

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education

**Assessment and Teaching Methods for Children with Autism Spectrum
Disorder**

Course Code: SEBS 346

**Fifth Semester
(3 Credit Hours)**

Pre-requisite course requirements/Skills

Course Code Course Title

SEBS- 157 Autism Spectrum Disorders: Nature, Needs and Etiology

Learning Outcomes

After the completion this course the learners will be able to:

1. Describe the techniques for screening and assessment of persons with ASD
2. Explain the need and areas of assessment in ASD
3. Describe the teaching approaches and methods suitable for persons with ASD
4. Use the appropriate strategies for teaching persons with ASD
5. Understand the need and concept of Inclusive Education

Contents

Unit-1: Screening, Diagnosis and Assessment

- 1.1 Screening, Diagnosis and Assessment: Concept and Definition
- 1.2 Screening Tools: M-CHAT, Screening Test for Autism
- 1.3 Diagnostic Criteria: DSM-IV, DSM-V, ICD-10
- 1.4 Diagnostic Tools: CARS, CARS II, Autism Behavior Checklist, ADOS,
Asperger's
- 1.5 Syndrome Diagnostic Scale, RAADS; Indian Tools and Cultural Adaptations
- 1.6 Differential Diagnosis

Unit-2: Functional Assessment

- 2.1 Need for Functional Assessment

- 2.2 Types of Assessment
- 1.7 Methods of Assessment
- 1.4 Assessment of
 - 1.4.1 Language and Communication
 - 1.4.2 Social Behavior
 - 1.4.3 Motor Skills
 - 1.4.4 Learning Styles and Strategies
 - 1.4.5 Challenging Behaviors
- 1.5 Tools of Functional Assessment – PEP-R, APEP, ABLLS, TTAP, VABS II

Unit-3: Approaches to Teaching

- 1.1 Behavioral Approach:
 - 1.1.1 LOVAAS
 - 1.1.2 Applied Behavioral Analysis
 - 1.1.3 Discrete Trial Teaching
 - 1.1.4 Verbal Behavior Analysis
- 1.2 Developmental Approach
 - 1.2.1 Floor Time
 - 1.2.2 Montessori
- 1.3 Structure and Visual Supports – TEACCH
- 1.4 Naturalistic Approaches - Pivotal Response Training
- 1.5 Considerations for Eclectic Approaches and Cultural Adaptations

Unit-4: Teaching Method & Techniques

- 5.1 Stages of Learning – Acquisition, Maintenance, Fluency and Generalization
- 5.2 Principles of Teaching- Concrete, Iconic, Symbolic,
- 5.3 Teaching Strategies – Task Analysis, Prompting, Fading, Shaping, Chaining
- 5.4 Teaching Approaches – Multi Sensory, Project Method, Play Way
- 5.5 One to one Teaching and Group Teaching

Unit-5: Inclusive Education

- 5.1 Concept and Definition
- 5.2 Types of Inclusion
- 5.3 Challenges to Inclusion in ASD
- 5.4 Role of Special Educator for Students with ASD
- 5.5 Importance of Enabling Social and Physical Environment

Teaching-learning Strategies

Lecturing, text book reading, group discussion, question answer sessions.

Assignment- Types and Number with Calendar

Classroom presentation, quiz, oral and written test, classroom projects. 2 before mid-term and 2 after mid-term paper will be given.

Assessment and Examinations:

Sr. No.	Elements		Details
1.	Midterm Assessment		Written test at the mid-point of the semester.
2.	Formative Assessment		It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment		Written test at the end of the semester.

Suggested Readings

Smith, D.D. (1998). *Introduction to special education*. Allyn & Bacon.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Wilmshurst, L. (2010). *The complete guide to special education* (2nd ed.). San Francisco: Jersey Bass

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher

Algozzine, B. (2006). *Effective assessment for students with special need*. California: Corwin Press.

Freeman, R., & Lewis, R. (1998). *Planning and implementation assessment*. London. Kogan Page.

Gargiulo, R.M. (2006). *Special education in contemporary society: An introduction to exceptionality*. Austria: Thomson.