

Calendar Description

This course will examine and build upon the participant's belief systems about challenging behavior. Participants will be offered opportunities to learn about successful strategies for supporting difficult students within a classroom as well as other settings.

Content/Objectives

- Participants will reflect upon the proactive approach of *Positive Behaviour Support (PBS)* to helping youth with challenging behaviour.
- Participants will explore functional ways to think about behaviour within the situation and apply these methods to complete a functional behaviour assessment.
- Participants will learn various approaches and strategies using the pyramid of intervention for managing challenging behaviour (e.g. conflict, dealing with resistance and anger).
- Participants will be introduced to a range of positive approaches to difficult situations using the *Collaborative Problem-Solving Approach* to intervention.

• Outcomes/Competencies

- Participants will know how to support students and staff to manage stressors in the learning environment.
- Participants will know how to assess challenging situations so to inform instruction, teacher planning and the development of an individualized program plan.
- Participants will identify a variety of proactive strategies and interventions to support students using the pyramid of intervention (e.g. social skills).
- Participants will learn how to address challenging behaviour using the collaborative problem-solving approach to intervention.

Assignments

The assignments in this course are sequential and inter-dependent in design (1 -3; and 4 & 5), and will require application of course knowledge.

1. Based on the provided case study, conduct a *Functional Behaviour Assessment (FBA)*. Identify proactive strategies that make these challenging behaviours irrelevant, ineffective and inefficient. Strategies are to be categorized according to: setting events; preventative; teaching; and consequence.
Due date: July 22, 2011 **25 marks**
2. Based on the completed FBA, integrate the assessment information to develop an individualized program plan including goals and objectives. The IPP will display a prescriptive approach to planning including potential replacement behaviours.
Due date: July 22, 2011 **25 marks**

3. Design a pyramid of intervention that identifies proactive strategies that are considered “best practice” in supporting a student with challenging behaviour. Identify systematic strategies according to the following criteria: Universal Design for Learning; Targeted; and Specialized.
Due date: July 22, 2011 **20 marks**

4. Based on a provided case study, complete an informative assessment using the “*Assessment of Lagging Skills & Unsolved Problems*” (ALSUP).
Due date: July 22, 2011 **15 marks**

5. Using informative assessment from the ‘ALSUP’, develop a plan of intervention using the *Collaborative Problem Solving* – Plan B Flowchart.
Due date: July 22, 2011 **15 marks**

Resources:

- *Supporting Positive Behaviour in Alberta Schools*, Alberta Education, 2009.
- What is Collaborative Problem Solving? – www.livesinbalance.org

References:

- Greene, R.W. (2009).** *Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them*. New York: Scribner.
- Greene, R.W. and Ablon, J. Stuart (2006).** *Treating Explosive Kids: The Collaborative Problem-Solving Approach*. New York: Guilford Press.

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE:	CORE 535.03	INSTRUCTOR:	Sharon Wood
TERM:	Summer 2011	TELEPHONE:	not available
SECTION:	L50/B52	EMAIL:	handswood@shaw.ca
DATE:	Monday – Friday July 18-22, 2011 8:30 a.m. – 4:30 p.m		
LOCATION:	EDT 1220 (Education Tower, Main Campus)		

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE: The last day to change/register and pay balance of fees for the Summer session is July 6, 2011. The last day to withdraw is July 24, 2011.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

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