



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE – TA1237**

**WINTER 2013**

**Autism Spectrum Disorder**

**INSTRUCTOR:** Tanya Ray

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**OFFICE:** H130

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**OFFICE HOURS:** Monday 10:00-11:00, Tuesday 12:00-1:00 or just stop by my office. I may ask you to make an appointment if I am busy.

**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

**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.

**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 FASD.

**TRANSFERABILITY:**

As of September, 2012, the passing grade for courses taken within the Human Services Department is **C-** (1.7).

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY/MINIMAL PASS
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	1.3	55 – 59	FAIL
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

### EXAMINATIONS:

There will be **two** take home tests worth 20% each.

### Assignments:

In-class assignments – 20%

Case Study assignment – 30%

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 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.

## **Moodle:**

Moodle is a Learning Management System that will be used to improve communication with, and between, students. Course resources will be posted; such as the course outline, notes, handouts, etc. Moodle is a password-protected environment that you can access 24/7 from any computer as long as you have internet access

## **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:**

Refer to the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or

<http://www.gprc.ab.ca/about/administration/policies/>

These are serious issues and will be dealt with severely.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Note: This schedule is tentative and subject to change.

DATE	TOPIC	READING	DUE DATE
February 5	Autism Overview	Chapter 1	
February 12	Characteristics/Types	Chapter 2	
February 19	WINTER BREAK	NO CLASS	
February 26	Guest Speaker  Collaborating with Parents	Guest Speaker Jackie Deurloo (Speech & a Parent)  Ch 3	Take Home Quiz
March 5	Planning Supports/Classroom Instruction (Social, Language)	Ch 4	
March 12	Strategies/Techniques & Challenging Behaviors	Ch 5 & 6	
March 19	Occupational Therapist - Guest Speaker Transition Planning	Ch 8	Case Study Due Take Home 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.