

**HS 155**  
**Positive Behaviour Supports**  
**3 Credits**

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Created: 11/01/2006  
Revised: 28/11/2019  
Approval: 28/11/2019

The Implementation Date for this Outline is 01/01/2020

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# HS 155 Version: 11



## Positive Behaviour Supports

### Calendar Description

The course includes an examination of attitudes, values, and skills within a holistic approach to support social and emotional development in terms of positive behaviours. Opportunities for examining the dynamics of behavior are provided. This course also discusses various strategies to support the development of social and emotional skills and prosocial behavior.

### Rationale

This is a required course for students in the Human Services programs. Graduates who enter work in Human Service professions may work with individuals who have personal or socially challenging behaviours. This course provides students with the awareness, knowledge, and skills to assist individuals to learn social skills for effective personal management.

### Prerequisites

None

### Co-Requisites

None

### Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. define the term behaviour.
2. discuss the context for developing effective social and emotional skills.
3. describe the role of the supportive caregiver.
4. describe significance of effective observation skills and participate in observing human activity.
5. explain various types of challenging behaviours that impede social emotional development.
6. describe various strategies that enhance individual development.
7. create a list of tools to use for supporting pro-social behaviours.

## Resource Materials

### **Required Text:**

Kaiser, B. & Sklar Rasminsky, J. (1999). *Meeting the challenge*. Canadian Childcare Federation.

Nawrocki, M. (2007). *Thanks for chucking that at the wall instead of me: Working with at-risk youth*. Chestnut Publishing Group.

### **Reference Texts:**

TBA

## Conduct of Course

The course content is delivered using a combination of lectures and discussions. Case studies, handouts, videos and guest speakers may supplement the lectures.

## Evaluation Procedures

Observation Assignment	30%
Chapter Critiques	30%
Concluding Quiz	25%
Graded Discussion	15%
TOTAL	100%

## Grade Equivalents and Course Pass Requirements

*A minimum grade of D (50%) (1.00) is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.0

**Students must maintain a cumulative average grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.**

## Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. Frequent absences may result in the student being placed on probation. Further absences may result in suspension from the program.

On-line attendance is demonstrated by keeping up with readings and assignments, participation in the dialogue on the discussion board and completing course work assignments to the satisfaction of the instructor.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

## Course Units/Topics

### I. The Context for Behavior

- Defining behavior
- Observing behaviors
- Describing connection between behavior, brain and environment
- Discussing the role of the supportive caregiver

### II. Types of Challenging Behaviors

- Behaviors related to individuals with typical development
- Behaviors related to individuals with exceptionalities
- Behaviors related to individuals who are at-risk

### III. Supporting Social Skill Development

- Emotional Awareness and Communication
- Direct Instruction
- Social Stories/Scripts

### IV. Responding to Behaviors

- Functional Behavior Assessment
- Positive Reinforcement
- Redirect
- Logical Consequences
- Contracting/Visual Supports
- Difficult Behaviors



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