



CDE-143: SUPPORTING CHILDREN WHO HAVE CHALLENGING BEHAVIORS

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

CDE - Child Development & Education

Course Number

143

Course Title

Supporting Children Who Have Challenging Behaviors

Short Title

Children/Challenges

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course provides an overview of the developmental, environmental and cultural factors that impact the behavior of young children (family stressors, child temperament, violence, attachment disorders and other exceptional needs) and proactive, reactive and prevention intervention techniques. Topics include performing ethical and objective observations, creating positive environments that encourage appropriate behavior, and addressing why children demonstrate challenging behaviors (including those that are aggressive, anti-social, disruptive, destructive, emotional and dependent).

Requisites

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes

TOP Code (CB 03)

1305.20* - *Children with Special Needs

CIP Code

13.1013 - Education/Teaching of Individuals with Autism.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Evaluate reasons for child misbehavior in the classroom.
2. Develop plans to manage common behavior problems based on an analysis of observational and other forms of data.
3. Design a positive classroom environment based on problem-solving behavioral techniques.
4. Develop a crisis management plan using a variety of classroom strategies.
5. Evaluate the principles of classroom and child management.
6. Examine strategies and techniques borrowed from early intervention and special education models including confidentiality concerns, a pro-social environments and personal prejudices.
7. Develop a proactive, remedial, and verbal interventions based on problem-solving techniques.
8. Describe how to effectively communicate behavioral concerns to parents and to other essential personnel.
9. Understand how teacher bias and other systemic factors impact perception of children's behaviors

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
Describe risk factors, environmental and social indicators that will help identify predictors and triggers challenging behavior in young children (function of behavior)
Identify and describe proactive strategies (environment, relationships, scheduling, etc.) to create a supportive environment for young children when challenging behaviors occur
Develop a complete Positive Behavior Support and Intervention plan that includes proactive, reactive, as well as replacement behaviors
Create and seek novel approaches to problems.

Program Learning Outcomes

Learning Outcome
Become permit and/or transfer eligible and thus prepared to enter the workforce. Demonstrate a commitment to lifelong learning including personal and professional development and responsibility. Demonstrate an understanding of and advocate for the diverse needs of children and families within the context of a rapidly changing and highly diverse society. Demonstrate professionalism based upon the NAEYC Code of Ethics. Develop and effectively communicate a philosophy of education based on research and developmental theories that demonstrate a commitment to developmentally appropriate and responsive practice

Institutional Learning Outcomes

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

i. Beliefs about Child Guidance

A. The child in society – an historical perspective

B. The child in society – new roles and responsibilities in child rearing

C. Cultural influences on child rearing- understanding cultural differences

D. Philosophies of guidance

E. Applied Behavior Analysis

ii. Challenging Behavior – what it is and why it occurs

A. Factors associated with the child

- i. Developmental stages
- ii. Brain development
- iii. Sensory development
- iv. Temperament
- v. Attachment
- vi. Cultural background
- vii. Disability or other special/exceptional need
- viii. Social Emotional

B. Factors associated with the classroom environment

- i. Background of the teacher
- ii. Physical environment of the classroom
- iii. Social environment of the classroom

C. Other Risk Factors

- i. Adverse Childhood Experiences
- ii. Inequities
- iii. Racial Injustices
- iv. Home life
- v. Divorce
- vi. Poverty
- vii. Homelessness

iii. Observing Behavior and Identifying Biases

A. Types of observations and assessments

B. Subjective and objective bias

C. Teacher bias

D. Ethical referrals

i. RTI – Interventions and Appropriate Referral Practice

ii. Disproportionate Identification, Over Identification and Under Identification of BI-POC Students

iv. Understanding Reasons for Inappropriate Behavior

A. Defining inappropriate behavior

B. Child's function of behavior

C. Stages of moral development in young children

D. Underlying causes of inappropriate behavior

v. Working with Violent and Aggressive Behaviors (legal and ethical issues)

vi. Positive Behavior Analysis

A. Functional Behavior Analysis

i. Four goals of "misbehavior"

ii. Identification of a behavior's function

iii. Identification of an appropriate replacement behavior

iv. Guidelines for a Behavior Support Plan

1. What is the role of a BSP?

2. Who needs a BSP?

vii. Supporting Families

A. Effective parent conferences

B. Understanding and respecting diverse perspectives

C. Providing safe spaces for communication

D. Creating a non-judgement partnership

Methods of Instruction

Method

Audio Visual Materials

Integration

Audio and Visual materials will be used to provide students with opportunities to view children with challenging behaviors and with techniques that teachers can use to handle different situations.

DE Adaptations for MOI

The Instructor will present web-based reading and video materials accessible to all students. The instructor will provide links to audio and visual materials to provide students the opportunities to learn about children with challenging behaviors and behavior management strategies. The links will be provided on the course management system.

Method

Directed Study

Integration

Accessible cooperative/collaborative learning tasks will be designed to give students the opportunity to apply concepts of positive behavior support (i.e. utilization of proactive, remedial and verbal interventions) to case-study situations.

DE Adaptations for MOI

The instructor will provide accessible cooperative/collaborative learning tasks embedded in modules on the CMS, and give students the opportunity to presentation a video and apply concepts of positive behavior support to case-study situations, followed by a dialogue via CMS discussion forums.

Method

Field Experience

Integration

Field experience including the observation of classrooms will provide students the opportunity to view the effects of the physical and social environment on behavior.

DE Adaptations for MOI

The Instructor will provide links to virtual accessible field observation via websites and videos to observe classrooms and study the effects of the physical and social environment on behavior. The links will be posted on the course management system. Students will submit their observation notes and receive feedback using a rubric in the grading area.

Method

Lecture

Integration

Discussions will be used to familiarize students with factors leading to behavioral challenges, and methods used in the identification of challenging behaviors and the development of related behavior plans.

DE Adaptations for MOI

The Instructor will utilize video conferencing through the use of video conferencing and/or other web-based tools. The lectures and tools used will be accessible to all students. This instructional method provides the opportunity for students to learn course content related to behavior management. The instructor will provide links and support tools on the course management system, as well as provide feedback using rubrics via the grading comment areas.

Method

Visiting Lecturers

Integration

Visiting lecturers will be invited to discuss their experiences as parents or educators of children with significant behavioral challenges.

DE Adaptations for MOI

The Instructor will utilize web-based tools such as accessible webinars, screencasts and links to professional organizations as resources for visiting lecturers. Student will learn about the experiences of parents or educators who interact with children with significant behavioral challenges. The instructor will provide links tools on the course management system.

Method

Papers and Reports

Integration

Accessible learning scenarios will be designed to give students the opportunity to determine teacher bias and the negative impact systemic factors on children, and apply ethical strategies to support children's behavior and learning. A paper will be submitted identifying the biases and applying appropriate strategies. Referencing learning material will be required.

DE Adaptations for MOI

The instructor will provide accessible learning scenarios embedded in modules on the CMS, and give students the opportunity to understand how teacher biases and systemic factors can have a negative impact on children's behavior and learning. Papers will need to reference learning modules and be submitted using the CMS followed by a dialogue via CMS discussion forums.

Methods of Evaluation**Method**

Exams/Tests

Integration

Tests and/or exams will be composed of multiple-choice, short answer or essay questions. Test/Exams will be used to evaluate the student's ability to comprehend conceptual understanding of the reasons for challenging child behavior and understanding of early intervention strategies. Evaluations will be based on the student's ability to correctly identify, assess, determine probable reasons and suggest appropriate interventions.

DE Adaptations for MOE

Online exams/test posted to course management system will be used to determine the student's understanding of the reasons for challenging child behavior and understanding of early intervention strategies. Evaluations will be based on student's ability to correctly identify, assess, determine probable reasons and suggest appropriate interventions as outlined in the course material. Students will receive feedback using the CMS grading personalized comment area.

Method

Papers

Integration

Individual papers corresponding to teacher bias scenarios will be submitted and will be evaluated based the use of learning materials presented in class and supporting explanations. Explanations will also be evaluated based on the clarity of how teachers should ethically behave in order to meet the needs and guide the behavior of young children. This explanation/reflection paper must utilize the information presented in the course materials, handouts and discussions.

DE Adaptations for MOE

Online papers will be submitted through the course management system. Papers will be evaluated using a rubric to determine the student's ability to explain what bias occurred and apply appropriate and ethical interventions that meet the needs and guide the behavior of young children. The evaluation will assess whether the student incorporates course materials and utilizes college level writing standards. Students will receive feedback using the CMS grading personalized comment area.

Method

Portfolios

Integration

Portfolio or Positive Behavior support Plan (PBSP) will be used to evaluate the student's ability to develop a plan that assesses and identifies reasons for child misbehavior using observational data. This portfolio will evaluate the student's ability to manage common behavior problems. This plan must utilize the information presented in the course handouts, webinars and discussions.

DE Adaptations for MOE

The Portfolio or Positive Behavior Support Plan (PBSP) will be submitted through the course management system. The PBSP will be evaluated based on the student's ability to identifying reasons for child misbehavior using observational and other data, and the demonstration of the ability to develop plans to manage common behavior problems. PBSP will be evaluated based on the quality and clarity of the articulated thoughts and the integration of course materials. Students will receive written feedback using the CMS grading personalized comment area.

Method

Projects

Integration

Multimedia presentations will be used to evaluate the student's ability to communicate effectively with parents and essential personnel and their ability to engage children with challenging behavior. The project will assess the student's ability to utilize the interventions, reactive and proactive strategies outlined in the course material.

DE Adaptations for MOE

Multimedia presentations utilizing tools such as power point or other web based tools will be submitted through the course management system. Accessible multimedia presentations will be used to evaluate the student's ability to communicate effectively with parents and essential personnel and their ability to engage children with challenging behavior. The project will assess the student's ability to utilize the interventions, reactive and proactive strategies outlined in the course material. Students will receive feedback using the CMS grading personalized comment area.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Observe a young child and, based on the observation, develop a written Positive Behavior Support Plan (PBSP). Tied to the findings in this portfolio, develop an appropriate behavior management plan to meet the needs of the study child. Submit as an attachment on CMS. The instructor will provide feedback through the grading area of CMS.

