



**DEPARTMENT OF HUMAN SERVICE**

**COURSE OUTLINE – TA1237**

**AUTISM SPECTRUM DISORDER – FALL 2011 SECTION A2**

**INSTRUCTOR:** Mark McInnes **PHONE:** 780 512-4534  
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**OFFICE HOURS:** N/A

**PREREQUISITE(S)/COREQUISITE:** N/A

**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 provides 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.

**CREDIT/CONTACT HOURS:** 1 credit (15 hrs)

**DELIVERY MODE(S):** Course work includes lectures, class discussions, and group work; delivered in three five hour classes. Lunch and breaktimes to be determined.

**OBJECTIVES (OPTIONAL):**

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:**

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

**EVALUATIONS:**

<b>Quiz #1</b>	<b>20%</b>
<b>Quiz #2</b>	<b>20%</b>
<b>Assignment</b>	<b>30%</b>
<b>In Class Activities</b>	<b>20%</b>
<b>Attendance/Part.</b>	<b>10%</b>

## 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.

## STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

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

## COURSE SCHEDULE/TENTATIVE TIMELINE:

DATE	TOPIC	READING	DUE DATE
August 29	Autism Overview	Chapter 1	
	Characteristics/Types	Chapter 2	
	Collaborating with Parents/ Transition Planning	Chapter 3 Chapter 8	
	IPP development/Planning Supports & Classroom Instruction	Chapter 4 Chapter 5 (up to p. 60)	
October 28	Planning Supports & Classroom Instruction cont'd	Chapter 5 cont'd	
	Managing Challenging Behaviours	Chapter 6	First Quiz
February 17	Inclusion, Technology and everything else	Chapter 7	Case Study Due and Second Quiz