

## CYFS 103: Guiding Behaviours

### Course Description

This course focuses on guiding the learning of children, youth and adults. A variety of theoretical perspectives for understanding and managing behaviour in individual and group settings is explored.

**Course Hours:** 60

**Course Credits:** 4

**Course Prerequisites:** Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website), and CYFS 102.

### Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence in a three-ringed binder to the designated ECE Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follows the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled divider between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recordings, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

### **What You Need To Do**

Document your knowledge and implementation of each learning outcome for CYFS 103 (below) by providing a minimum of four examples for each outcome, with the exception of learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can be a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

### **Additional Flexible Assessment Criteria**

#### **AFAC 1. Theoretical Perspectives**

Demonstrate your understanding of the following theoretical perspectives as they relate to guiding children's behaviour:

- Lev Vygotsky;
- Carl Rogers;
- Alfred Adler;
- Social learning;
- Applied behaviour analysis.

#### **AFAC 2. Inclusive Proactive Guiding Philosophy**

Include a one-page proactive guiding statement that complies with provincial child care licensing or school district requirements.

#### **AFAC 3. Behaviour Change Plan**

Demonstrate your ability to create and reflect on a 10-week personal behaviour change plan.

#### **AFAC 4. Skill Teaching Plan**

Demonstrate your ability to create a skill teaching plan for a child between the ages of three and eight.

### **Additional Required Documentation**

#### **On-site Observation**

Submit an on-site observation or evaluation by a program supervisor/employer who has observed your daily work and can attest to your ability to guide behaviour in a culturally sensitive and individually respectful manner. The observation or evaluation must include concrete examples of your ability to use a number of direct and indirect proactive guiding strategies.

## ECED 150: Guiding Behaviours

### Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Identify and evaluate your own beliefs about behaviour, given different theoretical approaches for understanding and changing behaviour.	AFAC 1 AFAC 2			
Develop, implement, and evaluate a plan to change a particular behaviour.	AFAC 3			
Choose and implement appropriate guiding strategies for a variety of individuals and situations.				
Develop strategies to assist individuals to deal with stress.				
Develop strategies to address anger and aggression.				

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Develop strategies to assist individuals to develop prosocial skills.				
Develop, implement, and evaluate a plan to teach someone a skill.	AFAC 4			
Integrate strategies for enhancing self-esteem.				
Reflect on personal change experiences and apply this to understanding and supporting individuals experiencing behaviour change.				

On-site Observation, Evaluation and/or Assessment Letter(s)	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>		