p>Watkins, L., Kuhn, M., Ledbetter-Cho, K., Gevarter &amp; 2 ¶ 5 H L O O \ 0 -based ( Y social communication interventions for children with autism spectrum disorder. The Indian Journal of Pediatrics, 84(1), 68-75. DOI 10.1007/s12098-015-1938-5</p> <p><b>After lecture 4 - optional:</b></p> <p>Alsayedhassan, B., Banda, D.R., &amp; Griffin-Shirley, N. (2016). A review of picture exchange communication interventions implemented by parents and practitioners. Child &amp; Family Behavior Therapy, 38(3), 191-208. DOI: 10.1080/07317107.2016.1203135</p>
<p>5</p> <p>Monday 15<sup>th</sup> March 2021, 5pm</p>	<p><b>Social interaction patterns, ritualised, stereotyped, repetitive behaviours.</b></p> <p><u>Readings:</u></p> <p><b>Before lecture 5 - mandatory:</b></p> <p>Hall, L. J. (2018). Building social skills and social relationships. In Autism Spectrum Disorders: From Theory to Practice. 3<sup>rd</sup> edition. (pp. 184 ±212). Pearson. *Chapter 8.</p> <p><b>Before lecture 5 ±optional:</b></p> <p>Locke, J., &amp; Harker, C. (2017). Using typically developing peers as support for social inclusion for children and adolescents with autism in school settings. In C. Little (Ed.). Supporting social inclusion for students with autism spectrum disorders. Insights from research and practice (pp. 131-43). London: Routledge. *Chapter 10.</p> <p><b>After lecture 5 ±mandatory:</b></p> <p>Bauminger-Zviely, N., &amp; Kimhi, Y. (2017). Friendship in autism spectrum disorder. In J. B. Leaf (Ed.). Handbook of social skills and autism spectrum disorder. Assessment, curricula and intervention (pp. 63- 79). Springer. *Chapter 5.</p> <p><b>After lecture 5 - optional:</b></p> <p>Moyse, R., &amp; Porter, J. (2015). The experience of the hidden curriculum for autistic girls at mainstream primary schools. European Journal of Special Needs Education, 30(2), 187-201. doi: 10.1080/08856257.2014.986915</p>







**After lecture 9 - optional:**

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. DOI: 10.1177/0741932513518823

**OR**

Reupert, A., Deppeler,

## 7. RESOURCES

**Prescribed Texts:** see 6 Course Content and Structure

**Further/Optional Readings:** see 6 Course Content and Structure

### **Recommended Websites**

**ASPECT:** [www.autismspectrum.org.au](http://www.autismspectrum.org.au) is a national project, funded by the Australian Government Department of Education and Training through the Helping Children with Autism package. We are delivered by Autism Spectrum Australia (Aspect), with a goal to improve the educational outcomes of school-aged students on the autism spectrum.

<http://www.autismspectrum.org.au/a2i1i1445i487/welcome.htm>

**Positive Partnerships:** Positive Partnerships is a national project, funded by the Australian Government Department of Education and Training through the Helping Children with Autism package. We are delivered by Autism Spectrum Australia (Aspect), with a goal to improve the educational outcomes of school-aged students on the autism spectrum.

[ht](#)





## 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 2011 and 2020)**. 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-**



UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5113 STUDENTS ON THE AUTISM SPECTRUM

Student Name:

Student No.:

Assessment Task 2: **Booklet for teachers: Teaching students on the autism spectrum /  
Professional Development Module for Professionals**

**SPECIFIC CRITERIA**