

**CORE 691.32**  
**Inclusive Education: Addressing**  
**Challenging Behaviours in the Classroom**

**Course Instructor:** Sharon R. Wood

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*SR*  
*Summer '11*

**Course Dates:** July 18-22, 2011  
Mon – Fri, 8:30 am – 4:30 pm

**Location:** U of C Main Campus  
EDC 1220

**Course 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.

**Prerequisite**

N/A

**Required Resources**

- *Supporting Positive Behaviour in Alberta Schools*, Alberta Education, 2009.
- What is Collaborative Problem Solving? – [www.livesinbalance.org](http://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.

<b>Online:</b>	Supporting Positive Behaviour in Alberta Schools: A School Wide Approach <a href="http://education.alberta.ca/admin/special/resources.aspx">http://education.alberta.ca/admin/special/resources.aspx</a> also posted as .pdf document on blackboard
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### **Course Goals (Content/Objectives)**

The course goals :

- 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.
- Participants will learn to apply these approaches within a regular class guided by ethics of inclusion.

### **Learner Objectives**

Following completion of this course, students will be able to:

- 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.

### **Academic Integrity**

The Department of Community Health Sciences expects **intellectual honesty** from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Faculty Regulations in the Faculty of Graduate Studies Calendar, or at [www.ucalgary.ca/pubs/calendar/current/how/How\\_LB.htm](http://www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm).

### **Cut Points For Grades**

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Percentage/letter-grade conversions are standard for courses in the Department of Community Health Sciences.

Grade	Course %	Grade Point Value*	Graduate Description*
A+	97-100	4.0	Outstanding
A	90-96.5	4.0	Excellent
A-	85-89.5	3.7	Very good performance
B+	77-84.5	3.3	Good performance
B	72-76.5	3.0	Satisfactory performance
B-	68-71.5	2.7	Minimum pass for students in the Faculty of Grad Studies
C+	63-67.5	2.3	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	60-62.5	2.0	

### **Late Assignments:**

- Assignments are due on the specified date by 9 AM. Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
  - The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension
  - There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the Course Coordinator with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

**Evaluation Plan (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.***

Due Dates	% of Final Mark	Evaluation Method
#1 July 22nd	20%	Based on the provided case study, conduct a <i>Functional Behaviour Assessment</i> (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.
#2 JULY 22nd	20%	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.
#3 July 22nd	20%	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
#4 July 22nd	10%	Based on a provided case study, complete an informative assessment using the “ <i>Assessment of Lagging Skills &amp; Unsolved Problems</i> ” (ALSUP).
#5 July 22nd	10%	Using informative assessment from the ‘ALSUP’, develop a plan of intervention using the <i>Collaborative Problem Solving – Plan B</i> Flowchart.
#6 July 29th	20%	Write a comprehensive paper (maximum 1500 words) that is clearly written and includes the following: <ul style="list-style-type: none"> <li>a) Literature review of the area;</li> <li>b) The theoretical underpinnings of the <i>Collaborative Problem-Solving Approach</i> to intervention with students with challenging behaviour.</li> <li>c) Discuss the practical applications and potential recommendations as a result of your analysis in a/b.</li> </ul> <p>References cited are relevant, current and related to the work. Additional sources to include the published work of Dr. Ross Greene, et. al. (see reference section).</p>