

SPEECH-THERAPY APPROACHES IN AUTISM SPECTRUM DISORDERS

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	UNDERGRADUATE PROGRAM (LEVEL 6)		
COURSE CODE	slt -74	SEMESTER	7
COURSE TITLE	SPEECH-THERAPY APPROACHES IN AUTISM SPECTRUM DISORDERS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.slt.uoi.gr		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course, are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>This course aims to instruct students that the term Autism Spectrum Disorders includes a group of disorders that affect the psychosocial development of individuals with resultant consequences. These include the following: Quality difficulties in social understanding, trade and emotional reciprocity, and difficulties in ways of communication and language through a limited, stereotyped, repetitive repertoire of activities and interests. The behavior of individuals in this category is predominately characterized by peculiar interests and activities, disorderly development of cognitive functions and, quite frequently, inconsistent processing in sensory reception with respective side effects in its functionality. Additionally, students become competent to discern that the degree of severity in the manifestation of symptoms is varied among individuals. Nowadays, given the growing need to provide alternative forms of communication for people in the autistic spectrum, efforts are made to compensate for the difficulties that limit the social communication of those with severe expressive difficulties. The subject of Autism Spectrum Disorders with communication deficits could not be absent from the science of speech pathology, especially at a time when technology is dynamically</p>

developing and can be used for a life that excludes the marginalization of individuals with Autism Spectrum Disorders. The purpose of the course is to train students in the Autism Spectrum Disorders.

After completing the course they will be able to:

1. Recognize, describe and identify features of autism spectrum disorders. (Levels 1 & 2: Knowledge/Remembering & Understanding)
2. Describe, classify, explain and evaluate deficits in the areas of speech, language, sociality and social communication. (Levels 1, 2, 3, 5 & 6: Knowledge/Remembering, Understanding, Applying, Creating & Evaluating)
3. Recognize, distinguish, describe and explain by assessing the specific characteristics of each diagnostic category. (Levels 1, 2, 5 & 6: Knowledge/Remembering, Understanding, Creating & Evaluating)
4. Understand, evaluate, compare, describe and distinguish the various causes and comorbidity of autistic spectrum disorders. (Levels 1, 2, 3, & 6: Knowledge/Remembering, Understanding, Applying, & Evaluating)
5. Analyze, combine and judge appropriately, as well as select the most appropriate assessment methods, following scientifically documented diagnostic procedures. (Levels 1, 2, 3, 4 & 6: Knowledge/Remembering, Understanding, Applying, Analyzing & Evaluating)
6. Compare and organize different targeted interventions, evaluating the peculiarities and characteristics of the Autism Spectrum Disorders so that they can collaborate with the multidisciplinary team to design and compose therapeutic programs based on modern scientific data, in order to optimize communication conditions and further cover the daily needs of people with diffuse developmental disorders. (Levels 2, 4, 5 & 6: Understanding, Analyzing & Evaluating)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Research, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> • <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> • <i>Adapting to new situations</i> • <i>Decision-making</i> • <i>Working independently</i> • <i>Team work</i> • <i>Working in an interdisciplinary environment</i> 	<ul style="list-style-type: none"> • <i>Production of new research ideas</i> • <i>Respect for difference and multiculturalism</i> • <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> • <i>Criticism and self-criticism</i> • <i>Production of free, creative and inductive thinking</i>
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(3) SYLLABUS

1. Conceptual clarification of autism spectrum disorders.
2. Underlying deficits in speech, language, sociability and social communication.
3. Diagnostic categories - Their particular characteristics.

4. Etiology and comorbidity.
5. Diagnostic procedures - Collaboration with the interdisciplinary team.
6. Approaches in Speech-therapy for Autism Spectrum Disorders - Criteria of selecting the appropriate therapeutic approach.
7. What is Augmentative and Alternative Communication?
8. Forms of representation of information and its types of technology.
9. Requirements for the use of Augmentative and Alternative Communication.
10. Reasons and Interactions of users.
11. Categories of Augmentative and Alternative Communication users.
12. People with Autism Spectrum Disorders - Their special needs.
13. Other therapeutic methods in autism spectrum disorders.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face: In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. PowerPoint presentations) Support the learning process through the e-class platform.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	26
	Teamwork Research Project	11
	Essay Writing	20
	Personal Study/Evaluation	43
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions,</i>	I. Written final exam (50%): -Multiple choice test -Short answer questions II. Written Essay-Individual (15%) (with Pass, Merit and Distinction criterion accessible by students) III. Mini Clinical Research-Teamwork (10 %) (with Pass, Merit and Distinction criterion accessible by students) IV. Midterm examination (25%)	

<p><i>problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The final exams will be offered in Greek</p>
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(5) ATTACHED BIBLIOGRAPHY

<p><i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Harpé, F. (2003). <i>Αυτισμός: Σύγχρονη ψυχολογική θεώρηση</i>. (Επιμ.). Σταυρόπουλος, Χ. Αθήνα: Γκοβόστης. Κωδικός Βιβλίου στον Εύδοξο... [ΠροτεινόμενοΣύγγραμμα] • Jordan, R. (2000). <i>Η εκπαίδευση παιδιών και νεαρών ατόμων με αυτισμό</i>. (Μετ.). Καφαντάρης, Ι. Αθήνα: Γκοβόστης. Κωδικός Βιβλίου στον Εύδοξο... [ΠροτεινόμενοΣύγγραμμα] • Goldstein, S. Ozonoff, S. (2018). <i>Assessment of Autism Spectrum Disorder</i>. New York: The Guilford Press. • Harrower, J. K. Denti, L. G., & Weber-Olsen, M. (2015). <i>Educating Students with Autism Spectrum Disorder: A Model for High-Quality Coaching</i>. San Diego: Plural Publishing. • Tetzchner, S. V. & Martinsen, H. (2006). <i>Introduction to Augmentative and Alternative Communication</i>. New Jersey: Wiley. <p><i>Related academic journals</i></p> <ul style="list-style-type: none"> • <i>Autism Research and Treatment</i> https://www.hindawi.com/journals/aurt/ • <i>Autism: The international Journal of Research and Practice</i> https://journals.sagepub.com/doi/abs/10.1177/13623613111423344 • <i>Journal of Autism and Developmental Disorders</i> https://link.springer.com/journal/10803 • <i>Research of Autism Spectrum Disorders</i> https://www.journals.elsevier.com/research-in-autism-spectrum-disorders • <i>European Child & Adolescent Psychiatry</i> https://link.springer.com/journal/787y
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