



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

CSEA 150
Teaching and Learning Supports
Winter 2017

COURSE OUTLINE

Course Description

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.

⊕ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructor: Mary Harber
Office Hours: Mondays 2:30-3:30 pm and Tuesdays 11:30-12:30 pm
Location: WT 223
Phone: 250-370-3223
Email: harberm@camosun.ca

2. Intended 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.

3. Required Materials:

Hingsburger, D.(1998) Do be do? Richmond Hill: Diverse City Press

Smith, T., Polloway, E., Patton, J., Dowdy, C., McIntyre, L. (2015). Teaching students with special needs in inclusive settings. Toronto: Pearson Canada.

4. Course Content and Schedule

DATE	TOPIC	PREPARATION
Week1	Course outline/review of learning outcomes course review and expectations exploring current understanding questions and curiosities ...pros and cons of system	
Week 2	Designing an inclusive classroom and learning styles – role of teacher and EA	Chapter 2 http://www.bctf.ca/uploadedFiles/Public/Issues/InclusiveEd/RolesandResponsibilitiesTeachersTAs.pdf
Week 3	Functional Assessment and Ecological Assessment – Data Collection and introduction to strategies – recording /observing behavior	Chapter 12
Week 4	Setting and writing goals – introduction to PCP and IEP evaluation and support	http://www.bced.gov.bc.ca/specialed/docs/iepsn.pdf https://www.sd57.bc.ca/school/ronb/Programs/sped/Documents/Parent%20Guide%20to%20IEP.pdf
Week 5	Positive Teaching Supports	http://www.edu.gov.mb.ca/k12/specedu/fas/pdf/5.pdf Research summary due
Week 6	Communication strategies – Augmentative and use of technology	Set BC - http://www.setbc.org/ Chapter 3
Week 7	Positive Teaching supports – multiple disabilities	Chapter 9 - Guest Speaker Teaching/Learning Plan Due
Week 8	Teaching strategies Autism and FASD	<u>Chapter 8</u>
Week 9	Teaching learning exchange	<u>Teaching/Learning Exchange</u>
Week 10	Teaching/learning exchange	<u>Teaching/Learning Exchange</u>
Week 11	Positive teaching and behavior supports – behavior as communication Ethical issues	Chapter 5 and chapter 6

Week 12	Supportive teaching – elementary, high school settings and community settings	<u>Chapter 13,chapter 14</u>
Week 13	open topic	
Week 14	Gallery Walk – poster presentations	

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

A detailed explanation of assignments, their due dates and percentage values will be available online on D2L. Please print these out for yourself and we will review and discuss in class.

5. Basis of Student Assessment

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|---------------------------------------|------|
| 1. Teaching strategy research summary | 20 % |
| 2. Teaching Exchange | 35 % |
| 3. Positive Teaching Supports | 30 % |
| 4. Gallery Walk (project) | 15 % |

Participation expectations include:

- 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 11:59pm to D2L 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 CSEA Graduates. Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes.

Grading

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

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>