

EDUCATION ASSISTANT AND COMMUNITY SUPPORT PROGRAM

EACS 140 UNDERSTANDING & SUPPORTING BEHAVIOUR ACROSS THE LIFESPAN

SAMPLE COURSE OUTLINE

Section:

Semester:

Instructor:

Office Hours: By appointment

Office Location: TBA with confirmed appointment

Office Phone: Provide best phone number. Provide any instructor preferred communication methods. i.e. texting instructions, secondary phone number, etc. .

E-mail:

Class Times:

Class Location:

COURSE DESCRIPTION

EACS 140 Understanding & Supporting Behaviour Across the Lifespan

An exploration for understanding and working with behaviour as communication. Topics include understanding behaviour as communication, developing techniques and skills that support working with challenging behaviour effectively, creating emotionally safe, respectful relationships and environments which foster self-esteem across the lifespan, and supporting independence of people with disabilities. (3:0:0)

Prerequisite: None.

COURSE LEARNING OBJECTIVES

On successful completion of this course, students will be able to:

1. Within the context of the K-12 and Community Living sectors describe behaviour:

- a. As functional and communicative in a variety of contexts and settings
- b. Using objective rather than subjective language
- c. Using respectful language that communicates the individuals abilities, strengths, and needs
- d. As related to specific conditions where applicable like autism, FASD, and dual diagnosis
- e. Without using stereotypes and labels

2. Respond to behaviour with effective support by:

- a. Applying key strategies that build positive relationships
- b. Using a functional analysis of behaviour at a rudimentary level.
- c. Identifying external factors that can influence person's behaviour like setting events, antecedents, and medical conditions.
- d. Describing the process for developing Person Centered Support plans as a foundation for reducing difficult to understand behaviour
- e. Describing the steps to develop positive behavioural support plans and safety plans as part of a team. Explain how they are an integrated part of effective person centered and individualized plans.
- f. Describing how behaviour supports that are respectful of individual preferences, choices, and priorities are developed and implemented
- g. Evaluating appropriate strategies and support services in ways that demonstrate awareness of typical developmental stages as well as basic human rights.
- h. Applying key techniques that support people who have disabilities when their behaviour is challenging

3. Demonstrate self-awareness and self-management including the ability to:

- a. Describe key techniques for maintaining personal boundaries and self-care in practice
- b. Describe in a reflective manner how you would use positive and respectful supports with individuals who experience behavioural challenges
- c. Identify concerns and ethical issues related to the use of restrictive or punitive approaches for managing behaviour
- d. Describe reporting and advocacy role within the context of responding effectively to concerns and ethical issues

REQUIRED TEXTS

1. Do? Be? Do? What to teach and how to teach people with developmental disabilities: Dave Hingsburger, 1998.
2. Behaviour Self!: Using behavioural concepts to understand and work with people with developmental disabilities. Hingsburger, D. (1996). Eastman, Quebec: Diverse City Press.
3. Functional Behavior Assessment for People with Autism: Making Sense of Seemingly Senseless Behavior: Beth Glasberg, 2005.
4. Lovett, H. (1996) *Learning to listen: Positive approaches and people with difficult behavior*. Baltimore: Paul H. Brookes.
5. Kluth, P. & Schwartz, P. (2007). *You're welcome: 30 innovative ideas for the inclusive classroom*. Portsmouth, NH: Heinemann.

REQUIRED RESOURCES

Students are required to subscribe to “Conversations that Matter” in order to watch video recorded interviews. These interviews are an integral part of the course. A one year subscription is \$20. A credit card is required. If a student does not have a credit card, he/she should contact the instructor for assistance. Alison.Taplay@viu.ca. Here is the link to subscribe to this required resource. <http://conversationsthatmatter.org/>



METHOD OF STUDENT EVALUATION

	Description	Due Date	% of Final Grade
1	Assignment One: Participation and Contribution		10%
2	Assignment Two: Observation Skills Development		10%
3	Assignment Three: Learner Lead Topics (Behaviour Strategy Technique)		20%
4	Mid Term Quiz		10%
5	Assignment Four: Journal Highlights Essay		15%
6	Assignment Five: The Great Debate (Thinking Critically about Behaviour Support Strategies)		20%
	Final Exam – Open Resource		15%
	TOTAL		100%

Students are expected to review the following policy with respect to grade appeals:

<http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp>

GENERAL REGULATIONS AND STUDENT CONDUCT

Students are expected to review and adhere to the General Regulations and Student Conduct Code (Policy 32.05): <http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp>

Students are expected to review and adhere to the *Faculty of Health and Human Services* Policies and Procedures listed here: <https://www2.viu.ca/hhs/HHSPoliciesandProcedures.asp>

ACADEMIC INTEGRITY

Academic integrity is to be maintained at all times. There are five values that underpin academic integrity (these are also consistent with professional standards): honesty, trust, fairness, respect, and responsibility. Please read through the Student Academic Code of Conduct policy (www.viu.ca/policies) to ensure that you are familiar with our university's expectations. Any violations of the academic code of conduct will be taken seriously and acted upon according to this policy.

