



EAP-150 – Guiding Behaviours in K-12 Schools

Health and Human Services

Effective Term & Year: Fall 2022

Course Outline Review Date: 2027-03-01

Program Area: Child Youth and Family Studies

Description:

This course focuses on understanding behaviour as communication and on learning strategies to support and guide behaviours in the K-12 classroom. Learners will also explore the influences that inform their own behaviour, including culture, beliefs, lived experiences, and personal biases. A variety of foundational concepts and theoretical perspectives relating to behaviour will be explored. The content of this course is specific to developing the core competencies required of Education Assistants and Aboriginal Education Support Workers in the K-12 school setting.

Program Information:

This course is required for the Education Assistant Certificate and the Aboriginal Education Support Worker Diploma.

Delivery Methods: Online

Credit Type: College of the Rockies Credits

Credits: 4

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	60
Seminar/Tutorials	
Laboratory/Studio	

Practicum/Field Experience

Co-op/Work Experience

Other

Total 60

Course Requisites:

- Earned a minimum grade of C+ (65%) in at least 1 of the following:
 - ENST 12 – English Studies 12
 - ENFP 12 – English First Peoples 12
 - ENGL090 – English – Provincial Level

Flexible Assessment: No

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Haig, J. & MacMillian, V. (2020). *Cites & sources: An APA documentation guide* (6th ed). Nelson Publishing.

Harber, M. and Rao, A. (2019). *The role of an education assistant: Supporting inclusion*. Canadian Scholars.

Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.

Learning Outcomes:

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

- identify the primary goals for guiding behaviour;
- demonstrate an understanding of the ethical and legal practices for guiding behaviour;
- summarize various theoretical perspectives related to behaviour change;
- explain how various factors influence behaviour (ie: development, environment, culture, lived-experiences, self-esteem);
- evaluate the importance of connection and relationship as a foundation for guiding behaviour;
- identify and recognize the factors that foster, build, and strengthen resilience;
- define stress and demonstrate an understanding of the correlation between stress and behaviour;
- understand the function of behaviour and select appropriate intervention strategies in response to challenging behaviours;
- discuss a variety of strength-based strategies, both direct and indirect, for guiding behaviour;
- discuss the four building blocks of self-esteem and select appropriate strategies that promote self-esteem;
- define executive function and apply this knowledge to guiding behaviour;
- identify the components of social skills and strategies to support the development;
- analyze and discuss strategies to support co-regulation and self-regulation;
- identify factors that influence people's behaviour as it relates to observing and documenting; and
- select the appropriate method of observation to gain information on strategy planning to guide behaviour.

Course Topics:

- Foundational Concepts
- Theoretical Perspectives
- Ethical & Legal Practices and Awareness of Self
- Beliefs, Values, & Culture
- Direct and Indirect Guiding Strategies
- Connecting, Relationships & Trauma
- Attachment
- Environments
- Self-Esteem
- Motivation
- Executive Functioning
- Stress and Resilience
- Social Skills
- Self-Regulation & Co-Regulation
- Self-Reflection

See instructor syllabus for the detailed outline of weekly readings, activities and assignments.

Evaluation and Assessments

Assessment Type: Online

Assessment Type	% of Total Grade
Assignment – Influences on Personal Practice	20%
Assignment – Case Study	30%
Weekly Take-Aways	20%
Weekly Activities & Discussions	30%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=90	89-85	84-80	79-76	75-72	71-68	67-64	63-60			<60

Evaluation Notes: A grade of “D” grants credit, but may not be sufficient as a prerequisite for sequential courses.

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a “0” on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
- Policy 2.5.8 Academic Performance
- Policy 2.5.3 Grade Appeal
- Policy 2.4.9 Student Concerns Re Faculty

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.