

# Our Training:

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

## 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 45 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 autistic students.

For the full Diploma (3 semesters) the practicum will consist of 30 days of supervised special education experience (10 days practicum in each semester) and 15 days of additional Professional Practice.

### At the conclusion of study, teachers will:

- have developed an in-depth understanding of the complexity of the school and classroom experience for autistic students
- have developed their understanding of how to support autistic students to navigate their school experiences
- 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 teaching autistic students
- understand, administer 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 autistic students
- as with all students, challenge and support autistic students to reach their full potential
- have developed knowledge and skills to support colleagues and families of autistic students

# 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 autistic students. 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 autistic students.

## Our Mission

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

- Generating and disseminating knowledge about pedagogy, and
- Providing state-of-the art training courses for teachers of autistic students.

### Autism Teaching Institute

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RTO 21709



# Graduate Diploma of Teaching Students with Autism Spectrum Disorder

**22337VIC**



## Leading and sustaining exceptional practice

*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.*

*The Autism Teaching Institute (Western Autistic School's Registered Training Organisation) has developed competency based training courses to provide teachers with specialised skills.*

# Course Outline: 20 Lectures and 45 days Practicum



Autism  
Teaching  
Institute

## Graduate Diploma of Teaching Students with ASD (22337VIC)

Semesters/Lectures		Supervised Practicum
Units of Competency	Semester 1	
Manage resources to support students with ASD VU22005	<b>Semester 1</b> <b>6 Saturday Lectures</b> Written Assignments Reflective Journal	<b>5 days Assessor</b> (in ATI student's classroom) <b>5 days Supervising Teacher</b> (External placement)
Apply knowledge of ASD to teaching practice VU22006	<b>Semester 2</b> <b>6 Saturday Lectures</b> Written Assignments Reflective Journal	<b>5 days Assessor</b> (in ATI student's classroom) <b>5 days Supervising Teacher</b> (External placement)
Design and implement an individualised learning plan for a student with ASD VU22007	<b>Semester 3</b> <b>8 Saturday Lectures</b> – Student Portfolio – Action Research Project Functional Behavioural Assessments – FBA I & II	<b>5 days Assessor</b> (in ATI student's classroom) <b>5 days Supervising Teacher</b> (External placement)
Use communication to build relationships CHCCOM002		
Evaluate theories and research of teaching students with ASD VU22008		
Manage behaviour support and intervention programs for students with ASD VU22009		
Evaluate the effectiveness of individualised learning programs for students with ASD VU22010		

### Assessment

Assessment is a combination of written assessment and demonstration of skills

### Professional Practice

Students must also complete: **15 days Professional Practice over 3 semesters or apply for exemption**

\* based on Special Education currency and experience

#### \* Eligible to Apply for Exemption from Professional Practice:

- ATI students working full time in a specialist role
- Part time specialist roles may qualify for partial exemptions.



## 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 autistic students in a classroom setting, or confirm that there is an autistic student in their classroom for the duration of their practicum.

## Testimonial:

Graduate feedback indicates that one of the many highlights of the course is the support from the ATI trainer/assessor who visits them in their classroom for 15 days of practicum.

*"I have found the process of the internal practicum visits really beneficial and such a helpful part of the ATI course. I have found that the visits have encouraged my own reflective practice, and supported me to consider my approach to teaching and learning in the realm of ASD, my pedagogy, the theories behind the things that I do, and also to have the opportunity to continually engage in professional dialogue that is so specific to my learning environment". - Laura, Graduate 2018*