

Guiding Behaviours in K-12 Schools – EAP 150 Child, Youth and Family Studies Program

Course Outline

COURSE IMPLEMENTATION DATE:	September 2022
OUTLINE EFFECTIVE DATE:	September 2022
COURSE OUTLINE REVIEW DATE:	March 2027

GENERAL COURSE DESCRIPTION:

This course focuses on understanding behaviour as communication and on learning strategies to support and guide behaviours in the K-12 classroom. Learners will also explore the influences that inform their own behaviour, including culture, beliefs, lived experiences, and personal biases. A variety of foundational concepts and theoretical perspectives relating to behaviour will be explored. The content of this course is specific to developing the core competencies required of Education Assistants and Aboriginal Education Support Workers in the K-12 school setting.

Program Information: This course is required for the Education Assistant Certificate and the Aboriginal Education Support Worker Diploma.

Delivery: This course is delivered Online

COTR Credits: 4

Hours for this course: 60 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	60
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience	
Total	60

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-Job Experience	
Formal Work Experience	
Other	
Total	

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

Department Head
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Department Head Signature

Dean Signature

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Valid from: September 2022 – March 2027

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College Website)

Corequisites: None

Flexible Assessment (FA):

Credit can be awarded for this course through FA Yes No

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Student should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: N/A

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

- Haig, J. & MacMillian, V. (2020). *Cites & sources: An APA documentation guide* (6th ed). Nelson Publishing.
- Harber, M. and Rao, A. (2019). *The role of an education assistant: Supporting inclusion*. Canadian Scholars.

Please see the instructor's syllabus or check COTR's online text calculator <http://go.cotr.bc.ca/tuition/tCalc.asp> for a complete list of the currently required textbooks.

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- identify the primary goals for guiding behaviour;
 - demonstrate an understanding of the ethical and legal practices for guiding behaviour;
 - summarize various theoretical perspectives related to behaviour change;
 - explain how various factors influence behaviour (ie: development, environment, culture, lived-experiences, self-esteem);
 - evaluate the importance of connection and relationship as a foundation for guiding behaviour;
 - identify and recognize the factors that foster, build, and strengthen resilience;
 - define stress and demonstrate an understanding of the correlation between stress and behaviour;
 - understand the function of behaviour and select appropriate intervention strategies in response to challenging behaviours;
 - discuss a variety of strength-based strategies, both direct and indirect, for guiding behaviour;
 - discuss the four building blocks of self-esteem and select appropriate strategies that promote self-esteem;
 - define executive function and apply this knowledge to guiding behaviour;
 - identify the components of social skills and strategies to support the development;
 - analyze and discuss strategies to support co-regulation and self-regulation;
 - identify factors that influence people's behaviour as it relates to observing and documenting; and
 - select the appropriate method of observation to gain information on strategy planning to guide behaviour.
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COURSE TOPICS:

- Foundational Concepts
- Theoretical Perspectives
- Ethical & Legal Practices and Awareness of Self
- Beliefs, Values, & Culture
- Direct and Indirect Guiding Strategies
- Connecting, Relationships & Trauma
- Attachment

- Environments
- Self-Esteem
- Motivation
- Executive Functioning
- Stress and Resilience
- Social Skills
- Self-Regulation & Co-Regulation
- Self-Reflection

See instructor syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT (Online Delivery):

Assignments	% of Total Grade
Assignment – Influences on Personal Practice	20%
Assignment – Case Study	30%
Weekly Take-Aways	<u>20%</u>
Weekly Activities & Discussions	<u>30%</u>
Total:	100%

Please see the instructor syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

ACADEMIC POLICIES:

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.