



## UNSW Course Outline

# EDST5113 Students on the Autism Spectrum - 2024

Published on the 28 Jan 2024

## General Course Information

Course Code : EDST5113

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Students on the autism spectrum face immense challenges in educational environments. You will engage with current knowledge about characteristics and effective evidence-based practices used to assist students on the autism spectrum to 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 on the autism spectrum, and learn effective strategies to promote home-school collaboration. You will become acquainted with issues and supports relevant to adults on the autism spectrum.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically engage with the theories underlying the prevailing attitudes towards people on the autism spectrum.
CLO2 : Apply legislation and policy related to the education and life of people on the autism spectrum to professional judgments and decisions.
CLO3 : Articulate current issues and trends in regards to the field of the autism spectrum to relevant stakeholders.
CLO4 : Perform curriculum adjustments to assist students on the autism spectrum to meet educational outcomes.

Course Learning Outcomes	Assessment Item
CLO1 : Critically engage with the theories underlying the prevailing attitudes towards people on the autism spectrum.	• Essay
CLO2 : Apply legislation and policy related to the education and life of people on the autism spectrum to professional judgments and decisions.	• Information booklet • Essay
CLO3 : Articulate current issues and trends in regards to the field of the autism spectrum to relevant stakeholders.	• Information booklet • Essay
CLO4 : Perform curriculum adjustments to assist students on the autism spectrum to meet educational outcomes.	• Information booklet

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Learning and Teaching in this course

Broadened public awareness of the autism spectrum and continuing research means that more students than ever before are being identified on the autism spectrum. This course expands on the information, theories, research, and strategies relating to autism 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 on the autism spectrum to 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 on the autism spectrum. Furthermore, issues and supports relevant to adults on the autism spectrum 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 the whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate
- Use of mobile technology to explore augmentative and alternative communication (AAC) apps that facilitate communication.

These activities will occur in a climate that is supportive and inclusive of all learners.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 11/03/2024 05:00 PM Post Date: 25/03/2024 05:00 PM
Information booklet Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 15/04/2024 05:00 PM Post Date: 29/04/2024 05:00 PM

## Assessment Details

### Essay

#### Assessment Overview

Essay - 3000 words. Students will receive written feedback within three weeks of submission.

## Course Learning Outcomes

- CL01 : Critically engage with the theories underlying the prevailing attitudes towards people on the autism spectrum.
- CL02 : Apply legislation and policy related to the education and life of people on the autism spectrum to professional judgments and decisions.
- CL03 : Articulate current issues and trends in regards to the field of the autism spectrum to relevant stakeholders.

## Detailed Assessment Description

This assessment will help you to:

- Develop familiarity with the area of the autism spectrum
- Develop critical thinking skills
- Improve research and evaluation skills,
- Use APA referencing correctly.

Assessment 1 needs to be based on a minimum of 12 peer-reviewed journal articles, which were published in the last 5-10 years (i.e., between 2015 and 2024). 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. Assessment 1 should be double-spaced and written in APA 7th edition style; 12pt font (e.g., Times New Roman); see the following website for assistance with this:

<https://sfcollege.libguides.com/apa7>

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

Topic 1: Challenges encountered by students on the autism spectrum in mainstream schools

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

1. Select and analyse 1-3 challenges encountered by students on the autism spectrum in mainstream schools.
2. Discuss how these challenges can be met through evidence-based practices.
3. Also, discuss how these challenges can be addressed via inclusive whole-school education approaches.

Topic 2: Evidence-based practice review

This assessment requires you to write a critical review of one evidence-based practice of your choice recommended for students on the autism spectrum. In order to do so, you are asked to:

1. Select an evidence-based practice relevant to students on the autism spectrum. Please select

from evidence-based practices listed on the AFIRM website: <https://afirm.fpg.unc.edu>.

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 evidence-based 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 on the autism spectrum.
5. Suggest a list of questions to discuss with the student's family to decide whether this evidence-based practice would be effective for their child.

### **Assessment Length**

3000 words

## Assessment information

### RUBRIC/FEEDBACK SHEET

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#### Assessment Task 1: Essay

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"><li>• understanding of the task and its relationship to relevant areas of theory, research, and practice</li><li>• clarity and accuracy in use of key terms and concepts in the area of human rights of people on the autism spectrum</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• 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</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• range of research and professional literature to support response</li><li>• reference specifically to material, research and ideas presented in EDST5113 lectures</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• appropriateness of overall structure of response</li><li>• clarity and coherence of organisation, including use of section headings</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information</li><li>• reference list as per APA 7th edition requirements</li><li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</li><li>• word length is no more than 10% over the allowable word count</li></ul>	
General comments/recommendations for next time:	
Lecturer: 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 contextualise 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.	

