Subject Outline

EDGS926
Education for Students with Autism Spectrum Disorders (ASD)

Faculty of Education
Postgraduate Education

Summer
2014
Subject Outline

Subject code: EDGS926
Subject name: Education for Students with Autism Spectrum Disorders
Credit points: 6
Pre/co-requisites:
Mode of delivery: Face to Face
Delivery location: UOW Summer Institute

Version history and subject improvements

<table>
<thead>
<tr>
<th>Edition</th>
<th>Date</th>
<th>Author</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st edition</td>
<td>2013</td>
<td>Dr. Rose Dixon, Faculty of Education, UOW</td>
<td>1st edition</td>
</tr>
<tr>
<td>2nd edition</td>
<td>2014</td>
<td>Dr. Rose Dixon, Faculty of Education, UOW</td>
<td>Modified assessment tasks</td>
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The University of Wollongong attempts to ensure that the information contained here is correct at the time of production, however, sections may be amended without notice by the University in response to changing circumstances or for any other reason.
Contacts

Subject Co-ordinator

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Facsimile
Email roselyn@uow.edu.au

Consultation times: TBA

Lecturers/Tutors

Name: Dr. Rose Dixon

Faculty of Education
Location Building 67.317
Telephone 61 2 4221 5292
Facsimile
Email roselyn@uow.edu.au

Consultation times for my tutor are: TBA
Subject Details

Outline
This subject is designed to develop students' understanding and skill in accessing and utilising Assistive Technologies with students with a diverse range of needs and abilities. It examines the history of Assistive Technologies and current legislation and policies which endorse its place in the lives of Students' with Special Needs. The emphasis will be on the process of understanding and matching appropriate technologies based on student individual need. The range of technologies (low to high tech) will be explored.

Learning Outcomes
Through successful completion of this subject students will be able to:

- Demonstrate understanding of the theoretical base, legislation, and policies that underpin the role of Assistive Technology in education contexts
- Utilise a framework to select and assess Assistive Technology devices
- Identify and evaluate a range of Augmentative and Alternative Communication (AAC) devices and systems, and link to specific student needs
- Demonstrate competence in the development of teaching resources using Assistive Technologies
- Embed the use of Assistive Technologies in individual plans and programs

Faculty Postgraduate Qualities
Valuable qualities gained by UOW graduates are essential for gaining employment and making an important contribution to society and their chosen field- further information is available at http://www.uow.edu.au/about/teaching/qualities/

Engagement in this subject will contribute to each student's development of the following UOW Graduate Qualities:

Informed
Have an advanced understanding of a complex body of knowledge in one or more disciplines associated with the field of education within national and international contexts

Independent learners
Engage in independent research and inquiry, involving higher order conceptualisation, new ideas and personal initiative

Problem solvers
Use advanced knowledge and critical thinking skills to solve complex problems in the educational field

Effective communicators
Communicate effectively and collaboratively with stakeholders through a variety of modes in the educational landscape

Responsible
Act responsibly, ethically and professionally with diverse populations at local, national and global levels
To see how the **Faculty Postgraduate Qualities** link with **Faculty and UOW Graduate Qualities** go to

**Professional Teaching Standards**
The following NSWIT Professional Teaching Standards are addressed:
1.1 Physical, social, and intellectual development and characteristics of students
1.2 Understand how students learn
2.5 Information and Communication Technology (ICT)
3.4 Select and use resources
4.1 Support student participation
4.5 Use ICT safely, responsibly, and ethically
5.1 Assess students learning
5.2 Provide feedback to students on their learning

**Lecture/Tutorial/Workshop Times**
Please note that the on-campus component of this subject is **compulsory**.

January 14\textsuperscript{th}-17\textsuperscript{th} 2014 9.00 - 4.00

**Study Time**
Students should note that UOW policy equates 1 credit point with 2 hours of study per week that includes lectures and tutorials. For example, in a 6 credit point subject, a total of 12 hours of study per week is expected.

**Major Text**

There is no major text participants will be provided with a learning package

**eLearning**
This subject is supported by an eLearning site.
Access the site by logging in at:

**Additional Requirements**:
It would be beneficial to participants to bring a piece of cardboard to complete Assessment task 2, a USB for assessment task 3. You should also bring an Ipad or laptop so that you can access resources on the website.

