



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE – CD 2380: Guiding Children’s Behaviour II  
Fall 2013**

**INSTRUCTOR:** Rebecca Evarts                      **PHONE:** 780-539-2715  
**OFFICE:** H130    **E-MAIL:** revarts@gprc.ab.ca

**OFFICE HOURS:** Tuesdays 10:00 am -11:50 am and Fridays 11:30 am -1:00pm

**TIME:** Tuesdays and Thursdays 1:00 pm -2:50 pm (September 5-November1)

**LOCATION:** H135

**PREREQUISITE(S)/COREQUISITE:**

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

**REQUIRED TEXT/RESOURCE MATERIALS:**

Kaiser, B., and Sklar Rasminsky, J. (2012). Challenging behavior in young children: Understanding, preventing, and responding effectively 3<sup>rd</sup> ed. Upper Saddle River, NJ: Pearson.

**CALENDAR DESCRIPTION:**

This course builds on CD 1370 (Guiding Children’s Behavior I) and provides an in-depth exploration of factors that influence children’s behavior, 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 behaviors, such as bullying, and for working collaboratively with parents to resolve behavioral issues.

**CREDIT/CONTACT HOURS: 2 credits (30 hours)**

**DELIVERY MODE(S):** Classroom instruction will be a combination of lecture and small and large group work. Audio-visual material and additional resources will supplement reading package.

**OBJECTIVES:** 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

**TRANSFERABILITY:**

**\*\* 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**

**GRADING CRITERIA:**

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>90 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 89</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>77 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 76</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>FAIL</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

**EVALUATIONS** there will be two quizzes in this course, each worth 25% of your final grade. There will also be one comprehensive assignment worth 40% of your grade. The remaining 10% will be based on in class assignments.

**THERE WILL BE NO FINAL EXAM IN THIS COURSE**

**PLEASE NOTE: ALL Assignments must be submitted in order to receive credit for this course. You must attend this course in order to pass, if you miss 20% of classes you will not pass the course.**

**STUDENT RESPONSIBILITIES:**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. Cell phones are to be used outside of class time.

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar. Students are responsible for missed class times, including the gathering of resources handed out during class.

The College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to page 47 of the GPRC College calendar regarding rights and responsibilities.

**STATEMENT ON PLAGIARISM AND CHEATING:**

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 [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

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

**LATE POLICY:** Assignments are to be submitted by 4:30 p.m. on the due date. Unless arrangements have been made with the instructor prior to the assignment due date, late assignments will be docked 5% per week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given. Assignments that are placed in the instructor’s mailbox must have the time and date recorded by the administration staff.

**There is an assignment drop box outside H206**

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

Note this is a tentative schedule and subject to change.

<b>Date</b>	<b>Topic</b>	<b>Reading - Text</b>	<b>Assignments</b>
Sept. 5	Introduction and course outline		
Sept. 10	Review of CD 1370		
Sept. 12	Protective factors	Chapter 3 p. 43-53	
Sept. 17	Continued from Sept 12 <sup>th</sup>		
Sept. 19	Relationships	Chapter 5 p.65-90	
Sept. 24	Continued from Sept 19 <sup>th</sup>		
Sept. 26	Preventing Challenging Behaviours: the social context	Chapter 7 p.119-146	
Oct. 01	Continued from Sept 26 <sup>th</sup>		
Oct. 03	Quiz		Quiz #1
Oct. 08	Guidance	Chapter 9 p.173-197	
Oct. 10	Continued from Oct. 8 <sup>th</sup>		
Oct. 15	Bullying	Chapter 13 p. 253-273	
Oct. 17	Functional assessments and positive behavioural supports	Chapter 10 p. 197-217	
Oct. 22	Continued from Oct. 17 <sup>th</sup>		
Oct. 24	Working with families and other experts	Chapter 12 p. 239-253	
Oct. 29	Continued from Oct 24 <sup>th</sup>		
Oct. 31	Final quiz		Quiz #2