

DEPARTMENT OF COUNSELING PSYCHOLOGY
UNIVERSITY OF MADRAS
Diploma Course in
AUTISM SPECTRUM DISORDER (ASD)

COURSE DESCRIPTION:

This Diploma course will help the students to understand and identify the core deficits of children with Autism and learn to implement the appropriate interventional strategies for remediation.

GOAL:

- Understanding & Identifying the core deficits in Autism
- Assessment Techniques to identify the core deficits.
- Interventional strategies in working with students with Autism

Eligibility for Admission:

Graduates from any UG and PG Discipline.

Stakeholders: Psychological counsellors , Special Educators and Parents of Children with Autism.

Duration of the Course:

Two Semesters (Part Time)

Attendance:

A candidate shall be permitted to appear for the examination only if he/she secures not less than 75% of attendance in each subject paper or as prescribed by the Syndicate from time to time.

Course of Study:

The course of study for the Diploma course on “Autism Spectrum Disorder” shall consist of 3 Theory papers, one Practical and one case study.

Conduct of Examination:

The examinations shall be conducted and the answer papers shall be valued by the concerned Subject and experienced teachers of the University Department / College / Institute of Correspondence Education / Central / State Government Special Education Institutions itself that offers the course. The valued answer scripts along with the Mark Lists duly certified by the Head of the University Department concerned / Principal of the respective college, Director of the Institute of Correspondence Education shall be forwarded

to then Controller of Examinations for scrutiny and declaring the results and issuing the Statements of Marks from the University.

Scheme Of Examination:

The examination will be held at the end of the course. The duration of the examination, the title of the Paper and other details are given below.

Paper	Title of the Paper	Scheme of Examination			Credit
		Hours	Max. Marks	Min. Marks	
Paper I	Fundamentals of Psychology	1 Hour	100	40	4
Paper II	Introduction to Autism Spectrum Disorder	1 Hour	100	40	4
Paper III	Interventional Strategies for working with children with Autism	1 Hour	100	40	4
Practical	Case study	1 Hour	100	40	2
	Practicum and Viva Voce	1 Hour	100	40	4

Passing Minimum:

The passing minimum for a paper shall be 40 out of a maximum of 100 marks.

Classification of Successful Candidates:

The candidates who secure 75% and above in the first appearance, shall be deemed to have passed in First Class with Distinction .Candidates who have secured 60 % marks and above shall be deemed to have passed in the First Class, 50-59 % marks shall be deemed to have passed in the Second Class and 40-49 % marks shall be deemed to have passed in the Third Class.

Those candidates who have passed in the first appearance alone are eligible for ranking.

Fee

The fee structure for the Self Supportive Diploma in Learning Disability per student is as below.

S.No	Nature of Fees	Amount
1	Tuition fee (Per Semester)	5000
2	Registration Fee (At Entry)	120
3	Library fee(Per Semester)	100
4	Special Fee(Per Semester)	100
5	Cultural & Youth Festival Fee (At entry)	35
6	Development of Infrastructural Facilities Fund (at entry)	35
7	Laboratory Fee / Computer Laboratory Fee*(Per Semester)	3000
8	Caution Deposit at entry (refundable)	700
9	Processing Fee	0
10	Eligibility Fee*	0
11	Matriculation fee*	50
12	Internet Fee	200
13	ID - Smart Card	100
	Total	9,440

*wherever applicable

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Paper – I – Fundamentals of Psychology

Unit 1: Introduction to Psychology

- 1.1 Nature, concept and definition.
- 1.2 Psychology- as a Science, Specialities within Psychology, Psychology and Other Disciplines.
- 1.3 Perspectives in Psychology: Psychodynamic, Behavioural, Humanistic, Bio-psychological, Evolutionary, Socio-cultural, Cognitive.

Unit 2: Memory and Forgetting

- 2.1 Memory: Stages in Memory, Human Memory – the Modal Model of Memory, Sensory Memory, Short - Term Memory, Long- Term Memory, Memory in Natural Context, Biological Bases of Memory, Modifying our Memory Capabilities, Drugs and Memory, Mnemonics, Culture and Memory.
- 2.2 Forgetting: Theories of Forgetting- Retrieval Failure, Decay Theory, Interference Theory, Motivated Forgetting, Reconstruction Theory, Memory Disorders.

