UNSW SYDNEY — Arts & Social Sciences

School of Education

EDST5113 Students with Autism Spectrum Disorder

Term 1, 2020

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

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

2. STAFF CONTACT DETAILS

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

3. COURSE DETAILS

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

SUMMARY OF COURSE

Students with autism spectrum disorder (ASD) face immense challenges in educational environments. You will engage with current knowledge about characteristics and effective evidence-based practices used to assist students with autism spectrum disorder (ASD) accomplish their educational goals. You will engage with theories, societal attitudes, legislation, and policy to develop your professional judgments and teaching practices. You will learn instructional and curriculum-based strategies that you can use in your teaching practice. You will also learn about challenges faced by families of students with ASD, and learn effective strategies to promote home-school collaboration. You will become acquainted with issues and supports relevant to adults with ASD.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

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

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Critically engage with the theories underlying the prevailing attitudes towards people with autism spectrum disorder.	1
2	Apply legislation and policy related to the education and life of people with autism spectrum disorder to professional judgments and decisions.	1, 2
3	Articulate current issues and trends in regards to the field of autism spectrum disorder to relevant stakeholders.	1, 2
4	Perform curriculum adjustments, which they will be able to perform in order to assist students with autism spectrum disorder to meet educational outcomes.	2

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 Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2
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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

5. TEACHING STRATEGIES

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.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
1 17th February	**Introduction to Autism Spectrum Disorder (ASD). Terminology, classification, prevalence and common misconceptions.** Readings **Before lecture 1 - mandatory:** 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 - mandatory:** Fletcher-Watson, S., & Bird, G. (2020). Autism and empathy: What are the real links? *Autism, 24*(1), 3–6. DOI: 10.1177/136236131988350650. **After lecture 1 - optional:** 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.
2 24th February	**Causes, symptoms and common characteristics of individuals with an ASD.** Readings **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.

3 2nd March	**Evidence-based educational practices effective for students with ASD.** 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 4th March from 5-7.40pm.] **The Iris training modules that you will complete are:** Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity http://iris.peabody.vanderbilt.edu/module/ebp_02/ Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity http://iris.peabody.vanderbilt.edu/module/ebp_03/#content **Your lecture attendance will be counted based on submission of completed assessments from Iris online training modules**: **Items 1, and 2:** http://iris.peabody.vanderbilt.edu/module/ebp_02/cr_assess/#content **Items 3, 4 and 5:** http://iris.peabody.vanderbilt.edu/module/ebp_03/cr_assess/#content **Please make sure you email the completed assessment to your lecturer PRIOR to the following lecture.** Readings: **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 - mandatory:** 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 **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.
4 9th March	**Social communication and social interaction. Alternative and augmentative communication programs and devices: PECS, Makaton, mobile learning and relevant apps.** Readings: **Before lecture 4 - mandatory:**

Hall, L. J. (2018). Focus on communication. In *Autism spectrum disorders: From theory to practice* (pp. 161-183). Upper Saddle River, New Jersey: Pearson. *Chapter 7.

AND

Wood, R. (2020). The wrong kind of noise: understanding and valuing the communication of autistic children in schools. *Educational Review, 72*(1), 111-130. DOI: 10.1080/00131911.2018.1483895.

After lecture 4 - mandatory:

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

Social interaction patterns, ritualised, stereotyped, repetitive behaviours.

Readings:

Before lecture 5 - mandatory:

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.

Before lecture 5 – optional:

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.

After lecture – mandatory:

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.

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

The readings for this week are listed under week 5, dated 16th March.

Sensory experiences of people with ASD.

Readings:

Before lecture 6 - mandatory:

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

The readings for this week are listed under week 6, dated 23rd March.

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

Children with ASD in the early years. Assessment, teaching social and play skills.

Readings:

Before lecture 7 - 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.

7
30th March

After lecture 7 - 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

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

School-aged students with autism spectrum disorder. Transitions to and from high school.

