Douglas College

CURRICULUM GUIDELINES

A.	Division:	**Instruction**	Effective Date:		**08 August 2002**

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

Revision	**X** New Course ☐
If Revision, Section(s) Revised:	**C,D,H,M**
Date of Previous Revision:	**1995**
Date of Current Revision:	**08 August 2002**

C:	CCSD 350	**D**:	Teaching and Learning: Positive Behaviour Supports	**E:** 3
	Subject & Course No.		Descriptive Title	Semester Credits

F:	Calendar Description: **In this advanced course, students will apply principles of teaching and learning to support people whose actions challenge us. The emphasis will be on communication and responding to individuals in context.**

G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: **Lecture/Practice** Number of Contact Hours: (per semester for each descriptor) **60 hours** Number of Weeks per Semester: **Flexible delivery ranging over 2 to 15 weeks**	**H:** Course Prerequisites: **CCSD or CSWK 250** **I:** Course Corequisites: None **Nil** **J:** Course for which this Course is a Prerequisite **Nil** **K:** Maximum Class Size: **30**

L:	PLEASE **INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University** ☐ Non-Credit ☐ College Credit Non-Transfer X College Credit Transfer:
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M:	Course Objectives / Learning Outcomes
	Upon successful completion of this course, the student will be able to:
	1. **Analyze complex nature of individuals' behaviour, considering context, history & possible multiple meanings of single behaviour.**
	   ▪ **Recognizes behaviour as a powerful form of communication**
	   ▪ **Uses context to understand purpose of behaviour e.g. health issues, social situation, emotional well-being**
	2. **Apply principles underlying positive behaviour support strategies.**
	   ▪ **Considers whole person when supporting individual**
	   ▪ **Facilitates communication, connections and choice as essential elements for everyone**
	   ▪ **Considers influence of historical trends and person's own history**
	   ▪ **Applies observation, recording, information gathering skills when developing plan**
	   ▪ **Enhances wellness of individual, self and others**
	3. **Practice clear communication skills verbally, written, & non-verbally in assessing, planning, implementing and revising positive behaviour support strategies/adaptations.**
	   ▪ **Listens to individual communication including their actions, interaction and reactions**
	   ▪ **Collaborates with others (e.g. individual, team members, families etc.) to make considered thoughtful support decisions**
	   ▪ **Monitors, supports and enhances team unity and effectiveness**

N:	Course Content: The following global ideas guide the design and delivery of this course: 1. **Behaviour is a form of communication. A person's actions serve functions for that individual.** 2. **A single behaviour can fulfill many needs. Different behaviours may meet the same need. Why individuals act in a given manner may change from moment to moment.** 3. **Individuals are complex human beings who have unique personal histories and circumstances. Effective practitioners must look at the context and conditions when considering an individual's actions.** 4. **The presence of a "challenging behaviour" can be a signal that the individual feels that they are not valued by others, that they have no choices or control and may feel that they do not "belong".** 5. **The more capable an individual is perceived, the more their unusual actions may be tolerated.** 6. **Effective practitioners need well developed listening and observation skills. These skills develop through practice and over time and are building blocks of effective practice.** 7. **Problems don't necessarily reside within an individual. Solutions may involve changes to situations and systems. Support should be person-centred, meeting individuals' needs.** 8. **Practitioners need to practice ways of taking care of themselves in order to be effective and able to support others.** 9. **Using positive approaches with individuals who may have "challenging behaviours" empowers both the individual being supported and the practitioners.**

O:	Methods of Instruction
	   ▪ **Lecture**
	   ▪ **Small Group Work**
	   ▪ **Practice**
	   ▪ **Video**
	   ▪ **Guest Speaker**

P:	Textbooks and Materials to be Purchased by Students **T.B.A.**

Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.
	   ▪ **Summary Profile**
	   ▪ **Plan Development**
	   ▪ **Product Development and Analysis**
	   ▪ **Self and Peer Assessments**

R:	Prior Learning Assessment and Recognition: **This course is available for PLAR**

Course Designer(s): **Rosemary Love**		Education Council / Curriculum Committee Representative
Dean: **Jan Lindsay**		Registrar: