



**Course Title: TEACHING STRATEGIES FOR CHILDREN WITH ASD**

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

**Course Code:** SPED 107

**Credit Units:** 4

**Course Objectives:**

1. Develop strategies to apply IEP's in different settings
2. Acquire, Exhibit the skills to teach and train the given group of children with ASD within different curricular and co-curricular areas.
3. Describe the educational approaches suitable for children with ASD
4. Demonstrate ability to plan teaching for acquisition, maintenance and generalization
5. Plan and Organize resource rooms and teaching – learning environments for children with ASD in mainstream schools and classroom
6. Demonstrate knowledge and describe procedures to provide referral and networking and services available for persons with ASD.

**Pre-requisites:**

1. The student should be able to understand deviances seen in children
2. The student should be able to understand that the genesis of disabilities
3. The student should be able to understand manifestations of the disorder in independent functioning of the child

**Student Learning Outcomes:**

1. The student will be able to use teaching strategies in child care and training
2. The students will be able to use strategies as per the assessment and appropriate activities

**Course Contents/Syllabus:**

Topics	Weightage (%)
<b>Module I Behavioural intervention and structure to assist learning</b>	<b>20</b>
<b>Descriptors/Topics</b> <ol style="list-style-type: none"><li>1. Principles of Behaviour Modification: Reinforcement, DR, Task Analysis, Prompting Shaping, Chaining, Extinction, Punishment.</li><li>2. Implementing Discrete Trial Training, Generalization (NET)</li><li>3. Structure for Managing Behaviours (Schedules, visual support, Choice Boards, Classroom, Structure etc.)</li><li>4. Structure for Teaching Independence (Work systems)</li><li>5. Enhancing Behaviours for mainstreaming and Inclusion (Planning and organizing skills, curriculum adaptation and modifications, classroom adaptations, accommodation for examinations, accommodation in the social environment).</li></ol>	

<b>Module II Strategies for development communication and social understanding</b>	<b>20</b>
<b>Descriptors/Topics</b> <ol style="list-style-type: none"> <li>1. Developing basic receptive and expressive communication skills (At school and home – NET)</li> <li>2. Improving verbal Skills (Semantics, Pragmatics)</li> <li>3. Assistive and Augmentative Communication</li> <li>4. Teaching Play Skills</li> <li>5. Teaching social behavior (classroom behaviours, social events)</li> </ol>	
<b>Module III Strategies for developing emotional flexibility, self-regulation and coping</b>	<b>15</b>
<b>Descriptors/Topics</b> <ol style="list-style-type: none"> <li>1. Developing Joint Attention, Self Concept, Imitation, Imagination</li> <li>2. Enhancing Emotional Understanding, Flexibility and Reciprocity</li> <li>3. Developing Executive Function Skills and Self-regulation</li> <li>4. Coping Strategies for Sensory Aspects</li> <li>5. Developing Perceptual Motor Skills and Motor Coordination</li> </ol>	
<b>Module IV Developing and Enhancing Cognitive Learning</b>	<b>15</b>
<b>Descriptors/Topics</b> <ol style="list-style-type: none"> <li>1. Developing Visual Performance Skills (Matching, Sorting, Gross and Fine Motor Skills, Sensory Perceptual Skills)</li> <li>2. Academics (Numbers, Language, Reading)</li> <li>3. Pre Writing, Writing and Computer Skills</li> <li>4. Developing Auditory and Reading comprehension</li> </ol>	
<b>Module V Teaching adaptive skills</b>	<b>15</b>
<b>Descriptors/Topics</b> <ol style="list-style-type: none"> <li>1. Self-Care, Privacy and Sexuality through the life span</li> <li>2. Adaptive Skills in the home (household chores, preparing a meal, washing utensils, washing clothes, folding clothes, cleaning the house, cutting vegetables, answering the door, answering the telephone, making shopping lists)</li> <li>3. Adaptive Skills in the Community</li> <li>4. Leisure and Recreational Skills (using free time, sports, indoor games, watching, TV, listening to music, hobbies).</li> <li>5. Developing Work Behaviours for Employment.</li> </ol>	
<b>Module VI Understanding social perspectives and building community support</b>	<b>15</b>
<b>Descriptors/Topics</b> <ol style="list-style-type: none"> <li>1. ASD – and its Psycho-social aspects (Concerns related to adolescent and adult Issues / delinquency / abuse). Disclosure – How and when</li> <li>2. Government support through schemes and plans, National Trust, Rehabilitation Council of India, Persons with Disability Act, SSA.</li> <li>3. Rights and Advocacy (Including Universal Declarations and Conventions)</li> <li>4. Knowledge of Resource Available (Services, organizations, materials)</li> </ol>	

