**Effectively Improving Learning Outcomes in Students with Autism Spectrum Disorder (ASD)**

**Target Audience:** Teachers / Teacher Assistants Primary / Secondary - all levels.

**Program Description**

Recent research indicates that most students with Autism Spectrum Disorder (ASD) do better in mainstream classrooms when key stakeholders have an understanding of the triad of impairment experienced by students with ASD. Key themes seem to be attitudes to inclusion, the characteristics of social communication and ASD and interaction with the school environment (International Journal of Inclusive Education, 2016).

The number of people who are diagnosed with ASD continues to rise in Australia. Autism is now 31% of NDIS participants, the largest disability group in the scheme according to the National Disability Insurance Scheme Quarterly Report issued in June 2015 (Autism Aspergers Advocacy Australia, 2015). The prevalence of ASD in school aged children is now 1:100, with boys five times more likely to be diagnosed than girls.

The January 2016 Federal Government Senate Report, 'Education of Students with Disabilities' recommends that teachers of students with Autism Spectrum Disorder undertake quality professional development, specific training, access to appropriate resources and tools. Teachers will have enhanced coping mechanisms and will feel more satisfied and confident that they can manage and relate to the needs of students with autism. The educational approaches utilised to enhance the learning of students with autism will also have a broader application and will be able to be successfully applied and utilised with all learners in classrooms using universal design for learning principles (p. 31).

This seminar:

- Will focus on supporting classroom teachers of students with ASD and other pervasive developmental disorders within the learning environment – including the Positive Partnerships online relevant web resources
- Will provide current, evidence based information on ASD and its effect on learning outcomes
- Will share effective learning and teaching strategies and resources that will enable participation of students with ASD in classroom settings – including Positive Partnerships formats, matrices and other classroom friendly handouts
- Will explore how to teach students with ASD within a mainstream classroom through effective inclusive teaching via differentiated strategies specifically designed for students with ASD.
- Numerous classroom examples will be demonstrated and discussed including ICT.

Research in the area has consistently shown that best-practice teaching for students with disability is in fact best-practice teaching for all students (The Senate Report p. 75, 5.6). Please bring a profile of a student diagnosed with ASD and a lesson plan that may be used to document differentiated instruction.

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**REGISTRATION FORM**

(May be photocopied)

Please complete and fax to 1800 638 021 or email to admin@criticalagendas.com.au

Name/s (Capitals please!)

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Please specify any special dietary needs

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**BOOKING CONDITIONS**

No applications for this program will be accepted after all vacancies have been filled. Unsuccessful applicants will have their monies refunded in full. Cancellation prior to two weeks before the program date (cut-off date) will incur a 15% service charge per applicant. This program will be payable in full for cancellations made on or after the cut-off date or for failure to attend the program. All cancellations must be in writing and emailed to us. In the event of insufficient applications this program will not proceed and registration monies be fully refunded. In the event of this program being cancelled due to unforeseen circumstances registration monies only will be refunded as Critical Agendas will not accept liability for the payment of any other associated costs. Critical Agendas reserves the right to vary the advertised programs prior to commencement.

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