



**TITLE PAGE**

**ASPIRE PILOTING MODULE No: 6**

**TITLE OF MODULE: Meeting Needs – Communication and interaction - Autism**

**COURSE MATERIALS: Texts, HOs, videos, flip-chart, markers, a white board.**

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**MODULE DESCRIPTION**

Semester: Spring Semester



Target Audience: (mixed group including school teachers and academic staff from higher education)

Teacher expertise:

Teacher: Viktoria Midelauri, Nana Makaradze

Language: Georgian

Prerequisites:

Restrictions: N/A

Supplementary regulations: N/A

**Summary:**

This module studies the nature of the autism spectrum and social and communication difficulties and the implications for individuals during the Early Years, through childhood into adulthood.

Participants will gain:

Basic understanding of autism, so that participants can effectively use language, or other ways of communication when interacting with people on the spectrum, or about them to other people/or public. Course is based on narrative voices of individuals with autism and their families to fully understand the conditions under the diagnostic criteria and its effect in everyday life.

and

Confidentiality in interacting and delivering services to people with autism, through understanding of “triad of impairments” and other characteristics accepted as a feature of autism spectrum. Can judge without traditional attitudes and prejudices associated with condition, which prevents people from desire, and opportunity to interact with people who have autism.

**Overall aim:**

Main point of the course is to give students understanding of autism, so they can effectively review new information in the field, express their



thoughts and in case of interest or opportunity, have confidentiality to start interaction with people who have autism.

**Learning outcomes:**

- a) Analyze and interpret individual perspectives of the autism spectrum nature, its impact on families and understand perspectives of others, In order to broaden horizons and increase awareness of multiple aspects of autism and its diverse impacts;
- b) Define knowledge and understanding of individual needs, and possible explanations for those needs, associated with the autism spectrum;
- c) Interpret key theoretical perspectives in order to analyze the effect of autism spectrum disorder on life-long learning and participation in social activities;
- d) Analyze and critically review approaches and observe case studies, in order to fully understand communication needs for individuals on the spectrum
- e) Use acquired knowledge to plan strategy for meeting communication needs of a person with autism spectrum disorder and its family.
- f) Take an active role in identifying purpose, tasks, responsibilities and timescales in a group activity
- g) Deliver information orally using appropriate language (new concepts incorporated) in a structured manner to engage the audience through the presentation

**MODULE STRUCTURE**

**ECTS credits:** 1ECT

**Study Hours:** 12Hrs

**Taught Hours:**

Day 1: 3 Hrs

Day 2: 3 Hrs

Day 3: 3 Hrs



Day 4: 3 Hrs			
<b>Independent Hours:</b> 13 Hrs			
<b>Total:</b> 25 Hrs			
<b>Assessment scheme</b>			
Types of assessment:	Units:	Weighting:	Learning Outcomes:
Test	2	20%	B,c, e
Presentation	2	20%	D,e,f,g
poster	2	10 %	D,e,f,g,
Assay	2	10 %	C,d,
Final project		40 %	A,b,c,d,e,f,g
Attendance		10% x 3	a,b,c,d,e
Participation		15% x 3	a,b,c,d,e
Final Assignment/presentation		25%	f,g
<b>Description of types of assessment</b>			
<p>Final Project: understanding and analyzing current situation regards to meeting communication needs of students with autism in Georgia. Working in small groups (2 or 3), students will find out how are communication needs of students with autism mat in Georgia: perspectives from family, schools, kindergartens, higher education.</p> <p>Presentations should</p> <p>Give insight to the whole picture in each educational level, as well as families, also provide individual experiences;</p> <p>review comparisons of different perspectives;</p> <p>Provide stimulus for group discussion.</p>			