**Pedagogy for Course Delivery:**

1. Lectures
2. Tutorials

3. Presentations
4. Discussions

**Lab/ Practicals details, if applicable:**

1. Adaptations innovations for home based management
2. Assignment on State wise government schemes and plans

**List of Experiments:**

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**Assessment/ Examination Scheme:**

<b>Theory L/T (%)</b>	<b>Lab/Practical/Studio (%)</b>	<b>End Term Examination</b>
<b>30</b>		<b>70</b>

**Theory Assessment (L&T):**

<b>Continuous Assessment/Internal Assessment</b>					<b>End Term Examination</b>
<b>Components (Drop down)</b>	<b>Class test</b>	<b>Projects</b>	<b>Portfolio</b>	<b>Attendance</b>	
<b>Weightage (%)</b>	10	10	5	5	70

**Lab/ Practical/ Studio Assessment:**

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

**Text & References:**

1. *Alcock J, Howlin P. (2003) An evaluation of prospects for supported employment service for individuals with Asperger Syndrome. Report to the UK Development for Work and Pensions.*
2. *Attwood T. (1998) Asperger Syndrome – A guide for parents and professionals, Jessica Kingsley, London.*
3. *Barnard J, Harvey V, Prior A, Potter D, (2001) Ignored or Ineligible? The reality for adults with autism spectrum disorders. London: The National Autistic Society.*
4. *Cohen DJ, Volkmar FR, Ed (1997) Handbook of autism and pervasive developmental disorders, New York : Wiley.*
5. *National Institute for the Mentally Handicapped (2001) Towards Independence Series 1 to 9.*
6. *Frost L.A. & Bondy, A.S. (1981) Picture Exchange Communication System, Manual, Pyramid Educational Consultants, New Jersey.*
7. *Fullerton, A, Straffon J and Gray, C (1996) Higher Functioning Adolescents and Adults with Autism, Pro-Ed. Texas, US.*
8. *Grandin T. (1996) Making the transition from the world of school into the world of work 1996. Available from <http://www.autism.org/temple/transition.html>.*
9. *Gray, C. (1993) Original Social story book, The Future Horizons.*
10. *Hodgdon, Linda A. (1995) Visual Strategies to Enhance Communication in Children with Autism, Quirk Robert Publishing, Michigan.*
11. *Howlin, P. (1997) Autism: Preparing for Adulthood London :Routledge.*

12. Howlin, P. and Cohen, S.B. (2000) *Teaching Children with Autism to Mind Read*, Wiley, England.
13. Kranowitz, Carol Stock (1988) *Out of Sync Child*, Berkley Publication, New York.
14. Leaf, R. McEachin. S Dayharsh, J. Boehm, M (1999) *Workk in Progress*, DRL Books LIC.
15. Lovaas, O.L. (1981) *Teaching Developmentally Disabled children The Me Book*, Pro-ed, Texas.
16. Maurice, C. (1997) *Behavioral Intervention for Children with Autism*, Pro-ed Texas, US.
17. Miltenberger, Raymond G. (2001) *Behaviour Modification Principles and Procedures*, Wadsworth / Thomas Learning.
18. Narayan J. (2003) *Educating Children with Learning Problems in Regular schools*, NIMH, Secunderabad.
19. PerepaPrithvi (2007) *A Practical Guide for parents and Teachers*. Prachee Publications, Hyderabad.
20. Peshawaria, R. and Venkatesh. S. (1992) *Behavioral retarded children A manual for Teachers*, NIMH, Secunderabad.
21. Powell, Stuart and Jordan, Rita, (1995), *Understanding and Teaching children with Autism*, UNESCO.
22. Quill, K.A. (1995) *Enhancing Communication Skills in Children with Autism*, Elmar Publishing.
23. Schopler, E Reichler, R Lansing. M (1980) *Individualized assessment and treatment for Autistic and Developmentally Disabled Children*, Pro-ed, Texas.
24. Schopler, E. (1995) *Parent Survival Manual* Plenum Press, New York.
25. Sunderberg, M. and Partington, J.W. (1998) *Teaching Language to Children with Autism and other Developmental Disabilities*, Behavior Analysts. Inc. CA.