**SYLLABUS**

**regarding the qualification cycle FROM 2023 to 2024**

1. Basic Course/Module Information

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| Course/Module title | [AUTISM](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjrnpyBrrHtAhUl8-AKHbE0ANAQFjABegQIBhAC&url=https%3A%2F%2Fwww.cdc.gov%2Fncbddd%2Fautism%2Fhcp-dsm.html&usg=AOvVaw0ylRzk2Z6VYfI3s8477jtI) SPECTRUM DISORDER (ASD) |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | College of Social Sciences - Institute of Pedagogy |
| Name of the unit running the course | Department of disability studies, Institute of Pedagogy |
| Field of study | Special Education |
| Qualification level | Masters |
| Profile | practical |
| Study mode | Full time |
| Year and semester of studies | *1st semester* |
| Course type | Education and therapy of people with autism spectrum disorder |
| Language of instruction | english |
| Coordinator | Phd Agnieszka Łaba-Hornecka |
| Course instructor | Phd Agnieszka Łaba-Hornecka |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
| 1 | 10 |  |  |  |  |  |  |  | 2 |

1.2. Course delivery methods

- conducted in a traditional way

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

pass without a grade

2. Prerequisites

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| special education, psychology of child development |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| O1 | The course is designed to provide students of knowledge about autism spectrum disorder (asd); |
| O2 | During the course, the student becomes familiar with the usuful startegies and their therapeutic use in working with children with autism spectrum disorder (asd); |
| O3 | In addition, the course will read up the studetns with characteristic of children with autism spectrum disorder (asd) and it will show the opportunities and ways of providing support and assistance for children with autism spectrum disorder (asd) and their families. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

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| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | student Characterizes children with autism spectrum disorder (asd). |  |
| LO\_02 | student gives a description of the main characteristics of commonly described as triad of impairments in autism spectrum disorder (asd): communication; social interaction; felaxability of thinking and behaviour. |  |
| LO\_03 | student Characterizes the basic principles of therapy in terms of working with children with autism spectrum disorder (asd). |  |
| LO\_04 | student analyzes and interprets the needs of children with autism spectrum disorder (asd) in the educational context. |  |
| LO\_05 | Through studying student is able to integrate interdisciplinary knowledge of children’s development and social and psychological opportunities to provide better educational chances for children with autism spectrum disorder (asd). |  |
| LO\_06 | student is aware of individual needs of children with autism spectrum disorder (asd) therefore gets involved through work with the other teachers and professionals in order to provide better support for children with autism spectrum disorder (asd). |  |
| LO\_07 | student Is aware of his knowledge and pedagogical skills and the need for continuous training and professional development with regard to support of children with autism spectrum disorder (asd). |  |
| LO\_08 | student is aware of problems of the family of a child with autism spectrum disorder (asd) therefore can suggest appropriate support for the family. |  |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline |
| autism spectrum disorder (asd) – definition and key characteristics (autism disorder, asperger’s syndrome, rett’s syndrome, childchood disintegrative disorder, pervasive developmental disorder). |
| The triad of impairments: communication; social interaction; felaxability of thinking and behaviour. |
| useful strategies for improving social interaction of children with Autism spectrum disorder (asd). |
| social stories and comic strip conversations in Autism spectrum disorder (asd). |
| pec’s to support early communication skills. |
| social context of play in working with children with Autism spectrum disorder (asd). |
| working woth family of a child with autosm spectrum disorder (asd). |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline |
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3.4. Methods of Instruction

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

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| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | Report, observation during classes | lectures |
| LO-o2 | Report, observation during classes | lectures |
| LO-03 | Report, observation during classes | lectures |
| LO-o4 | Project, observation during classes | lectures |
| LO-05 | Project, observation during classes | lectures |
| LO-o6 | Project, observation during classes | lectures |
| LO-07 | observation during classes | lectures |
| LO-o8 | observation during classes | lectures |

4.2 Course assessment criteria

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| Forms of assessment:  - Discussion;  - Analysis and interpretation of reading source materials;  - report;  - project. |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

