



**EFFECTIVE: JANUARY 2007
CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **January 2007**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Classroom and Community Support** Revision New Course

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

C: **BHIN 1256** D: **Supporting Positive Behaviour and Communication** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description: This citation course introduces students to principles and applied strategies in positive behaviour support and augmentative and alternative communication.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>30</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging over 1 to 15 weeks</p>	<p>H: Course Prerequisites:</p> <p>None</p>							
	<p>I: Course Corequisites:</p> <p>None</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p>BHIN 1240</p>							
	<p>K: Maximum Class Size:</p> <p>30</p>							
<p>L: PLEASE INDICATE:</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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<p>M: Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply basic principles to understand and support individuals' behaviour <ul style="list-style-type: none"> • Recognize behaviour as a possible powerful form of communication • Consider context and whole person to understand purpose of behaviour 2. Practice clear communication skills and strategies in positive behaviour support <ul style="list-style-type: none"> • Listen to individual communication including actions, interactions, reactions, and inaction • Use a variety of positive support strategies (e.g. ABC, Social Stories, etc.) 3. Facilitate alternative and augmentative communication opportunities, methods and strategies <ul style="list-style-type: none"> • Identify, respond to, and respect the dynamic nature of individuals' present and emerging communication methods • Identify and implement strategies to maximize the communication potential of each situation, including strategies that enable one to approach new situations with spontaneity and flexibility (e.g. PECS, visual schedules, etc.)
<p>N: Course Content:</p> <p>The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> • Behaviour is a form of communication. A person's actions serve purposes for that individual. • A single behaviour can fulfill many needs. Different behaviours may meet the same needs. Reasons why individuals act in a given manner can change from moment to moment. • Individuals are complex human beings who have unique histories and circumstances. Effective practitioners look at context and circumstances when considering an individual's actions. • Effective practitioners need well developed listening and observation skills, which can be developed over time and through practice. • Using positive approaches with individuals who may have "challenging behaviour" empowers both the individual being supported and the practitioners. • Communication is a means for transmitting and receiving information. It is essential for the growth and participation of individuals and can enable them to develop autonomy and control in their daily lives. • Augmentative and alternative communication includes all communication that supplements or augments speech. Everyone uses these modes that can be symbolic, non-symbolic or multi-faceted. • Individuals are unique in how they send and receive information. Practitioners can enhance communication exchanges by identifying, recognizing and responding to the dynamic communication methods used by the people they support.
<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture • Practice • Videos
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> • Case study • Quiz • Project and Class presentation
<p>R: Prior Learning Assessment and Recognition</p> <p>This course is available for PLAR.</p>

Course Designer(s): Rosemary Love

Education Council / Curriculum Committee Representative

Dean: Jan Carrie

Registrar