EA/ELCC 104 Guiding Children’s Behaviour

Understanding the child-centered problem-solving philosophy is the focus of this course. Students learn and practice communication skills with children, including passive and active listening, affirmations, positive communication of guidelines, negotiation and facilitation of children’s problem solving. Guidance strategies are examined for developmental appropriateness and applied to both support and modify children’s behaviour.

3 credits, 15 weeks, 45 hours

**PRE-REQUISITE(S):**

EA/ELCC 104 is a prerequisite course to practicum; the skills and understandings are practiced and demonstrated to successfully complete EA/ELCC 110 and EA/ELCC 210.

Instructor
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Office Hours
Tuesdays 11:00 am – 1:00 pm
Thursdays 10:00 am- 1:00 pm

Hours of Instruction
Thursdays, 1:00-4:00
Room CC216

Required Resources


Course Outcomes
By the end of this course, students will:

- Identify key principles and elements of the child-centered problem solving approach to guiding children’s behaviour.
- Demonstrate the ability to identify that behavioural cues from children that inform adults of needed improvements to guidance practice.
• Learn, select and practice appropriate communication skills that develop relationships with children: positive guidelines, affirmations, paraphrasing, and active listening.

• Examine and practice negotiation skills that facilitate problem solving between and with children.

• Demonstrate ability to choose and integrate appropriate prevention and intervention strategies to help children learn appropriate behaviour.

**Evaluation**

- **In-class Attendance:** Value 10 %
  Part of this grade acknowledges your commitment to learning through the individual, small and large group experiences provided in class. You will demonstrate this by being on time, completing assigned readings, contributing thoughtfully to group/case discussion, and participating actively and appropriately.

- **Reflective Learning** Value: 30 %
  - 3 journal entries 10% each
  A list of reflective learning topics and due dates will be provided on the first day of class. These topics correlate with several lesson’s goal. A marking rubric will be provided giving clear guidance as to expectations. Time will be provided at the end of relevant classes in which to work on this but time will also be required to complete the reflection after class.

**Assignment 1: Guidance Video Report** Value: 30%

You will read and prepare a short video report on *How To Talk So Kids Can Learn*. Review any two chapters, explaining your choice of several key ideas/practices in the chapter and how they apply to your present or future work situation.

A criteria sheet outlining expectations for this assignment will be distributed.

**Assignment 2: 2 Guidance Cases** Value: 30%

You will receive specific guidelines and the criteria sheet for this assignment in class. To complete the assignment, you will apply what you have learned this term about the elements of the problem solving approach to two guidance cases. You will identify how each case is a guidance situation, determine and explain what guidance practices are applicable and write a specific adult guidance response for each guidance practice.

*A grade of C- is required for progression or transfer.*

**Grading System**

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<thead>
<tr>
<th>Percentage Scale</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A+</td>
<td>4.0</td>
<td>Excellent</td>
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<tr>
<td>90-93</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td></td>
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<td>B+</td>
<td>3.3</td>
<td>Good</td>
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<tr>
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<tr>
<td>75-79</td>
<td>B-</td>
<td>2.7</td>
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TOPICS TO BE COVERED:

- Guiding Children’s Behavior – intro
- History of Discipline and problem-solving
- Behaviors
- Setting up a Problem Solving Environment
- Rules vs. Limits
- Setting Limits – Applying Elements of Problem Solving
- Applying Interventions strategies
- Underlying causes of problem behaviour
- Affirmations
- Building a foundation for positive communication
- Negotiating
- Guidance Cases Review
- Listening to Children/ Active Listening
- Strengths Based Approach and applying this knowledge to working with children
- Addressing Persistent, Unproductive Patterns of Behaviour

Please Note:
You will be provided a schedule of topics the first day of class. Date and time allotted to each topic is subject to change. 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.

Performance Requirements

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student’s 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 2015-2016 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.

Specialized Supports

**Counselling and Disability Services**

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

**SKILL Centre**

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

Michelle Carreiro, Instructor

[First Name, Last Name], Chair  Date Authorized

Vincella Thompson, Dean  Date Authorized

Signed copies to be delivered to:
Instructor
Registrar’s Office