COURSE PLAN					
Activity day	Lesson Topic	Lesson Activities	Estimated student work time in hours	Lesson Outcome	Assessment forms
Day 1	<b>Introduction</b>	<ol style="list-style-type: none"> <li>1. Module Introduction</li> <li>2. Conducting Pre-evaluation test</li> <li>3. Group work: sharing own experience and perspectives using iceberg model for understanding of autism.</li> <li>4. PPT presentation: What is Autism? preface to the special issues of autism</li> <li>5. Reading assignment: What is autism</li> </ol>	<p>30 min</p> <p>30 min</p> <p>1 hr</p> <p>1 hr</p> <p>2hrs &amp; 30min</p>	<p>a)Analyze and interpret individual perspectives of the autism spectrum nature, its impact on families and understand perspectives of others, In order to broaden horizons and increase awareness of multiple aspects of autism and its diverse impacts.</p> <p>b)Define knowledge and understanding of individual needs, and possible explanations for those needs, associated with the autism spectrum.</p>	<p>Attendance (10%)</p> <p>Participation in group activities (15%)</p>
Day 2	<b>Triad of Impairment</b>	<ol style="list-style-type: none"> <li>1. Presentation: “Triad of impairments” and their implication in real life conditions.</li> <li>2. Video presentations and group activity: Working on real cases, narrative voices of people with autism and their families.</li> <li>3. Discussion: impact of autism related characteristics on everyday life-learning, participation, family</li> </ol>	<p>1 hr</p> <p>30 min</p> <p>30 min</p> <p>1 hr</p>	<p>c) Interpret key theoretical perspectives in order to analyze the effect of autism spectrum disorder on life-long learning and participation in social activities</p>	<p>Attendance (10%)</p> <p>Participation in group activities (15%)</p>



		<ol style="list-style-type: none"> <li>4. Presentation: Key psychological and cognitive theories relating to autism spectrum</li> <li>5. Reading assignment: What is autism; Autism related theories</li> </ol>	3 hrs		
<b>Day 3</b>	<b>Interaction Approach</b>	<ol style="list-style-type: none"> <li>1. Presentation: -building up communication -Intensive interaction approach</li> <li>2. Video presentation-discussion</li> <li>3. Presentation: Giving voice-communication passports</li> <li>4. Activity: working on template</li> <li>5. Presentation: Alternative and Augmentative communication</li> <li>6. Reading assignment</li> </ol>	<p>30 min</p> <p>30 min</p> <p>30 min</p> <p>1 hr</p> <p>2 hrs 30 min</p>	<p>a)Analyze and critically review approaches and observe case studies, in order to fully understand communication needs for individuals on the spectrum</p> <p>e) Use acquired knowledge to plan strategy for meeting communication needs of a person with autism spectrum disorder and its family.</p>	<p>Attendance (10 %)</p> <p>Participation in activities and discussion (15%)</p>
<b>Day 4</b>	<b>Case analysis</b>	<ol style="list-style-type: none"> <li>1. Independent work on assignment: [reading, doing observations, interview with parents, practitioners in the field, records, analyzing and summarizing strategies, working on recommendations]</li> <li>2. Sharing final assignment results within group and preparing joint presentations</li> <li>3. Presentation of final assignment</li> <li>4. Conducting Post-evaluation Feedback</li> </ol>	<p>3 hrs</p> <p>2 hrs</p> <p>2 hrs</p> <p>1 hr</p>	<p>a)Analyze and critically review approaches and observe case studies, in order to fully understand communication needs for individuals on the spectrum</p> <p>e) Use acquired knowledge to plan strategy for meeting communication needs of a person with autism spectrum disorder and its family.</p>	<p>Oral presentation of final assignment (25%)</p>



TRAINERS GUIDE		
Activity title	Activity description	Suggested materials
<p><b>Module Introduction</b></p> <p><b>Presentation</b></p> <p><b>Pre-evaluation test</b></p> <p><b>Group work</b></p>	<p>1. Lecturer will introduce to audience the overall overview of the module, expected outcomes, intended activities, assessment criteria's and technical issues associated with the course (timing, access to teaching resources etc.)</p> <p>2. Conduct Pre-evaluation test (See Appendix 1 in the document)</p> <p>3. Group activity, using iceberg model to better understand the relation of evident characteristics of autism with cause's underlying beneath. Lecturer asks participants to write down three associations with autism on separate sticky papers, given to participants in advance. Afterwards, they are asked to think about which of the statements may represent the tip of the iceberg and which one the part under the water (so called causes which are not evident, but trigger behaviors such as for example stereotypic movements, which are so evident to everyone). Participants place their notes on appropriate place (under/above-water on iceberg)</p>	<p>PPT presentation 1: What is Autism?</p> <p>Handout 1-What is autism (See folder "student's materials" on the CD)</p>



