

Understanding Children with Autism
Spectrum Disorders

Calendar Description

Advance Topics in Community Rehabilitation

Content/Objectives

Students will develop an understanding of Autism Spectrum Disorders by exploration of the following topics:

Diagnosis, Assessment and Prevalence

Family Perspectives

Interventions (Communication, Social, Cognitive, and Sensory motor Development, Adaptive Behavior)

Methodological Issues in Research

Outcomes/Competencies

Upon completion of this course students will be able to:

- Understand the components in the diagnosis and treatment of children with ASD
- Critically review the research in the field of ASD
- Identify the issues regarding ASD from a family perspective

Assignments

1. Students will be required to post reflective and critical responses to assigned readings & book chapters **Value 30%**
2. Students will be assigned as moderator of postings for one week **Value 20%**
3. Students will be required to write a critical research paper on a topic negotiated with the instructor **Value 30%**
4. Students will visit an agency providing services to children with ASD and write a site-visit report **Value 20%**

Resources

Book:

Educating Children with Autism (2001). Committee on Educational Interventions for Children with Autism, National Research Council.

Readings on designated topics will be assigned

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE: CORE 591.30	INSTRUCTOR: Beth Parrott
TERM: Fall 2007	TELEPHONE: 220-2271
SECTION: L02	FAX: 220-6494
TIME/DATE: Online	EMAIL: parrott@ucalgary.ca
LOCATION:	OFFICE HOURS:

Course Content

This online course introduces students to Autism Spectrum Disorders (ASD). Using Blackboard as a medium, Discussions of the biological bases for the disorders as well as historical perspectives of autism will be held. Current research will be investigated from a variety of perspectives and philosophies. This course will provide students with in-depth knowledge of techniques used to treat children with autism, both empirically validated and those currently in vogue. An overview of characteristics, assessment strategies, issues, and approaches related to children with autism will be provided.

Unit 1

Diagnosis, Assessment and Prevalence (Chapter 2 and reading)

Unit 2

Family Perspectives (Chapter 3 and readings)

Unit 3

Interventions

- Communication (Chapter 5 and reading)
- Social Development (Chapter 6 and reading)
- Cognitive Development (Chapter 7 and reading)
- Sensory/Motor Development (Chapter 8 and reading)
- Adaptive Behaviors (Chapter 9)

Unit 4

Methodological Issues in Research (Chapter 15 and readings)

Details of Assignments

1) Blackboard Postings: Every two weeks students will be required to post a response to assigned book chapters or article(s) in their assigned groups (4 – 5 in each group). Posting will be graded on incorporation of theory, and student reflections based on critical analysis of the assigned material. Postings should be at least 2 pages double spaced. 6 postings worth 5% each **Value 30%**

Due by midnight of the Sunday due dates listed (See schedule below) Late postings will be deducted one point for each day late.

2) Moderator assignments: One student will be assigned as moderator for another group for one assignment and will be required to provide feedback on the postings for that group. Moderator assignments will be posted on the course website and will be graded on quality of feedback to postings and ability to generate further discussion with questions and critical responses. **Value 20%**

3) Critical research paper: will be related to some aspect of ASD. Research questions will be negotiated with the course instructor within the first month of the course. Books and journal articles will form the basis of references for the research paper but website information will not be allowed as references. Research paper will be graded on coverage of research topic, critical analysis of research, references, and writing ability. Length of paper 10 pages. **Value 30%**

Due December 7, 2007

4) Site-visit Report on observation and interviews at agency providing services to children with ASD. Length of Report – 5 pages. **Due November 9, 2007.** **Value 20%**

Schedule of Blackboard Postings with Due Dates

September 23: Posting 1 – Diagnosis, Assessment and Prevalence (Chapter 2 and reading)

October 7: Posting 2 – Family Perspectives (Chapter 3 and 2 readings)

October 21: Posting 3 – Communication (Chapter 5 and reading)

November 4: Posting 4 – Social Development (Chapter 6 and reading) and
Cognitive Development (Chapter 7 and reading)

November 18: Posting 5 – Sensory/Motor Development (Chapter 8 and reading) and
Adaptive Behaviors (Chapter 9)

December 2: Posting 6 – Methodological Issues in Research (Chapter 15 and 2 readings)

Resources

Posting 1:

McConachie, H., Couteur, A. & Honey, E. (2005). [Can a diagnosis of Asperger syndrome be made in very young children with suspected autism spectrum disorder?](#) Journal of Autism and Developmental Disorders, Vol. 35, Issue 2, pp. 167-177.

Posting 2:

Ivey, J.K. (2004). [What do parents expect? A study of likelihood and importance issues for children with autism spectrum disorders.](#) Focus on Autism and Other Developmental Disabilities, 19(1), 27-33.

Stoner, J. B., Bock, E. P., Jones, S., Thompson, J.R., Angell, M.E., Heyl, B.S., & Crowley, E. P. (2005) [Welcome to our world: Parent perceptions of interactions between parents of young children with ASD and education professionals.](#) Focus on Autism and Other Developmental Disabilities, Vol. 20, Issue 1, pp. 39-52.

Posting 3:

Communication: Sigman, M. & McGovern, C. (2005). [Improvement in cognitive and language skills from preschool to adolescence in autism.](#) Journal of Autism and Developmental Disorders, Vol. 35, Issue 1, pp. 15-24.

Posting 4:

Social Development: Sansosti, F. J., Powell-Smith, K. A. & Kincaid, D. (2004). [A research synthesis of social story interventions for children with autism spectrum disorders.](#) Focus on Autism and Other Developmental Disabilities, Vol. 19, Issue 4, pp. 194-205.

Cognitive Development: Edelson, M. G. (2005). [A car goes in the garage like a can of peas goes in the refrigerator.](#) Focus on Autism and Other Developmental Disabilities, Vol. 20, Issue 1, pp. 2 – 10.

Posting 5:

Sensory/Motor Development: Ingersoll, B., Schreibman, L. & Tran, Q. (2003). [Effect of sensory feedback on immediate object imitation in children with autism.](#) Journal of Autism and Developmental Disorders, Vol. 33, No. 6, pp. 573-683.

Posting 6:

Jarrold, C. & Brock, J. (2004). [To match or not to match? Methodological issues in autism.](#) Journal of Autism and Developmental Disorders, Vol. 34, No. 1, pp. 81 – 86.

Shaked, M. & Yimiya, N. (2004). [Matching procedures in autism research: Evidence from meta-analytic studies.](#) Journal of Autism and Developmental Disorders, Vol. 34, No. 1, pp. 35 – 40.

Internet Journals (through U of C Library):

Journal of Autism and Developmental Disorders
Focus on Autism and other Developmental Disabilities

Journal articles can be accessed by the following steps:

U of C webpage (www.ucalgary.ca)

Click Library, Library Catalogues, U of C catalogues, Search the Library Catalogue, Search for: (type in journal name) and click Journal Title, click on any internet Access i.e., Academic Search Review, Follow directions for User authentication.

Suggested Links for Additional Information:

Alberta Centre for Child, Family and Community Research <http://www.research4children.org>

Canadian Autism Intervention Research Network <http://www.cairn-site.com>

Renfrew Educational Services www.renfreweducation.org

New Heights Services for Children www.newhts.org

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE:

*The last day to change/register for courses and pay balance of fees for the Fall session is **September 21st, 2007.**
The last day to withdraw is **December 7th, 2007.***

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4