

EDST5113

Students on the Autism Spectrum

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Iva Strnadova	i.strnadova@unsw.edu.au	Mondays 2 – 4pm and/or by appointment	Morven Brown, Rm G23	+61426959 172

School Contact Information

School of Education
Arts, Design and Architecture
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W: <https://www.arts.unsw.edu.au/education>

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

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

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

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.	1, 2
2	Inquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement, and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills.	1, 2
4	Communication, adaptive and interactional skills	2

	Communicate effectively to a range of audiences and be capable of independent and collaborative enquiry and team-based leadership.	
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field.	1
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education.	1, 2

Teaching Strategies

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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Essay	50%	14/03/2022 05:00 PM	1, 2, 3
2. Information booklet	50%	19/04/2022 05:00 PM	2, 3, 4

Assessment 1: Essay

Due date: 14/03/2022 05:00 PM

Essay - 3000 words

Students will receive written feedback within three weeks of submission.

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

Additional details

This assessment will help you to:

- Develop familiarity with the area of the autism spectrum
- Develop critical thinking skills
- Improve research and evaluation skills, and
- 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 2012 and 2021)**. 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 describe:

1. What challenges are encountered by students on the autism spectrum in mainstream schools
2. How these challenges can be met through evidence-based practice
3. And to state and describe your position regarding an inclusive approach to the education of students on the autism spectrum.

Topic 2: Evidence based practice review

This assessment requires you to write a critical review of a selected evidence-based practice 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
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 the 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 for families to consider when deciding whether this evidence-based practice would be effective for their child.

The evidence-based practices you may consider for this topic include:

- Picture Exchange Communication System (PECS)
- TEACCH
- Social Stories
- Functional Communication Training (FCT)
- Discrete trial training (DTT)
- Peer-mediated instruction/ intervention (PMII)
- Self-management
- Video modelling
- VOCA/ Speech Generating Devices (SGD)
- Functional behaviour assessment (FBA)
- Pivotal response training (PRT)

Assessment 2: Information booklet

Due date: 19/04/2022 05:00 PM

Information booklet translating theory and policy to educational strategies for teachers - 3000 words

Students will receive written feedback within three weeks of submission.

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

Additional details

The assessment 2 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 2012 and 2021)**. 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-spaced and written in APA 7th edition style; 12pt font** (e.g., Times New Roman).

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.

1. You will identify the readership/audience, i.e., whether the information booklet is written for pre-school, primary or high school teachers.
2. The booklet should:
 - 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 and behavioural 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 3,000 words

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.

1. 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.
2. 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 3,000 words

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

RUBRIC/FEEDBACK SHEET

EDST5113 STUDENTS ON THE AUTISM SPECTRUM

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Essay

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • 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 the area of human rights of people on the autism spectrum 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • 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 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • range of research and professional literature to support response • reference specifically to material, research and ideas presented in EDST5113 lectures 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • clarity, consistency, and appropriateness of conventions for 					

Specific Criteria	(-)—————>(+)				
quoting, paraphrasing, attributing sources of information <ul style="list-style-type: none"> • reference list as per APA 7th edition requirements • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation • word length is no more than 10% over the allowable word count 					
General comments/recommendations for next time: 					

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 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.

RUBRIC/FEEDBACK SHEET

EDST5113 STUDENTS ON THE AUTISM SPECTRUM

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Information booklet

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • 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 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • 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 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • familiarity with the booklet and presentation topic • concise yet rigorous list of related and appropriate references/resources recommended to teachers for further reading 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • appropriateness of overall structure of response 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information • reference list formatted as per APA 7th 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:					

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 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Lecture	<p>Introduction to autism. Terminology and language about autism, classification, prevalence and common misconceptions.</p> <p>Readings</p> <p>Before lecture 1:</p> <p>Scheuermann, B., Webber, J., & Lang, R. (2019). Overview of autism. In <i>Autism. Teaching makes a difference</i> (pp. 1-25). 2nd edition. Cengage Learning. *Chapter 1.</p> <p>After lecture 1:</p> <p>Fletcher-Watson, S., & Bird, G. (2020). Autism and empathy: What are the real links? <i>Autism</i>, 24(1), 3–6. DOI: 10.1177/136236131988350650.</p>
Week 2: 21 February - 25 February	Lecture	<p>Causes, symptoms and common characteristics of people on the autism spectrum.</p> <p>Readings</p> <p>Before lecture 2:</p> <p>Travers, J.C. (2017). Evaluating claims to avoid pseudoscientific and unproven practices in special education. <i>Intervention in School and Clinic</i>, 52(4), 195–203. DOI: 10.1177/1053451216659466.</p>

		<p>After lecture 2:</p> <p>McDonald, M. E., Pace, D., Blue, E., & Schwartz, D. (2012). Critical issues in causation and treatment of autism: Why fads continue to flourish. <i>Child & Family Behavior Therapy</i>, 34(4), 290-304. http://dx.doi.org/10.1080/07317107.2012.732849.</p>
<p>Week 3: 28 February - 4 March</p>	<p>Module</p>	<p>Evidence-based educational practices effective for students on the autism spectrum.</p> <p>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.]</p> <p>The Iris training modules that you will complete are:</p> <p>Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity http://iris.peabody.vanderbilt.edu/module/ebp_02/</p> <p>Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity http://iris.peabody.vanderbilt.edu/module/ebp_03/#content</p> <p>Your lecture attendance will be counted based on submission of completed assessments from Iris online training modules:</p> <p>Items 1, and 2: http://iris.peabody.vanderbilt.edu/module/ebp_02/cr_assess/#content</p> <p>Items 3, 4 and 5: http://iris.peabody.vanderbilt.edu/module/ebp_03/cr_assess/#content</p> <p>Please make sure you email the completed assessment to your lecturer PRIOR to the following lecture.</p> <p>Readings:</p>