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## **Information booklet**

### Assessment Overview

Information booklet translating theory and policy to educational strategies for teachers - 3000 words. Students will receive written feedback within three weeks of submission.

### Course Learning Outcomes

- CL02 : Apply legislation and policy related to the education and life of people on the autism spectrum to professional judgments and decisions.
- CL03 : Articulate current issues and trends in regards to the field of the autism spectrum to relevant stakeholders.
- CL04 : Perform curriculum adjustments to assist students on the autism spectrum to meet educational outcomes.

### Detailed Assessment Description

Assessment 2 needs to be based on a minimum of 12 peer-reviewed journal articles that were published in the last 5-10 years (i.e., between 2015 and 2024). Please note: Encyclopaedias or dictionaries may be consulted to learn the background of your topic, but they will not be counted as one of your references.

See the following website for assistance: <https://sfcollege.libguides.com/apa7>

You may choose the focus of your assignment 2 from the following two topics.

### **Topic 1: Information booklet translating theory and policy to educational strategies for teachers**

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

- You will identify the readership/audience, i.e., whether the information booklet is written for

pre-school, primary or high school teachers.

- The booklet should:
  - Be written in a booklet format
  - 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/emotional and self-determination 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 3,500 words (12-20 pages)

Please see the Moodle site for this assessment's rubric as well as more detailed instructions. This must be your original work!

## **Topic 2: Professional development module for stakeholders working with adults on the autism spectrum**

You will write a professional development module for professionals working with adults on the autism spectrum, communicating the nature of autism and its implications for supporting adults on the autism spectrum.

- You will identify the readership/audience, i.e., whether the module is written for employees of an NGO supporting adults on the autism spectrum to find employment, providers of post-school education for adults on the autism spectrum, providers of accommodation for adults on the autism spectrum, etc.
- 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 3,500 words

Please see the Moodle site for this assessment's rubric as well as more detailed instruction. This must be your original work!

### **Assessment Length**

3500 words



**Assessment information**

RUBRIC/FEEDBACK SHEET

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Assessment Task 2: Information Booklet

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research, and practice</li> <li>• clarity and accuracy in use of key terms and concepts in special education/ disability studies</li> <li>• clear connection between booklet topic and the provided advice and examples</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings</li> <li>• depth of analysis of information provided to teachers</li> <li>• information provided to teachers is based to evidence-based practices</li> <li>• includes useful examples and tips for teachers</li> </ul>	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> <li>• familiarity with the booklet and presentation topic</li> <li>• concise yet rigorous list of related and appropriate references/ resources recommended to teachers for further reading</li> </ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation</li> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information</li> <li>• reference list formatted as per APA 7th edition conventions</li> <li>• clarity and consistency in presenting the information in the booklet</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</li> <li>• adherence to word length requirements</li> </ul>	
General comments/recommendations for next time:	
<p>Lecturer: Recommended: /20 (FL PS CR DN HD)</p>	<p>Date: Weighting: 50%</p>
<p>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 contextualise 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.</p>	

### **Assignment submission Turnitin type**

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A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

