



School of Education

EDST5113 Autism Spectrum Disorder:
Educational Practices

Term 1, 2019

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
STUDENT LEARNING OUTCOMES.....	3
AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS.....	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	3
5. COURSE CONTENT AND STRUCTURE.....	4
6. RESOURCES.....	10
7. ASSESSMENT.....	11

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, [h\[\]T871 96 Tf1 0 0 1 72.024 494.95 Tm0 g0 G\(IM\)-21\(P\)4\(O\)-4\(R\)11\(T\)-27\(A\)35\(N.5.32 841.92](#)

1. LOCATION

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 AHH

After lecture 5 - optional:

Moyse, R., & 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

OR

Southall, C., & Campbell, J. M. (2015). What does research say about social perspective-taking interventions for students with HFASD?. *Exceptional Children, 81*(2), 194-208. doi: 10.1177/0014402914551740

Sensory experiences of people with ASD.

Readings:

Before lecture 6 - mandatory:

Frith, U. (2003). Sensations and repetitions. In *Autism. Explaining the enigma* (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, empathizing and systemizing in autism spectrum conditions and sensory processing disorder. *Developmental Cognitive Neuroscience*. <http://dx.doi.org/10.1016/j.dcn.2017.05.005>

6
25th March

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. *Research in Developmental Disabilities, 37*, 64-80. <http://dx.doi.org/10.1016/j.ridd.2014.11.006>

OR

Ashburner, J., Bennett, L., Rodger, S., & Ziviani, J. (2013). Understanding the sensory experiences of young people with autism spectrum disorder: A preliminary investigation. *Australian Occupational Therapy Journal 60*, 171–180. DOI: 10.1111/1440-1630.12025

OR

DeBoth, K.K., & Reynolds, S. E.EBT/F1 9.or.6 J(.)] TJETQq150.26 186.02 410.62 433.87 re

	<p>OR</p> <p>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>, 39(01), 85-96. DOI: 10.1017/jse.2014.17</p> <p>OR</p> <p>Tullis, C. A., & Zangrillo, A. N. (2013). Sexuality education for adolescents and adults with autism spectrum disorders. <i>Psychology in the Schools</i>, 50(9), 866-875. DOI: 10.1002/pits.21713</p> <p>OR</p> <p>Dietrich, J., & Salmela-Aro, K. (2013). Parental involvement and adolescents' career goal pursuit during the post-school transition. <i>Journal of Adolescence</i>, 36(1), 121-128. http://dx.doi.org/10.1016/j.adolescence.2012.10.009</p> <p>OR</p> <p>Hendrickx, S. (2015). Adolescence. In <i>Women and girls with autism spectrum disorder. Understanding life experiences from early childhood to old age</i> (pp. 85-95). London: Jessica Kingsley Publishers. *Chapter 5.</p>
<p>9 15th April</p>	<p>Families of people with ASD. Resilience in families, siblings and grandparents</p> <p><u>Readings:</u></p> <p>Before lecture 11 - mandatory:</p> <p>Brown, L.X.Z. (2017). Autism isn't speaking. In M. Jarman, L. Monaghan, & H.Q. Harkin (eds.). <i>Barriers and belonging: Personal narratives of disability</i> (pp. 258-274). Philadelphia: Temple University Press. *Chapter VI/6</p> <p>AND</p> <p>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. <i>Focus on Autism and Other Developmental Disabilities</i>, 31(3), 196 –207. DOI: 10.1177/1088357615583466</p> <p>OR</p> <p>Langan, M. (2011). Parental voices and controversies in Autism. <i>Disability & Society</i>, 26, 193-205. DOI: 10.1080/09687599.2011.544059</p> <p>After lecture 11 - optional:</p> <p>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</p> <p>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>

10 22 nd April	Public holiday
11 29 th April	<p>Adults with ASD: employment, education, relationships, and independent living.</p> <p><u>Readings:</u></p> <p>Before lecture 12 - mandatory:</p> <p>Milton, D., & Sims, T. (2016). How is a sense of well-being and belonging constructed in the accounts of autistic adults?. <i>Disability & Society</i>, 31(4), 520-534. http://dx.doi.org/10.1080/09687599.2016.1186529</p> <p>AND</p> <p>Hwang, Y.I., Foley, K.R., & Trollor, J.N. (2017). Aging well on the autism spectrum: The perspectives of autistic adults and carers. <i>International Psychogeriatrics</i>, 29(12), 2033-2046. DOI:10.1017/S1041610217001521</p> <p>After lecture 12 - optional:</p> <p>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. <i>Research in Developmental Disabilities</i>, 53-54, 61-72. http://dx.doi.org/10.1016/j.ridd.2016.01.015</p> <p>OR</p> <p>Anderson, A., Moore, D.W., Rausa, V.C., Finkelstein, S., Pearl, S., Stevenson, M. (2016). A systematic review of interventions for adults with autism spectrum disorder to promote employment. <i>Review Journal of Autism and Developmental Disorders</i>. DOI 10.1007/s40489-016-0094-9</p>

6. RESOURCES

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

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

Recommended Websites

ASPECT: Autism Spectrum Australia (Aspect) is Australia's largest service provider for people on the autism spectrum.

<http://www.autismspectrum.org.au/a2i1i1I445I487/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.

<http://www.positivepartnerships.com.au>

I CAN Network: The I CAN Network is driving a rethink of Autism, from 'I Can't' to 'I CAN'. We mentor young people on the Autism Spectrum to live life with an 'I CAN' attitude. We bring out the 'awe' in AWEtism through education, advocacy and providing opportunities. We build networks across schools, universities, TAFEs, communities, businesses and governments.

<https://www.icannetwork.com.au>

participation in their society, but, in addition, they need an education that will enable them to acquire the additional skills, knowledge and understanding that others acquire naturally and intuitively, without explicit instruction. In that sense, education has to take on the therapeutic role of compensating for the effects of ASD. (p.364)

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 autisms spectrum disorder

Be written in user-friendly language for teachers
Have a clear structure, using headings and subheadings
P

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

Student Name: