



## EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

**A. Division:**                      **Instruction**    **Effective Date:**    **September 2004**

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

**If Revision, Section(s) Revised:**    **C, H**  
**Date of Previous Revision:**    **08 August 2002**  
**Date of Current Revision:**    **September 2004**

**C: CCSD 2350**    **D: Teaching and Learning: Positive Behaviour Supports**    **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>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.</b>	
<b>G:</b>	<b>Allocation of Contact Hours to Type of Instruction / Learning Settings</b>  <b>Primary Methods of Instructional Delivery and/or Learning Settings:</b>  <b>Lecture/Practice</b>  <b>Number of Contact Hours: (per semester for each descriptor)</b>  <b>60 hours</b>  <b>Number of Weeks per Semester:</b>  <b>Flexible delivery ranging over 2 to 15 weeks</b>	<b>H: Course Prerequisites:</b>  <b>CCSD 1250</b>  <b>I: Course Corequisites: None</b>  <b>Nil</b>  <b>J: Course for which this Course is a Prerequisite</b>  <b>Nil</b>  <b>K: Maximum Class Size:</b>  <b>30</b>
<b>L:</b>	<b>PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University</b> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

<p><b>M:</b> 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"> <li>1. <b>Analyze complex nature of individuals’ behaviour, considering context, history &amp; possible multiple meanings of single behaviour.</b> <ul style="list-style-type: none"> <li>▪ Recognizes behaviour as a powerful form of communication</li> <li>▪ Uses context to understand purpose of behaviour e.g. health issues, social situation, emotional well-being</li> </ul> </li> <li>2. <b>Apply principles underlying positive behaviour support strategies.</b> <ul style="list-style-type: none"> <li>▪ Considers whole person when supporting individual</li> <li>▪ Facilitates communication, connections and choice as essential elements for everyone</li> <li>▪ Considers influence of historical trends and person’s own history</li> <li>▪ Applies observation, recording, information gathering skills when developing plan</li> <li>▪ Enhances wellness of individual, self and others</li> </ul> </li> <li>3. <b>Practice clear communication skills verbally, written, &amp; non-verbally in assessing, planning, implementing and revising positive behaviour support strategies/adaptations.</b> <ul style="list-style-type: none"> <li>▪ Listens to individual communication including their actions, interaction and reactions</li> <li>▪ Collaborates with others (e.g. individual, team members, families etc.) to make considered thoughtful support decisions</li> <li>▪ <b>Monitors, supports and enhances team unity and effectiveness</b></li> </ul> </li> </ol>	<p>Page 2 of 2</p>
<p><b>N:</b> Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li>1. <b>Behaviour is a form of communication. A person’s actions serve functions for that individual.</b></li> <li>2. <b>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.</b></li> <li>3. <b>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.</b></li> <li>4. <b>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”.</b></li> <li>5. <b>The more capable an individual is perceived, the more their unusual actions may be tolerated.</b></li> <li>6. <b>Effective practitioners need well developed listening and observation skills. These skills develop through practice and over time and are building blocks of effective practice.</b></li> <li>7. <b>Problems don’t necessarily reside within an individual. Solutions may involve changes to situations and systems. Support should be person-centred, meeting individuals’ needs.</b></li> <li>8. <b>Practitioners need to practice ways of taking care of themselves in order to be effective and able to support others.</b></li> <li>9. <b>Using positive approaches with individuals who may have “challenging behaviours” empowers both the individual being supported and the practitioners.</b></li> </ol>	
<p><b>O:</b> Methods of Instruction</p> <ul style="list-style-type: none"> <li>▪ <b>Lecture</b></li> <li>▪ <b>Small Group Work</b></li> <li>▪ <b>Practice</b></li> <li>▪ <b>Video</b></li> <li>▪ <b>Guest Speaker</b></li> </ul>	
<p><b>P:</b> Textbooks and Materials to be Purchased by Students <b>T.B.A.</b></p>	
<p><b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ul style="list-style-type: none"> <li>▪ <b>Summary Profile</b></li> <li>▪ <b>Plan Development</b></li> <li>▪ <b>Product Development and Analysis</b></li> <li>▪ <b>Self and Peer Assessments</b></li> </ul>	
<p><b>R:</b> Prior Learning Assessment and Recognition: <b>This course is available for PLAR</b></p>	
<p>Course Designer(s): <b>Rosemary Love</b></p>	<p>Education Council / Curriculum Committee Representative</p>
<p>Dean: <b>Jan Lindsay</b></p>	<p>Registrar:</p>