



**TITLE PAGE**

**ASPIRE PILOTING MODULE No: 6,8 combined**

**TITLE OF MODULE:** Meeting Needs of Students with Autism /Communication and Interaction difficulties/

**COURSE MATERIALS:** Articles for reading, power point presentations, video materials

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**MODULE DESCRIPTION**

**Type:**Staff capacity enhancement training course

**Semester:**Fall semester



**Target Audience:** University teaching staff, PhD students, ASPIRE partner organization members,

**Teacher expertise:** Trained within the frame of ASPIRE project

**Teacher:** Zaruhi Harutyunyan, Lilit Karapetyan

**Language:** ARMENIAN/ENGLISH

**Prerequisites:** Meeting Needs of students with Specific Learning Difficulties

**Restrictions:** n/a

**Supplementary regulations:** n/a

**Summary:**

- ▶ This module covers general understanding of the autism spectrum and social and communication difficulties and the implications for individuals studying in higher education in Armenia.
- ▶ Key areas of difficulties of social and communication skills are explored as a feature of the autism spectrum in order to gain an understanding of social interaction, communication, restricted interests and behaviors, sensory issues.
- ▶ The main SEB disorders are discussed which can become obstacles in successful comprehension of educational process, the ways to identify students with SEBD and the means to meet their educational needs are the subject of this module, as well.

**Overall aim:**

- ▶ To develop general knowledge and understanding of the nature of individual needs associated with the autism spectrum and SEB disorders in order to understand the range of individual needs and strengths.
- ▶ To train the University teachers and PhD students (who are usually future University teaching staff) with appropriate teaching strategies



and methods.

**Learning outcomes:**

At the end of the course the participants will be able to:

Knowledge and understanding

- a. Define and understand the concept of communication and Interaction difficulties
- b. Identify the students with autism spectrum disorders and their individual difficulties in the educational process
- c. Understand other social, emotional and behavioral disorders and their impact of the study process in higher education
- d. Apply strategies and teaching methods to meet needs of students with autism and SEBD

Subject specific understanding and skills

- e. Understand the necessity and possibility of inclusion of people with communication and Interaction difficulties.
- f. Identify students with autism/ communication and Interaction difficulties.
- g. Understand the impact of the communication and Interaction difficulties upon the study process of people with these difficulties.

Key skills

- h. Apply strategies and teaching methods to meet needs of students communication and interaction difficulties.
- i. Demonstrate ability to reflect upon educational needs relating to communication and interaction difficulties.



MODULE STRUCTURE			
ECTS credits:0,5		Study Hours: 15 academic hours (1 hour = 40 minutes)	
Taught Hours: Day 1: 2Hrs Day 2: 2Hrs Day 3: 2Hrs			
Independent Hours: 9			
Total: 15			
DESCRIPTION OF TYPES OF ASSESSMENT			
Assessment scheme			
Types of assessment:	Units:	Weighting:	Learning Outcomes:
Pre- and post-test evaluations will be conducted to check the comprehension of the module	2		Overall understanding of the topic
Assignment 1: Reading, video watching and conclusions/essay	1	15%	
Assignment 2:Group work (The participants will adapt syllabus knowledge assessment in specific areas to and make an individual study plan for students with SLD), group presentation	1	40%	



Active participation (group discussion, stimulation)	3	25%	
Presence	3	20%	

**Description of types of assessment**

**Assignment 1 : Essay/Homework assignment (25%)**

Participants will read literature and watch video to draw up an essay on attitudes and possible inclusion of people with autistic spectrum in higher education. They will indicate the difficulties and possibilities existing in the country related to education /specifically in higher/ and social life, in general. They will define specific examples. In conclusion, they will propose their own solutions for the examples defined. (max 500 words).

**Assignment 2 Power point presentation/Homework assignment (40%)**

Working in small groups (2 or 3), the participants will adapt a syllabus, student knowledge assessment to or develop an individual study plan for students with autistic spectrum and other SEB disorders. (Power point presentation)

The course participants will actively be involved in discussions, critically analyzed discussed topics, take part in simulations and give their reflection upon the obtained experience (20%). Their participation in all lessons is required (20%).

