



Autism Spectrum Disorder Certificate

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

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Prior learning credit options at Saskatchewan Polytechnic

See [Get Credit for What you Know](#) for important information about all options to get credit for prior learning at Sask Polytech, including PLAR, transfer credit, Canadian Armed Forces credit, and equivalency credit.

How to navigate this document

This document contains links to other document sections or webpages. To return to where you were from another section in this document, press the *ALT* key and *left arrow* key at the same time. To return to this webpage from another webpage, close the other webpage or click back on the browser tab for this document.

Contents of this guide

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A. PLAR fees

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. PLAR fees are non-refundable and non-transferrable.

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

B. PLAR eligibility and options

To be eligible for PLAR you must consult with the [PLAR contact person](#) and be approved for PLAR assessment.

C. Dates when PLAR assessment is available

PLAR assessment for this program is available from Sept 1 to June 15 in each academic year.

All PLAR assessments must be completed by June 15 of each academic year.

D. Special directions for this program

1. **Review** the [PLAR process and FAQs](#) and the information in this guide.
2. **Self-rate** your learning for each course using the [Course Outlines](#) in this guide.
3. **Consult** with the [PLAR contact person](#) for PLAR approval. Be prepared to provide your resume, course self-ratings (see [section F](#)), and a partially completed [PLAR application](#). If you are approved for PLAR, the contact person will sign your PLAR application and explain next steps.
4. **Register** for PLAR at [Registration/Enrolment Services](#) once you have signed approval on your [PLAR Application Form](#). The PLAR fee will be added to your student account.
5. **Finalize** an assessment plan with your assigned assessor.
6. **Complete** assessment before your PLAR registration expires.

E. PLAR contact person

Contact one of the Program Heads below to arrange a consultation **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next section). Consultation may be by phone, online, or in person. Be prepared to provide your resume, course self-ratings, and a partially completed [PLAR application](#). If agreement is reached to go ahead with PLAR, the contact person will sign approval on your PLAR application and explain the next steps. Admission to the program is required before you can register for PLAR.

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F. Self-rating course outlines

Clicking on a course code below opens a page where you can rate yourself on the knowledge and skills assessed for PLAR credit. For Arts & Sciences courses, clicking on the course code opens another PLAR guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for courses delivered by Arts & Sciences or another program/department.

COURSE CODE	COURSE NAME	Delivered by another department/program
SPSY 102	Autism Spectrum Disorder in Early Learning Environments	
SPSY 200	Communication Skills for Children with Autism Spectrum Disorder	
SPSY 201	Manage Challenge Behaviours for Children with Autism Spectrum Disorder	
SPSY 202	Family and Community Relationships for Clients with Autism Spectrum Disorder	
Must take 1 of 2 (1of 2)		
SPSY 103	Programming for Children with Autism Spectrum Disorder in Inclusive School Settings	
SPSY 203	Programming for Children with Autism Spectrum Disorder in Early Childhood Settings	

SPSY 102 Autism Spectrum Disorder in Early Learning Environments

This introductory course will provide information on Autism Spectrum Disorder (ASD). You will study the characteristics of ASD, the diagnostic criteria as well as the historical and social implications of this diagnosis. You will also be introduced to evidence-based interventions and personal program planning for supporting children with ASD.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe Autism Spectrum Disorder (ASD).			
2. Describe historical, social, and cultural implications of ASD.			
3. Discuss evidence-based interventions appropriate for early childhood settings.			
4. Describe program planning for children with ASD.			
5. Examine the process for creating a personal program plan.			

SPSY 200 - Communication Skills for Children with Autism Spectrum Disorder

You will develop strategies to assist children with Autism Spectrum Disorder (ASD) in developing communication and social skills. You will study the relationship between communication challenges and behaviour. Your studies will include the examination of evidence-based Interventions for improving communication skills of children with ASD.

Credit unit(s): 3.0
Prerequisites: SPSY 102
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Discuss potential communication impairments.			
2. Discuss the relationship between communication challenges and behaviour.			
3. Apply the use of strategies to support communication and social skills.			
4. Identify the role of the educator in supporting the development of communication and social skills.			

SPSY 201 - Manage Challenge Behaviours for Children with Autism Spectrum Disorder

You will develop skills to manage challenging behaviors common to children with Autism Spectrum Disorder (ASD). This course looks at designing and managing the environment to support positive behavior and strategies for managing challenging behaviors in early childhood environments. Your studies will also include the study of evidence-based Interventions in managing challenging behavior.

Credit unit(s): 3.0
Prerequisites: SPSY 102
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	<p>Competent</p>	<p>Learning</p>	<p>None</p>
1. Identify the range of behaviours associated with Autism Spectrum Disorder.			
2. Distinguish the underlying causes and functions of behaviour.			
3. Examine the structure of supportive environments.			
4. Apply positive guidance strategies.			
5. Discuss safety issues and crisis management.			

SPSY 202 - Family and Community Relationships for Clients with Autism Spectrum Disorder

You will develop skills for supporting families of children with Autism Spectrum Disorder (ASD). This course will also explore the utilization of community resources to support children and their families with a focus on early intervention and evidence-based strategies.

Credit unit(s): 3.0
Prerequisites: SPSY 102
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe the developmental challenges associated with Autism Spectrum Disorder.			
2. Discuss early identification and intervention strategies.			
3. Describe the effects of Autism Spectrum Disorder on family relationships.			
4. Apply strategies for supporting families at home and in the community.			
5. Identify community resources for supporting families.			

SPSY 103 - Programming for Children with Autism Spectrum Disorder in Inclusive School Settings

In this course you will examine the many aspects of programming for children with autism spectrum disorder. Theories and strategies for managing sensory, anxiety and processing challenges will be discussed. You will study how to incorporate strategies to support language, literacy, social skills, and behavioural concerns. You will examine evidence-based strategies, inclusion practices, and transition objectives that support children with autism spectrum disorder in an inclusive setting. You will examine program development and the process for creating a personal program plan for children with autism spectrum disorder.

Credit unit(s): 3.0
Prerequisites: SPSY 102
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe theories for processing challenges of children with autism spectrum disorder.			
2. Identify strategies to support sensory processing challenges.			
3. Identify strategies to support anxiety and behavioural concerns.			
4. Identify strategies to support language, literacy, and social skills.			
5. Discuss inclusion practices and transition objectives for supporting children with autism spectrum disorder.			
6. Examine the process for developing a personal program plan to meet the needs of children with autism spectrum disorder.			

SPSY 203 - Programming for Children with Autism Spectrum Disorder in Early Childhood Settings

You will examine theories and strategies for managing sensory processing challenges as part of creating an environment and curriculum that is supportive to children with Autism Spectrum Disorder (ASD). You will study evidence-based interventions to support Language, Literacy, Social Skills, and Behaviour Concerns. Your studies will include practical strategies for inclusion of children with Autism Spectrum Disorder in a group setting.

Credit unit(s): 3.0
Prerequisites: SPSY 102
Corequisites: none
Equivalent course(s): none

<p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p>	Competent	Learning	None
1. Describe sensory challenges.			
2. Apply strategies to support sensory processing challenges in the environment.			
3. Examine the use of play to support children with Autism Spectrum Disorder.			
4. Apply strategies to support language, literacy, and social skills.			
5. Apply strategies to support transitions and behavioural concerns.			
6. Develop a personal program plan.			