

GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM
COURSE OUTLINE

1999

RP2310 Intervention Skills Module

Winter 1999 - January 6 to April 16, 1999

Time:	Wednesdays 10:00 a.m. - 10:50 p.m.
Location:	B201
Credits:	1 (15 hours)
Instructor:	Terrah Lindsay
Office:	Room H204
Phone:	539-2787
Office Hours:	Mondays 11:00 - 12:00 p.m. or by appointment, or drop in

COURSE DESCRIPTION

STRATEGIES!

This course is intended to serve as an introduction to a variety of strategies that can be used to facilitate peoples'* success in learning.**

*Peoples' - refers to preschoolers, school-aged children and adults

**Learning - encompasses a range of tasks including learning first words to writing essays.

COURSE OBJECTIVES

Students will:

- define the concept of strategies
- increase their knowledge of strategies
- share strategies with classmates
- compile a strategies reference binder

TEXT

There is no text required for this course, however, there will be costs incurred with photocopying.

Materials will be placed on reserve in the library. Students are strongly encouraged to examine these materials and copy what they feel will be helpful.

CLASS FORMAT

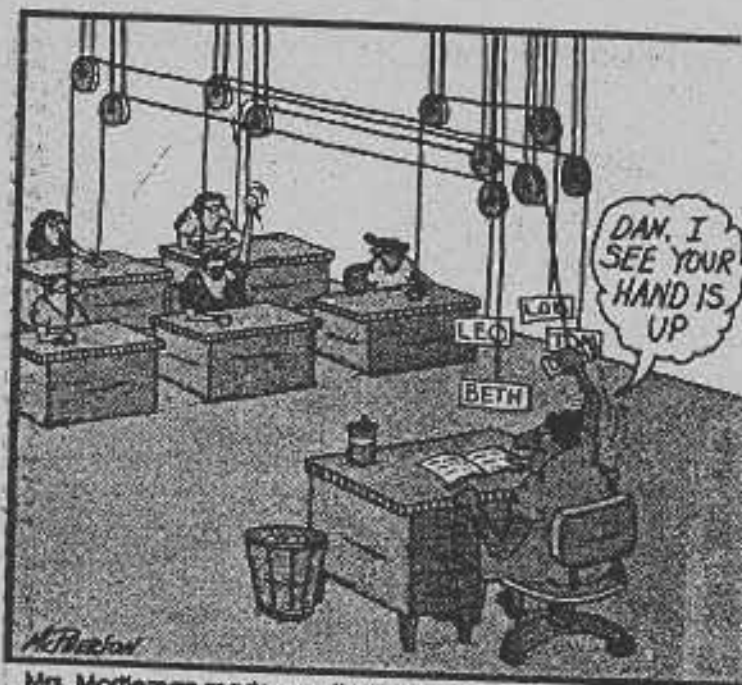
Classes will use a mixture of lecture, discussion, small group work, and audio-visual materials.

STUDENT EVALUATION

		Due
*ATTENDANCE/PARTICIPATION	10%	

Studies have found a correlation between attendance and final grades. Based on this and the fact that the class format relies on student participation, students will have the opportunity to earn marks for attending/participating.

**PRESCHOOL OBSERVATION:	20%	February 17, 1999
*RESOURCE REVIEW:	20%	March 17, 1999
*STRATEGIES/REFERENCE BINDER:	50%	April 14, 1999



Mrs. Mortleman made sure that everyone participated in class.

Attendance/Participation (10%)

You will earn ^(.5) .5%/day that you attend (and come on time).
You will earn 1%/day if you share a strategy with the class (to a maximum of 5%).

Preschool Observation (20%) Due: February 17, 1999

Students will be expected to spend time observing in ECD's Children's Centre. The purpose of this is to apply knowledge to reality? Specifically, students will be required to observe and record examples of the following:

Behaviours that facilitate language:
allow child to lead (observe, wait, listen)

Adapt to share the moment
play face to face
imitate
interpret
comment
ask questions
take turns

Add new experiences and words
use actions
give it a name (label)
imitate and add a word or action (expand)
make important words stand out
repeat
add a new idea

Behaviours that do not facilitate language
directing
asking yes-no questions

Marking Guide

I have included a chart for you to use for your observations...
The assignment will be marked according to the areas outlined above.
Late assignments (handed in after 4 p.m. on February 17, 1999) will be penalized 5% per day.

Resource Reviews/Summary (25%) Due: March 17, 1999

Students are expected to locate 2 resources (text, video, Internet site) that are relevant to the content of the course and share a typed summary of the resources with their class mates.

The summary should include:

- Title (and other identifying information)
- Brief Overview: 1 - 2 sentences describing the resource
- Description of information available through the resource
- Applicability/usefulness of resource: who would find this resource useful? Why?

Marking Guide

Each resource review will be worth 10 points and will be marked according to the areas outlined above and the relevance of the resource to the course.

Late assignments (handed in after 4 p.m. "on February 11") will be penalized 5% /day.

Strategies/Reference Binder (40%) Due: April 14 by 4 p.m.

By the end of the course students will be expected to have compiled a "strategies" binder that will serve as a reference for working in the field.

The binder should include:

- 1) a brief overview of the materials in the binder & a rationale for their inclusion
- 2) a table of contents
- 3) different sections for different types of strategies
- 4) strategies/references covered in class plus additional ones

Marking Guide

Organization: table of contents
sections
headings/color
easy to use
readable

/10

Content: strategies covered in class
additional strategies - from reserve
- from other sources
(i.e. Internet, texts, magazines, agency publications,
contact people/numbers)

/30 content will also be marked on the "match" between the rationale & content
and the perceived amount of work put into the binder.

Late binders will be penalized 5% per day. Extensions will not be granted.