



COURSE OUTLINE: DSS306 - POSITIVE APPROACHES

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Approved: Bob Chapman, Chair, Health

Course Code: Title	DSS306: POSITIVE APPROACHES/COMMUNITY INCLUSION
Program Number: Name	3070: PER/DEV SUPPORT SERV
Department:	PERSONAL SUPPORT WORKER
Academic Year:	2022-2023
Course Description:	This course introduces the student to the concepts of providing positive supports to people with developmental disabilities, who struggle with challenging behaviour. The core concept of the course is that challenging behaviour is a message of the person's unmet needs. Students are introduced to various communication tools and approaches that help us to understand the person's concerns and needs. Students learn the importance of belonging, relationships, social roles, contribution and community inclusion and its positive impact on challenging behaviour. Post Traumatic Stress and abuse will be discussed as triggers for challenging behaviour. Active support, self determination and supported decision making will be discussed as key areas in supporting people to feel empowered, to be in control and to make choices in their own lives. The Code of Ethics, values and beliefs will be discussed. Students will explore ways the code of ethics can be incorporated into provision of support.
Total Credits:	2
Hours/Week:	2
Total Hours:	28
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	3070 - PER/DEV SUPPORT SERV
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Work within the personal and developmental support services role in a variety of healthcare and 1.community settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.
	VLO 2 Conduct oneself in an ethical, competent and accountable manner in all professional relationships.
	VLO 3 Provide person-directed and centred support that is sensitive to diverse values, cultures, beliefs ³ and needs to promote client self-motivation and self-integration while maintaining privacy and confidentiality.
	VLO 5 Participate and collaborate as a member of the inter-professional team to promote a safe and ⁵ comfortable environment for clients across the lifespan demonstrating the responsibility to identify and report situations of neglect or abuse (actual or potential), and respond in accordance with all applicable legislations and employer's policies and procedures.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective



- communication.
- EES 3 Execute mathematical operations accurately.
 - EES 4 Apply a systematic approach to solve problems.
 - EES 5 Use a variety of thinking skills to anticipate and solve problems.
 - EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
 - EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
 - EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
 - EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
 - EES 10 Manage the use of time and other resources to complete projects.
 - EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

Developmental Disabilities in Ontario by Brown
 Publisher: Ontario Association on Developmental Disabilities Edition: 4th
 ISBN: 9781777163709

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
Explain the causes or unmet needs of challenging behaviour and differentiate between the various approaches used in supporting the person.	1.1 Describe the definition of challenging or difficult behaviour. 1.2 Identify the various characteristics of challenging behaviour. 1.3 Identify the numerous causes or unmet needs attributing to challenging behaviour. 1.4 Distinguish between the various types of challenging behaviour. 1.5 Explain the usefulness of assessments with respect to challenging behaviour. 1.6 Differentiate between the various approaches used with challenging behaviour. 1.7 Explain the five elements of positive behaviour supports used to ask questions about the person and the challenging behaviour. 1.8 Discuss the purpose, element, and quality assurance measures with a behaviour support plan. 1.9 Discuss the importance of predictability and choice and its impact on challenging behaviour.
Course Outcome 2	Learning Objectives for Course Outcome 2
Identify the communication issues that can contribute to behavioural challenges and discuss the tools and approaches used to support	2.1 Describe the definition of communication. 2.2 Identify the four essential elements of communication. 2.3 Identify the communication issues that can be the cause of behavioural challenges. 2.4 Explain the various ways that a person might find



	communication needs.	interpreting everyday communication confusing. 2.5 Explain how person-centered tools help support communication with a person. 2.6 Explain the importance of listening and being responsive as an approach with communication. 2.7 Describe the different devices used for both aided and unaided communication systems.
	Course Outcome 3	Learning Objectives for Course Outcome 3
	Explain the importance of knowing a person's story and how this is important to planning for the person.	3.1 Explain the importance of knowing the person's story when supporting a person with challenging behaviour. 3.2 Describe the actions one would implement to get to know a person they support. 3.3 Explain four reasons why it is important to develop a person's story with the person supported. 3.4 Discuss how the term challenging behaviour can become a label or reputation for a person. 3.5 Explain the importance of reading a history file and reflecting on emotional questions vs factual questions. 3.6 Discuss the importance of separating the behaviour from the person when giving support. 3.7 Explain four important reasons to develop a person's story. 3.8 Explain how knowing the person well helps in the detection of abuse. 3.9 Discuss the relationship between knowing the person's disability and giving the right support.
	Course Outcome 4	Learning Objectives for Course Outcome 4
	Discuss the importance of belonging, relationships, loneliness, and the impact this has on health and challenging behaviour.	4.1 Explain the concept of a sense of belonging . 4.2 Explain what is meant by the importance of belonging and human relationships. 4.3 Describe the difference between loneliness and isolation. 4.4 Discuss some of the ways that loneliness impacts people with developmental disabilities 4.5 Discuss the evidence and research that points to our need to belong. 4.6 Explain the neuroscience in our brains with respect to belonging. 4.7 Discuss the impact of loneliness on one's physical and mental health. 4.8 Discuss why staff coverage and paid relationships are not a substitute for loneliness. 4.9 Discuss the importance of supporting people to build relationships and ways support staff can accomplish this.
	Course Outcome 5	Learning Objectives for Course Outcome 5
	Identify what community inclusion is, the benefits of inclusion and providing supports for people to be included in their community.	5.1 Explain the relationship between exclusion and physical pain in the brain. 5.2 Describe the scientific studies involved in this relationship and their findings. 5.3 Differentiate between the concept of inclusion and community inclusion.