**Study Schedule**

The subject begins with 4 full day face-to-face sessions and as part of the Summer Institute on the 14\textsuperscript{th} -17\textsuperscript{th} of January 2014

For consultation please contact your lecturer via e-mail at any convenient time. You can expect a reply in one working day. Face-to-face meetings and/or phone conversations with the lecturer can be arranged via e-mail.
Assessment

Minimum attendance requirements
On campus students are required to attend a minimum of 100% of all tutorials and failure to comply may result in a request to undertake additional work, reduced marks or failure in the subject.

Minimum performance requirements
All assessment tasks must be submitted. To achieve a passing grade in the subject students must achieve a total mark of 50% or over and obtain a minimum of 45% in each task weighted 40% or higher. Students who do not meet the minimum performance requirements may be given a TF (Technical Fail) grade on their Academic Transcript.

Where Professional Experience is attached to a subject, students must receive a satisfactory grade for their Professional Experience, as well as the coursework to receive a pass for the subject. An unsatisfactory grade for Professional Experience regardless of performance on coursework will result in a TF (Technical Fail) grade on their Academic Transcript.


See also the Code of Practice – Student Professional Experience http://www.uow.edu.au/about/policy/UOW058662.html

Particular requirements related to student contributions
Group assignments are typically assessed as a group product, usually with the same mark allocated to each group member. However, the subject co-ordinator reserves the right to allocate individual marks for students for an assessment task when necessary (for example, in cases where contributions of group members have been unequal).

Grades of Performance for a Subject
- High Distinction 85% to 100%
- Distinction 75% to 84%
- Credit 65% to 74%
- Pass 50% to 64%
- Satisfactory/Unsatisfactory completion (e.g. Professional Experience placements)
- Fail 0% to 49%
- Technical Fail (where minimum performance level requirements are not met)
# Faculty of Education Grade & Mark Descriptors

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MARK</th>
<th>DESCRIPTOR</th>
<th>DISTRIBUTION RANGE (based on UOW average)</th>
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</thead>
</table>
| High Distinction HD | 85-100 | • A high distinction grade (HD) is awarded for outstanding quality and scholarly, original work.  
• Work provides evidence of an outstanding level of achievement of the learning outcomes of the subject.  
• It represents an exemplary integration of key concepts, ideas and details in all aspects of the work.  
• It is a grade that is awarded to a small percentage of students. | 8.0%                                     |
| Distinction D | 75-84 | • A distinction grade (D) is awarded for superior quality or excellent work that represents extensive understanding of key concepts.  
• Work provides evidence of a superior level of achievement of the learning outcomes of the subject.  
• Few aspects can be improved upon. | 23%                                      |
| Credit C    | 65-74 | • A credit grade (C) is awarded to quality work that represents a substantial understanding of key concepts and ideas.  
• Work provides evidence of a high level of achievement of the learning outcomes of the subject.  
• Some aspects can be improved upon. | 31%                                      |
| Pass P      | 50-64 | • A pass grade (P) is awarded for satisfactory work that demonstrates a basic understanding of key concepts and addresses the assessment criteria in an adequate manner.  
• Work provides evidence of a satisfactory level of achievement of the learning outcomes of the subject. | 29%                                      |
| Fail F      | <50  | • A fail grade (F) is given to unsatisfactory work that shows limited or incorrect understanding of key ideas and concepts with serious errors or gaps in work presented.  
• Work provides evidence of an unsatisfactory level of achievement of the learning outcomes of the subject. | Up to 9.0%                               |
| Technical Fail TF |       | • Minimum performance level requirements are not met                                                                                                                                                                                                                                                     |                                          |
Scaling
Marks awarded for any assessment task (including examinations) may be subject to scaling at the end of the session by the Program Assessment Committee (PAC) and/or the Faculty Assessment Committee (FAC). Marks will only be scaled to ensure fairness/parity of marking across groups of students. Scaling will not affect any individual student’s rank order within their cohort. For more information refer to Assessment Guidelines – Scaling