Unit 3: Thinking

- 3.1 (a) Basic Elements of Thought: Concepts, Prepositions, Images
- 3.1 (b) Concepts: Types of Concepts, Concept Formation,
- 3.1 (c) Reasoning: Types, Decision Making, Problem Solving,
- 3.1 (d) Creative Thinking: Nature and Characteristics, Artificial Intelligence
- 3.2 Language: Nature and Development of Language, Universal Feature of Human Language- Linguistic Structure, Designing and Using in Daily Life, Understanding Language, Language and Thought, Biological Foundations of Language, Language in Other Species
- 3.3 Intelligence: Nature and Definition, Views Regarding Intelligence, Theories of Intelligence, Measurement of Intelligence, Intelligence Tests, Distribution of Intelligence, Levels of Intelligence- Classification of Mental Retardation , Biological Bases of Intelligence

Unit 4: Learning, Motivation and Emotion

- 4.1 Learning -(a) Nature, Definition (b) Classical Conditioning: Principles, Applications (c) Operant Conditioning: Principles, Applications, Schedules of Reinforcement (d) Other Forms of Learning: Instrumental Learning, Cognitive Learning, Observational Learning, Skill Learning, Transfer of Learning, Biological Factors in Learning.
- 4.2 Motivation: Basic Concepts, Indicators of Motivation, Biogenic and Sociogenic Motives, Theories of Motivation, Intrinsic - Extrinsic Frame, Frustration and Conflict

4.3 Emotion- Components of Emotion, Characteristics of Emotion, Functions of Emotion, Physiology of Emotion, Expression and Control of Emotions, Theories of Emotion, Measurement of Emotion, Polygraph, Emotion and Cognition, Emotional World of Men and Women, Culture and Emotion

Unit 5: Personality

5.1 Definition, Nature, Approaches - psychoanalytic - Neo - Freudian - Jung, Adler, Sullivan, Karen Horney, Humanistic Approaches, Trait Approaches, Behavioural Approaches, Social - Learning Approaches, Assessment of Personality

Paper – II - Introduction to Autism Spectrum Disorder

Unit I: Autism-introduction/demystification:

- A. Definition
- B. Facts and Misconceptions
- C. Early indicators
- D. Assessment tools

Unit II: Triad of Impairments

- A. Difficulty in Social Interaction
- B. Difficulty with Social Communication
- C. Difficulty with Social Thinking / imagination

Unit III: Speech & Language Development

- A. Challenges in Speech Language & Communications

Unit IV: Introduction to Sensory Integration

- A. Sensory Issues
- B. Interventional approaches in Sensory Integration

Unit V: Understanding Multiple Intelligence

- A. Learning Style
- B. Learning Profile

Paper III: Interventional Strategies for working with children with Autism

Unit: I Strategies for classroom management

- A. Classroom structure and adaptations of physical environment: Location, design /layout, classroom setting and organization.
- B. Scheduling
- C. Inclusive Education – Interventional Strategies in a mixed ability class

Unit II: Strategies for communication development

- A. Learning to listen
- B. Developing oral language comprehension
- C. Developing oral language expression
- D. Developing conversational skills

Unit III: Instructional approaches: teaching methods/strategies

- A. Work systems
- B. Providing customized visual schedule
- C. Encouraging independence (reduce prompt dependence)
- D. Giving instructions/directions
- E. Teaching students through multiple intelligences
- F. Other academic and school management strategies

Unit IV: Strategies for teaching social skills

- A. Using social stories
- B. Teaching key social rules

Unit V: Suggestions for managing challenging behaviours

- A. Carrying out functional assessment
- B. Strategies for challenging behaviour
 - Environmental adaptations
 - Positive programme interventions
 - Reactive or consequence based interventions
 - Additional tips for behaviour and social management of students with ASD
- C. Government Aids and Policies for Children with Special needs.

References

- Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
- Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
- Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.
- Kapur M. (2011). Counselling Children with Psychological Problems. India. India Binding House, Pearson.
- Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.
- Hollander . E.,& Kolevzon, A., (2011). Textbook of Autism Spectrum Disorders. American Psychiatric Association Publishing