**COURSE PLAN**

Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms
<b>DAY 1</b>	<b>Identify the students with autism spectrum disorders and their individual difficulties in the educational process</b>	Introduction. Pre-evaluation  Lecture (PPT 1) Discussion on the topic	15 minutes  15 minutes	a, b,	Pre-evaluation



	<ul style="list-style-type: none"> <li>▪ General understanding of autism spectrum disorders, historical development</li> <li>▪ Definitions associated with autism spectrum</li> <li>▪ Difficulties related to autistic spectrum disorders</li> </ul>	<p>/What is autism, description, characteristics of people with autism, Definitions associated with autism spectrum? Social emotional disorders, Asperger's syndrome. Pervasive developmental disorder</p> <p>Rett syndrome. Description of autistic disorders, its influence on people's life and participation in daily life. /</p> <p>Lecture (PPT 1) Discussion on the topic /What is Asperger disorder, its characteristics, description of social behavior? Situation and statistics in Armenia. / Discussion on the video</p> <p>Discussion and Conclusion of Day 1 Topic</p> <p>Homework Assignment 1 Explanation</p>	<p>15 minutes</p> <p>15 minutes</p> <p>15 minutes</p> <p>5 minutes</p>	<p>b, c</p> <p>a, b, c</p> <p>a, b, c</p> <p>a</p>	<p>Presence 5%</p> <p>Participation in discussions 5%</p>
<p><b>DAY 2</b></p>	<p><b>Understand other social, emotional and behavioral disorders and their impact of the study process in higher education</b></p>	<p>Presentations and Conclusions on homework assignment</p>	<p>15 minutes</p>		<p>Assignment/ Essay</p>



	<ul style="list-style-type: none"> <li>• Social, emotional and behavioral disorders: ADHD and other disorders.</li> <li>• Individual difficulties related to SEBD hindering successful educational process.</li> </ul>	<p>Lecture (PPT 2) Discussion on the topic /General understanding ADHD and other disorders, historical development and statistics.</p> <p>Difficulties related to ADHD and SEBD in educational settings/.</p> <p>Lecture (PPT 3) Discussion on the topic /How individual difficulties related to SEBD hindering successful educational process, what is developed in this field in order to facilitate educational process and support students with SBDB/.</p> <p>Discussion and Conclusion of Day 2 Topic Homework Assignment 2 explanation</p>	<p>20 minutes</p> <p>20 minutes</p> <p>15 minutes</p> <p>5 minutes</p>	<p>a, c</p> <p>d,f</p> <p>e,f, g</p>	<p>presentation 25%</p> <p>Presence 5%</p> <p>Participation in discussions and simulations 10%</p>
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<b>DAY 3</b>	<p><b>Apply strategies and teaching methods to meet needs of students with autism and SEBD</b></p> <ul style="list-style-type: none"> <li>▪ Tips to assist people with autistic spectrum disorder and SEBD, use of strategies and modifications, low-and higher technologies to meet the educational needs of students with autistic spectrum and other SEB disorders</li> <li>▪ Development of individual learning plans, knowledge assessment for students with autistic spectrum and other SEB disorders</li> </ul> <p>Post evaluation and summary of the module.</p>	<p>Group Presentation of (PPT) Homework Assignment 2</p>	20 minutes	d, h, i	Group Presentation 40%
		<p>Lecture (PPT 4) Discussion on the topic</p>	20 minutes	f	Presence 5%
		<p>/What kind of tips are available to assist people with autistic spectrum disorder and SEBD, how strategies and modifications can be used in educational process, types of low-and higher technologies to meet the educational needs of students with autistic spectrum and other SEB disorders/.</p>	10 minutes	e, d	Discussions and discussions 5%
		<p>Lecture (PPT 4) Discussion on the topic</p>	15 minutes	e	
		<p>/Ways of developing and adjusting individual learning plans in higher education and possibilities to implement in Armenian educational system. The strategies and tips of knowledge assessment for students with autistic spectrum and other SEB disorders/.</p> <p>Discussion on the Assignment 2 regarding the topic of Day 3</p>	15 minutes		







<p>Discussion on the video</p> <p>Discussion and Conclusion of Day 1 Topic</p> <p>Homework Assignment 1 Explanation</p>	<p>during Day 1, make conclusion.</p> <p>The teacher explains Assignment 1; the participants should watch videos about discrimination, read article to draw up Assignment 1.</p>	<p><a href="http://digitalcommons.unl.edu/nebanthro/57">http://digitalcommons.unl.edu/nebanthro/57</a></p>
<p><b>Understand other social, emotional and behavioral disorders and their impact of the study process in higher education</b></p> <p>Presentations and Conclusions on homework assignment</p> <p>Lecture (PPT 2)</p> <p>Discussion on the topic /General understanding ADHD and other disorders, historical development and statistics.</p> <p>Difficulties related to ADHD and SEBD in educational settings/.</p>	<ol style="list-style-type: none"> <li>1. The participants discussed the video-materials related to autistic spectrum disorder, and make general conclusion. Lectures conduct the discussion and make follow up of the topic.</li> <li>2. The teacher conducts a lecture on Social, emotional and behavioral disorders. The lecture is followed-up with discussion on the topic.</li> <li>3. The teacher conducts a lecture on Individual difficulties related to SEBD in higher education, about difficulties related with main activities in study process in different fields. The lecture is followed-up with discussion on the topic.</li> <li>4. Discussion and Conclusion of Day 2 Topic are coming next. The teacher promotes the participants to provide feedback on the activities covered during the lesson.</li> <li>5. The teacher explains Assignment 2; the participants in groups of 2 or 3 should adapt a course they teach to needs of students with autism/social, emotional and</li> </ol>	<p>PPT 2</p> <p>PPT 3</p>



