

BP
June 9/10

**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

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

**Assigned Readings on designated topics are accessed through the U of C Library using your ID card info
See instructions at the end of this course outline.**

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 2010	TELEPHONE:	403 - 220-2271 or 220-8587
SECTION:	L02	FAX:	403 - 220-6494
TIME/DATE:	Online	EMAIL:	parrott@ucalgary.ca
LOCATION:	Blackboard	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

Course information and updates will be posted under Announcements throughout the course. It is important to check these on a continual basis throughout the course.

- 1) Blackboard Postings: Every two weeks students will be required to post a response to assigned book chapters and assigned 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

Due by midnight (MST) 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 individual 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 as well as providing at least one additional reference per posting related to the posting.. Each of you will be assigned a group to moderate sometime during the term (see Course Information under the Tools link for your assigned posting).

You will still post your reflections for that particular assignment in your group page but after the due date I will

add you to another group as a moderator.

You will be required to provide individual feedback to the members of the group you have been assigned to for that week. You do not moderate your own regularly assigned group. You have one week to provide this feedback (one week from the posting deadline).

You will be graded on the quality of your feedback, asking questions, generating discussion, providing critical responses (not just "I enjoyed reading your posting"). You will also be required to provide additional references to the individual group members regarding their posting. **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 (Wikipedia, etc.)**. Research paper will be graded on coverage of research topic, critical analysis of research, references, and writing ability. Length of paper 10 pages.

Here's the breakdown for grading of the critical research paper:

10 marks for coverage of the research question

10 marks for critical analysis of the research

5 marks for references (APA required)

5 marks for writing ability

Due December 5, 2010 –

Value 30%

4) **Site-visit Report** on observation and interviews at agency providing services to children with ASD. Length of Report – 5 pages.. The 5 page report will be graded on the following criteria:

Overview of the agency, who they serve, how, what model, where they get their funding, staffing model, etc.

Details of the interviews you conducted with team members (including parents)

Reflections on what you saw, heard, general impressions, conclusions

Writing style, how well the report is written

Due November 8, 2010

Value 20%

Schedule of Blackboard Postings with Due Dates

September 19: Posting 1 – Diagnosis, Assessment and Prevalence (Chapter 2 and McConachie reading)

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

October 17: Posting 3 – Communication (Chapter 5 and Sigman reading)

October 31: Posting 4 – Social Development (Chapter 6 and Sansosti reading) and
Cognitive Development (Chapter 7 and Edelson reading)

November 14: Posting 5 – Sensory/Motor Development (Chapter 8 and Ingersoll reading) and
Adaptive Behaviors (Chapter 9)

November 28: Posting 6 – Methodological Issues in Research (Chapter 15 and 2 readings – Jarrold and Shaked)

Readings

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** . The last day to withdraw is **December** .*

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