



EAP-151 – Trauma and Challenging Behaviours

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 the acquisition of knowledge and skills in understanding and supporting students with challenging behaviours in the K-12 classroom. Learners will explore topics such as the neurology of challenging behaviour, how trauma impacts behaviour, the challenging behaviours of students who have complex diverse needs, and various internal and external behaviour disorders. The practical skills of strategies, observing and documenting are emphasized throughout the course. 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 Aboriginal Education Support Worker programs.

Delivery Methods: Online

Credit Type: College of the Rockies Credits

Credits: 3

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	45

Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	
Other	
Total	45

Course Requisites:

- Complete all of the following
 - Successful completion of all fall semester and winter semester courses and have successfully completed or be currently enrolled in all spring semester courses.
 - Completed or concurrently enrolled in at least 1 of the following:
 - [EAP107](#) – Education Assistant Practicum 2 (4)
 - [AESW201](#) – Practicum 2 (3)

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. & MacMillan, V. (2020). Cites & sources: An APA documentation guide (6th ed). Nelson Publishing.

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 personal bias and privilege, and make connections to how these impact practice when supporting K-12 students who exhibit challenging behaviours;
- connect the concept of behaviour as communication to supporting students with challenging behaviour;
- identify the major components of the brain and their function, in connection to behaviour;
- define and identify Adverse Childhood Experiences (ACEs) and how it affects the development of brain systems, behaviour, and learning;
- define trauma and how it affects behaviour and learning;
- explain how chronic stress, intergenerational trauma, and traumatic experiences impact behaviour;
- select and implement strategies that demonstrate trauma informed practice;
- explore how attachment disorders affect behaviour;
- explain the steps of the Crisis Cycle and how to respond at each step;
- identify key characteristics of prevalent diverse needs including internal behaviour disorders, external behaviour disorders, and intensive challenging behaviours;
- select and describe the implementation of appropriate strategies to use with challenging behaviours;
- apply observing and documentation skills when supporting students who display challenging behaviours;
- demonstrate an understanding of how neuroplasticity relates to hope and resilience when supporting K-12 students who have experienced trauma and/or display challenging behaviours; and
- identify the components of self-care, using the PEACEful Schools Model, when supporting K-12 students who have experienced trauma and/or display challenging behaviour.

Course Topics:

- Bias and Privilege
- Understanding Challenging Behaviour
- The Brain – Structure and Functions Related to Behaviour
- Adverse Childhood Experiences (ACEs)
- Introduction to Trauma
- Trauma, Attachment, and the Brain
- The Crisis Cycle and Strategies
- Trauma and Strategies
- Neurodevelopmental Disorders and Challenging Behaviours
- Mental Health and Challenging Behaviours
- Hope, Resilience, and Self-Care

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

Evaluation and Assessments

Assessment Type: Online

Assessment Type	% of Total Grade
Weekly Activities & Discussions	50%
Assignment #1 – Book Talk	20%
Assignment #2 – Case Study	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

Pass requirements: None

Evaluation Notes Comments:

Please see the instructor syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

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.