

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES		
SECTION	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	ΨX-3211	SEMESTER OF STUDY	6 th
COURSE TITLE	Enhancing social interaction and communication in children diagnosed with Autism Spectrum Disorders		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded to distinct parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures by the instructor, student presentations, individual activities (e.g., analyzing articles, summarizing articles, researching and independently studying the literature)		3	6
<i>Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Area-Lab course		
PREREQUISITE COURSES:	ΨX1101Research Methodology in the Social Sciences I		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=2763		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and competencies of an appropriate level that students will acquire after the successful completion of the course.</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 cycle of study according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Learning Outcomes Writing Summary Guide</i>
<p>This workshop will train students in intervention techniques and methods designed to enhance social communication in children and adolescents with ASD. The course builds upon basic theoretical approaches in the fields of Educational, School, and Developmental Psychology (which were covered in the respective prerequisite courses) as well as elective courses (Special Education). It focuses on and delves deeper into those areas of study in Developmental, Educational, and School Psychology that pertain to the presentation of difficulties in communication, social interaction, and, above all, the semantic-pragmatic domain. The aim of the workshop is to familiarize students with basic intervention techniques and methods to enhance communication and social interaction in children diagnosed with ASD.</p>

presentation of difficulties in communication, social interaction, and especially in the semantic-pragmatic domain. The aim of the workshop is to familiarize students with basic intervention techniques and methods for enhancing communication and social interaction in children diagnosed with ASD.

During the sessions, students are expected to:

Become familiar with the basic and current literature on enhancing social communication in children and adolescents with ASD

- To be trained in specific research techniques for evaluating the effectiveness of specific intervention methods (goal analysis based on the child's/adolescent's profile, development of a personalized intervention program, creation of social stories, shoe box construction, daily schedule creation, cognitive-behavioral drama creation, applied behavior analysis, use of technology such as video modeling, creation of pragmatics exercises)
- Be trained in specific practical techniques (creating social stories, shoebox activities, creating cognitive-behavioral drama stories)
- To reflect on the ethical implications and practical applications of the techniques used to enhance social communication in children and adolescents with ASD.
- To acquire knowledge regarding the application of research in the field.
- To understand how children with ASD can develop their communication and social interaction through various techniques and methods.
- Develop critical thinking skills regarding the appropriate selection of techniques and methods based on each child's specific characteristics.
- To stay informed based on current research data regarding the effectiveness of techniques and methods applied to children with ASD
- Be able to design social stories (e.g., using Book Creator or other tools) aimed at strengthening specific areas of social communication; create shoe boxes designed to enhance cognitive and perceptual skills and cooperation; create behavioral drama stories aimed at integrating children with ASD into a group, create video modeling to enhance interaction with others, apply goal analysis, and develop personalized intervention programs.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?

Search, analyze and synthesize data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generation of new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Promoting free, creative, and inductive thinking

- Searching for, analyzing, and synthesizing data and information, using the necessary technologies.
- Teamwork
- Independent work

- Respect for diversity and multiculturalism, and sensitivity to gender issues.
- Exercising critical and self-critical thinking
- Promoting free, creative, and inductive thinking.
- Project planning and management
- Demonstration of social, professional, and ethical responsibility and gender sensitivity
- Generation of new research ideas

3. COURSE CONTENT

The course content is linked to the five core pillars of the curriculum: Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Integration [5].

During the first 3 weeks, the instructor will present the key topics, concepts, and theories that will form the basis of the workshop. In all subsequent weeks, workshop exercises, presentations, and discussions will take place.

Week 1: Workshop presentation and introductory information, formation of working groups
 Week 2: Assessment of social interaction/communication skills and selection of appropriate techniques and methods [1,2,5]

Week 3: Enhancing the social-communication interactions of children with ASD (in children with developed speech and in children with non-developed speech) [1,2]

Week 4: Behavioral-Cognitive Techniques (Applied Behavior Analysis, TEACCH Program, Greenspan Method, LEAR Program, Miller Method, STAR Program, CARD Program, Cognitive-Behavioral Drama, shoe box constructions) [1,2,3,4]

Week 5: Techniques and methods for enhancing social interaction (Social Stories, Comic Strip Conversations, The Circle of Friends, the SPELL Program, the SCERTS Model, PROGRESS—Progress for Remediating and Expanding Social Skills, the Early Start Denver Model)
 Week 6: Techniques and methods for enhancing alternative communication (PECS, MACATON) [1,2,3,4]

Week 7: Techniques and methods for enhancing play (Unstructured play, Pilot Response Training, integrated play groups, DIR-Floortime Approach) [1,2,3,4]

Week 8: Sensory approaches (Sensory Integration, Facilitated Communication) [1,2,3,4]

Week 9: Alternative Approaches (Music Therapy, Animal-Assisted Therapy, LEAP Preschool, Computer Use) [1,2,3,4]

Week 10: Effectiveness of methods and techniques based on current research data [1,2,3,4,5]

Week 11: Sex Education [1,2,3,4]

Week 12: Use of technology [1,2,3,4]

Week 13: Conclusions, Q&A, and guidelines [1,2,3,4,5]

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY <i>METHOD Face to face, Distance learning, etc.</i>	Face to face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	Use of ICT in teaching. Support of the learning process through the electronic platform e-learn Workshop training		
TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Writing a project / assignments, Artistic creation, etc.</i>	Activity	Semester Workload	ECTS credits
	Lectures	39	1,56
	Individual Weekly activities	21	0,84

<p><i>The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards</i></p>	<p>Collaboration with peers and group presentations</p>	<p>40</p>	<p>1,60</p>
	<p>Independent study and final assignment</p>	<p>50</p>	<p>2,00</p>
	<p>Total Course (25 hours of workload per credit unit)</p>	<p>150</p>	<p>6,00</p>
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others</i></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.</i></p>	<p>Final written assignment (50%) Weekly assignments (50%)</p> <p>The assessment criteria are presented during the first class held in the lecture hall and are posted on the course website.</p>		

5. RECOMMENDED-BIBLIOGRAPHY

Georgiadi, M. (2022). *Children and Adolescents with Autism Spectrum Disorder: Current Research Findings and Therapeutic Interventions*. Papazisi

Syriopoulou, H. (2016). *Education and Special Education for Individuals with Autism Spectrum Disorder*. University of Macedonia Press.

Scientific Journals

- *Journal of Autism and Developmental Disorders*
- *Autism*
- *Autism Research*
- *Research in Autism Spectrum Disorders*
- *Autism Research and Treatment*