

COMMUNITY SUPPORT AND EDUCATION ASSISTANT PROGRAM

CSEA 150

Teaching & Learning Support (4 credits)

Instructor: Joan Astren
Phone/email: 370-3173/ astrenj@camosun.bc.ca
Office hours: WT 222 As posted or arranged with instructor
Class time: Monday, 2:30-4:20 and Wednesday 12:30-2:20
Classroom: WT 101

This course introduces students to positive supports for teaching and learning in home, school, work and community settings. Students will design practical support strategies that assist children and adults in the development of social, academic, daily life, and augmentative/alternative communication methods.

Learning Outcomes:

Upon successful completion of this course you will be able to:

- 1) Use positive, strengths based teaching supports and strategies to meet the personal learning needs of children and adults.
 - a) Collaborate with the individual and the team to identify meaningful personal learning interests, need and goals.
 - b) Use knowledge of learning styles and preferences to support individual learning.
 - c) Use instructional strategies that are respectful of and appropriate to individual and adapt these to a range of environments.
 - d) Observe, assess, and record meaningful data.
- 2) Use positive and respectful supports with individuals who experience behavioral challenges.
 - a) Use objective and respectful language to communicate individual abilities, strengths and needs.
 - b) Identify and describe the function of behavior as communication in various contexts and settings.
 - c) Develop and implement positive behavioral supports that are respectful of individual preferences, choices and priorities.
 - d) Identify external factors that can influence a person's behavior.
 - e) Identify concerns and ethical issues related to the use of restrictive or punitive procedures.
- 3) Use appropriate augmentative/alternative communication systems and methods to support children and adults to communicate their choices, needs and preferences.
 - a) Identify, respond to and support individual methods of communication.
 - b) Describe steps involved in the development and selection of communication systems.
 - c) Assist with the development and implementation of augmentative/alternative communication methods.

- d) Identify specialized and community resources that support children and adults in developing communication methods and strategies.
 - e) Identify the effects of ineffective or limited communication on individuals.
- 4) Contribute to teaching and planning strategies typically used in school environments
- a) Work with the student and the team to identify strengths, interests, goals and needs.
 - b) Support the implementation of formal teaching strategies related to academic, social, behavioral and communication skills.
 - c) Adapt and/or modify curriculum materials to support student strengths and needs.
 - d) Support students to achieve goals identified in individual education plans.

Texts & Materials:

- 1) Hingsberger, David. (1998). Do? Be? Do?
- 2) CSEA 150 Coursepack (2012)

Evaluation of Learning:

1. Teaching Exchange	30%
2. Communication book	20%
3. Case study	40%
4. Participation	10%

A detailed explanation of assignments, their due dates and percentage values will be handed out and discussed in class.

Evaluation of participation includes:

- Active and respectful participation in classes
- Regular attendance
- Adequate preparation for classes (completing assigned readings & assignments)
- Contributions to small group and large group discussions
- Respectful behavior toward classmates and instructor
- Awareness of own behavior and its effect on others

Assignment Submission

Written assignments must be typed, double spaced and submitted with a cover page that includes the course name, assignment title, and your name and the date of submission. Spelling, grammar and presentation of the material will be taken into consideration.

All assignments are to be submitted by 5:30pm on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted for assignments/project if prior arrangements have not been made with the instructor.**

Attendance

Please arrive at class on time and be prepared to participate in discussions and activities. Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Graduates. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

Course Presentation:

This is an interactive course that uses a variety of teaching/learning strategies, lectures, discussion, co-operative learning, student presentations and guest speakers.

Grading:

Grades will be assigned as follows:

A+	90 - 100	B-	70 - 72
A	85 - 89	C+	65 - 69
A-	80 - 84	C	60 - 64
B+	77 - 79	D	50 - 59
B	73 - 76	F	0 - 49

** C is the minimum grade for successful completion of CSEA 150. All assignments must be completed in order to students to meet the course requirements.*

