



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – TA1237

Autism Spectrum Disorder

INSTRUCTOR: Tanya Ray **PHONE:** 780-539-2043
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OFFICE Monday 1:00 - 3:00
HOURS: Tuesday 12:00 – 2:00

COURSE LOCATION: B303

PREREQUISITE(S)/COREQUISITE:

HS2100 - Individuals with Exceptionalities or consent of the instructor.

REQUIRED TEXT/RESOURCE MATERIALS:

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

<http://education.alberta.ca/admin/special/resources/autism.aspx>

COURSE 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 hrs)

DELIVERY MODE(S): Course work includes lectures, class discussions, guest speakers, and group work.

OBJECTIVES:

Students will be expected:

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

TRANSFERABILITY:

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

GRADING CRITERIA:

| Descriptor | Letter Grade | Point | Raw Score |
|--------------|--------------|-------|--------------|
| Excellent | A+ | 4.0 | 90-100 |
| | A | 4.0 | 85-89 |
| | A- | 3.7 | 80-84 |
| Good | B+ | 3.3 | 76-79 |
| | B | 3.0 | 73-75 |
| | B- | 2.7 | 70-72 |
| Satisfactory | C+ | 2.3 | 67-69 |
| | C | 2.0 | 64-66 |
| | C- | 1.7 | 60-63 |
| Poor | D+ | 1.3 | 55-59 |
| Minimal Pass | D | 1.0 | 50-54 |
| Failure | F | 0.0 | Less than 50 |

EXAMINATIONS:

Quiz # 1 20%

Quiz # 2 20%

STUDENT RESPONSIBILITIES:

Cell phones and other electronic devices

Please turn off all cell phones, blackberries and PDA's prior to the start of class. Cell phones and other electronics are not to be brought into exams. **Texting is not allowed during class.**

Student Conduct

Students are advised to familiarize themselves with their rights and responsibilities as outlined on pages 48 to 51 of the College calendar.

Attendance

Students are expected to attend all classes and will be responsible for content covered, assigned readings, and for any announcements made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed. For optimal learning and readiness for class participation, students should read the assigned chapters and articles before coming to class.

Late Arrival

Late arrivals are disruptive to class. If you must arrive late, take the first seat available closest to the door. Get information about material missed from your classmates after class.

Assignments

- 1) **Case Study Assignment** **30%**
- 2) **In class Assignments** **20%**
- 3) **Attendance & Participation** **10%**

All assignments must be typed and follow APA guidelines. Computers are available in the library, as well as the computer labs.

Due Dates

Due dates are specified in the course schedule. All assignments must be submitted no later than 4:30 p.m. **ON** or **BEFORE** the day which they are due. **LATE** assignments will be **penalized** at the rate of **5% per week**. That is, if an assignment receives a grade of 80% and is one week late the grade recorded will be 75%. Assignments more than two weeks late will not be accepted for grading.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

TENTATIVE COURSE SCHEDULE/TENTATIVE TIMELINE:

| DATE | TOPIC | READING | DUE DATE |
|-------------|--|-----------|---|
| February 2 | Autism Overview | Chapter 1 | |
| February 9 | Characteristics/Types | | |
| February 16 | Collaborating with Parents/Guest Speakers? | | Quiz? (depends on guest speaker availability) |
| February 23 | WINTER BREAK | NO CLASS | |
| March 2 | Planning Supports/Classroom Instruction (Social, Language) | | Quiz? (depends on guest speaker availability) |
| March 9 | Strategies/Techniques | | |
| March 16 | Managing Challenging Behaviors | | Case Study Due |
| March 23 | Strategies/Techniques | | Quiz |

Although the instructor feels that all the material in the textbook is important and interesting, **limited class time prevents discussion of all the material covered in the text.** You are responsible for learning textbook material that is not discussed in class.