EDST5113

Autism Spectrum Disorder: Educational Practices

Semester One // 2018

School of Education // UNSW Arts and Social Sciences

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Iva Strnadova	i.strnadova@unsw.edu.au	Monday 2-4pm	John Goodsell Building Rm.129	0426 959 172

School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the 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 and curriculum adjustments 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.

At the conclusion of this course the student will be able to

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

Teaching Strategies

Broadened public awareness of autism spectrum disorder (ASD) and continuing research means that more students than ever before are being identified with ASD. This course expands on the information, theories, research, and strategies relating to ASD 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 with ASD 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 with autism spectrum disorder. Furthermore, issues and supports relevant to adults with ASD 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 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.

Australian Professional Graduate Teaching Standards

Standard	Description
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
2.6.2	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
3.3.4	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
4.1.3	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.
7.2.2	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3.3	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.
7.4.4	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Essay	50%	1,2,3	1.6.2,3.3.4,7.2.2	29/03/2018 05:00 PM
Information booklet	50%	2,3,4	1.5.2,1.6.2,2.6.2,3.3.4,4.1.3,7.2.2,7.3.3, 7.4.4	24/05/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Essay

Start date: Not Applicable

Details: Essay - 3000 wordsStudents will receive written feedback within three weeks of submission.

Additional details:

The assessment 1 needs to be based on **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2009 and 2018)**. 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.

The assessment 1 should be **double-spaced and written in APA 6th edition style; 12pt font** (e.g., Times New Roman); see the following website for assistance with this: http://owl.english.purdue.edu/owl/resource/560/01/

Topic 1   Challenges encountered when including students with ASD in mainstream classroom settings

Students will write a **3,000 essay** reflecting on Rita Jordan's statement (2011) about autism spectrum disorder in relation to education.

"*Given that there is no medical 'treatment' for Autism Spectrum Disorders (ASD) and that even the idea of ASD as a medical disorder is problematic (Jordan, 2009), education has a special therapeutic role to play. Children and young people with ASD have the same entitlement as anyone else to acquisition of the culturally valued skills, knowledge and understanding that will enable full 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. This dual role of*

education in ASD can be a source of conflict between parents and educational authorities. The latter will most commonly respond to what they see as their statutory obligation: to enable access to the same 'broad and relevant curriculum' as is provided for others. Parents may want this too, but, especially in the early years, may give a higher priority to the therapeutic aspects of education; they want an education that will help their children deal with or even overcome the difficulties that arise from their ASD. In an ideal world, the child should have access to both kinds of educational input, but first, both aspects have to be recognised." (Jordan, 2011, pp.364-365)

Based on the statement, describe:

1. What challenges are encountered when implementing inclusive programs for students with ASD, 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.

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. In order to do so, you are asked to:

1. Select an evidence-base practice relevant to students with autism spectrum disorder,
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-base 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 with ASD
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 behavior assessment (FBA)
- Pivotal response training (PRT)

Submission notes: Good luck!

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

Assessment 2: Information booklet

Start date: Not Applicable

Details: Information booklet translating theory and policy to educational strategies for teachers - 3000 wordsStudents will receive written feedback within three weeks of submission.This is the final assessment.

Additional details:

The assessment 2 needs to be based on **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2009 and 2018)**. 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 6th edition style; 12pt font** (e.g., Times New Roman); see the following website for assistance with this: http://owl.english.purdue.edu/owl/resource/560/01/

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

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

1. Students will identify the readership/audience, i.e., whether the information booklet is written for pre-school, primary or high school teachers.

2. The 15-20 page 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 instruction. This must be your original work!

Topic 2   Professional development module for stakeholders working with adults with ASD

Students will write a professional development module for professionals working with adults with autism spectrum disorder (ASD), communicating the nature of ASD and its implications for supporting adults with this disability.

1. Students will identify the readership/audience, i.e., whether the module is written for employees of an

NGO supporting adults with ASD to find an employment; providers of post-school education for adults with autism; providers of accommodation for adults with autism; 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!

The completed assessment must be submitted by uploading it to Turnitin in Moodle in week 12.

Submission notes: Good luck!

