



COURSE OUTLINE: DSS306 - POSITIVE APPROACHES

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Approved: Bob Chapman, Dean, Health

Course Code: Title	DSS306: POSITIVE APPROACHES/COMMUNITY INCLUSION
Program Number: Name	3070: PER/DEV SUPPORT SERV
Department:	PERSONAL SUPPORT WORKER
Academic Year:	2024-2025
Course Description:	This course introduces the concept of providing positive supports to people with developmental disabilities whom struggle with challenging behavior. The core course concept is that challenging behavior is a message of the person's unmet needs. Students will learn that communication difficulties, abuse and Post Traumatic Stress Syndrome are triggers for challenging behavior. Communication tools, support practices and support planning approaches will be introduced to help understand the person's concerns and unmet needs. The importance of belonging, relationships, social roles, contribution, community inclusion and its positive impact on challenging behavior will be explored. Active support, self determination and supported decision making will be discussed as key areas in supporting people to feel empowered, be in control and make their own choices. The Gentle Teaching approach will be studied as part of building a trusting relationship with the person and reducing challenging behavior.
Total Credits:	2
Hours/Week:	2
Total Hours:	28
Prerequisites:	DSS300, DSS301, DSS302, DSS303, DSS304
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 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 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 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:	<p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
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Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
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Other Course Evaluation & Assessment Requirements:	<p>The Code of Ethics for Developmental Services Professionals will be studied along with values and beliefs necessary in the role of supporting people. The student will learn how to apply the Code of Ethics into their daily practice of providing supports.</p>
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Books and Required Resources:	<p>Developmental Disabilities in Ontario by Brown Publisher: Ontario Association on Developmental Disabilities Edition: 4th ISBN: 9781777163709</p>
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Course Outcomes and Learning Objectives:	Course Outcome 1	Learning Objectives for Course Outcome 1
	<p>Explain the causes or unmet needs of challenging behaviour and differentiate between the various approaches used in supporting the person.</p>	<p>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.</p>
	Course Outcome 2	Learning Objectives for Course Outcome 2

	<p>Identify the communication issues that can contribute to behavioural challenges and discuss the tools and approaches used to support communication needs.</p>	<p>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 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.</p>
	<p>Course Outcome 3</p>	<p>Learning Objectives for Course Outcome 3</p>
	<p>Explain the importance of knowing a person’s story and how this is important to planning for the person.</p>	<p>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.</p>
	<p>Course Outcome 4</p>	<p>Learning Objectives for Course Outcome 4</p>
	<p>Discuss the importance of belonging, relationships, loneliness, and the impact this has on health and challenging behaviour.</p>	<p>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.</p>
	<p>Course Outcome 5</p>	<p>Learning Objectives for Course Outcome 5</p>
	<p>Identify what community</p>	<p>5.1 Explain the relationship between exclusion and physical</p>

	<p>inclusion is, the benefits of inclusion and providing supports for people to be included in their community.</p>	<p>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. 5.4 Discuss the concepts that indicate successful community inclusion. 5.5 Explain the benefits of inclusion to the person and the community. 5.6 Discuss the barriers to inclusion. 5.7 Explain the steps of the problem - solving model for overcoming barriers to inclusion. 5.8 Discuss how support staff can support the person with community inclusion.</p>
	<p>Course Outcome 6</p>	<p>Learning Objectives for Course Outcome 6</p>
	<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. 6.2 Explain the concept of social devaluation and the resulting effect of wounding. 6.3 Discuss what The Good Things In Life are and why they are important. 6.4 Describe what a social role is and its function in society. 6.5 Discuss how a social map connects people via our roles. 6.6 Compare the various benefits of social roles. 6.7 Compare the devalued roles and the potential wounds incurred. 6.8 Explain the various skills and attitudes that a support worker will need to develop to support a person with social roles 6.9 Discuss the importance of enhancing image, competency and maintaining social roles.</p>
	<p>Course Outcome 7</p>	<p>Learning Objectives for Course Outcome 7</p>
	<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. 7.2 Explain the concept of a person-centered approach. 7.3 Differentiate between system- centered and person-centered services. 7.4 Describe the various elements to be considered in the making of an individualized service plan for a person with challenging behaviours 7.5 Describe how person-centered planning is used to support a person with challenging behaviours. 7.6 Discuss some person-centered tools that may be used for individualized planning for a person. 7.7 Explain how to introduce change and transition in supporting people to reduce behaviour challenges. 7.8 Differentiate between the various strategies employed to prevent, reduce, and manage challenging behaviour.</p>
	<p>Course Outcome 8</p>	<p>Learning Objectives for Course Outcome 8</p>

Explain how to develop the Seven Question Plan and how to incorporate the ten principles of supporting people in your practice.	<p>8.1 Explain the purpose of using the Seven-Question Plan with people who have challenging behaviour.</p> <p>8.2 Identify each of the seven questions that are part of the Seven Question Support Plan.</p> <p>8.3 Explain the concept behind each of the seven questions in the support plan.</p> <p>8.4 Identify in a case study the concepts of the seven questions in the support plan.</p> <p>8.5 Describe each of the ten principles to incorporate into supporting a person with challenging behaviour.</p> <p>8.6 Discuss effective ways of supporting the person's supporters.</p>
Course Outcome 9	Learning Objectives for Course Outcome 9
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>9.1 Explain what trauma informed care is.</p> <p>9.2 Discuss the various sources and statistics in the field that currently reflect trauma amongst people with intellectual disabilities.</p> <p>9.3 Explain the various relationships between the sources of trauma and the brain.</p> <p>9.4 Differentiate between the various symptoms of post traumatic stress disorder.</p> <p>9.5 Explain the triangle of ingredients necessary for recovery.</p> <p>9.6 Explain treatment options for PTSD.</p> <p>9.7 Discuss the elements of a trauma informed Behaviour Support Plan.</p> <p>9.8 Discuss the tools used with a trauma informed Behaviour Support Plan.</p>
Course Outcome 10	Learning Objectives for Course Outcome 10
Interpret the concepts of the various tools used in gentle teaching and the importance it lends to challenging behaviour.	<p>10.1 Explain the concept of Gentle Teaching.</p> <p>10.2 Differentiate between the four pillars of gentle teaching.</p> <p>10.3 Differentiate between the various tools used in gentle teaching.</p> <p>10.4 Discuss gentle teaching and its relationship to challenging behaviour.</p>
Course Outcome 11	Learning Objectives for Course Outcome 11
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>11.1 Explain the concept of active support and how it relates to quality of life for a person.</p> <p>11.2 Discuss what is meant by meaningful engagement in the day to day lives of people.</p> <p>11.3 Explain the four elements of active support.</p> <p>11.4 Discuss the importance of self determination and control in a person's life.</p> <p>11.5 Explain the concept of supported decision making for a person with an intellectual disability.</p> <p>11.6 Explain the process involved with supported decision making.</p> <p>11.7 Discuss the role of the support worker with supported decision making.</p>
Course Outcome 12	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.</p> <p>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.</p>								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th data-bbox="488 413 776 465">Evaluation Type</th> <th data-bbox="776 413 1451 465">Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 465 776 505">Exam</td> <td data-bbox="776 465 1451 505">35%</td> </tr> <tr> <td data-bbox="488 505 776 545">Participation</td> <td data-bbox="776 505 1451 545">5%</td> </tr> <tr> <td data-bbox="488 545 776 586">Quizzes and Assignments</td> <td data-bbox="776 545 1451 586">60%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Exam	35%	Participation	5%	Quizzes and Assignments	60%
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Exam	35%								
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Date:	December 5, 2024								
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.								