BSCI-6016 -- PARENT & STAFF TRAINING

Duration: 30 total course hours

*NOTE: The hours may vary.

This course is a prerequisite for:
NO COURSES

Prerequisite(s) for this course:

NO COURSES

Co-requisite(s) for this course:

NO COURSES

Course Description:

This course introduces the student to techniques for training others specifically to implement behaviour change plans (technology transfer). Students will learn and practice techniques for individual and group presentation formats for the training of families or professionals.

Students will also learn how to maintain procedural integrity, use performance feedback, evaluate the effects of training, and understand the challenges that may impact before, during and after mediator training.

Emphasis will be placed on in-class presentations and role-play practice.

Vocational Learning Outcomes:

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

1. Work collaboratively with families, treatment teams and other service providers, to respond to the learning and behavioural challenges of children with ASD.
2. Design, implement and evaluate, as part of the treatment team, ABA-based transition plans for children with ASD.
3. Complete all work with children with ASD, families, clinical teams and other service providers according to established ethical and professional principles and guidelines.

Course Learning Outcomes:

1. State the underlying principles of the mediator model and adult learning.
2. Explain issues related to training families and professionals.
3. Explain, demonstrate and evaluate various techniques for individual and group mediator training.
4. Demonstrate and evaluate both individual and group mediator training.
5. Communicate effectively with families, clinical teams and other service providers about principles
and strategies of ABA/IBI and their application to children with ASD.

6. Use appropriate interpersonal skills and problem solving techniques in working with children, families, clinical teams and service providers.

7. Evaluate and respond effectively to family variables that impact on the treatment of children with ASD.

8. Explain and model teaching and behaviour change strategies for peers, family and other service providers and provide appropriate feedback to them.

9. Modify transition plans in consideration of family and clinical team perspectives.

10. Apply knowledge of clinical standards and practice guidelines as appropriate to both hypothetical and real situations.

11. Interact with child and family with sensitivity and flexibility with regard to culture, race, ethnicity, language, religion and socio-economic status.

12. Work within the policies, procedures and guidelines of the placement service providers.

Essential Employability Skills Learning Outcomes:

<table>
<thead>
<tr>
<th>Essential Employability Skills Learning Outcomes</th>
<th>Taught</th>
<th>Reinforced</th>
<th>Assessed or evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>2. Respond to written, spoken or visual messages in a manner that ensures effective communication.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>3. Execute mathematical operations accurately.</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>4. Apply a systematic approach to solving problems.</td>
<td>❌</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>5. Use a variety of thinking skills to anticipate and solve problems.</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>6. Locate, select, organize and document information using appropriate technology and information systems.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>7. Analyze, evaluate and apply relevant information from a variety of sources.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>8. Show respect for the diverse opinions, values, belief systems and contributions of others.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>10. Manage the use of time and other resources to complete projects.</td>
<td>❌</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>11. Take responsibility for one's own actions, decisions and consequences.</td>
<td>❌</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Detailed Content:

This outline is subject to change
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>References/Activities Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Parent and Staff Training</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Mediator Model</td>
<td>Principles of Adult Learners</td>
</tr>
<tr>
<td>3</td>
<td>Parent Training</td>
<td>Discussion Forum 1: Training Location (5%)&lt;br&gt;Quiz 1 (10%)</td>
</tr>
<tr>
<td>4</td>
<td>Staff Training</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Procedural Checklists, Procedural Integrity</td>
<td>Discussion Forum 2: Creating a Performance Checklist (5%)</td>
</tr>
<tr>
<td>6</td>
<td>Performance Feedback Part A</td>
<td>Using Feedback Effectively&lt;br&gt;Performance Measurement - Feedback&lt;br&gt;Discussion Forum 3: Verbal and Written Feedback (5%)&lt;br&gt;Quiz 2 (10%)</td>
</tr>
<tr>
<td>7</td>
<td>Performance Feedback Part B</td>
<td>Austin et al, Using Task Clarification&lt;br&gt;Blink Website, How to Observe and Give Feedback to Employees&lt;br&gt;Discussion Forum 4: Feedback in Home vs. Another Location (5%)</td>
</tr>
<tr>
<td>8</td>
<td>Small Group Training Part A</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Small Group Training Part B</td>
<td>Discussion Forum 5: Group Training (5%)&lt;br&gt;Quiz 3 (10%)&lt;br&gt;Assignment 1(A) - Mediator Training: Role Play Of Performance-Based Training (25%)</td>
</tr>
</tbody>
</table>

