

TAST – SPECIAL NEEDS EDUCATIONAL ASST

TAST 101

Child and Adolescent Development

3 Credits Weekly (3-0-0)

This course provides a survey of the major theories of human development, principles, research findings, and concepts relating to child and adolescent development from a cognitive, social/emotional, and physical perspective. Course material explores several aspects influencing individual development from preschool to adolescence with a focus on application of this content to the educational setting.

TAST 102

Supporting Behaviour

3 Credits Weekly (3-0-0)

Students develop the skills and knowledge to provide positive behavioural support to students within a school environment as part of an interdisciplinary team. Course content addresses the interrelationship of multiple factors within the classroom environment, strategies to foster positive student behaviour, methods of observing, documenting and reporting student behaviour to teachers, understanding of what influences behaviour and the communicative function of student behaviour, the development and implementation of appropriate intervention strategies for students who require complex behavioural services, and the critical need for positive classroom relationships.

TAST 103

Language Learning and Math Across the Curriculum

3 Credits Weekly (3-0-0)

In this course, students examine the theory and practice of literacy within the Alberta Language Arts and Mathematics curricula. Students learn to support the implementation of these programs by adapting materials to meet the learning styles and needs of pupils. Learning a variety of practical strategies, students are able to transfer real skills to the classroom, including paired reading, spelling systems, and math manipulatives.

TAST 107

Diverse Learners I

3 Credits Weekly (3-0-0)

This course provides an introduction to diverse learners within an educational context. Emphasis is placed on understanding classroom learning teams, etiology and prevalence of diverse abilities, and strategies to enhance learning for all students.

TAST 112

Supporting Numeracy and Math

3 Credits Weekly (3-0-0)

Students examine the theory and practice of numeracy and math in school settings. Students learn to support pupils' mathematical skills and understanding by adapting materials to meet learning styles and needs. Learning a variety of practical strategies, students are able to transfer real skills and processes to the classroom to support numbers, shape and space, patterns and relations, and statistics and probability.

TAST 113

Supporting Language and Literacy

3 Credits Weekly (3-0-0)

Students examine the theory and practice of language and literacy in school settings. Students learn to support pupils' acquisition of language and literacy skills by adapting materials to meet learning styles and needs. Learning a variety of practical strategies, students are able to transfer real skills to the classroom to support reading, writing, speaking, listening, viewing, and representing.

TAST 114

Specialized Skills and Practice

2 Credits Weekly (2-0-0)

Students develop the skills necessary to support classroom teachers and students with specific special education needs. The course blends theory with effective practice to prepare assistants who must demonstrate ways to adapt learning activities and materials for students with a range of academic, emotional and physical challenges. The particular special education need studied varies from term to term.

TAST 117

Diverse Learners II

3 Credits Weekly (3-0-0)

This course provides a further introduction to diverse learners within an educational context. Emphasis is placed on understanding classroom learning teams, etiology and prevalence of diverse abilities, and strategies to enhance learning for all students.

TAST 125

Collaborative Team Practice

3 Credits Weekly (3-0-0)

This course introduces students to the foundational skills required to effectively contribute to educational teams. Through mediated learning activities students have the opportunity to build on and expand their own communication skills and practice the interpersonal skills needed to work productively in a variety of educational contexts. The roles and responsibilities of educational team members are identified and explored. A strong emphasis is placed on experiential learning and self-growth activities.

TAST 128

Educational and Assistive Technology

3 Credits Weekly (3-0-0)

This course provides an introduction to educational and assistive technology used to support students to achieve success in their learning. Students compare methods used to make decisions about technology for specific needs and examine their role in the needs assessment and implementation process.

TAST 129

Seminar

1 Credit Weekly (0-0-1)

In this course, students reflect on their professional practice and link their classroom learning with field related experiences and workplace issues. The small group seminar format promotes the integration of theory and practice in a professional setting through facilitated group discussion and participation. The school board application process is examined in detail and students complete a professional portfolio to provide an overview of their skills, knowledge and experience.

Co-requisites: TAST 130.

TAST 130

Practicum

3 Credits Total (0-0-180)

The practicum is designed to provide students experiential learning opportunities in the field to connect their knowledge, skills and attitudes to the content of program theoretical course work. Through practical, hands-on work at their school site, students experience the full range of responsibilities associated with the complex role of educational assistants. The supervised practice setting enables students to develop the confidence and knowledge required to be an effective practitioner in the field of education.

Prerequisites: TAST 101, TAST 107, TAST 125, TAST 128.

Co-requisites: TAST 129.

TAST 135

Practicum

3 Credits Total (0-30-150)

The practicum is designed to provide students with experiential learning opportunities in the field to connect their knowledge, skills, and attitudes to the content of program theoretical coursework. Students meet weekly in seminar to reflect on their professional practice and link their classroom learning with field related experiences and workplace needs. Students must complete all first semester theoretical coursework before practicum.