

FLEMING

Course Outline

Course Title:	Educational and Positive Behavioural Support Strategies for Children, Youth and Adults		
Course Number:	SOCI194	Approval Date:	2025/1/4
Course Hours:	45 hours	Academic Year:	2024
Academic School:	Health and Community Services		
Faculty:	Lucy Nusink - Lucy.Nusink@flemingcollege.ca		
Program Co-ordinator or Equivalent:	Ann Hines - ann.hines@flemingcollege.ca		
Dean (or Chair):	Lisa Fenn - Lisa.Fenn@flemingcollege.ca		

Course Description

This course provides students with the opportunity to develop skills and techniques to support teaching and learning activities for people with developmental disabilities in the educational, community and home based contexts. This course provides students with an introduction to concepts and principles of learning theory and applied behavioural analysis. Learning theories and the key elements of the ABC Model will be reviewed, in particular the use of reinforcement strategies to promote learning and how to define behaviour objectively. Emphasis will be placed upon respecting the value, dignity and rights of the individual when completing a behavioural assessment, planning behavioural intervention, and understanding and implementing individual educational plans and behavioural support plans. Personal growth will be highlighted throughout the course as students will be expected to change something about their own behaviours by applying learning theories. Students will investigate the ethical utilization of the behavioural intervention techniques studied.

Prerequisites: None.

Corequisites: None.

Course Delivery Type

Face to face.

All course hours are delivered in person at the delivery location specified on the academic timetable.

Learning Outcomes

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

1. Apply the basic concepts of principles of learning when developing teaching and/or intervention strategies that respect the history and values of the person being supported. This includes the various contexts of the professional role including effective communication strategies, learning needs/styles and teaching skills within education, community and residential settings.
2. Competently define and and explain applied behavioural analysis, behavioural and skill assessments and positive behavioural support plans related to the scope of practice of Developmental Services Professionals.
3. Demonstrate effective data collection and documentation as it relates to skill acquisition and support plans.

Competencies targeted in this course include:

Advocacy

Building Relationships

Championing Change and Innovation

Facilitating Growth and Development

Problem Solving and Decision Making

Resilience

Strategic Thinking

<https://www.dscorecomp.com/>

Learning Resources

Maich, K and Hall, C. (2016). Autism Spectrum Disorder in the Ontario Context: An Introduction. Canadian Scholars Press Inc.: Toronto, ON.

Additional journal articles, handouts, and media clips will be provided throughout the course.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
In-class activities	40%

Assessment Task	Percentage
Quizzes	40%
Assignments	20%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term:	2025 Winter
Faculty:	Ann Hines - ann.hines@flemingcollege.ca Lucy Nusink - Lucy.Nusink@flemingcollege.ca
Program Co-ordinator or Equivalent:	Ann Hines - ann.hines@flemingcollege.ca
Dean (or Chair):	Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1:	Introduction: course outline, assignments, and expectations. Refresher - what is learning? Applied Behaviour Analysis? Defining behaviour objectively; Baselines, observation, recording data. Reading found in D2L.	1, 2, 3	
Week 2:	Evidence-based Interventions pt 1: Pseudoscience and strength of evidence (lecture), pt 2: Established, Emerging, and Unsupported treatments (seminar). Reading found in D2L.	1	

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 3:	Lecture: Applying truth and reconciliation for Indigenous peoples into educational planning for people with disabilities. Seminar: application exercise - pseudoscience and levels of evidence. Reading found in D2L.	1, 2, 3	Seminar Activity 1: Is this pseudoscience?
Week 4:	Communication-based Interventions pt 1: What is functional communication/ what motivates people to communicate? Reading found in D2L.	1, 2	Seminar Activity 2: Picture Exchange Communication System Quiz 1
Week 5:	Communication-based Interventions pt 2: Evidence-based Interventions. Reading found in D2L.	1, 2	Seminar Activity 3: Functional Communication Training
Week 6:	Social Skills Interventions pt 1: What are social skills and how do we assess them? Reading found in D2L.	1, 2, 3	Seminar Activity 4: Social Narratives Assignment 1: Evidence-Based Intervention Summary Project
Week 7:	NO LECTURE due to FAMILY DAY HOLIDAY Social Skills Interventions pt 2: Evidence-based Interventions. Reading found in D2L.		Seminar Activity 5: Video Modelling
Week 8:	INDEPENDENT LEARNING WEEK - No Classes	1, 2	
Week 9:	Teaching New Skills: Prompting. Reading found in D2L.	1, 2, 3	Seminar Activity 6: Prompting Quiz 2
Week 10:	Assessment of Life skills. Reading found in D2L.	1, 2, 3	Seminar Activity 7: Behavioural Skills Training
Week 11:	Behaviour-based Interventions pt 1: Functional Behaviour Assessment, Reinforcement and Differential Reinforcement. Reading found in D2L.	1, 2	Seminar Activity 8: ABC Data Collection Quiz 3
Week 12:	Behaviour-based Interventions pt 2: Antecedent strategies, Time Delay procedures. Reading found in D2L.	1, 2, 3	Seminar Activity 9: Task Analysis and Related Data Collection
Week 13:	Behaviour-based Interventions pt 3: Visual Supports, Intro to Positive Behaviour Support Plans. Reading found in D2L.	1, 2, 3	Seminar Activity 10: Visual Schedules
Week 14:	Positive Behaviour Support Plans, continued, Self-regulation. Reading found in D2L.	1, 2, 3	Seminar Activity 11: Using 5-Point Scales for Self-Regulation Quiz 4
Week 15:	Tying it all together	1, 2, 3	Assignment 2: Analyzing a Positive Behaviour Support Plan

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
In-class seminar activities 4% each, best of 10 counted towards final grade.	Weeks 3-7 and 9-14	1,2, 3	40%
Quizzes 10% each, completed online and are due on Sundays at 11:59 PM. February 4th, March 10th, March 24th, April 14th.	Weeks 4, 9, 11, 14	1, 2, 3	40%
Assignment 1: Evidence-Based Intervention summary project. Students will work alone to summarize one example of an EBI. The method of delivery can be written paper, narrated slideshow, or video presentation. Due at the beginning of lecture, February 18th.	Week 6	1, 2, 3	10%
Assignment 2: Students can work alone or in groups of up to 3. Students will be provided with an example of a Positive Behaviour Support Plan and will asked to analyze and correct it by comparing it to the lessons taught in this class. Due at the beginning of lecture, April 19th.	Week 15	1, 2, 3	10%

1. Developmental Services Workers are expected to communicate clearly in many different formats including written and verbal communication. Therefore, every assignment will be marked for grammar and spelling, and marks will be deducted for errors.
2. All formal assignments and activities must be submitted in APA format for in-text citations and referencing any and all material used for the assignments.
3. If you have questions or concerns about your grade after your assignment has been returned, you may set up a time to speak with the faculty for clarification after 24 hours has passed and you have reviewed it carefully.

Artificial Intelligence (AI) Statement

NO USE. Use of generative AI tools (like ChatGPT) is not permitted in this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in

the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the [Operating Procedure 2-201F](#) (<https://department.flemingcollege.ca/hr/attachment/10233/download>)

Exemption Contact

ann.hines@flemingcollege.ca

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

- Please review the Class Absence Operating Procedure (2-205) relating to missed assessments. The procedure can be found at <https://mycampus.flemingcollege.ca/group/portal/resources>
- All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing unless otherwise specified by the professor (**please note that assignment #1 is an exception).

Multiple choice questions may not be returned to the student. Feedback from the tests may be given in class. The mark achieved will be recorded in GradeBook in Desire2Learn.

- If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class)
- **All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up provisions may be provided as per the Class Absence Operating Procedure (2-205). Otherwise, late assignments will be penalized 10% a day for the first 3 days. After that, assignments will receive a grade of zero.**
- Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. This course may contain assessments that require successful completion in order for a pass to be obtained in the course. These assessments will be outlined in the course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.
- Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor will share his/her late policies early in the semester. For reasons relating to classroom management and/or laboratory safety, late students may be refused entry. Lateness in general is unacceptable and will be dealt with on an individual basis.
- Students have the responsibility to support academic honesty and integrity. Please see the Academic Integrity Policy & Procedure (2-201A). This document can be found on the student portal in the resources section.
- Electronic communication devices may be utilized for the purposes of classroom based work such as note-taking and research only.
- The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.
- Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building and transfer credits.