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| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 10 |
| Other contact hours involving the teacher (consultation hours, examinations) | 2 |
| Non-contact hours - student's own work (preparation for classes, studying literature, preparation of a report and  a project). | 113 |
| Total number of hours | 125 |
| Total number of ECTS credits | 5 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

7. Instructional materials

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| Compulsory literature:   1. Autism Spectrum Disorder (2013): In: American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. American Psychiatric Publishing, pp. 50-59. 2. Baron-Cohen S., Leslie A., Frith U. (1985). *Does the autistic child have a “theory of mind?”*. ,,Cognition”, No 21, pp. 37-46. 3. Bauminger N., Shulman C., Agam G. (2003). *Peer interaction and loneliness in high-functioning children with autism*. ,,Journal of Autism and Developmental Disorders”, No 33, pp. 489-507. 4. Celani G., Battacchini M. W., Arcidiacono L. (1999). *The understanding of the emotional meaning of facial expressions In people with autism*. ,,Journal of Autism and Developmental Disorders”, No 29, pp. 57-66. 5. Cooper B., Widdows N. (2004). *Knowing yourself, knowing others: Activities that teach social skills.* Norwalk. 6. DeMatteo F.J., Arter P.S., Sworen-Parise Ch., Fasciana M., Paulhamus M.A. (2012): Social Skills Training for Young Adults with Autism Spectrum Disorder: Overview and Implications for Practice. “National Teacher Education Journal”, No 5(4), pp. 57-65. 7. Filipek P., Accardo P., Baranek G., Cook E., Dawson G., Gordon B. et al. (1999): The screening and diagnosis of autistic spectrum disorders. ,,Journal of Autism Developmental Disorders”, No 29 (6), pp. 439-484. 8. Frost L., M.S., CCC-SLP Bondy A. (2010): The PECS, Training manual, second edition, the united states by pyramid educational consultants, newark, de. 9. Gillis J. M., Callahan E. H., Romańczyk R. G. (2011): *Assessment of social behavior in children with autism: The development of the behavioral assessment of social interactions in young children.* ,,Research in Autism Spectrum Disorders”, No 5 (1), pp. 351-360. 10. Glaeser, B. C., Pierson, M. R., & Fritschmann, N. (2003): Comic Strip Conversations: A positive behavioral support strategy. *Teaching Exceptional Children, No 36 (2), pp.* 14-19. 11. Gray C., (1994): Comic Strip Conversations. Illustrated interactions that teach conversation skills to students with autism and related disorders. Jenison Public Schools, Jenison, Michigan. 12. [Handbook of Autism and Pervasive Developmental Disorders, Assessment, Interventions, and Policy](https://books.google.com/books?id=4yzqAgAAQBAJ&pg=PT301), (1014): [John Wiley & Sons](http://en.wikipedia.org/wiki/John_Wiley_%26_Sons). 13. Hauck M., Fein D., Waterhouse L., Feinstein C. (1995): *Social initiations by autistic children to adults and other children.* ,,Journal of Autism and Developmental Disorders”, No 25, pp. 579-595. 14. Helt M., Kelley E., Kinsbourne M., Pandey J., Boorstein H., Herbert M. et al. (2008): Can children with autism recover? if so, how?. ,,Neuropsychological Review”, No 18 (4), pp. 339-66. 15. Hill E., Frith U. (2003): *Understanding autism: insights from mind and brain*. In: U. Frith, E. Hill (red.) *Autism: mind and brain*. Oxford, pp. 1-19. 16. Howlin P. (1986): *An overview of social behavior in autism*. In: E. Schopler, G. Mesibov (red.) *Social behavior in autism*. New York, pp. 103-132. 17. Levy S., Mandell D., Schultz R. (2009): [Autism](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2863325), ,,Lancet”, No 374 (9701), pp. 1627-1638. 