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

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie: https://student.unsw.edu.au/special-consideration

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, 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:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	**Week 1** Before lecture 1 - mandatory: Lawson, W. (2008). Developing concepts of the autistic and typical spectrums. In *Concepts of Normality: The Autistic and Typical Spectrum* (pp. 31-43). London: Jessica Kingsley Publishers. *Chapter 2. After lecture 1 - mandatory: Lawson, W. (2011). Cognitive Theory: Theory of Mind. In *The passionate mind. How people with autism learn* (pp. 44-64). London: Jessica Kingsley Publishers. *Chapter 5. After lecture 1 - optional: Linton, K. F., Krcek, T. E., Sensui, L. M., & Spillers, J. L. (2014). Opinions of people who self-identify with autism and Asperger's on DSM-5 criteria. *Research on Social Work Practice, 24*(1), 67-77. DOI: 10.1177/1049731513495457.
Week 2: 5 March - 11 March	Lecture	**Week 2** Before lecture 2 - mandatory: 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 AND 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 - optional: McDonald, M. E., Pace, D., Blue, E., & Schwartz,

		D. (2012). Critical issues in causation and treatment of autism: Why fads continue to flourish. *Child & Family Behavior Therapy, 34*(4), 290-304. http://dx.doi.org/10.1080/07317107.2012.732849 OR Treffert, D. A. (2014). Savant syndrome: realities, myths and misconceptions. *Journal of Autism and Developmental Disorders*, *44*(3), 564-571. DOI 10.1007/s10803-013-1906-8
Week 3: 12 March - 18 March	Lecture	**Week 3** Before lecture 3 - mandatory: Wong, C., Odom, S. L., Hume, K. A., Cox, A. W., Fettig, A., Kucharczyk, S., ... & Schultz, T. R. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*, 45(7), 1951-1966. DOI 10.1007/s10803-014-2351-z After lecture 3 - optional: 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
Week 4: 19 March - 25 March	Lecture	**Week 4** Before lecture 4 - mandatory: Hall, L. J. (2009). Focus on communication. In *Autism spectrum disorders: From theory to practice* (pp. 151-172). Upper Saddle River, New Jersey: Pearson. *Chapter 8. AND 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 After lecture 4 - optional:

		Alsayedhassan, B., Banda, D.R., & Griffin-Shirley, N. (2016). A review of picture exchange communication interventions implemented by parents and practitioners. *Child & Family Behavior Therapy, 38*(3), 191-208. DOI: 10.1080/07317107.2016.1203135 OR 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 5: 26 March - 1 April	Lecture	**Week 5** Before lecture 5 - mandatory: Grandin, T. (2009). Learning empathy: Emotion and autism. *Thinking in pictures* (pp. 84-100). Bloomsbury Publishing. *Chapter 4. AND Thye, M.D., Bednarz1, H.M., Herringshaw, A.J., Sartin, E.B., & Kana, R.K. (2017). The impact of atypical sensory processing on social impairments in autism spectrum disorder. *Development Cognitive Neuroscience.* http://dx.doi.org/10.1016/j.dcn.2017.04.010 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
Week 6: 9 April - 15 April	Lecture	**Week 6** 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, emphathizing and systemizing in autism spectrum conditions and sensory processing disorder. *Developmental Cognitive Neuroscience.* http://dx.doi.org/10.1016/j.dcn.2017.05.005

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

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 |
| Week 7: 16 April - 22 April | Lecture | **Week 7**

Before lecture 7 - mandatory:

Carpenter, P. (2012). Diagnosis and assessment in autism spectrum disorders. *Advances in Mental Health and Intellectual Disabilities*, 6(3), 121-129. http://dx.doi.org/10.1108/20441281211227184

AND

Maynard, D.W., & Turowetz, J. (2017). Doing diagnosis: Autism, interaction order, and the use of narrative in clinical talk. *Social Psychology Quarterly, 80*(3), 254–275. DOI: 10.1177/0190272517720683

After lecture 7 - optional:

Scott, T. M., Alter, P. J., & McQuillan, K. (2010). Functional behavior assessment in classroom settings: Scaling down to scale up. *Intervention in School and Clinic*, 46(2), 87-94. DOI: 10.1177/1053451210374986 |

| Week 8: 23 April - 29 April | Lecture | **Week 8**

Before lecture 8 - mandatory:

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.