## **General Assessment Information**

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	<ul style="list-style-type: none"> <li>• Introduction to autism. Terminology and language about autism, classification, prevalence and common misconceptions.</li> <li>• Readings Before lecture 1: Scheuermann, B., Webber, J., &amp; Lang, R. (2019). Overview of autism. In Autism. Teaching makes a difference (pp. 1-25). 2nd edition. Cengage Learning. *Chapter 1. After lecture 1: Fletcher-Watson, S., &amp; Bird, G. (2020). Autism and empathy: What are the real links? Autism, 24(1), 3–6. DOI: 10.1177/136236131988350650.</li> </ul>
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none"> <li>• Causes, symptoms and common characteristics of people on the autism spectrum.</li> <li>• Readings Before lecture 2: Travers, J.C. (2017). Evaluating claims to avoid pseudoscientific and unproven practices in special education. Intervention in School and Clinic, 52(4), 195–203. DOI: 10.1177/1053451216659466. After lecture 2: McDonald, M. E., Pace, D., Blue, E., &amp; Schwartz, D. (2012). Critical issues in causation and treatment of autism: Why fads continue to flourish. (4), 290-304. <a href="http://dx.doi.org/10.1080/07317107.2012.732849">http://dx.doi.org/10.1080/07317107.2012.732849</a>.</li> </ul>
Week 3 : 26 February - 3 March	Module	<ul style="list-style-type: none"> <li>• Evidence-based educational practices effective for students on the autism spectrum.</li> <li>• 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.</li> <li>• The Iris training modules that you will complete are: Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity <a href="http://iris.peabody.vanderbilt.edu/module/ebp02/">http://iris.peabody.vanderbilt.edu/module/ebp02/</a> Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity <a href="http://iris.peabody.vanderbilt.edu/module/ebp03/#content">http://iris.peabody.vanderbilt.edu/module/ebp03/#content</a></li> <li>• Your lecture attendance will be counted based on submission of completed assessments from Iris online training modules: Items 1, and 2: <a href="http://iris.peabody.vanderbilt.edu/module/ebp02/crassess/#content">http://iris.peabody.vanderbilt.edu/module/ebp02/crassess/#content</a> Items 3, 4 and 5: <a href="http://iris.peabody.vanderbilt.edu/module/ebp03/crassess/#content">http://iris.peabody.vanderbilt.edu/module/ebp03/crassess/#content</a></li> <li>• Please make sure you email the completed assessment to your lecturer PRIOR to the following lecture.</li> <li>• Readings After lecture 3 (i.e., IRIS modules) - mandatory: Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., . . . Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with autism. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. <a href="https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP_Report_2020.pdf">https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP_Report_2020.pdf</a> Sam, A.M., Kucharczyk, S., &amp; Waters, V. (2017). Online tools to support the delivery of evidence-based practices for students with ASD. TEACHING Exceptional Children, 50(3), 141-152.</li> </ul>
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none"> <li>• Social communication and social interaction. Alternative and augmentative communication programs and devices: PECS, Makaton, mobile learning and relevant apps.</li> <li>• Readings Before lecture 4: 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. After lecture 4: 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.</li> </ul>
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none"> <li>• Social interaction patterns, ritualised, stereotyped, repetitive behaviours.</li> <li>• Readings Before lecture 5: Hall, L. J. (2018). Building social skills and social relationships. In Autism Spectrum Disorders: From Theory to Practice. 3rd edition. (pp. 184 – 212). Pearson. *Chapter 8. After lecture 5: 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.</li> </ul>
Week 6 : 18 March - 24 March	Lecture	<ul style="list-style-type: none"> <li>• Sensory experiences of people on the autism spectrum.</li> <li>• Readings Before lecture 6: Kirby, A. V., Dickie, V. A., &amp; Baranek, G. T. (2015). Sensory experiences of children with autism spectrum disorder: In their own words. Autism, 19(3), 316-326. DOI: 10.1177/1362361314520756 After lecture 6: Barton, E.E., Reichow, B., Schnitz, A, Smith, I.C., &amp; Sherlock, D. (2015). A systematic review of sensory-based treatments for children with disabilities. Research in Developmental Disabilities, 37, 64-80. <a href="http://dx.doi.org/10.1016/j.ridd.2014.11.006">http://dx.doi.org/10.1016/j.ridd.2014.11.006</a></li> </ul>
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none"> <li>• Children on the autism spectrum in the early years. Assessment, teaching social and play skills.</li> <li>• Readings Before lecture 7: Lee, J.K., Joseph, J., Strain, P., &amp; Dunlap, G. (2017). Social inclusion in the early years. In C. Little (Ed.). Supporting social inclusion for students with autism spectrum disorders. Insights from</li> </ul>