		<p>After lecture 3 (i.e., IRIS modules) - mandatory:</p> <p>Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., . . . Savage, M. N. (2020). <i>Evidence-based practices for children, youth, and young adults with autism</i>. 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</p> <p>AND</p> <p>Sam, A.M., Kucharczyk, S., & Waters, V. (2017). Online tools to support the delivery of evidence-based practices for students with ASD. <i>TEACHING Exceptional Children</i>, 50(3), 141-152.</p>
<p>Week 4: 7 March - 11 March</p>	<p>Lecture</p>	<p>Social communication and social interaction. Alternative and augmentative communication programs and devices: PECS, Makaton, mobile learning and relevant apps.</p> <p>Readings:</p> <p>Before lecture 4:</p> <p>Hall, L. J. (2018). Focus on communication. In <i>Autism spectrum disorders: From theory to practice</i> (pp. 161-183). Upper Saddle River, New Jersey: Pearson. *Chapter 7.</p> <p>After lecture 4:</p> <p>Wood, R. (2020). The wrong kind of noise: understanding and valuing the communication of autistic children in schools. <i>Educational Review</i>, 72(1), 111-130. DOI: 10.1080/00131911.2018.1483895.</p>
<p>Week 5: 14 March - 18 March</p>	<p>Lecture</p>	<p>Social interaction patterns, ritualised, stereotyped, repetitive behaviours.</p> <p>Readings:</p> <p>Before lecture 5:</p> <p>Hall, L. J. (2018). Building social skills and social relationships. In <i>Autism Spectrum Disorders:</i></p>

		<p><i>From Theory to Practice</i>. 3rd edition. (pp. 184 – 212). Pearson. *Chapter 8.</p> <p>After lecture 5:</p> <p>Bauminger-Zviely, N., & Kimhi, Y. (2017). Friendship in autism spectrum disorder. In J. B. Leaf (Ed.). <i>Handbook of social skills and autism spectrum disorder. Assessment, curricula and intervention</i> (pp. 63- 79). Springer. *Chapter 5.</p>
Week 6: 21 March - 25 March	Lecture	<p>Sensory experiences of people on the autism spectrum.</p> <p>Readings:</p> <p>Before lecture 6:</p> <p>Kirby, A. V., Dickie, V. A., & Baranek, G. T. (2015). Sensory experiences of children with autism spectrum disorder: In their own words. <i>Autism</i>, 19(3), 316-326. DOI: 10.1177/1362361314520756</p> <p>After lecture 6:</p> <p>Barton, E.E., Reichow, B., Schnitz, A, Smith, I.C., & Sherlock, D. (2015). A systematic review of sensory-based treatments for children with disabilities. <i>Research in Developmental Disabilities</i>, 37, 64-80. http://dx.doi.org/10.1016/j.ridd.2014.11.006</p>
Week 7: 28 March - 1 April	Lecture	<p>Children on the autism spectrum in the early years. Assessment, teaching social and play skills.</p> <p>Readings:</p> <p>Before lecture 7:</p> <p>Lee, J.K., Joseph, J., Strain, P., & Dunlap, G. (2017). Social inclusion in the early years. In C. Little (Ed.). <i>Supporting social inclusion for students with autism spectrum disorders. Insights from research and practice</i> (pp. 57-70). London: Routledge. *Chapter 5.</p> <p>After lecture 7:</p> <p>Jung, S., & Sainato, D.M. (2013). Teaching play skills to young children with autism. <i>Journal of</i></p>

		<i>Intellectual & Developmental Disability</i> , 38(1), 74-90. DOI: 10.3109/13668250.2012.732220
Week 8: 4 April - 8 April	Lecture	<p>School-aged students on the autism spectrum. Transitions to and from high school.</p> <p>Readings:</p> <p>Before lecture 8:</p> <p>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. <i>Disability & Society</i>, 30(10), 1490-1504. http://dx.doi.org/10.1080/09687599.2015.1108902</p> <p>After lecture 8:</p> <p>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. <i>Research in Developmental Disabilities</i>, 83, 8-17. doi: 10.1016/j.ridd.2018.07.011</p>
Week 9: 11 April - 15 April	Lecture	<p>Adults on the autism spectrum: Employment, education, relationships, and independent living.</p> <p>Readings:</p> <p>Before lecture 9:</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>After lecture 9:</p> <p>Crane, L., Lui, L. M., Davies, J., & Pellicano, E. (2021). Autistic parents' views and experiences of talking about autism with their autistic children. <i>Autism</i>, 25(4), 1161-1167.</p>
Week 10: 18 April - 22	Online Activity	Easter Monday Public Holiday - study from

April

home this week

**Families of people on the autism spectrum.
Resilience in families, siblings and
grandparents**

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 LECTURE on Monday 18th April from 5-7.30 pm.]

You will also read:

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.

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. *Child & Family Behavior Therapy*, 34(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>

and

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:

Jung, S., & Sainato, D.M. (2013). Teaching play skills to young children with autism. *Journal of Intellectual & Developmental Disability*, 38(1), 74-90. DOI: 10.3109/13668250.2012.732220

WEEK 8

Before lecture 8:

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. *Disability & Society*, 30(10), 1490-1504. <http://dx.doi.org/10.1080/09687599.2015.1108902>

After lecture 8:

Chandoo, 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 9

Before lecture 9:

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>

After lecture 9:

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.

WEEK 10

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.

Recommended Resources

Additional Readings (if you are interested)

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>

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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>

Course Evaluation and Development

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.
- The assessment rubrics for all assignments have been improved.

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 . 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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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.

Correct referencing practices

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

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.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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