**Note:** For in class presentations, course outline adjustment may be necessary to meet all role-plays depending on enrollment; suggested guidelines 15-20 minutes per role-play or group presentation (set up, conduct, complete review, clean up).

**Teaching/Learning Methodology:**

This course will be delivered via lecture, assigned readings, in-class exercises, group discussions, and other formats as available (internet, DVD, etc.).

Students are expected to keep up with the readings in order to participate in class discussions.

Students will be responsible for all assigned material, whether it is covered in class or not.

**Required Learning Resources:**

1. 30 Things We Know For Sure About Adult Learning  
   [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-3.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-3.htm)
Method Of Evaluation:
The final mark/grade for this course will be determined as follows:

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 3 quizzes, 10% each</td>
<td>30%</td>
</tr>
<tr>
<td>Complete 3 Discussion Forums</td>
<td>25%</td>
</tr>
<tr>
<td>Complete and submit 1 role-playing assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Complete and submit 1 Performance Checklist on &quot;Developing a High Impact Workshop&quot;</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

NOTE: Test and assignment due dates, etc. will be provided by the professor at the beginning of the course.

Consult the Program Division Policy for additional information on course evaluation and progression.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Comment</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Distinguished</td>
<td>4.2</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>75-79</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>55-59</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Marginal</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>greater than 50</td>
<td>Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>N/A</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>N</td>
<td>N/A</td>
<td>No Credit Achieved</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>N/A</td>
<td>Withdrawn</td>
<td>N/A</td>
</tr>
<tr>
<td>X</td>
<td>N/A</td>
<td>Audit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

CHEATING - All forms of cheating are considered an academic offence and the College has a clear policy on cheating. Please refer to Policy 2-G-04 on Fanshawe Online or in the Student Handbook.
PLAGIARISM - Plagiarism is cheating and an appropriate penalty will be applied and a report will be placed in the student's file in conformance with College Policy 2-G-04 on cheating. Plagiarism (the intellectual dishonesty resulting from a student's failure to acknowledge indebtedness to sources used) is a serious academic offence that shall result in appropriate penalties, to be determined at the discretion of the course professor in consultation with the Divisional Chair. Plagiarism includes, but is not limited to, submitting the same work to more than one professor for credit in different courses without prior written permission from the professors. Penalties shall range from failure of an assignment to possible failure of the course.

REWRITES - Students cannot make the assumption that any provision will be made by the professor to permit a student to rewrite failed assignments or tests.

Turnitin.com
As part of Fanshawe College's commitment to fostering excellence in student assignments, this course may require students to submit their papers to Turnitin.com. This Web service is designed to help students understand the importance of identifying borrowed work in their essays, and how to correctly cite research sources. Instructions for how to use Turnitin.com will be provided by the professor, and additional information is available at www.Turnitin.com.

Additional Information:
Consult your Program Outline for information concerning the minimum passing grade needed for this course.

Recommended Resources:

8. Florida State University, Information About Behavioral Objectives and How to Write them. http://med.fsu.edu/education/FacultyDevelopment/objectives.asp#top
11. O'Dell, Tarler-Benlolo and Flynn, (1979), Knowledge of Behavioral Principles as Applied to Children (KBPAC)


Additional On-Line Resources

1. Behavior Analyst Online (actually has 3-4 different journals online with full articles)  
   http://www.behavior-analyst-online.org/

2. Cambridge Center for Behavioral Studies  http://www.behavior.org/

3. Designing Academic slides  
   http://www2.umist.ac.uk/isd/lwt/apt/prept/designing.htm  
   http://www.3m.com/meetingnetwork/presentations/pmag_effectivevisuals.html  
   http://www.presentationhelper.co.uk/7sinsvisual.htm