Submission and Return of Assessment Items

Procedures for submission and return of assessed work
- Written assignments should be word processed in 12 point font and double-spaced.
- All hard copy assignments should be submitted with a cover sheet – students are responsible for ensuring that the receipt (at the bottom of the cover sheet) is signed and that they retain it until the assignment is returned.
- Copies of assignments made before submission should be retained by students.
- Assignments should be submitted in tutorials to the tutor unless alternative arrangements are made by the subject co-ordinator.
- **Electronic Submission** – All items of assessment are to be uploaded to the e-learning site. **Please include your initials in your document name for example: KC_Task 1_EDGS903.doc**
- An assignment may only be posted by arrangement with the subject co-ordinator. The date of submission will be the postmark date-stamped on the assignment envelope. Posted assignments should be sent to: Tutor’s name, Faculty of Education, University of Wollongong, Wollongong 2522.
- Unless directed otherwise, marked assignments will be available within 3 weeks of submission. The subject coordinator will advise students of the procedure for returning marked assignments.
- Assignments will be retained for 21 days after distribution of mark or release of final grade. For further information refer to Code of Practice – Teaching and Assessment: Schedule 2. http://www.uow.edu.au/about/policy/UOW058666.html#P421_38049

Late submission
Faculty of Education guidelines specify the following penalties:
- Up to one week late 20% of marks will be deducted.
- Up to two weeks late 50% of marks will be deducted.
- More than two weeks late no marks will be awarded – please note that assignments should be submitted even when no mark is to be awarded so that subject requirements are met. Refer Code of Practice Teaching and Assessment http://www.uow.edu.au/about/policy/UOW058666.html#P228_21840

Extensions
Extensions of time to submit material for assessment can only be granted in exceptional circumstances such as illness, injury, other serious cause, or extenuating
circumstance - further details are available at http://www.uow.edu.au/about/policy/UOW058721.html

This Subject Outline provides details of requirements for the subject and this information includes the dates for the submission of work for assessment. Pressure of work, either from employment or from other subjects, is not an acceptable reason for seeking an extension of time.

Student Academic Consideration
Applications from students for academic consideration should be made only on the grounds of serious or extenuating circumstances. You can apply for academic consideration in Student Online Services (SOLS). Applications for academic consideration are governed by the University’s Student Academic Consideration Policy at http://www.uow.edu.au/about/policy/UOW058721.html
Do not assume that an application for academic consideration will be automatically granted.

Referencing
The Harvard referencing system is used in the Faculty of Education – this is also known as the author-date system due to the order of the information presented. Failure to document adequately and fully is to ignore scholarly rules – and run the risk of plagiarism. Please consult the UOW library website for further information: http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html

Plagiarism
The University’s policy on acknowledgement practice and plagiarism provides detailed information about how to acknowledge the work of others: http://www.uow.edu.au/about/policy/UOW058648.html
Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University’s policy on plagiarism as set out in the University Handbook under the University’s Policy Directory and in the Faculty of Education’s Undergraduate and Postgraduate handbooks. Plagiarism has led to expulsion from the University.

Internet resources
Please select Internet resources wisely. Some are not reliable or up to date. Some are advertised for particular educational programmes that may or may not be evidence-based. In your assignments it is expected that you include a balance of resources from the Internet as well as resources from published, peer-reviewed academic research (up to date books and journal articles). If you are unsure what constitutes published, peer reviewed academic research please check out the resources available on the UoW website.
Assessment Tasks

Assessment Summary

<table>
<thead>
<tr>
<th>Task</th>
<th>Length</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1. Personal reflection</td>
<td>800 words</td>
<td>15%</td>
<td>14/1/2014</td>
</tr>
<tr>
<td>Task 2. Power Card + Rationale for use of card</td>
<td>100 words for rationale</td>
<td>15%</td>
<td>16/1/2014</td>
</tr>
<tr>
<td>Task 3: Tutorial presentation Group Activity</td>
<td>5 minutes</td>
<td>10%</td>
<td>16/1/2014</td>
</tr>
<tr>
<td>Task 4: Social Story</td>
<td>N/A</td>
<td>20%</td>
<td>17/1/2014</td>
</tr>
<tr>
<td>Task 5: Case Study and Programming</td>
<td>2000 words</td>
<td>40%</td>
<td>31/1/2014</td>
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</table>

Assessment One: Personal Reflection
Due Date: 8.30a.m. Tuesday 15th January
Weighting: 15%
Length: 800 words

Task:
You will be required to read the articles by Wallis (2006), Garad (2006) and Carrington et al (2003). In 800 words, respond to two or more of these articles by discussing what you learnt and if possible, how the information relates to a student or an individual you have met. This assessment task requires a personal response only. References to other sources are not necessary, but there must be evidence that you have read the articles.
You may use first person but the task should be written in prose style with appropriate paragraphs and academic referencing.

