

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 their values and beliefs about challenging behaviors.
- Participants will *explore functional ways* to think about behavior within the situation.
- Participants will learn various approaches for *managing conflict, resistance and anger*.
- Participants will be introduced to a range of positive approaches to difficult situations.

Outcomes/Competencies

- Participants will know how to assess a challenging situation.
- Participants will know how to support students and other staff to manage stressors in the learning environment.
- Participants will know a variety of positive approaches to respond to challenging students.
- Participants will know how to collaborate to build program consistency.
- Participants will know how to build social skills.

Assignments

Self evaluation	20%
Daily responses (3 responses)	15%
Group project	30%
Final paper	35%

Resources

Student generated readings:

Please bring 3 articles taken from a peer-review journal or found in the University library.

The articles should relate to:

- understanding and responding to challenging behavior within your field of study
- understanding and responding to challenging behavior within the educational context
- issues or controversies related to challenging behavior

One article must address challenging behavior within an educational context.

Please ensure that the source is evident in the documents.

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

Instructor and Course Information

COURSE:	CORE 691.32	INSTRUCTOR:	Carol Johnson
TERM:	Summer 2009	TELEPHONE:	not available
SECTION:	L51/B51	EMAIL:	chaos1boss@yahoo.ca
DATE:	Monday – Friday July 20 – 24, 2009 8:30 a.m. – 4:30 p.m		
LOCATION:	EDC 384		

Course Content

The course is critical as we move into a time when all students are welcomed into community schools at a time of shrinking supports. Upon completion of this course the student will have the following competencies:

- 1) Able to analyze a behavioral situation in an objective manner.
- 2) Able to respond to a behavioral situation in a safe and supportive way.
- 3) Able to integrate a functional behavior plan into a student's daily life.
- 4) Able to reflect upon responses and make necessary changes.
- 5) Able to communicate with parents or loved ones regarding a student's behavior and needs.

Additional Resources

Students will be given opportunities to review an array of materials that will be available within the lecture theatre; they will also be given various web site addresses related to challenging students.

Assignments

1. Self Evaluation

Students will evaluate themselves in relation to their participation in group discussions and readings. **20%**

Marking Criteria:

- Reflection and clear, concise, communication of ideas and concepts (10 points)
- Cooperation and respect for the learning group (5 points)
- Working towards the learning goals (5 points)

2. Daily response

15%

Each student will review an article and discuss responses with the learning group.
Submit each response, one each day for Tuesday, Wednesday and Thursday classes

Marking Criteria: *Three responses (5 points each)*

Logic of response based upon the information given.
Relevance of response based upon readings and personal beliefs.
Cohesion of response based upon insight into the behavior.

3. Group Project

30%

The class will be divided into groups of about 5 students each. As a group, you will research and apply your learning to a project that will be presented to the full class **Friday July 24, 2009**. The topic of your project will be negotiated with the instructor. Your presentation should take about 30

minutes, which should include time for questions and discussion. Plan to distribute a one page summary of your presentation to your classmates. This summary is due the day of the presentation.

Marking Criteria:

- Use of appropriate adult teaching methods to convey material. . (10 points)
- Link values and beliefs to strategies for change. (10 points)
- Organize and present clearly within the required timeframe. (5 points)
- Presentation invites class discussion/feedback and responds appropriately to questions and debates. (5 points)

Due Date: Friday July 24, 2009

4. Paper 35%

Prepare a comprehensive paper (2500 words) that includes the following:

- Literature review of the area you have chosen to pursue further in depth;
- A critical reflection that discusses your “journey” in understanding the issues of challenging students;
- Discuss the potential recommendations as a result of your analysis in a/b.

Marking Criteria:

- Clearly written and identifies, as well as describes, your views and understandings as related to course work. (15 points)
- References are relevant, current and related to the work, and follows APA guidelines (10 points)
- Information reflects independent thinking of subject matter. (10 points)

Due Date: August 14, 2009

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, 2009. The last day to withdraw is August 14, 2009.

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.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.

- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4