

SCHOOL AND COMMUNITY SUPPORT WORKER PROGRAM

SCSW 140 UNDERSTANDING AND SUPPORTING BEHAVIOUR ACROSS THE LIFESPAN

COURSE OUTLINE

Section: S17N01

Semester: Spring 2017

Instructor: Leif Rasmussen, MSc.

Office Hours: Office hours available by appointment

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Class Times: Wednesday 5:30 – 8:30 pm

Class Location: Building 180, Room 334, Nanaimo Campus

COURSE DESCRIPTION

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: Admission to the School and Community Support Worker Certificate.

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.

METHOD OF STUDENT EVALUATION

	Description	Due Date	% of Final Grade
1.	Observation Assignment a. Setting Description b. Context Statement c. Direct Observation	Feb 1, 2017	20%
2.	ABC Analysis	Mar 15, 2017	10%
3.	Behaviour Toolbox Item Presentation and Summary a. Presentation – 5% b. Summary – 10%	Mar 15, 22, & 29	15 %
4.	Behavioural Strategy/Technique Research Paper	Apr 5	25 %
5.	Quiz x 2	Feb 8, 2017 Mar 29, 2017	20%
6.	Personal Reflection Journal/Attendance/Participation		10 %
		Total	<hr/> 100 %

Assignment #1 – Observation Assignment

Students will be required to complete 3 brief observation assignments to illustrate how external factors can influence a person's behaviour and to further demonstrate the importance of systematic, objective observation in describing the potential function of a behaviour. Further, the assignments are aimed at understanding how the collection of information leads to the development and implementation of positive behavioural supports for individuals with disabilities that have challenging behaviour.

Assignment #2 – ABC analysis

Students will complete 15 observations and complete an Antecedent/Behaviour/Consequence (ABC) analysis.

Assignment #3 – Behaviour Toolbox presentation and Summary

Students will briefly demonstrate a strategy/technique that may be used to support people with disabilities with challenging behaviour to the class. Each student will provide the instructor a brief summarized to be developed into a resource file for students in the class. The summary is to be no longer than 1 pages long and to include a simple copy or representation (preferably a photocopy) of any “toolkit” item. Presentations as per schedule to be determined.

Assignment #4 - Behaviour Strategy/Technique Paper

Students will identify and describe a practical strategy/technique that may be used to support persons with disabilities that demonstrate challenging behaviours. Students will be asked to research the topic and present a paper that describes the strategy/technique and states its purpose. Further, how the strategy/technique is applied will be outlined. The paper will be approximately 1000 words long (6-8 pages).

Assignment #5 – Quizzes

Students will be given 2 brief quizzes on the readings

Assignment #6 – Personal Reflection Journal

After each class, students are to write a journal summarizing “what I have learned this week”. The goal is that the students reflect from their own experience what the material covered means to them. Additionally, each journal will include reflections on the reading for that week. The intent is to be a representation of a student’s attendance, class participation and class contributions.

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.

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/student-services/>
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.

GRADES

Grades will be assigned according to the Vancouver Island University **GRADE SCALE**.

GRADE	PERCENTAGE (%)	GRADE VALUE	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.
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
NGS	N/A	0.00	No Grade Submitted yet; neither Pass nor Fail.