AND

Rodman, J. L., Gilbert, K. A., Grove, A. B., Cunningham, M., Levenson, S., & Wajsblat, L. (2010). Efficacy of brief quantitative measures of play for screening for autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *40*(3), 325-333. DOI 10.1007/s10803-009-0880-7

After lecture 8 - optional:

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

OR

Mastrangelo, S. (2009). Harnessing the power of play. Opportunities for children with autism spectrum disorders. *TEACHING Exceptional Children, 42*(1), 34-44.

OR |

OR

Cornelius, K. E. (2013). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. *Teaching Exceptional Children*, *45*(5), 14-21.

OR

van Niekerk, M. E., Groen, W., Vissers, C. T. W., van Driel-de Jong, D., Kan, C. C., & Oude Voshaar, R. C. (2011). Diagnosing autism spectrum disorders in elderly people. *International Psychogeriatrics*, 23(05), 700-710. DOI:10.1017/S1041610210002152

		Pierucci, J.M. (2016). Mothers' scaffolding techniques used during play in toddlers with autism spectrum disorder. *J Dev Phys Disabil, 28,* 217-235. DOI 10.1007/s10882-015-9459-8
Week 9: 30 April - 6 May	Lecture	**Week 9** Before lecture 9 - mandatory: Jordan, R. Autism spectrum disorder in current educational provision. In I. Roth, & P. Rezaie (eds.). (2011). *Researching the autism spectrum: Contemporary perspectives* (pp. 364-392). Cambridge University Press. *Chapter 10. AND McMahon-Coleman, K. & Draisma, K. (2016). Rigidity of thinking and literal thinking. In *Teaching university students with autism spectrum disorder: A guide to developing academic capacity and proficiency* (pp. 91-119). London: Jessica Kingsley Publishers. *Chapter 4 After lecture 9 - optional: 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
Week 10: 7 May - 13 May	Lecture	**Week 10** Before lecture 10 - mandatory: 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 AND 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 10 - optional: Tullis, C. A., & Zangrillo, A. N. (2013). Sexuality education for adolescents and adults with autism spectrum disorders. *Psychology in the Schools*, *50*(9), 866-875. DOI: 10.1002/pits.21713 OR 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 OR 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. OR Post, M, Haymes, L., Storey, K., Loughrey, T., & Campbell, C. (2014). Understanding stalking behaviors by individuals with autism spectrum disorders and recommended prevention strategies for school settings. *J Autism Dev Disord*, *44*, 2698–2706. DOI 10.1007/s10803-012-1712-8 OR 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
Week 11: 14 May - 20 May	Lecture	**Week 11** Before lecture 11 - mandatory: 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 AND

		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. *Focus on Autism and Other Developmental Disabilities, 31*(3), 196 –207. DOI: 10.1177/1088357615583466 OR Langan, M. (2011). Parental voices and controversies in Autism. *Disability & Society, 26,* 193-205. DOI: 10.1080/09687599.2011.544059 After lecture 11 - optional: 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. *Research in Autism Spectrum Disorders*, *3*(3), 670-684. OR Mouzourou, C., Santos, R. M., & Gaffney, J. S. (2011). At home with disability: One family's three generations narrate autism. *International Journal of Qualitative Studies in Education, 24*(6), 693-715. DOI: 10.1080/09518398.2010.529841
Week 12: 21 May - 27 May	Lecture	**Week 12** Before lecture 12 - 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 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 After lecture 12 - optional: 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. *Research in Developmental Disabilities, 53-54,* 61-72. http://dx.doi.org/10.1016/j.ridd.2016.01.015 OR 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

Resources

Prescribed Resources

Resources used in this course are a collection of peer-reviewed journal articles and book chapters, many of these written by people with autism. Each week, you will have mandatory and optional readings recommended to you, which are accessible via the course Moodle page.

Please see schedule for list of weekly resources.

Recommended Resources

Course Evaluation and Development

As part of my ongoing commitment to teaching excellence, I conduct a mid-year evaluation in my EDST5113 course every year. I also encourage my students to complete the end of course "MyExperience" evaluation. I use students' feedback to make relevant changes, and further improve the quality of the course, including delivery.

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