

ELCC 331

Understanding Children's Behaviour

3 credits, 45 hours lecture

The emphasis of this course is on examining behaviours of children that practitioners find most challenging including; anger and aggression, non-compliance, high sensitivity, attention problems and bullying. Students will expand existing skills designing an encouraging classroom. Students will study the effects of the physical and interactional environment on behaviour.

Prerequisite: ELCC Certificate or equivalent

NOTE: Not available to students with credit in ELCC 309

Instructor

Veronica Doleman

CC 202A

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Office Hours

Tuesday 5:15pm – 5:45pm

Thursday 5:15pm – 5:45pm

No office hours available on October 3, 8, 10; email support will be available.

Delivery Method and/or Hours of Instruction:

ELCC 331 is primarily delivered Face-to-face, with the possibility of video-conference participation. A few activities and graded assessments are required to be completed asynchronously. The face-to-face classes are scheduled:

Every Tuesday AND Thursday, September 10 – October 24, 2019: 6:30 – 9:30 pm

NO face-to-face classes on October 3, 8, and 10

Location: Tuesdays S110, Thursdays CC273 (Doug Schmidt Theatre)

Required Resources

Chandler, L.K., & Dahlquist, C.M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (4th ed.). Toronto, ON: Pearson.

Kaiser, B. & Rasminsky, J. S. (2017). *Challenging behaviour in young children: Understanding, preventing, and responding effectively* (4th ed.). Toronto, ON: Pearson.

Supplementary Texts

Gartrell, D. (2012). *Education for a civil society: How guidance teaches young children democratic life skills*. Washington, DC: NAEYC.

Lamb, R. (2010). *NVC Communication Basics*. Victoria, BC: Lamb Consulting.

Rosenberg, M. (2015). *Nonviolent communication: A language of life* (3rd ed.). Encinitas, CA: Puddle Dancer Press.

Course Outcomes

Upon successful completion of this course, the student shall be able to:

- Describe the role the environment plays in children's behaviour.
- Examine and compare a range of theoretical perspectives in understanding behaviour.
- Reflect on children's democratic life skills that are being supported in practical settings.
- Critically examine a recommended approach to behaviour to determine the underlying assumptions about children and how children learn and develop.
- Review and practice methods of documenting and assessing the behaviour of a child including how to complete a functional assessment.
- Observe and explain the behaviours of children that adults find most challenging such as anger and aggression, non-compliance, high sensitivity, attention problems, and bullying.
- Explore the issues of liaison with the systems that impact the child: the family, the school or child centre, aides and counselors, and social services.
- Identify and address challenging behaviour and identify why challenging behaviour occurs.
- Complete a Functional Assessment of a child's behaviour.
- Select and implement function based intervention.

Evaluation: *detailed assignment instructions and rubrics will be handed out in class.*

Assignment	Value
<p>Assessment and Problem Solving:</p> <p>Students will be given a list of case studies. Students will chose 2 and prepare written responses detailing their understanding of the situation, external risk factors, and possible outcomes. Students will articulate which democratic life skills children are demonstrating. Students will be expected to focus on environment (both physical and social) as well as any other strategies they might deem helpful (i.e. visual supports). [Outcomes 1,2,4,8]</p>	20%
<p>Reflective Writing:</p> <p>Students will complete guided reflection journals (4) to reflect on these topics: their own communication skills, role of the environment in affecting children`s behaviour, theoretical perspectives, behaviour and the brain, attachment, impact of family and culture, and liaison to support behaviour. [Outcomes 2,3,6,7]</p>	20%
<p>Functional Assessment:</p> <p>Students will use the tool found in the Chandler & Dahlquist (2015) text to perform a functional assessment on one child's challenging behaviour. The analysis of the behaviour will lead to understanding the purpose of the behaviour and finally to plan to meet the child's needs in other ways thereby circumventing the need for the challenging behaviour. Students are expected to cite both texts. [Outcomes 1,4,5,6,8,9,10]</p>	40%
<p>Course Activities</p> <p>Students will engage in several assessed online and classroom-based activities, such as Moodle Discussion Forums, contributions to Moodle Glossaries and individual and group-based activities. (details contained in Course Activities assessment)</p>	20%

The minimum passing grade for this course is a C- (60%), which is required for progression or transfer.

Grading System

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
	A	4.0	
90-93	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

Proposed Schedule of Topics

1. Course Orientation
2. Perceptions of challenging behavior
3. Risk Factors
4. Resiliency
5. Behaviour and the Brain
6. Guidance approach
7. Introduction to Functional Assessment
8. Attachment
9. Family, Culture and Environment
10. Positive Behaviour
11. WEVAS
12. Functional Assessment

Please Note:

Date and time allotted to each topic is subject to change. **Please reference the ELCC 331 Course Schedule document in the Course Orientation section of Moodle for proposed schedule and assessment key dates.**

Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines

outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

Accessibility Services (CC167) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

Skill Centre (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00

am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

Student Life Department (CC210) is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected

Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.