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Curriculum
for the Training Course
“Autism Advisor”

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1. Background

The present curriculum as the first part of Intellectual Output 2 "Teaching and Training Material" is one of the main outputs of AuTrain in terms of contents and knowledge transfer for all subsequent training efforts. It is derived from the results of Intellectual Output 1 "State-of-the-Art Report" with all its different parts/activities and developed by a consensus of all consortium members.

It consists of a multitude of applied knowledge and hands-on activities building on one another. In contrast to other existing material in autism training that largely focuses on the education of clinical or special education experts, it will seek to achieve basic but meaningful training of lay people and paraprofessionals conveying a holistic approach of how to interact appropriately with people with autism. This holistic view will be operationalized by combining different didactical methods and principals, different media, the advantages of blended learning using contents that can be taught in courses for all stakeholders.

2. Curriculum Description

The curriculum for the additional professional qualification “Autism Advisor” is the central document for structuring all further tasks concerning teaching and training material. It is a written text- file available in English.

2.1. Aim: The curriculum aims to enhance knowledge, experience, reflection and competences in ASD from a human, positive, ecological and inclusive perspectives.

2.2. Participants: It is designed for non-experts in ASD who are dealing with people with ASD in public administration or education in order to be supportive of people with ASD in daily life situations, and to train other people of the target group.

2.3. Learning outcomes: By the end of the course, participants should be able to:

- demonstrate knowledge about inclusive perspectives that provide success for people with ASD taking into consideration the diversity of the human within the community, school, working place and family;
- understand ASD from different fundamental perspectives, namely neurodiversity, The International Classification of Functioning, quality of life, positive psychology; primary perspective, strengths-based approaches, preferences, interests, humanism, and pragmatism;
- understand the needs, strengths and weaknesses, needs, and priorities of people with ASD from the cognitive, emotional, social, behavioral and communication perspectives;
- recognize the heterogeneous nature of the ASD and how it impacts differently in individuals and families;
- understand common challenges of ASD within different environments across life-span;
- understand evidence-based principles and strategies underlying successful interventions for people with ASD;

- identify challenges and opportunities in the workplace in order to answer the needs of the professionals that work with people with ASD;
- know how to act in favor of people with ASD using a philosophy coined by humanity, responsibility taking and problem solving.

2.4. Certification: The training course will be ISO 17024 certified which ensures a high standard of quality and transferability of the training and its content.

3. Modules

The curriculum was developed based on a modular structure concerning teaching and training material for the following seven modules that are listed below. Each module includes the aim of the module, contents, and estimate time to perform it.

3.1. Module 1: Creating an inclusive society

Aim:

This first model aims to develop and extend skills in understanding the rationality of an inclusive society, and its significance for the success and well-being of people with Autism Spectrum Disorder (ASD).

Contents:

- 1.1. Inclusion from different perspectives
- 1.2. Critical elements for creating an inclusive society
- 1.3. Common terminology/ range of views on ASD-friendly language

Estimated time to complete the module:

3.00 hours

3.2. Module 2: Nature of autism spectrum disorders

Aim:

This second module aims to develop and extend skills in understanding how the world may be perceived by the person with ASD, the characteristics of autism spectrum disorder, and common misconceptions throughout the experiences and perspectives of people with ASD. Additionally, it aims to understand that ASD, as being a neurodevelopmental disorder is mainly characterized by repetitive behaviors, social withdrawal, and communication deficits. Finally, we will outline the etiology of ASD, and the estimated percentage of the population who have ASD in a given time period.

Contents:

- 2.1. Unusual interest or behaviors, and experience of ASD
- 2.2. Features of the ASD triad, social behavior, conduct and communication
- 2.3. Common misconceptions of ASD
- 2.4. Etiology
- 2.5. Prevalence and incidence

Estimated time to complete the module:

3.00 hours

3.3. Module 3: Autism spectrum disorders and society**Aim:**

This third module aims to deal with common challenges that a person with ASD may face in different given environments during typical routines and activities that promote academic skills, positive behaviors, problem solving and independence.

Contents:

- 3.1. Making society ASD-friendly
- 3.2. Addressing common challenges that a person with ASD may face in school
- 3.3. Addressing common challenges that a person with ASD may face in the working place
- 3.4. Addressing common challenges that a person with ASD may face in public services
- 3.5. Addressing common challenges that a person with ASD may face in family/relationships
- 3.6. Different perspectives/approaches to understand and deal with people with ASD (neurodiversity, The International Classification of Functioning, quality of life, positive psychology; primary perspective, strengths-based approaches, preferences, interests, humanism, and pragmatism)

Estimated time to complete the module:

3.00 hours

3.4. Module 4. Social communication and social skills for dealing with people with autism spectrum disorders

Aim:

This fourth module aims to develop social communication and social interaction skills for dealing with people with ASD

Contents:

4.1. Function-focused communication skills (increasing communicative skills including negotiation, protesting, debating, organization and transitions in turn-taking, requesting, commenting, questions, and social pragmatics)

4.2. Interaction and social skills (nonverbal communication skills, production in social interaction, and reception in social communication)

4.3. Personal relationships skills (friendships, peers, family)

4.4. Public and professional contexts communication skills (negotiation, decision making, effective communication)

Estimated time to complete the module:

3.00 hours

3.5. Module 5: Professional attitudes and behaviors towards people with autism spectrum disorders

Aim:

This fifth module aims to develop and extend skills in order to develop approaches to explore techniques and strategies to use in a positive and effective way when in contact with people with ASD.

Contents:

5.1. Strategies for an adequate, positive and efficient contact and interaction with people with ASD

5.2. Features of community services and their impact on usability for people with ASD

Estimated time to complete the module:

3.00 hours

3.6. Module 6: Put into practice: Wrap up**Aim:**

This sixth module aims to enhance participants to practice and reflect about strategies that may be helpful when coping and dealing with individuals with ASD

Contents:

6.1. Real-world tasks for reflection and analysis

6.2. Case Studies for reflection and analysis

Estimated time to complete the module:

3.00 hours

3.7. Module 7: Accommodations for the public and professional services**Aim:**

This seventh module aims to reflect and develop accommodations that may be needed to accomplish in the working place of the participants.

Contents:

7.1. Reflection and design of the accommodations

7.2. Presentation of the case study that was developed by the participants with accommodations for their specific service

Estimated time to complete the module:

3.00 hours

4. Assessment

There will be no final assessment at the end of the whole training course. Each participant will receive an attendance certificate to demonstrate successful conclusion of this course. The attendance certificate will be signed by the trainer and project manager.

ISO 17024 certification:

Furthermore, it will be possible to apply for a certificate that meets the requirements of ISO 17024. Detailed requirements and respective procedures are outlined in the certification handbook. To receive the ISO 17024 certification “Autism Advisor” each participant has to complete the whole training course and to write a written reflection on a case example which bases on the course’s contents (for detailed information see: certification handbook “Autism Advisor”).

Estimated time to complete the assessment:

4.00 hours

Contact for ISO 17024 certifications:

SystemCERT Zertifizierungsges.m.b.H.

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8700 Leoben / Austria

Phone: +43 (0) 3842 48476-0

Email: office@systemcert.at

Resources

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