Readings:

Before lecture 8 - mandatory:

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

8
3rd April

AND

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

AND

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

After lecture 8 - optional:

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

OR

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

OR

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

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. *Disability & Society*. DOI: 10.1080/09687599.2019.1594700

9 13th April	**Public holiday**
10 20th April	**Families of people with ASD. Resilience in families, siblings and grandparents** Readings: **Before lecture 10 - mandatory:** 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. **OR** Langan, M. (2011). Parental voices and controversies in Autism. *Disability & Society, 26,* 193-205. DOI: 10.1080/09687599.2011.544059 **After lecture 10 - optional:** 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 **OR** 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
11 27th April	**Adults with ASD: employment, education, relationships, and independent living.** Readings: **Before lecture 11 - mandatory:** Milton, D., & Sims, T. (2016). How is a sense of well-being and belonging constructed in the accounts of autistic adults? *Disability & Society, 31*(4), 520-534. http://dx.doi.org/10.1080/09687599.2016.1186529 **AND** Teti, M., Cheak-Zamora, N., Lolli, B., Maurer-Batjer, A. (2016). Reframing autism: Young adults with autism share their strengths through photo-stories. *Journal of Peadiatric Nursing, 31,* 619-629. **After lecture 11 - mandatory:** Anderson, A., Moore, D.W., Rausa, V.C., Finkelstein, S., Pearl, S., Stevenson, M. (2016). A systematic review of interventions for adults with autism spectrum disorder to promote employment. *Review Journal of Autism and Developmental Disorders.* DOI 10.1007/s40489-016-0094-9 **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

7. RESOURCES
Prescribed Texts: see **5 Course Content and Structure**

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

Recommended Websites

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

http://www.autismspectrum.org.au/a2i1i1l445l487/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

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Program Learning Outcomes Assessed	Teaching Standards	Due Date
Essay/ Review	3,000 words	50%	1, 2, 3	1, 2, 3, 5, 6	1.5.2 1.6.2 2.6.2 3.3.2 7.2.2 7.3.2	Week 5 Friday 20/03/2020 By 5.00pm
Information booklet translating theory and policy to educational strategies for teachers / Professional development module for stakeholders working with adults with ASD	15-20 pages (3,000 words max.)	50%	2, 3, 4	1, 2, 3, 4, 6	1.5.2 1.6.2 2.6.2 4.1.2 7.4.2	Week 11 Friday 01/05/2020 By 5.00pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1 - Essay
This assessment will help you to:
- Develop familiarity with the area of autism spectrum disorder,
- Develop critical thinking skills,
- Improve research and evaluation skills, and
- Use APA referencing correctly.

The assessment 1 needs to be based on **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2011 and 2020)**. Please note: 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 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 with ASD in mainstream schools

You will write a **3,000 essay**, in which you describe:
1) What challenges are encountered by students with ASD in mainstream schools, and
2) How these challenges can be met through evidence-based practice.
3) Also, state and describe your position regarding an inclusive approach to education of students with ASD.

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

"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." (p.364)

Topic 2   Evidence-based practice review

This assessment requires you to write a critical review of a selected evidence-based practice recommended for students with autisms spectrum disorder. 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 behaviour assessment (FBA)
• Pivotal response training (PRT)

Assessment Task 2

The assessment 2 needs to be based on **12 peer-reviewed journal articles, which were published in last 5 - 10 years (i.e., between 2011 and 2020)**. Please note: encyclopaedias or dictionaries may be consulted to 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 with this: 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 autism spectrum disorder 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 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

You 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. You 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!

Student Name: Student No.:
Assessment Task: **Essay/ Review**

SPECIFIC CRITERIA	(-) ———————➤ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in the area of human rights of people with autism spectrum disorder					
Depth of analysis and/or critique in response to the task • 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					
Familiarity with and relevance of professional and/or research literature used to support response • range of research and professional literature to support response • reference specifically to material, research and ideas presented in EDST5113 lectures					
Structure and organisation of response • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, • reference list 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					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**
Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting: 50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task: **Booklet for teachers: Teaching students with autism spectrum disorder/
Professional Development Module for Professionals**

SPECIFIC CRITERIA	(-) —————➤ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in special education/ disability studies • clear connection between booklet topic and the provided advice and examples					
Depth of analysis and/or critique in response to the task • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • depth of analysis of information provided to teachers • information provided to teachers is based to evidence-based practices • includes useful examples and tips for teachers					
Familiarity with and relevance of professional and/or research literature used to support response • familiarity with the booklet and presentation topic • concise yet rigorous list of related and appropriate references/resources recommended to teachers for further reading					
Structure and organisation or response • appropriateness of overall structure of response • clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information • reference list formatted as per APA 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

Lecturer: **Date:**

Recommended: /20   (FL PS CR DN HD)   Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**