



**DEPARTMENT: Human Services**

**COURSE OUTLINE – Fall 2021**

**HS2380: Guiding Children’s Behaviour II – 2 (4-0-0) 30 Hours for 15 Weeks**

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

**INSTRUCTOR:** Andrea Thiessen                      **PHONE:** (250) 801-4674

**OFFICE:** Online    **E-MAIL:** athiessen@gprc.ab.ca

**OFFICE HOURS:** Email: Anytime, Phone: Monday-Friday 7-9pm or by appointment

**CALENDAR DESCRIPTION:**

This course builds on CD1370 (Guiding Children's Behaviour I) and provides an in depth exploration of factors that influence children's behaviour, as well as guidance strategies practitioners can use to build children's social competence. Emphasis is placed on the importance of the adult-child relationship as the foundation for children's social, emotional and moral development. This course also offers strategies for coping with challenging behaviours, such as bullying and for working collaboratively with parents to resolve behavioural issues.

**PREREQUISITE(S)/COREQUISITE:**

Successful completion of all first-year courses OR consent of the department

**REQUIRED TEXT/RESOURCE MATERIALS:**

Required text: Kaiser, B., & Sklar Rasminsky, J. (2017). *Challenging Behavior in young children: Understanding, preventing and responding effectively* (4th ed.). Boston, MA: Pearson.

This course is one in which the textbook is essential.

**DELIVERY MODE(S):**

Online

**COURSE OBJECTIVES:**

This course:

- provides an in-depth look at factors that influence children’s behavior.
- provides students with practical positive guidance and discipline strategies
- looks at factors that influence children’s emotional, social and moral development
- looks at the value and importance of strong healthy relationships and the role these relationships play in building a solid social and emotional foundation for children.
- provides strategies for dealing with challenging behaviors such as bullying and aggression.

### **LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:

- Explain how positive adult-child relationships provide the foundation for children’s social, emotional, and moral development.
- Explain how a child’s self-identity and self-esteem affect behavior.
- Identify developmentally appropriate guidance strategies that support children’s developing self-identity and self-esteem.
- Explain the relationship between emotional development and behavior.
- Identify developmentally appropriate guidance strategies that support and foster children’s emotional development.
- Explain the relationship between social development and behavior.
- Identify strategies that support and promote the pro-social development of children.
- Identify strategies that use a guidance approach to handling aggressive and challenging behaviors.
- Utilize observations to analyze and understand children’s behavior.
- Demonstrate appropriate communication with parents regarding behavioral issues

“Flight: Alberta’s Early Learning and Care Framework”, is a leading curriculum for the early learning and child care profession. Concepts from the framework will be covered in a variety of different ways in each of our Early Learning and Childcare courses.

### **TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

### **EVALUATIONS:**

All submitted work is graded according to the grading criteria set for the learning activity or assignment submitted.

### **GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

Course Start Date: September 1, 2021 - Course End Date: December 15, 2021

**All course work MUST be completed in order to pass this course. You must receive a final mark of a C- or above to pass this course. All learning activities and assignments must be submitted in full by the end date in order to pass this course unless an extension has been agreed upon by the student and instructor PRIOR to the course end date.**

This course has 4 self-study units.

1. All learning activities and assignments for Unit 1 are due by: **September 25, 2021**
  2. All learning activities and assignments for Unit 2 are due by: **October 15, 2021**
  3. All learning activities and assignments for Unit 3 are due by: **November 5, 2021**
  4. All learning activities and assignments for Unit 4 are due by: **November 30, 2021**
  5. All learning activities and assignments for Unit 5 are due by: **December 15, 2021**
- All work is due by midnight on the dates listed above. Students are welcome to submit work before the scheduled due date. It is up to you whether you submit one learning activity at a time or a whole batch at once.
  - I do recommend you submit your first learning activity on its own and wait for grading so you can familiarize yourself with my expectations and grading style before continuing.
  - It is also recommended that you look ahead to the larger assignments in all of the units to make sure you give yourself ample time to collect the necessary observations and implement them effectively.

## **STUDENT RESPONSIBILITIES:**

1. Both the student and the instructor have the right to experience a favourable learning/teaching experience and the responsibility to engage in appropriate behaviour that positively supports learning.
2. To meet all submission deadlines.
3. To participate in discussion boards and Blackboard Collaborate sessions, when requested by instructor.
4. To have the latest version of the course textbook.
5. To have computer hardware and software that meets standards set for online delivery.
6. Student must be familiar with the *Distance Education Student Handbook*, and any regulations, policies and student conduct that apply to students studying via online deliver, as outlined in the college calendar.

## **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

\*\*Note: all Academic and Administrative policies are available on the same page.