



## **I. COURSE DESCRIPTION:**

This course focuses on behavioural interventions and techniques that are reflective of Child and Youth Work Methodology and relational practice. The course will prepare students to understand and respond to the emotional and behavioural needs of children and youth in ways that promote positive change and self-regulation. There will be a particular emphasis on strength-based techniques for preventing, de-escalating and managing problematic behaviours in a variety of settings.

## **II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

### **1. Describe and explain key principles of relational practice related to positive behavioural change**

#### Potential Elements of the Performance:

- a) Understand how relational strategies deepen connections and facilitate positive behavioural outcomes
- b) Understand the therapeutic applications of consideration, safety, trust, presence and empathy
- c) Select relational strategies for developing and maintaining positive interactions in day-to-day environment

### **2. Demonstrate familiarity with key principles, theories and terminology drawn from the field of behaviourism, and applied to relational practice**

#### Potential Elements of the Performance:

- a) Understand how behaviour is operationally defined and measured using common charting and recording techniques
- b) Define and explain how positive and negative reinforcement increase, decrease and/or eliminate behaviour in both expected and unexpected ways
- c) Recognize strengths, barriers and other factors within the environment, and within ones' self, that support or hinder change
- d) Describe and employ a strength-based approach to understanding behaviour

### **3. Plan and describe behavioural interventions that meet identified goals and promote the development of self-regulation skills**

#### Potential Elements of the Performance:

- a) Explain the therapeutic applications of structure, rules and routines
- b) Differentiate between natural and logical consequences, and understand their functions
- c) Define and describe the therapeutic application of various strategies, including but not limited to, Random Acts of Kindness and Emotional First Aid techniques
- d) Be familiar with the appropriate use of Time Outs and other strategies for managing non-compliant and/or aggressive behaviour
- e) Explain the application of Mutual Problem Solving strategies

- f) Understand the therapeutic use of Reward Systems and Token Economies
- g) Plan and adapt activities of daily living consistent with the interests, developmental level and the cultural practices of children and youth
- h) Plan and evaluate moment-to-moment interactions that use activities of daily living to create positive change
- i) Explain the rationale for engaging children, youth and families in the determination of appropriate interventions
- j) Demonstrate the ability to promote self-regulation, teach age-appropriate life skills and model pro-social behaviour
- k) Recognize the need for collaboration in developing realistic goals with, and for, children, youths, and their families
- l) Select interventions consistent with development levels, identified strengths, needs and goals

#### **4. Identify and consider how personal values, beliefs and opinions influence one's interactions and responses to others**

##### Potential Elements of the Performance:

- a) Examine and discuss the impact of self on others and ensure that interactions are consistent and constructive
- b) Increase self-awareness to manage own behaviour, actions and interventions

#### **IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

A Question of Balance: Behavioural Interventions for Relationship Development  
Michael Burns, Child Care Press (2014)

#### **V. EVALUATION PROCESS/GRADING SYSTEM:**

Various learning modalities are used throughout the course including interactive lecture, self-reflection, collaborative learning exercises, role play demonstrations and case study

##### **Tests**

**40%**

Tests must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the Professor that must be scheduled before the next class

##### **Assignments**

**40%**

The format and assessment of the assignments will be discussed in class and posted on D2L. NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their Professor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

Students MUST submit assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the Professor. Should a student experience problems the IT department at Sault College is available to assist them.

**In-class Practice Exercises and Quizzes** **20%**

Each week, students will work in groups to complete and submit practice exercises based on course material. A copy of the text is required for these activities. Students will also complete individual mini-quizzes on key concepts and terminology related to the course. Together, these practice activities and quizzes will constitute 20% of the final grade. The format and assessment of these activities will be discussed in class and posted on D2L.

Due to the dynamic nature of the course, students who are not actively contributing to the collaborative learning process undermine the educational opportunities of others, and may therefore be asked to leave. This could occur, for example, if students were texting during group activities, repeatedly engaging in off-task conversations, checking social media, etc.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## **VI. SPECIAL NOTES:**

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

All courses in the Child and Youth Worker program follow the Fatal Error Policy, including APA standards for all assignments submitted. This policy will be discussed in class and posted on D2L.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.