



Trauma and Challenging Behaviours – EAP 151 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 the acquisition of knowledge and skills in understanding and supporting students with trauma and challenging behaviours in the K-12 classroom. Learners will explore topics such as the neurology of challenging behaviour, how trauma impacts behaviour, the challenging behaviours of students who have complex diverse needs, and various internal and external behaviour disorders. The practical skills of strategies, observing and documenting are emphasized throughout the course. 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 Aboriginal Education Support Worker programs.

Delivery: This course is delivered online.

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience	
Total	45

Practicum Hours (if applicable):

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

Course Outline Author or Contact:

Heather Wik, MET

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: Successful completion of all fall semester and winter semester courses and have successfully completed or be currently enrolled in all spring semester courses.

Corequisites: EAP107 or AESW201

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.

One book selected from a list of options provided in the course syllabus.

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 personal bias and privilege, and make connections to how these impact practice when supporting K-12 students who exhibit challenging behaviours;
 - connect the concept of behaviour as communication to supporting students with challenging behaviour;
 - identify the major components of the brain and their function, in connection to behaviour;
 - define and identify Adverse Childhood Experiences (ACEs) and how it affects the development of brain systems, behaviour, and learning;
 - define trauma and how it affects behaviour and learning;
 - explain how chronic stress, intergenerational trauma, and traumatic experiences impact behaviour;
 - select and implement strategies that demonstrate trauma informed practice;
 - explore how attachment disorders affect behaviour;
 - explain the steps of the Crisis Cycle and how to respond at each step;
 - identify key characteristics of prevalent diverse needs including internal behaviour disorders, external behaviour disorders, and intensive challenging behaviours;
 - select and describe the implementation of appropriate strategies to use with challenging behaviours;
 - apply observing and documentation skills when supporting students who display challenging behaviours;
 - demonstrate an understanding of how neuroplasticity relates to hope and resilience when supporting K-12 students who have experienced trauma and/or display challenging behaviours; and
 - identify the components of self-care, using the PEACEful Schools Model, when supporting K-12 students who have experienced trauma and/or display challenging behaviour.
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COURSE TOPICS:

- Bias and Privilege
- Understanding Challenging Behaviour
- The Brain – Structure and Functions Related to Behaviour
- Adverse Childhood Experiences (ACEs)
- Introduction to Trauma

- Trauma, Attachment, and the Brain
- The Crisis Cycle and Strategies
- Trauma and Strategies
- Neurodevelopmental Disorders and Challenging Behaviours
- Mental Health and Challenging Behaviours
- Hope, Resilience, and Self-Care

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

EVALUATION AND ASSESSMENT (Online Delivery):

Assignments	% of Total Grade
Weekly Activities & Discussions	50%
Assignment #1 – Book Talk	20%
Assignment #2 – Case Study	<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

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.