		research and practice (pp. 57-70). London: Routledge. *Chapter 5. After lecture 7: Papacek, A. M., Chai, Z., & Green, K. B. (2016). Play and social interaction strategies for young children with autism spectrum disorder in inclusive preschool settings. <i>Young Exceptional Children</i> , 19(3), 3-17. DOI: 10.1177/1096250615576802
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none"> <li>• Families of people on the autism spectrum. Resilience in families, siblings and grandparents.</li> <li>• Easter Monday Public Holiday - study from home this week. This week, we will explore issues relevant to families of people on the autism spectrum. Please note that you will complete your lecture and assessment online by watching a video presenting a lived experience of a parent and by answering relevant questions. Therefore, there will be no in-person lecture on Monday, 1st April 2024.</li> <li>• Readings You will also read: Strnadová, I. (2017). The role of families in supporting social inclusion. In Little, C. (Ed.). <i>Supporting social inclusion for students with Autism Spectrum Disorders. Insights from research and Practice</i>. (pp. 144-154). London: Routledge. *Chapter 11.</li> </ul>
Week 9 : 8 April - 14 April	Module	<ul style="list-style-type: none"> <li>• School-aged students on the autism spectrum. Transitions to and from high school.</li> <li>• Readings Before lecture 9: Jonesa, J. L., Gallusa, K. L., Vieringb, K. L., &amp; Oselandc, L. M. (2015). 'Are you by chance on the spectrum?' Adolescents with autism spectrum disorder making sense of their diagnoses. <i>Disability &amp; Society</i>, 30(10), 1490-1504. <a href="http://dx.doi.org/10.1080/09687599.2015.1108902">http://dx.doi.org/10.1080/09687599.2015.1108902</a> After lecture 9: Chandroo, R. C., Strnadová, I., &amp; Cumming, T. M. (2018). A systematic review of the involvement of students with autism spectrum disorder in the transition planning process: Need for voice and empowerment. <i>Research in Developmental Disabilities</i>, 83, 8-17. doi: 10.1016/j.ridd.2018.07.011</li> </ul>
Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none"> <li>• Adults on the autism spectrum: Employment, education, relationships, and independent living.</li> <li>• Readings Before lecture 10: Milton, D., &amp; Sims, T. (2016). How is a sense of well-being and belonging constructed in the accounts of autistic adults? (4), 520-534. <a href="http://dx.doi.org/10.1080/09687599.2016.1186529">http://dx.doi.org/10.1080/09687599.2016.1186529</a> After lecture 10: Crane, L., Lui, L. M., Davies, J., &amp; Pellicano, E. (2021). Autistic parents' views and experiences of talking about autism with their autistic children. <i>Autism</i>, 25(4), 1161-1167.</li> </ul>

## Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESAs), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

## General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

# Course Resources

## Prescribed Resources

### WEEK 1

- Before lecture 1: Scheuermann, B., Webber, J., & Lang, R. (2019). Overview of autism. In Autism. Teaching makes a difference (pp. 1-25). 2nd edition. Cengage Learning. \*Chapter 1.
- After lecture 1: Fletcher-Watson, S., & Bird, G. (2020). Autism and empathy: What are the real links? Autism, 24(1), 3–6. DOI: 10.1177/136236131988350650.

### WEEK 2

- Before lecture 2: Travers, J.C. (2017). Evaluating claims to avoid pseudoscientific and unproven practices in special education. Intervention in School and Clinic, 52(4), 195–203. DOI: 10.1177/1053451216659466.
- After lecture 2: McDonald, M. E., Pace, D., Blue, E., & Schwartz, D. (2012). Critical issues in causation and treatment of autism: Why fads continue to flourish. (4), 290-304. <http://dx.doi.org/10.1080/07317107.2012.732849>.

### WEEK 3

- Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., . . . Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with autism. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. <https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>
- Sam, A.M., Kucharczyk, S., & Waters, V. (2017). Online tools to support the delivery of evidence-based practices for students with ASD. TEACHING Exceptional Children, 50(3), 141-152.

### WEEK 4

- Before lecture 4: 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.
- After lecture 4: 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.

### WEEK 5

- Before lecture 5: Hall, L. J. (2018). Building social skills and social relationships. In Autism Spectrum Disorders: From Theory to Practice. 3rd edition. (pp. 184 – 212). Pearson. \*Chapter 8.
- After lecture 5: Bauminger-Zviely, N., & 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.

## WEEK 6

- Before lecture 6: Kirby, A. V., Dickie, V. A., & Baranek, G. T. (2015). Sensory experiences of children with autism spectrum disorder: In their own words. *Autism*, 19(3), 316-326. DOI: 10.1177/1362361314520756
- After lecture 6: 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>

## WEEK 7

- Before lecture 7: Lee, J.K., Joseph, J., Strain, P., & Dunlap, G. (2017). Social inclusion in the early years. In C. Little (Ed.). *Supporting social inclusion for students with autism spectrum disorders. Insights from research and practice* (pp. 57-70). London: Routledge. \*Chapter 5.
- After lecture 7: Papacek, A. M., Chai, Z., & Green, K. B. (2016). Play and social interaction strategies for young children with autism spectrum disorder in inclusive preschool settings. *Young Exceptional Children*, 19(3), 3-17. DOI: 10.1177/1096250615576802

## WEEK 8

- Strnadová, I. (2017). The role of families in supporting social inclusion. In Little, C. (Ed.). *Supporting social inclusion for students with Autism Spectrum Disorders. Insights from research and Practice*. (pp. 144-154). London: Routledge. \*Chapter 11.

