M03B
Autism Spectrum Conditions – Application & Reflection

1.	Short Code	M03B
2.	Title	Autism Spectrum Conditions – Application & Reflection
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: ASD
7.	Module Leader	Dr Sue Sheppard, Siobhan Mellor
8.	Accredited by	
9.	Module Requisitions	
	(i) Pre-requisite	M03A, or you are concurrently enrolled on M03A (i.e. you are enrolled on both modules of the same topic)
	(j) Programme Restriction	None
	(k) Level restrictions	None
	(l) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	**Aims** • To develop an enhanced understanding of how the current knowledge of the autism spectrum informs educational policy and practice. • To recognise the diversity of manifestations found amongst individuals on the autism spectrum. • To demonstrate skills to analyse the impact of an autism spectrum condition on an individual child/young person. • To critically examine the research on interventions in the field of autism spectrum conditions through a comparative study.	
12.	**Learning Outcomes** **Knowledge** On successful completion of this module, students will have: 1. In-depth knowledge of the history of the concept of autism, including the recognition of an 'autism spectrum'. 2. Knowledge of identification and assessment practice for those with autism spectrum conditions. 3. In-depth knowledge of individual manifestations amongst individual with autism spectrum conditions 4. Specific knowledge of two approaches and/or interventions advocated for supporting students with autism spectrum disorders in schools 5. Knowledge of the way in which theory, research and knowledge impact on assessment practice and the development of interventions. **Skills** On successful completion of this module, students will be able to: 6. Describe and evaluate the educational pathway of an individual with an autism spectrum condition, with reference to identification, assessment and interventions. 7. Identify and critically analyse factors that have shaped specific interventions 8. Compare and contrast two interventions, identifying any underlying psychological theories and research evidence for effectiveness	

13.	**Syllabus**
	Reviewing the autism spectrum.
	Complexity of identification and diagnostic issues.
	Multi-disciplinary perspectives.
	Considering the individual – insider perspectives.
	Broader family perspectives.
	Psychological theories relating to the autism spectrum – relating them to practice.
	From assessment to intervention – matching programmes to an individual.
	Evaluating approaches and interventions.
14.	**Learning and teaching** will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.
	Students access the study topics, including the learning activity instructions and supporting content through Campus Online.
	Campus Online is an integrated environment that:
	• Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.
	• Allows students to manage and track their progress through the activities and assessments.
	• Enables students to submit their evidence and assignments, and receive feedback from their tutors.
	As this module is focused on Application & Reflection , the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.
	These activities include:
	• Reflection on practice, structured through 'learning log' online entries.
	• Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.
	• Problem-based learning scenarios.
	There is access to supporting content including:
	• Directed reading of selected papers, book chapters, specialist online materials.
	• Use of case study examples, videos and other learning materials.
	Campus Online also supports a collaborative learning environment with:
	• Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.
	• Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
	• Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.
	Assessment Strategy
	Assessment is via two assignments covering the 8 learning outcomes, as follows (numbers in brackets refer to learning outcomes assessed):
	• Reflective analysis (3000 words or equivalent): A case study with reference to identification, assessment and interventions for an individual pupil with an autism spectrum condition. (1,2,5,6,7)

	• Practice analysis (3000 words or equivalent): A comparative study of 2 interventions which draws on theoretical perspectives and research of effectiveness. (4,7,8) Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.	
15.	**Assessment Weighting**	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	**Learning materials** <u>Essential</u> The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include: Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/ Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/ The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment. Directed use of the appropriate legislation, Government guidance and reports. The resource bank area of the module website. <u>Recommended journals</u> *Good Autism Practice*, BILD. *Autism: The International Journal of Research and Practice*, Sage Publications. *Journal of Autism and Developmental Disorders,* Plenum Publishing Corporation. <u>Useful websites</u> • www.researchautism.net • www.nas.org.uk • www.autismeducationtrust.org.uk <u>Research / Reports</u> Jones et al. (2008) *Educational provision for children and young people on the autism spectrum living in England: A review of current practice, issues and challenges.* Available at: www.autismeducationtrust.org.uk	

Wittemeyer, K. (2011) *Educational provision and outcomes for people on the autism spectrum*. Available at: http://preview.tinyurl.com/6yrftdw (Accessed: 26 June 2012).

National Initiative for Autism: Screening and Assessment (2003) *Plan for the identification, assessment, diagnosis and access to early interventions for pre-school and primary school aged children with autism spectrum disorders.*

NICE (2011) *Autism Recognition, referral and diagnosis of children and young people on the autism spectrum*. Available at: http://www.nice.org.uk/nicemedia/live/13572/56428/56428.pdf (Accessed 26 June 2012).

Indicative Reading

Attwood, T. (2008) *The Complete Guide to Asperger's syndrome.* London: Jessica Kingsley.

Attwood, T. (2008) *The Complete Guide to Asperger's syndrome.* London: Jessica Kingsley.

Boucher, J. (2011) *The Autistic Spectrum – characteristics, causes and practical issues*. London: Sage publications.

Feinstein, A. (2010) *A History of Autism: conversations with the pioneers.* London: Wiley-Blackwell .

Frith, U. (2003). *Autism : explaining the enigma.* London: Blackwell.

Roth, I. et al (2010) *The autism spectrum in the 21st century: exploring psychology, biology and practice.* London: Jessica Kingsley.

Roth, I. & Rezaie, P. (2011) *Researching the Autism Spectrum Contemporary Perspectives.* Cambridge University Press.