

EDUC90351 Social-Communication, Behaviour and ASD

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus. Parkville Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 240 hours of non-contact commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Anna Bortoli
Contact:	Education Student Centre
Subject Overview:	Students should understand the different theories and symptomology of autism; communication intervention, understanding behaviour and sensory processing, social competence needs; intervention in perspective taking; addressing social relationships; informal and formal assessment of social and communication skills; develop critical skills in functional analysis; designing behaviour support plans and accommodations required in the learning environment and working with social scripts.
Objectives:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # understand the condition of ASD, co-morbidity and its effect on social-communication and behaviour; # understand the effects of sensory processing differences; deficits in interactive perspective taking; # understand differences in behaviour management and their application to ASD; # develop effective intervention programs which are supported with sound research findings; # evaluate the effectiveness of a range of interventions; # adapt and differentiate social and learning environments.
Assessment:	Assignments equivalent to 10,000 words (100 per cent).One 8000 word research paper (75%) due mid-May.One group based task equivalent to 2000 words (25%) due mid-May.
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Evaluate and apply new knowledge

	<ul style="list-style-type: none"># Apply analytical and critical thinking skills in relation to behaviour and social-communication# Improve capacity and skills to review research# Debate practices and approaches to behaviour and social-communication# Demonstrate leadership and teamwork when working with support teams in the design of behaviour and social-communication programs# Clearly communicate children's progress to families and professionals
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Education (Special Education, Inclusion & Early Intervention) Postgraduate Certificate in Education (SE,I&EI)