	<p>5.4 Discuss the concepts that indicate successful community inclusion.</p> <p>5.5 Explain the benefits of inclusion to the person and the community.</p> <p>5.6 Discuss the barriers to inclusion.</p> <p>5.7 Explain the steps of the problem - solving model for overcoming barriers to inclusion.</p> <p>5.8 Discuss how support staff can support the person with community inclusion.</p>
Course Outcome 6	Learning Objectives for Course Outcome 6
<p>Explain the relationship between social roles and challenging behaviour and how to provide effective support in this area.</p>	<p>6.1 Describe the basic premise of Wolf Wofenberger’s Social Role Valorization.</p> <p>6.2 Explain the concept of social devaluation and the resulting effect of wounding.</p> <p>6.3 Discuss what The Good Things In Life are and why they are important.</p> <p>6.4 Describe what a social role is and how they function in society.</p> <p>6.5 Discuss how a social map connects people via our roles.</p> <p>6.6 Compare the various benefits of social roles.</p> <p>6.7 Compare the devalued roles and the potential wounds incurred.</p> <p>6.8 Explain the various skills and attitudes that a support worker will need to develop to support a person with social roles</p> <p>6.9 Discuss the importance of enhancing image and competency and maintaining social roles.</p>
Course Outcome 7	Learning Objectives for Course Outcome 7
<p>Explain how the concept of person-centered approach, person-centered planning, and how it is used in planning for a person with challenging behaviours.</p>	<p>7.1 Differentiate between the old questions and the more appropriate new questions that are used today in the field with challenging or difficult behaviours.</p> <p>7.2 Explain the concept of a person-centered approach.</p> <p>7.3 Differentiate between system- centered and person-centered services.</p> <p>7.4 Describe the various elements to be considered in the making of an individualized service plan for a person with challenging behaviours</p> <p>7.5 Describe how person-centered planning is used to support a person with challenging behaviours.</p> <p>7.6 Discuss some person-centered tools that may be used for individualized planning for a person.</p> <p>7.7 Explain how to introduce change and transition in supporting people to reduce behaviour challenges.</p> <p>7.8 Differentiate between the various strategies employed to prevent, reduce, and manage challenging behaviour.</p>
Course Outcome 8	Learning Objectives for Course Outcome 8
<p>Explain how to develop the Seven Question Plan and how to incorporate the ten</p>	<p>8.1 Explain how the timeline tool is used to create a history of the behaviour.</p> <p>8.2 Discuss the accompanying timeline questions and their</p>

	<p>principles of supporting people in your practice.</p>	<p>function. 8.3 Explain how using the Seven-Question tool is used in relationship to challenging behaviours. 8.2 Describe each of the Seven Questions in relationship to their relevance of developing a support plan. 8.3 Explain how to use the different support plan templates. 8.4 Describe each of the ten principles to incorporate into supporting a person with challenging behaviours. 8.5 Discuss effective ways of supporting the person`s supporters.</p>
	<p>Course Outcome 9</p>	<p>Learning Objectives for Course Outcome 9</p>
	<p>Distinguish between the various sources of trauma with developmental disabilities, the elements of support needed and the importance of the Behaviour Support Plan in healing.</p>	<p>9.1 Explain what trauma informed care is. 9.2 Discuss the various sources and statistics in the field that currently reflect trauma amongst people with intellectual disabilities. 9.3 Explain the various relationships between the sources of trauma and the brain. 9.4 Differentiate between the various symptoms of post traumatic stress disorder. 9.5 Explain the necessary elements necessary in supporting people to attain to begin the healing process with PTSD. 9.6 Explain treatment options for PTSD. 9.7 Discuss the elements of a trauma informed Behaviour Support Plan. 9.8 Discuss the tools used with a trauma informed Behaviour Support Plan.</p>
	<p>Course Outcome 10</p>	<p>Learning Objectives for Course Outcome 10</p>
	<p>Interpret the concepts of the various tools used in gentle teaching and the importance it lends to challenging behaviour.</p>	<p>10.1 Explain the concept of Gentle Teaching. 10.2 Differentiate between the four pillars of gentle teaching. 10.3 Differentiate between the various tools used in gentle teaching. 10.4 Discuss gentle teaching and its relationship to challenging behaviour.</p>
	<p>Course Outcome 11</p>	<p>Learning Objectives for Course Outcome 11</p>
	<p>Differentiate between the empowerment of active support, self determination and supported decision making and discuss the concepts of power, control, and choice in each one.</p>	<p>11.1 Explain the concept of active support and how it relates to quality of life for a person. 11.2 Discuss what is meant by meaningful engagement in the day to day lives of people. 11.3 Explain the four elements of active support. 11.4 Discuss the importance of self determination and control in a person`s life. 11.5 Explain the concept of supported decision making for a person with an intellectual disability. 11.6 Explain the process involved with supported decision making. 11.7 Discuss the role of the support worker with supported decision making.</p>
	<p>Course Outcome 12</p>	<p>Learning Objectives for Course Outcome 12</p>

	Identify each concept of the code of ethics and discuss their meaning and how they can be incorporated into day to day supports of people.	12.1 Discuss the code of ethics and values with respect to the Developmental Services Professionals of Ontario. 12.2 Explain each concept of the National Alliance for Direct Support Professionals (NADSP) Code of Ethics and how they help guide and encourage Support Professionals to reach the highest ideals of the profession. 12.3 Discuss the various values and beliefs that are necessary in providing support to people. 12.4 Discuss responsibilities to incorporate within the professional role of providing day to day supports for people.
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Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Exam	35%
Participation	5%
Quizzes and Assignments	60%

Date:

December 19, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.