

**Instructor:**

Michelle Carreiro

[Michelle.carreiro@keyano.ca](mailto:Michelle.carreiro@keyano.ca)

780.791.8968

**Office hours:**

By Appointment

**Hours of Instruction:**

Online Delivery

**Course Description:**

A variety of teaching techniques and strategies for working with children with behavioral disorders will be explored

*Prerequisite:* EA 202 or ELCC 301 (or permission of the Chair)

*1 credit 5 weeks 15 hours*

**Required Resources**

- ✓ All required resources are provided

**Course Outcomes:**

By the end of this course, students will:

1. Develop and demonstrate an understanding of challenging behaviors with children in a classroom setting.
2. Identify, evaluate and articulate strategies for supporting social participation.
3. Develop a deeper understanding of one disorder through the collection, critical assessment and submission of information.
4. Identify, examine and effectively communicate specific strategies for supporting children with challenging behaviours.

| Date                        | Topics To Be Covered   | Assignments Due   |
|-----------------------------|--|---|
| Week 1<br>May<br>12-15      | <b>Welcome/Introductions</b> <ul style="list-style-type: none"> <li>• Course Orientation</li> <li>• Post introduction</li> </ul>   |   |
| Week 2<br>May<br>16-22      | <ul style="list-style-type: none"> <li>• Do fences make good neighbours forum</li> <li>• Complete key questions – dealing with difficult behaviours</li> <li>• How do I connect with students?</li> </ul>            | All due May 22  |
| Week 3<br>May<br>23-29      | <b>Exploring the implications of social interactions on behavior</b> <ul style="list-style-type: none"> <li>• Supporting Social participation Forum</li> <li>• ODD and CD forum step 1</li> </ul>                    | All due May 29  |
| Week 4<br>May 30-<br>June 5 | <b>Motivation, Challenging behaviors in the classroom</b> <ul style="list-style-type: none"> <li>• Sylvan Case Study</li> <li>• Olin and Ricky</li> <li>• Reflecting my practice</li> <li>• ODD/CD step 2</li> </ul> | All due June 5  |
| Week 5<br>June<br>6-12      | <b>Live Class: Case Study “How do I encourage positive behaviors?”</b> <ul style="list-style-type: none"> <li>• Barry Case Study</li> <li>• ODD/CD step 3</li> </ul>   | Live Class Time<br><br>Submit individual assignment – You be the expert<br><br>All due June 12<br><br>Date and Time TBA |
| Week 6<br>June 13-<br>19    | <b>Where do I go from here?</b> <ul style="list-style-type: none"> <li>• What can I do now</li> <li>• What can I do to support children</li> </ul>   | All due June 19<br><br>Submit team work assignments on ODD and CD   |

Method of Evaluation:

| Week                                   |   | Total        |
|--|---|--------------|
| <b>Online Contribution</b>             |   | <b>23 %</b>  |
| 2                                      | Website for parents   | 5            |
| 2                                      | Team Work Project - You be the expert                                 | 5            |
| 3                                      | Communication Websites  | 5            |
| 5                                      | Database: What can I do to support children?                          | 8            |
| <b>Forums</b>                          |   | <b>Total</b> |
|  |   | <b>31 %</b>  |
| 1                                      | Do fences make good neighbours?                                       | 4            |
| 2                                      | Supporting social participation                                       | 6            |
| 3                                      | Considering Sylvan  | 4            |
| 3                                      | Case Study Motivation   | 7            |
| 3                                      | Reflecting on my practice   | 4            |
| 4                                      | The case of Barry (to be presented during the live class)             | 6            |
| <b>Attendance/Participation Week 4</b> |   | <b>Total</b> |
|  |   | <b>6%</b>    |
| 4                                      | Attendance during live class  | 6            |
| <b>Final Partner Assignment</b>        |   | <b>Total</b> |
|  |   | <b>25 %</b>  |
| 5                                      | Instructor Evaluation   | 15           |
| 5                                      | Student Evaluation  | 10           |
| 5                                      | Instructor final Evaluation for individual project: You be the expert | 15           |
| <b>Total</b>                           |   | <b>100</b>   |

The grading scale for this course is as follows:

| 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      |

### Performance Requirements:

Course assignments have set due dates to manage both instructor and student workloads. Changes to due dates may occur to adjust overall student workload based on class consensus.

The department policy (revised 2005) regarding student evaluation states that:

- Assignments are to be submitted in class on their respective due dates. If a student is absent from class, the assignment will be considered late.
- Individual extensions require students to contact and ask permission from the instructor prior to the assignment due date. In addition, a signed request for extension, including the extenuating circumstances must be submitted at that time or as soon as possible.
- For assignments that are late without written permission:
  - A grade will be deducted for assignments up to 3 days late. e.g. a B assignment will become a B-
  - An additional grade will be deducted for assignments that are 4 – 7 days late; ie: An assignment with a grade of B now becomes a C+
  - no assignments will be accepted after 1 week past the due date.
- **No assignments will be accepted after the beginning of the class on final date of the course. The final due date for this course is June 19<sup>th</sup> 2014**

- Since final exams are not a component of ELCC or EA courses and because learning is participatory, attendance and participation are part of the course grade. ***Online attendance is mandatory and word-processed assignments when required by the instructor, are necessary to achieve a final grade of B or higher in ELCC and EA courses.***
- A grade of B on an assignment recognizes that the student has met the basic requirements and knows the applicable content thoroughly enough to be able to apply it. A grade of less than B brings attention to the student that there are gaps in understanding the content and skills required for that assignment. Students should use the criteria for assignments to guide assignment work.
- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The student's assignment is above the basic requirements.

### Plagiarism and Cheating

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

- No learner can obtain information from another student during an exam.
- No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
- No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
- No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

Please note the following dates for Term Year: Spring 2014  
May 12- June 20, 2014

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**Specialized Supports & Duty to Accommodate:**

***Disability Support Services: Learner Assistance Program***

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

***Specialized Supports and Duty to Accommodate***

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.