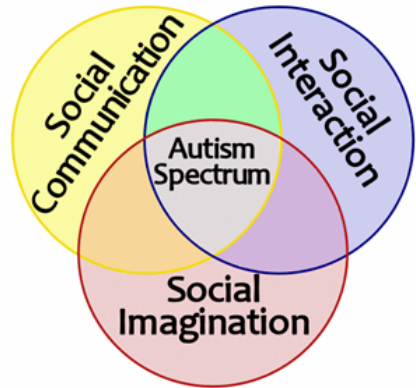
	outlined on flipcharts by lecturer and discuss the results.	
<p><b>Presentation</b></p> <p><b>Video presentation</b></p> <p><b>Discussion</b></p>	<p>1.Lecturer is introducing to the model “Triad of impairments”, providing participants with video cases to explain each component in depth.</p> <p>2.Gives to group activity to Listen/watch/read and reflect upon the voices of the individuals who have the diagnose of autism and their families.</p> <p>3.As a second topic will discuss key psychological and cognitive theories relating to autism spectrum</p>	<p>Presentation 2-“Triad of impairments” (See folder “student’s materials” on the CD)</p> <p>Presentation 3: Key psychological and cognitive theories relating to autism spectrum (See folder “student’s materials” on the CD)</p> <p>Links:  <a href="http://www.autismwebsite.com/fourleafpress/vignette.html">http://www.autismwebsite.com/fourleafpress/vignette.html</a>                      parents voices-Vignettes from Just This Side of Normal: Glimpses Into Life with Autism  <a href="http://treatingautism.co.uk/our-approach/parents-stories/">http://treatingautism.co.uk/our-approach/parents-stories/</a>                      parent stories</p>
<p><b>Presentation</b></p>	<p>1.Lecturer will introduce the group the main approaches of communication with people on the spectrum, depending on their need.</p>	<p>Presentation 4-Intensive Interaction (See folder “student’s materials” on the CD)</p> <p>Template-communication passports (See folder “student’s materials” on the CD)</p> <p>Materials for Reading: Caldwell P., (2005) Speak to me. (See folder “student’s materials” on the CD)</p> <p>Caldwell, P. (1998) ‘Person to Person’ Brighton. Pavilion Publishers Caldwell, P. (2006)</p> <p>‘Finding You Finding Me’ London and Philadelphia Jessica Kingsly Publishers Nind, M. and Hewett, D. (2001) ‘A Practical guide to Intensive Interaction’ Kidderminster bild</p> <p><a href="http://www.autismspeaks.org/family-services/office-forms-stories">http://www.autismspeaks.org/family-services/office-forms-stories</a> Personalized stories</p> <p>Video link: inspirations-Reaching Ricky student</p>





Reading assignment

Reading



materials\inspirations-Reaching Ricky.mov

2. At the end of the second lesson participants are introduced for the final assignments and assessment criteria as well. They are supposed to prepare presentations and deliver orally to the audience in two weeks period. See assignment criteria, pg. 9.

Teacher gives the assignment to translate small paragraphs into Georgian, about the disabilities that causes reading problems. Students work in small groups. Person with disabilities, from Guidelines for easy-to-read materials. International Federation of Library Association ad Institutions, 2010. Each group of students present their translations.



	<p>Students are asked to read in groups Convention on the Rights of Persons with Disabilities, article 1, 2, 3, 4 and 5.</p>	
<p><b>Individual</b></p> <p><b>Presentation of final assignment</b></p> <p><b>Conducting Post-evaluation</b></p> <p><b>Feedback</b></p>	<p>T gives a task to find out different info, to conduct a research, to observe and analyze and assess the case.</p> <p>Participants will: Present the assignments and receive feedback from lecturer.</p> <p>Fill post-evaluation forms</p>	<p>see Appendix 1. Pg.14</p> <p>Feel feedback forms.</p>

**LIST OF SUGGESTED LITERATURE/ STUDENT COURSE MATERIAL**

1. Disability Awareness Activity Pack, Activities and resources for teaching Students About Disabilities, Bev Adcock, Michael L. Remus, 2006
2. Caldwell P., (2005) Speak to me.
3. Caldwell, P. (1998) 'Person to Person' Brighton. Pavilion Publishers Caldwell, P. (2006)
4. 'Finding You Finding Me' London and Philadelphia Jessica Kingsly Publishers Nind, M. and Hewett, D. (2001) 'A Practical guide to Intensive Interaction' Kidderminster bild

Other resources in Georgian Language:

5. Handout 1-What is autism
6. Template-communication passports

Website Links

<http://www.autismwebsite.com/fourleafpress/vignette.html>



<http://www.emstac.org/registered/topics/autism/case.htm>  
<http://www.emstac.org/registered/topics/autism/principles.htm>  
<http://www.autismspeaks.org/family-services/tool-kits>  
<http://www.autismspeaks.org/family-services/office-forms-stories>

Video Links:

[http://www.youtube.com/watch?v=OhnaPJw\\_Wh8](http://www.youtube.com/watch?v=OhnaPJw_Wh8)