## WEEK 9

- Before lecture 9: Jonesa, J.L., Gallusa, K.L., Vieringb, K.L., & Oselandc, L.M. (2015). 'Are you by chance on the spectrum?' Adolescents with autism spectrum disorder making sense of their diagnoses. (10), 1490-1504. <http://dx.doi.org/10.1080/09687599.2015.1108902>
- After lecture 9: Chandroo, R. C., Strnadová, I., & Cumming, T. M. (2018). A systematic review of the involvement of students with autism spectrum disorder in the transition planning process: Need for voice and empowerment. *Research in Developmental Disabilities*, 83, 8-17. doi: 10.1016/j.ridd.2018.07.011

## WEEK 10

- Before lecture 10: Milton, D., & Sims, T. (2016). How is a sense of well-being and belonging constructed in the accounts of autistic adults? (4), 520-534. <http://dx.doi.org/10.1080/09687599.2016.1186529>
- After lecture 10: Crane, L., Lui, L. M., Davies, J., & Pellicano, E. (2021). Autistic parents' views and experiences of talking about autism with their autistic children. *Autism*, 25(4), 1161-1167.

# Recommended Resources

## Additional Readings (optional)

- 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. *Review Journal of Autism and Developmental Disorders*. DOI 10.1007/s40489-016-0094-9
- Brown, L.X.Z. (2017). Autism isn't speaking. In M. Jarman, L. Monaghan, & H.Q. Harkin (eds.). *Barriers and belonging: Personal narratives of disability* (pp. 258-274). Philadelphia: Temple University Press. \*Chapter VI/6
- DeBoth, K.K., & Reynolds, S. (2017). A systematic review of sensory-based autism subtypes. *Research in Autism Spectrum Disorders*, 36, 44–56. <http://dx.doi.org/10.1016/j.rasd.2017.01.005>
- Dietrich, J., & Salmela-Aro, K. (2013). Parental involvement and adolescents' career goal pursuit during the post-school transition. *Journal of Adolescence*, 36(1), 121-128. <http://dx.doi.org/10.1016/j.adolescence.2012.10.009>
- Flax, J., Gwin, C., Wilson, S., Fradkin, Y., Buyske, S., & Brzustowicz, L. (2019). Social (Pragmatic) Communication Disorder: Another name for the Broad Autism Phenotype? *Autism*, 23(8), 1982–1992. DOI: 10.1177/1362361318822503.
- 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
- Hendrickx, S. (2015). Adolescence. In *Women and girls with autism spectrum disorder. Understanding life experiences from early childhood to old age* (pp. 85-95). London: Jessica Kingsley Publishers. \*Chapter 5.
- Hodge, N., Rice, E. J., & Reidy, L. (2019). 'They're told all the time they're different': how educators understand development of sense of self for autistic pupils. . DOI: 10.1080/09687599.2019.1594700
- Hong, E.R., Neely, L., & Lund, E.M. (2015). Addressing bullying of students with autism: Suggestions for families and educators. *Intervention in School and Clinic*, 50(3), 157 –162. DOI: 10.1177/1053451214542047
- Hwang, Y.I., Foley, K.R., & Trollor, J.N. (2017). Aging well on the autism spectrum: The perspectives of autistic adults and carers. *International Psychogeriatrics*, 29(12), 2033-2046. DOI:10.1017/S1041610217001521
- Locke, J., & 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.
- Matson, J. L., Adams, H. L., Williams, L. W., & Rieske, R. D. (2013). Why are there so many unsubstantiated treatments in autism? *Research in Autism Spectrum Disorders*, 7(3), 466-474. <http://dx.doi.org/10.1016/j.rasd.2012.11.006>
- 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

- Reupert, A., Deppeler, J. M., & Sharma, U. (2015). Enablers for inclusion: The perspectives of parents of children with autism spectrum disorder. *Australasian Journal of Special Education*, 39(01), 85-96. DOI: 10.1017/jse.2014.17
- 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>
- 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 Paediatric Nursing*, 31, 619-629.
- Torres, C., Farley, C. A., & Cook, B. G. (2012). A special educator's guide to successfully implementing evidence-based practices. *Teaching Exceptional Children*, 45(1), 64-73. DOI: 10.1177/0040059914553209
- Watkins, L., Kuhn, M., Ledbetter-Cho, K., Gevarter, C., & O'Reilly, M. (2017). Evidence-based 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

## Recommended Websites

- ASPECT: Autism Spectrum Australia (Aspect) is Australia's largest service provider for people on the autism spectrum. <http://www.autismspectrum.org.au/a2i1i1445l487/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>

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Iva Strnadova		Ground Floor Morven Brown Building, Room G23		Tuesdays 4-5pm and/or by appointment	No	Yes

# Other Useful Information

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- 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
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## Submission of Assessment Tasks

### 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](mailto: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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School-specific Information

### Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

## School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: [education@unsw.edu.au](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>