DEPARTMENT: Human Services

COURSE OUTLINE – FALL 2016

CD2380 Guiding Children's Behaviour II– 30 Hours for 15 Weeks

INSTRUCTOR:	Muriel Underwood	**PHONE:**	780.539.4498
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OFFICE HOURS:	Email: anytime; Instructor night: 7:00 PM – 10:00 PM 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:

Kaiser, Barbara and Rasminsky and Judy Sklar. Challenging Behaviour in Young Children: Understanding, Preventing and Responding Effectively. 2012. Upper Saddle River, NJ. Pearson Education Inc.

DELIVERY MODE(S):

Online

COURSE OBJECTIVES:

1. To explain punishment and its effects, discipline and the adult's role in guiding children's behaviour and describe effective strategies to positively guide children's behaviour.
2. To discuss a variety of genetic, biological and environmental influences on children's behaviour.
3. To describe the characteristics of challenging behaviors and the functions of some challenging behaviours.
4. To identify the forms of aggressive behavior.
5. To identify effective, positive strategies for handling challenging and aggressive behaviours.
6. To explain how positive adult-child relationships provide the foundation for children's social, emotional and moral development.

7. To explain family/early childhood practitioner relationships that help support and guide children's positive behaviour.
8. To explain the functional behavioral assessment process.

LEARNING OUTCOMES:
1. The student will be able to explain the terms punishment and discipline, the effects of punishment and effective strategies to positively guide children's behaviour.
2. The student will have an understanding of the various genetic, biological and environment influences on children's behaviour in order to incorporate appropriate guidance strategies into the early childhood environment.
3. The student will be able to explain the characteristics and functions of challenging behaviour and the forms of aggressive behaviour.
4. The student will be able to explain positive strategies for handling both challenging and aggressive behaviours.
5. The student will be able to associate positive adult-child relationships with building solid foundations for children's social, emotional and moral development.
6. The student understands how to establish positive family/early childhood practitioner relationships.
7. The student will develop preventative interventions and the use of appropriate strategies to help children learn new behaviors.
8. The student will be able to use observations to analyze and understand children's behavior.

TRANSFERABILITY:
No information available at this time.

*Warning: Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities**. Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page http://www.transferalberta.ca or, if you do not want to navigate through few links, at http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2

** 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: (The following criteria may be changed to suite the particular course/instructor)

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:
October 15, 2016 to February 15, 2017

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 Admission Guide at http://www.gprc.ab.ca/programs/calendar/ or the College Policy on Student Misconduct: Plagiarism and Cheating at http://www.gprc.ab.ca/about/administration/policies/

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