



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – WINTER 2018

TA1237 A3 1(2.5-0-0) 15 HOURS 6 WEEKS

Autism Spectrum Disorder

INSTRUCTOR: Tanya Ray **PHONE:** 780-539-2786
OFFICE: H203 **EMAIL:** tray@gprc.ab.ca

OFFICE HOURS: Please drop by or email/call to make an appointment

TIME: Thursdays 6:00 pm – 8:20 pm

LOCATION: E303

PREREQUISITE(S)/COREQUISITE: n/a

REQUIRED TEXT/RESOURCE MATERIALS:

A variety of resources will be used, one of which is:

Alberta Learning (2003). Teaching Students with Autism Spectrum Disorders: Programming For Students with Special Needs Series. Edmonton, AB: Alberta Learning

The PDF will pop up if you search Alberta Education Autism.

<https://education.alberta.ca/media/385138/teaching-students-with-asd-2003.pdf>

CALENDAR DESCRIPTION:

The role of a Teacher Assistant involves assisting children who have Autism Spectrum Disorder. This course will provide students with a basic understanding of the characteristics associated with Autism Spectrum Disorder and the issues and strategies relevant to supporting these children in the classroom.

This course will be delivered in alternate years.

CREDIT/CONTACT HOURS: 1 credit (15 hours)

DELIVERY MODE(S):

Classes will use a variety of formats. There will be small group work, class discussions, mini-lectures, and a variety of other activities designed to promote active learning of the course content.

COURSE OBJECTIVES:

This course intends to provide students with:

- A basic understanding of characteristics associated with Autism Spectrum Disorder
- Awareness and comprehension of the issues and strategies relevant to supporting children with Autism in the classroom

Students will be expected:

1. Understand the background and terminology used in the current medical diagnostic definition of Autism Spectrum Disorders. (ASD)
2. Demonstrate an understanding of the characteristics associated with ASD.
3. Show an understanding of the implications for instruction for students who have ASD.
4. Understand the importance of developing a collaborative parent-school relationship thereby creating a positive and effective outcome for students who have ASD.
5. Exhibit an understanding of how to develop Individualized Program Plans.
6. Demonstrate an understanding of the most effective approaches for supporting the learning of students who have ASD.
7. Provide evidence of an understanding of how to manage student behavior and implement a behavior intervention plan.
8. Show their knowledge gained about effective inclusion strategies.
9. Demonstrate an understanding of how to help students cope with changes and adapt to a variety of settings.
10. Recognize the roles and responsibilities of the educational assistant with respect to the learning characteristics of students who have FASD.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information.

<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

EVALUATIONS:

- 1) **Two** take home tests worth 25% each.
- 2) Research Paper – 40%
- 3) Attendance & Participation – 10%

All assignments must be typed and follow APA guidelines. Computers are available in the library, as well, the computer labs. See <http://www.gprc.ab.ca/departments/cts/labs.html> for more information.

Due Dates:

Due dates for assignments are specified in the course schedule. These dates will be negotiated and confirmed in class. All assignments must be submitted by midnight on the due date, unless prior arrangements have been made with the instructor. Late assignments will be penalized by 5% per week. Assignments will not be accepted more than two weeks past the due date.

STUDENT RESPONSIBILITIES:

The College expects students' conduct to be in accordance with basic rights and responsibilities. Refer to the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or <http://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Note: This schedule is tentative and subject to change.

DATE	TOPIC	READING	DUE DATE
January 4	Autism Overview Characteristics/Types		
January 11	Collaborating with Parents		
January 18	Planning Supports/Classroom Instruction (Social, Language)		Take Home Quiz
January 25	Strategies/Techniques		
February 1	Challenging Behaviors		Take Home Quiz
February 8	Transition Planning		Research Paper Due