CLASS FORMAT AND ASSIGNMENTS

An interactive approach is used. Students are expected to come to class prepared. This includes completing required reading prior to class so that you are ready for class participation and completion of assignments.

EXPECTATIONS FOR WRITTEN WORK

Students are expected to submit work that is generated by a word processor. Please use Microsoft Word for all electronic submissions. Microsoft office is available to students for free. Follow the instructions at this link. <https://www.microsoft.com/en-ca/web/i-want-office/> A VIU email address is required to access free Microsoft office. VIU does not provide student emails but can provide you with a virtual email address for this purpose. Learn more here. <https://www2.viu.ca/technology/students/email.asp>

Students are expected to use APA format and style and to demonstrate grammar and spelling at a first year university level.

HANDLING OF STUDENT WORK

1. Students are responsible for retaining a copy of all submitted work and for submitting all assignments by their due date.
2. All assignments are to be submitted to the Assignment dropbox located in the VIULearn (D2L) course shell unless other arrangements are made by the instructor. *See late submission consequences.*
3. Every effort will be made to return assignments to students within two weeks.

4. Students can make an appointment with their instructor to review and discuss their assignments or course grade.
5. Final grades will be submitted to the student and located in their online student record prior to the VIU deadline.

LATE SUBMISSION OF ASSIGNMENTS AND MISSED TESTS:

All assignments are to be submitted by the due date and all tests are to be written on the date specified. In online environments some quizzes will have a date range. Quizzes must be completed by the end date/time. If extenuating circumstances arise such as illness or emergency and assignment submission by the due date will not be possible, or completion of tests not possible on the scheduled date, please discuss this with the instructor **prior to** the date the assignment is due or test scheduled. A new submission date and/or a make-up test may be scheduled at the discretion of the instructor.

Penalties for Late Submission of Assignments

1. Up to and including three calendar days past deadline, deduct 1/2 letter grade (e.g., B to B-).
2. Four to seven calendar days past deadline, deduct one full letter grade (e.g. B to C+).

Any assignment more than seven calendar days late may not be accepted. If accepted, the late penalty will be determined by the instructor.

STUDENT SUPPORTS

1. Vancouver Island University Calendar: <http://www.viu.ca/calendar/>
2. VIU Learning Matters: <https://learningmatters.viu.ca/>
3. The VIU Writing Center provides support to students so that you can write effectively. Help is available face to face AND online. Here is the link to book a 25 minute appointment with an experienced writing tutor. <http://sites.viu.ca/writingcentre/>. The Powell River Campus Writing Center also provides face to face support on a drop in or appointment basis. <http://www.pr.viu.ca/writingcentre/index.asp>
4. Student Affairs Department: <https://www2.viu.ca/studentservices/>
5. Vancouver Island University student information: <https://www.viu.ca/students>
6. Online APA style referencing sites provided through the VIU Library: <http://libguides.viu.ca/c.php?g=188863&p=1247242>
7. [VIULearn/D2L learning management system: https://d2l.viu.ca/](https://d2l.viu.ca/) Log in using same user name and password that you use to access your VIU student record.

ATTENDANCE/PARTICIPATION

Attendance and participation in classes and seminars is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes. If a student misses more than three classes, the instructor may assign a UW grade. OR for blended classes, if a student misses the mandatory face to face classes and/or participates in less than 70% of the online content the instructor may assign a UW grade.

GRADES**Grades will be assigned according to the Vancouver Island University GRADE SCALE.***Note: Effective September 1, 2010 VIU converted to a 4.33 grade scale.*

**Grade Scale Table
Effective September 1, 2010**

Grade	Percentage (%)	Grade Value	Point Description
A+	90-100	4.33	Excellent (First Class Standing)
A	85-89	4.00	
A-	80-84	3.67	
B+	76-79	3.33	Good
B	72-75	3.00	
B-	68-71	2.67	
C+	64-67	2.33	Satisfactory
C	60-63	2.00	
C-	55-59	1.67	
D	50-54	1.00	Poor
F	0-49	0.00	Failing work Unsatisfactory performance or failure to meet course requirements.
UW	N/A	0.00	Unofficial Withdrawal Course not completed due to unofficial withdrawal. Calculated as a "0" in the GPA.
CR	N/A	0.00	Course passed Requirements completed, but not calculated in GPA.
INC	N/A	0.00	Incomplete If course requirements are not completed after 90 days from the course end date, the "INC" grade will automatically become an "F" grade.
CS	N/A	0.00	Continuing Status In good standing. Course is delivered over 2 terms, separated by a break. Final mark to be issued at end of 2nd term.
AUD	N/A	0.00	Audit
INP	N/A	0.00	In Progress In good standing. Student must re-enrol within one year.
NGS	N/A	0.00	No Grade Submitted yet; neither Pass nor Fail.