18. Myers S., Johnson C. (2007): Management of children with autism spectrum disorders. ,,Pediatrics”, No 120 (5), pp. 1162-82. 19. Onore C., Careaga M., Ashwood P. (August 2011): The role of immune dysfunction in the pathophysiology of autism. ,,Brain, Behavior and Immunity”, No 26 (3), pp. 383-392. 20. Rapin I., Tuchman R. (2008): Autism: definition, neurobiology, screening, diagnosis. ,,[Pediatric Clinics of North America](http://www.pediatric.theclinics.com/)”, No 55 (5), pp. 1129-1146. 21. Rogers, M. F., & Myles, B. S. (2001): Using social stories and Comic Strip Conversations to interpret social situations for adolescent with Asperger’s Syndrome. *Intervention in School and Clinic*, No 36, pp. 310-313. 22. Shaked, M., & Yirmiya, N. (2003): Understanding social difficulties. In: M. Prior (eds.) *Learning and behavior problems in asperger syndrome*. New York: Guilford Press, pp. 126-147. 23. Sigman M., Spence S., Wang A. (2006): Autism from developmental and neuropsychological perspectives. ,,Annual Review Clinical Psychology”, No 2, pp. 327-355. 24. Wing L. (1997): *The autistic spectrum*. ,,Lancet”, No 350, pp. 1761-1766. |
| Complementary literature:   1. Libby S., Powell S., Messer D., Jordan R. (1998): Spontaneous play in children with autism: A reappraisal. ,,Journal of Autism and Developmental Disorders”, No 28, pp. 487-497. 2. Lord C. (1984): The development of peer relations In children with autism. In: F. J. Morrison, C. Lord, D. Keating (red.) Applied developmental psychology, Vol. 1. Orlando, pp. 165-230. 3. Lord C., Hopkins J. M. (1986): The social behavior of autistic children with younger and same-age nonhandicapped peers. ,,Journal of Autism and Developmental Disorders”, No 16, pp. 249-262. 4. Njardvik U., Matson J., Cherry K. (1999): A comparison of social skills in adults with autistic disorder, pervasive developmental disorder not otherwise specified, and mental retardation. ,,Journal of Autism and Developmental Disorders”, No 29, pp. 287-295. 5. Ochs E., Kremer-Sadlik T., Gainer Sirota K., Solomon O. (2004): Autism and the social world: an anthropological perspective. ,,Discourse Studies”, No 6 (2), pp. 147-183. 6. Plumet M. H., Tardif C. (2005): Understanding the Functioning of Social Interaction with Autistic Children. In: L. Anolii, S. Duncan Jr., M. S. Magnusson, G. Riva (red.) The Hidden Structure of Interaction: From Neurons to Culture Patterns. Amsterdam, pp. 181-194. 7. Rousseau C. (2010): Stimulating creative play inchildren with autism through sandplay. ,,The Arts in Psychotherapy”, No 37(1), pp. 56-64. 8. Scanlon K. (1993): Art therapy with autistic children. ,,Pratt Institute Creative Arts Therapy Review”, No 14, pp. 34-43. 9. Stack M. (1998): Humpty Dumpty’s shell: Working with autistic defense mechanisms in art therapy. In: M. Rees (red.) Drawing on difference: Art therapy with people who have learning difficulties. New York, pp. 91-110. 10. Tager-Flusberg H. (1996): Current theory and research on language and communication in autism. ,,Journal of Autism and Developmental Disorders”, No 26, pp. 169-172. 11. Volkmar F. R., Klin A. (1993): Social development in autism: Historical and clinical perspectives. In: S. Baron-Cohen, H. Tager-Flusberg, D. J. Cohen (red.) Understanding other minds: Perspectives from autism. Oxford, pp. 41-55. 12. Willemsen-Swinkles S. H. N., Buitelaar J. K., Wiejen F. G., Van Engeland H. (1998): Timing of social gaze bahavior in children with pervasive developmental disorders. ,,Journal of Autism and Developmental Disorders”, No 28, pp. 199-210. 13. Wing L., Gould J. (1979): Severe impairments of social interaction and associated abnormalities in children: epidemiology and classification. ,,Journal of Autism and Developmental Disorders”, No 9, pp. 11-29. |

Approved by the Head of the Department or an authorised person