4. Designing presentations with PowerPoint:  
   http://www2.warwick.ac.uk/services/cap/resources/eguides/classroom/designingppt/

5. ERIC (Education Resources Information Center), http://www.eric.ed.gov/

6. General PowerPoint tips and instructions (extensive body of information)  
   http://www.ellenfinkelstein.com/powerpoint_tip.html

7. Guided Notes http://www.studygs.net/guidednotes.htm

8. Ideas and thoughts for training room set up can be found at  
   http://www.amanet.org/training_zone/archive/tipzone_01.htm

9. Journal of Behavior Analysis (abstracts, selected full articles)  
   http://seab.envmed.rochester.edu/jaba/

10. Learning channels as developed by Eric Haughton.  
    http://www.coun.uvic.ca/learn/program/hndouts/haughton.html


12. Sources for texts purchase either from publishers or distributors, one good source for Ontario is Parent Books http://www.parentbooks.ca/ another option is looking at used book sites which you can save money http://www.abebooks.com or http://www.ebay.ca

Upgrading Opportunities:
A standard fee, established by the Office of the Registrar, will be required for all upgrading opportunities (Policy 2-C-04). The availability and scheduling of upgrading opportunities will be in accordance with program policy.

Missed Evaluation: (Policy number 2-C-02)
A fee, established annually by the Office of the Registrar, shall be paid for any rescheduling opportunity worth 25% or more of the final grade.

Prepared By:
Cori DuHasky, B.Ed.

The following applies for course offerings consistent with the Standard Academic Calendar:

**Internal/External Course Credit Application Deadline**
Applications for Internal/External Course Credit are available from the Office of the Registrar. Check college calendar for deadlines.

**Course Add/Drop Deadline**
You may withdraw from a course without academic penalty during the first 70% of the course duration. Application is made through the Office of the Registrar.

**Academic Assistance**
The primary resource for students experiencing difficulty with course material is the course professor. In addition, students who wish to attend study skills workshops or who require further assistance, can contact the Learning Centre in A2019 (519 452 4265) for one-to-one tutoring from staff in math, physics, chemistry and english, or they can contact Counselling and Student Life in F2010 (519 452 4282) for information about receiving peer tutoring.

Student Success Advisors are available to assist students with academic concerns or other problems they may face while at Fanshawe. They can either assist you directly, or refer you to the appropriate resource on campus to get the help you need. Contact information for your Student Success Advisor can be found on the Web at [http://www.fanshawec.ca/EN/ssa/14317/advisors.asp](http://www.fanshawec.ca/EN/ssa/14317/advisors.asp).

Students who have been identified as having (or who wish to be assessed for) a specific learning disability, should contact Disability Services F2010 (519 452 4282) in Counselling and Student Life for information about available support services.

**Re-taking a Course:**
Subject to meeting any pre-requisite or co-requisite requirements, a student may retake a course. The second re-take must be approved by the Academic Manager or designate and will be granted based on extenuating circumstances and with recommended interventions such as counselling or a learning contract. Subsequent re-take opportunities will only be available as part of an overall success strategy developed in consultation with the student, program co-ordinator and the Academic Manager. The best grade achieved will be used in calculating the cumulative GPA.

**Related Policies**
Course Grade System - [See College Policy 2-C-04](#)
Prior Learning Assessment and Recognition - [See College Policy 2-A-10](#)
Evaluations - [See College Policy 2-C-02](#)
Academic Standing - [See College Policy 2-C-05](#)
Student Appeal of a Grade or Other Academic Decision - [See College Policy 2-G-02](#)
Academic Withdrawal and Termination - [See College Policy 2-C-06](#)
Academic Offences - [See College Policy 2-G-04](#)
Student Code of Conduct Policy - [See College Policy 2-G-01](#)
Respectful College Community Policy - [See College Policy 1-B-46](#)

Authorized By: [Signature]
Date: JANUARY 2010