Criteria for Assessment:
Evidence of having read the articles
Personal reflection reflects an in-depth understanding of the content
Relation of content to a person with ASD
Appropriate expression (prose style, paragraphs etc.)
Appropriate spelling and presentation (Please see page 8 of Subject Outline)

Assessment Two: Power Card plus Rationale for use of the Power Card
Due Date: 8.30 Thursday 16th January  
Weighting: 15%  
Length: N/A

**Task:** You will need to construct a Power Card for a student you may teach and provide a short rationale on a separate page for how you would use it with a particular student.

You will need to use both sides of the card and make it small enough to fit into a students’ hand or be easily accessible to older students.

Two main parts of the Power Card are  
1) A brief scenario describing how the hero solves the problem  
2) On the flip side of the card you recap how the individual can use the strategy to solve a similar problem.

On a separate page write a short rationale for how you would use the Power Card with this student and why?

Examples will be provided in class

**Criteria for Assessment:**  
Appropriate selection of hero or role model for student  
Appropriate description of how the problem is solved  
Appropriate application of strategy to student on flip side  
Appropriate size  
Durability  
Attractive, engaging presentation of card  
Use of visual images

Appropriate length for rationale (100 words)  
Rationale demonstrates an understanding of Power Card strategy  
Rationale links strategy to student

**Assessment Three: Tutorial Presentation/ Group Activity (In-class presentation)**  
**Due Date:** In Class Thursday 16th January  
**Weighting:** 10%  
**Length:** 5 mins
Task:
In groups of 3
You will design a 5 minute Powerpoint presentation to be shown to the rest of the class which will discuss ways in which sensory sensitivities may be managed in a mainstream school.
Your group will need to choose 2 problem areas from the following list:
Crowded corridors, canteen lines, assemblies, playground noise, the effects of particular triggers (e.g. perfume), special events, excursions, overnight camps and visitors.
Then you are to, as a part of your presentation, develop a visual aide which would support the student with sensory sensitivities to function in one of the problem areas which you have chosen from the list.

You will be given 35 minutes to work as a group and then present a 5 minute Powerpoint presentation which includes the Visual Aide which you have developed to the class (save to a USB).

Criteria for Assessment:

Appropriate length (5 minutes)
Choice of 2 school problem areas from list
Appropriate strategies highlighted to support sensory sensitivities in problem areas.

Visual Aide developed for 1 problem area
Visual Aide is linked to problem area and sensory sensitivity
Visual Aide is appropriate for mainstream school environment and age of students.
You may choose one person to present but all students must engage in group activity during first 35 minutes of the session.

Assessment Four: Social Story (In-class activity)
Due Date: In Class Friday 17th January
Weighting: 20%
Length: N/A

Task:
In pairs you are to write a Social Story to address a real or common social problem that may occur in a classroom context that is relevant to you.
For secondary participants target a problem that may occur for a junior secondary student, such as taking turns in a conversation, losing a game graciously or not losing one’s temper (having a meltdown)
Material will be provided in the lecture, in your folder, and/or on the website to support this activity.

Criteria:
Consult the Social Story Checklist provided in the folder:

Have a title introduction body and conclusion
Answer the wh questions
Written in the first person
Have a positive tone
Correct social story ratio
Incorporate students interests
Have a patient and reassuring tone

Assessment Five: Analysis of case study, sensory profiling and programming
Due Date: 5pm Friday 31st January 2014 via email
Weighting: 40%
Length: 2000 words

Task:
1) Using the case studies provided or a student of your own, you are to summarise the case study identifying strengths, weaknesses and then determine curriculum priorities (250 words) 
2) Second, complete the sensory profiling document for this student (1-2 pages) 
3) Develop a program for 5 days (primary students) or for 5 x 45 minute lessons (high school students) using the CAPS document incorporating the sensory profiling information into your planning for this student. (5 pages) 
4) Indicate any visual aides you will need to maintain the student in your classroom setting (included in the 5 pages). 
5) Include you on each page as a header or footer. 