<p>Lecture (PPT 3) Discussion on the topic /How individual difficulties related to SEBD hindering successful educational process, what is developed in this field in order to facilitate educational process and support students with SBDB/.</p> <p>Discussion and Conclusion of Day 2 Topic Homework Assignment 2 explanation</p>	<p>behavioral disorders. 6. They should evaluate the accordance of the materials they use during their lessons with the needs of students with ADHD and SEBD.</p>	<p>An Examination of Autism Spectrum Disorders in Relation to Human Evolution and Life History Theory: Daniel E. Lomelin 2010, University of Nebraska - Lincoln</p> <p><a href="http://www.sagepub.com/gargiulo4emedia/study/chapters/handbook/handbook8.1.pdf">http://www.sagepub.com/gargiulo4emedia/study/chapters/handbook/handbook8.1.pdf</a></p>
<p><b>Apply strategies and teaching methods to meet needs of students with autism and SEBD</b></p> <p>Group Presentation of (PPT) Homework Assignment 2</p> <p>Lecture (PPT 4) Discussion on the topic</p> <p>/What kind of tips are available to assist people with autistic spectrum disorder and SEBD, how strategies and modifications can be used in educational process,</p>	<ol style="list-style-type: none"> <li>1. Group Presentation (PPT) of Homework Assignment 2.</li> <li>2. The teacher conducts an interactive lecture on tips, strategies and modifications to meet the needs of students with autistic spectrum disorder and SEBD in higher education.</li> <li>3. The lecture is followed-up with discussion on the topic.</li> <li>4. In groups of Assignment 2 the participants compare the strategies provided by them with those presented by the teacher.</li> <li>5. The teacher conducts an interactive lecture on development of individual learning plans, knowledge</li> </ol>	<p>PPT 4</p> <p>PPT 4</p>



<p>types of low-and higher technologies to meet the educational needs of students with autistic spectrum and other SEB disorders/.</p> <p>Lecture (PPT 4) Discussion on the topic /Ways of developing and adjusting individual learning plans in higher education and possibilities to implement in Armenian educational system. The strategies and tips of knowledge assessment for students with autistic spectrum and other SEB disorders/.</p> <p>Discussion on the Assignment 2 regarding the topic of Day 3</p> <p>Conclusions, closing.</p>	<p>assessment for students with autistic spectrum and other SEB disorder.</p> <p>6. The participants discuss on the Assignment 2 regarding the topic of Day 3.</p> <p>7. The teachers promote the participants to express their opinion and conclusion on the topic.</p> <p>8. The participants fill in post-evaluation forms.</p> <p>9. Closing the course.</p>	<p>Pre-post evaluation form (part 2)</p>
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**LIST OF SUGGESTED LITTERATURE**

1. An Examination of Autism Spectrum Disorders in Relation to Human Evolution and Life History Theory: Daniel E. Lomelin 2010, University of Nebraska - Lincoln
2. ANXIETY DISORDERS Melinda A. Stanley University of Texas Health Science Center at Houston J. Gayle Beck State University of New York at Buffalo Clinical Psychology Review, Vol. 20, No. 6, pp. 731–754, 2000
3. Life events in bipolar disorder: Towards more specific models Sheri L. Johnson University of Miami, United States Received 11 May 2004; received in revised form 11 May 2005; accepted 13 June 2005 Clinical Psychology Review 25 (2005) 1008–1027



4. Clinical Psychology Review 29 (2009) 57–67 Selective mutism: A review and integration of the last 15 years ☆ Andres G. Viana a, □, Deborah C. Beidel b, Brian Rabian a
5. Stephen E. Brock Diagnosis of Attention-Deficit/Hyperactivity Disorder 73 Amanda Clinton (AD/HD) in Childhood: A Review of the Literature The California School Psychologist 2007, Volume 12, pp. 73-92
6. <http://digitalcommons.unl.edu/nebanthro/57>
7. <http://www.sagepub.com/gargiulo4emedia/study/chapters/handbook/handbook8.1.pdf>