



L	T	P/S	SW/ FW	TOTAL CREDIT UNITS
3	1	-	-	4

Course Title: Teaching Approaches and Strategies

Course Code:

Credit Units: 4

Levels: UG

Course Objectives:

After studying this course the pupil- teachers will be able to

- Follow the developmental approach for intervention of children with ASD (CWASD)
- Engage the children with ASD using behavioral approach
- Interpret cognitive approach in intervention for children with ASD
- Relate to the social Approach in intervention for children with ASD
- Employ teaching methods and strategies in intervention for children with ASD

Student Learning Outcome

- Pupil-teachers will be able to discuss the developmental interventions for CWASD
- Pupil-teachers will be able to distinguish and understand the various behavioral approaches of CWASD
- Pupil-teachers will be able to differentiate between cognitive approaches for teaching academic skills of CWASD
- Pupil-teachers will be able to describe the various approaches of social skills training of CWASD
- Pupil-teachers will be able to construct and apply various teaching strategies for intervention of CWASD

Course Contents/Syllabus:

	Weightage (%)
MODULE I : Developmental Approach	20
Descriptors/Topics 1. Early intervention, Early Start Denver Model 2. Floor time 3. LEAP (Learning Experience Alternative Program) 4. Sensory Integration 5. JASPER (Joint Attention Symbolic Play Engagement Regulation)	
MODULE II : Behavioural Approach	20



Descriptors/Topics 1. Applied behavioural analysis 2. Discrete trial training 3. TEACCH 4. Analysis of Verbal Behaviour 5. Pivotal Response Training	
MODULE III : Cognitive Approach	20
Descriptors/Topics 1. Theory of Mind 2. Meta-cognitive strategies 3. Cognitive behavior modification 4. Teaching of reading and writing 5. Teaching arithmetic and related areas (money and time)	
MODULE IV : Social Approach	20
Descriptors/Topics 1. Social story 2. Comic strips 3. Peer-mediated programs 4. Sex education and Social behavior 5. Self-regulation	
MODULE V : Teaching Methods and Strategies	20
Descriptors/Topics 1. Physical environment and classroom organization 2. Task analysis & reinforcement 3. Joint Action Routines 4. Visual Strategies 5. Visual Activity Schedules	

Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions
- Seminar

Lab/ Practicals details, if applicable:

Hands on Experience

- Observe children in various settings and identify milestones achieved.
- Seminar on human development



- Writing Journal for reflection and case study

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							

Text & References:

Essential Readings

- Delaney, T. (2009). 101 Games and Activities for Children With Autism, Asperger's and Sensory Processing Disorders. McGraw-Hill Contemporary.
- Grandin, T. (1995). Thinking in Pictures and Other Reports from My Life with Autism Vintage Books.
- Greenspan, S.I. and Wieder, S. (2008). Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think . Da Capo Press Inc.
- Kasari, C. (2013). Targeted Treatment of Joint Attention, Symbolic Play, and Engagement Regulation for Children with Autism. Routledge.
- McClannahan, L.E. and Krantz, P.J. (2010). Activity Schedules for Children with Autism: Teaching Independent Behavior. Woodbine House Inc.,U.S.
- R.L. Simpson & B.S. Myles (2008). Educating Children and Youth with Autism: Strategies for effective practice, 2nd ed. Pro.Ed. Texas.



- Savner, J.L. & Myles, B.S. (2000). Making visual supports work in home and community: Strategies for individuals with autism and Asperger's Syndrome. Shawnee Mission, KS. Autism Asperger Publishing.
- T. Williams. (2011). Autism Spectrum Disorders - From Genes to Environment. In Tech, Croatia.
- W. Sailor, G. Dunlap, G. Sugai, & R.H. Horner (2009)). Handbook of positive behavior support (pp. 107–123). New York: Springer.

Suggested Readings

- Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.) Belmont, CA. Wadsworth/Thomson Learning • Baron-Cohen, S. (2003a). The essential difference: The truth about the male and female brain. New York: Basic Books.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). Applied Behavior Analysis. Upper Saddle River, NJ, Prentice Hall.
- Frost, Lori A. & Andrew S. Bondy (1996). The Picture Exchange Communication System Training Manual. Cherry Hill, NJ: Pyramid Educational Consultants, Inc. .
- Gray, C. (2000). The New Social Story Book. Arlington, TX: Future Horizons.
- Kathleen Ann Quill (1995). Teaching Children with Autism: Strategies to Enhance 69 Communication and Socialization. Albany, NY. Delmar Publishers, Inc.
- Maag, J.W. (2004). Behavior management: From theoretical implications to practical applications (2nd ed.) Belmont, CA. Wadsworth/Thomson Learning.
- Martin, N. (2009). Art as an early intervention tool for children with autism. Jessica Kinsley Publishers, PA.USA. • Myles, B.S. and Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents (2nd ed.), Autin, TX: PRO-ED.
- National Resource Council, (2002). Educating Children with Autism. National Academic Press, Washington. • Peterson, S. (2000). Picture Exchange Communication System.
- Prior, M. (2003). Learning and behavior problems in Asperger syndrome. New York: Guilford Press.
- Schopler, E, Mesobov, G.B. ,& Kunce, L. J. (Eds.). (1998). Asperger's Syndrome or High Functioning Autism? Plenum Press, New York.
- Siegel, B. (1996).: The World of Autistic Child. Oxford University Press,. New York.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books