Criteria: 

Relevant strengths weaknesses and priorities identified 
Sensory profiling document completed accurately and in sufficient detail 
5 day/ 5 lesson program included 
Program has sufficient detail that a casual teacher could teach from this 
Adjustments for the student with ASD highlighted 
Appropriate length and presentation
Student Support and General Advice

Faculty of Education Student Services Centre
Location 23.G21 (Building 23 Ground Floor)
Telephone 61 2 4221 3981
Facsimile 61 2 4221 3892
Email ssc@uow.edu.au
Student OnLine Services http://www.uow.edu.au/student/sols

Student Support Adviser (SSA)
Email kerryb@uow.edu.au

Library
Telephone 61 2 4221 3548

Use the Library website to link to the catalogue, databases, Email or Chat to a Librarian services, guides to finding resources, online tutorials and information on Library resources and services for students studying within Australia and overseas.
The Main Library (Building 16) and Curriculum Resources Centre (Building 22) are located at the Wollongong Campus. UOW Libraries at other locations are listed on the Library website.

The Student Charter – Your Rights and Responsibilities
The Student Charter is shaped by the University’s mission to excel through providing world-class teaching, learning and research opportunities that challenge, inform and inspire its students in a diverse and inclusive environment.
The student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. It acknowledges the importance of the connection that is forged between students and staff of the University as well as the broader community.
It encompasses a commitment to academic integrity and the five fundamental values on which this rests: honesty, trust, fairness, respect and responsibility.

Code of Practice – Teaching and Assessment
This Code is a key document in implementing the University’s Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at

Code of Practice – Research
This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at

Academic Integrity and Plagiarism Policy
The University’s policy on acknowledgement practice and plagiarism provides detailed information about how to acknowledge the work of others: [http://www.uow.edu.au/about/policy/UOW058648.html](http://www.uow.edu.au/about/policy/UOW058648.html)

**Student Academic Consideration Policy**
The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for specific assessment tasks, examinations, academic progress or attendance requirements in a subject relevant to their course to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. This Policy sets out clear and defined requirements allowing for transparency, ease of interpretation and implementation. Consistency in criteria, procedures, and outcomes in the processing of applications for academic consideration for all forms of assessment are requirements of this Policy. The Policy can be found at [http://www.uow.edu.au/about/policy/UOW058721.html](http://www.uow.edu.au/about/policy/UOW058721.html)

**Course Progress Policy**
The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress; the definitions of the roles and responsibilities of UOW staff and students with regard to course progress; and the descriptions of the resources and choices available to assist students at risk of not achieving course progress standards. The Policy can be found at [http://www.uow.edu.au/about/policy/UOW058721.html](http://www.uow.edu.au/about/policy/UOW058721.html)

**Graduate Qualities Policy**
This policy describes the distinctive qualities of a graduate of the University of Wollongong (“the UOW Graduate Qualities”). These qualities will equip UOW graduates for roles in society and the workplace. The Policy can be found at [http://www.uow.edu.au/about/policy/UOW058682.html](http://www.uow.edu.au/about/policy/UOW058682.html)

**Academic Grievance Policy (Coursework and Honours Students)**
UOW aims to provide a transparent and consistent process for resolving student academic grievances. Further information is available at [http://www.uow.edu.au/about/policy/UOW058653.html](http://www.uow.edu.au/about/policy/UOW058653.html)

**Occupational Health & Safety**
The OHS unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from [http://staff.uow.edu.au/ohs/](http://staff.uow.edu.au/ohs/)

**Intellectual Property**
IP Student Assignment of Intellectual Property Policy
This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here http://www.uow.edu.au/about/policy/UOW058690.html

Non-discriminatory Language Practice and Presentation Policy and Guidelines
UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from http://www.uow.edu.au/about/policy/UOW058706.html

Student Support Services
A range of services, programs and resources designed to support students can be found at http://www.uow.edu.au/student/services/

Student Conduct
In line with UOW's commitment to academic integrity, new rules related to student conduct have been in effect since 1 January 2008. Relevant information may be found at http://www.uow.edu.au/about/policy/UOW058723.html

eLearning Guides

References
Students are encouraged to use the UOW Library catalogue and databases to locate additional resources. Some references may also be obtained through the Curriculum Resources Centre (CRC) in Building 22 (Wollongong Campus).

It is expected that you will consult the many journal articles in the library that report research and evidence-based practice in special education.