

Course Features

The satisfactory completion of an ASD-specific teaching practicum is a mandatory requirement of the course and this will be integrated within each of the units of competency. The forty-five day practicum will be distributed equally over the 3 semesters and may take place at Western Autistic School, a host school and/or at a base-school, under the supervision of a registered teacher who has experience teaching students with ASD.

For the full Diploma (3 semesters) the practicum will consist of thirty days of supervised special education experience (10 days practicum in each semester) and 15 days of additional Professional Practice.

Teachers may apply for exemption from the additional fifteen days of Professional practice on the basis of currency and quantity of relevant teaching practice in a specialist role or setting.

The Professional Practice days are approved by the Course Co-ordinator. Such experiences may include activities as:

- ◆ Observation
- ◆ Professional conferences and workshops
- ◆ Research conducted in appropriate learning environments
- ◆ Working with ASD students in non-school environments. E.g. camps and out of school programs
- ◆ Conducting activities for a group of ASD students.
- ◆ Working with professionals assessing ASD students
- ◆ Voluntary work with students with ASD in schools.

Assessment:

There are two complementary approaches to assessment in the course, namely:

- Written assessment selected to suit the particular elements or units of competent and teaching scenario
- A practicum under the supervision of an experienced teacher of students with ASD

There are increasing numbers of students with a diagnosis of Autism Spectrum Disorders (ASD) in schools and teachers need specialised training to teach these students effectively.

Autism teaching institute (Western Autistic School's registered Training Organisation RTO) has developed competency based training courses to provide teachers with specialist skills.

OUR TRAINING:

- *Uses a theory – to – practice model
- *Is delivered by national and international guest lecturers and expert practitioners

*Leading and sustaining
exceptional practice*

OUR MISSION

Our aim is to help provide the highest quality education for all students with ASD. We do this through:

- **Generating and disseminating knowledge about pedagogy, and**
- **Provision of state-of-the art training courses for teachers of students with ASD.**

Autism Teaching Institute

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Graduate Diploma of Teaching Students Autism Spectrum Disorder 22337VIC

About the

AUTISM TEACHING INSTITUTE (ATI)

The Autism Teaching Institute is a Registered Training Organisation (No 21709) established by Western Autistic School (WAS) in 2006. For the past 30 years WAS has provided training and support to schools that cater for students with Autism Spectrum Disorder (ASD). In recognition of the ongoing and increasing demand for this support and the need for adequately trained personnel within schools, WAS developed accredited post graduate courses for teachers through registration as a training organisation. The Victorian Qualifications Authority accredited the Graduate Certificate and the Graduate Diploma of Teaching Students with ASD in 2005, the first courses with these qualification titles accredited in Victoria.

In 2017 the Autism Teaching Institute successfully gained reaccreditation of the two current courses:

22336VIC Graduate Certificate in Teaching Students with Autism Spectrum Disorder (ASD)

22337VIC Graduate Diploma of Teaching Students with Autism Spectrum Disorder (ASD)

The ATI through its collaborative partnerships with schools, universities and other organisations possesses a solid body of knowledge and expertise in specialised teaching of students with ASD.

Course Outline: 20 days Lectures 45 days Practicum

The Qualification

The Victorian Institute of Teaching (VIT) recognises the Graduate Diploma of Teaching Students with ASD (22337VIC) as a:

- ◆ Post Graduate Specialist qualification
- ◆ Provides 3 year trained teachers with the equivalent of a 4th year of training.

Entry Requirement

To undertake the Graduate Diploma course participants must be qualified teachers registered with the VIT and possess strong communication and teaching skills.

Entrants must be working with students with ASD in a classroom setting, or confirm that there is a student with ASD in their classroom for the duration of their practicum.

At the conclusion of study, teachers will:

- have developed an in-depth understanding of the complexity of ASD
- understand current diagnostic criteria for ASD
- understand and apply current thinking and learning theories related to ASD
- understand and apply Universal Design for Learning and evidence-based interventions for students with ASD
- understand, apply and interpret ASD-specific teacher assessment tools
- use targeted assessments to inform the development of differentiated learning plans for individual students, particularly those with ASD
- develop learning goals aligned with SMART principles that prioritise individual skills and learning needs of students with ASD
- challenge and support students with ASD to achieve their full potential
- provide support to families of students with ASD

Graduate Diploma of Teaching Students with ASD (22337VIC)

Semesters/Lectures	Supervised Practicum
<p>Units of Competency</p> <p>Manage resources to support students with ASD <i>VU22005</i></p> <p>Apply knowledge of ASD to teaching practice <i>VU22006</i></p> <p>Design and implement an individualised learning plan for a student with ASD <i>VU22007</i></p> <p>Use communication to build relationships <i>CHCCOM002</i></p> <p>Evaluate theories and research of teaching students with ASD <i>VU22008</i></p> <p>Manage behaviour support and intervention programs for students with ASD <i>VU22009</i></p> <p>Evaluate the effectiveness of individualised learning programs for students with ASD <i>VU22010</i></p>	<p>Semester 1</p> <p>6 Saturday Lectures</p> <p>Written Assignments Reflective Journal</p> <p>Semester 2</p> <p>6 Saturday Lectures</p> <p>Written Assignments Reflective Journal</p> <p>Semester 3</p> <p>8 Saturday Lectures</p> <p>Folio of Evidence – Student Portfolio</p> <p>Investigative Project – Action Research Project</p> <p>Functional Behavioural Assessments – FBA I & II</p>
<p>Supervised Practicum</p> <p>5 days Assessor <i>(comes to student's school)</i></p> <p>5 days Supervising Teacher <i>(External placement)</i></p> <p>5 days Assessor <i>(comes to student's school)</i></p> <p>5 days Supervising Teacher <i>(External placement)</i></p> <p>5 days Assessor <i>(comes to student's school)</i></p> <p>5 days Supervising Teacher <i>(External placement)</i></p>	
<p>Professional Practice</p> <p>Students must also complete: 15 days Professional Practice over 3 semesters or apply for exemption* based on Special Education currency and experience</p> <p>*Eligible to Apply for Exemption from Professional Practice:</p> <ul style="list-style-type: none"> ●ATI students working full time in a specialist role ●Part time specialist roles may qualify for partial exemptions. 	