



School of Education

EDST5113 Students with Autism Spectrum
Disorder

Term 1, 2020

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5113 Students with Autism Spectrum Disorder (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Iva Strnadová
Office Location: Morven Brown G29
Phone: 0426 959 172
Email: i.strnadova@unsw.edu.au
Availability: Mondays 2 – 4pm and/or by appointment

3. COURSE DETAILS

Course Name	Student with Autism Spectrum Disorder
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

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 course content (including readings) has been updated, and new group activities developed.

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	

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.

AND

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:

AND

After lecture 8 - optional:

Adults with ASD: employment, education, relationships, and independent living.

Readings:

Before lecture 11 - mandatory:

Milton, D., & Sims, T. (2016). How is a sense of well-being and belonging constructed in the accounts of autistic adults? *Disability & Society*, 31(4), 520-534.
<http://dx.doi.org/10.1080/09687599.2016.1186529>

AND

Teti, M., Cheak-Zamora, N., Lolli, B., Maurer-Batjer, A. (2016). Reframing autism: Young adults with autism share their strengths through photo-stories. *Journal of Peadiatric Nursing*, 31, 619-629.

11
27th April

After lecture 11 - mandatory:

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.

You can decide, which of the following two topics you would like to focus on in your essay.

Topic 1 *Challenges encountered by students with ASD in mainstream schools*

You will write a **3,000 essay**, in which you describe:

- 1) What challenges are encountered by students with ASD in mainstream schools, 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.

This statement by Rita Jordan (2011) can be (but does not have to be) a starting point for you:

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

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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 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 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 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 appropriateness of overall structure of response clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information reference list formatted as per APA 7 th 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:

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.**