How assignment will be adapted in online format

Observe young children with special needs in a classroom using recorded videos (provided on the CMS). Develop a written Positive Behavior Support Plan (PBSP) and submit on the CMS. Personalized feedback will be provided using a rubric and written in the grading comment area.

Assignment Type

Reading



In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Review important communication strategies and read essential content and then based on readings, create a multimedia presentation, demonstrating the ability to communicate effectively with parents and other essential personnel and/or your ability to engage effectively with children who need extra assistance managing their behavior. Submit as an attachment on CMS. The instructor will provide feedback through the grading area of CMS.

How assignment will be adapted in online format

Review important communication strategies and read essential content (provided from the CMS) and then based on readings, create a multimedia presentation, demonstrating the ability to communicate effectively with parents and other essential personnel and/or your ability to engage effectively with children who need extra assistance managing their behavior. The instructor will comment in the form and personalized feedback will be provided using a rubric and written in the grading comment area.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Using in-class videos of observations, course materials, lectures and text you will describe environmental and interactional strategies that could be proactive and preventative in nature suggesting constructive changes in the physical environment of the classroom and then develop a design of the modified environment complete with justification for the changes made to prevent challenging behaviors. Submit as an attachment on CMS. The instructor will provide feedback through the grading area of CMS.

How assignment will be adapted in online format

Using online videos of observations, course materials, and text (all provided in the CMS), describe environmental and interactional strategies that could be proactive and preventative in nature suggesting constructive changes in the physical environment of the classroom and then develop a design of the modified environment complete with justification for the changes made to prevent challenging behavior. Submit assignments in the CMS and be evaluated using a rubric and receive feedback in the grading area.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Using scenarios focusing on teacher-student interactions, determine types of teacher bias and systemic factors that would negatively impact children's learning and/or behavior. Apply ethical strategies to support children's behavior and learning. Write up your paper with the scenarios, the issues, and the application of strategies.

Referencing learning material and readings will be required.

How assignment will be adapted in online format

Using scenarios focusing on teacher-student interactions (provided in the CMS modules), determine types of teacher bias and systemic factors that would negatively impact children's learning and/or behavior. Apply ethical strategies to support children's behavior and learning. Write up your paper with the scenarios, the issues, and the application of strategies. Referencing learning material and readings will be required. Submit assignments in the CMS and be evaluated using a rubric and receive feedback in the grading area.

Course Materials**Textbooks**

Kaiser, B. & Rasminsky, J. (2019). Challenging Behavior in Young Children: Understanding, Preventing and Responding Effectively 4th Pearson. ISBN: 0133802665

Other Resources

Web Site http://www.devereux.org/site/PageServer?pagename=deci_products_videos_fc

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Attention to children with challenges who struggle with home life, poverty, and homelessness. Content also includes working with BI-POC families, risk factors such as adverse childhood experiences that lead to challenging behaviors, inequities and racial injustice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Attention to formative and summative active learning strategies for understanding challenging behaviors. In-class and out-of-class assignments explore content material through the lens of equity and diversity, focusing on the support for families and children. Content is provided in diverse methods such as written texts, images, and film. Scaffolding approaches to help students understand the critical reading and thinking process. In instruction, discussion forums and class activities encourage students to dialogue about their own childhood experiences that reflect challenges and inequities. The method of evaluation reflects different types of assessments that align with the revised course objectives and content.

Interactions**Explain how the course will incorporate student-to-student interaction.**

The course will include a Q and A forum so that students can dialogue about hot topics such as children's behaviors and challenges, innovative ways to communicate with concerned parents, and allow students to learn from one another. Discussion for sharing strategies for supporting children with challenging behaviors will be utilized. Opportunities for learning about others' experiences and solution-based ideas will be incorporated in class discussions. A chat feature will be available to discuss resources for families to support challenging behaviors so that students can share ideas for how to support children and families. A special interest groups to study behavior modifications and dialogue on policies and advocacy news related to special education will be created for students to strengthen their advocacy skills which will strengthen their intervention skills in future careers.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will send a pre-course announcement letter to students so that they feel welcomed to the class. The instructor will personalize grade submissions and communicate additional details about students observations of special education environments and children with disabilities. The instructor will also provide reminders via email or grade book. The instructor will provide timely feedback on students' interviews with families, or other reflective activities about teacher bias and content that is controversial regarding children with challenges. The instructor will send course updates, provide updates on legislation regarding curriculum around IEPs and other special education policies. The faculty will participate in discussion forums and respond to students' threads. The instructor will send frequent announcements to offer instruction and comfort. Online or telephone student hours and one-one-one mentoring for individual learners who desire extra support will be provided in order for them to understand critical content.

Explain how the course will incorporate student-to-content interaction.

Module tutorials (using text, still images, audio, and/ or video) about children, who have challenges and require behavior modification, will be provided for students who have diverse modes of learning and will require students to take notes in their own way. Students will have review activities that are based on video analyzes, readings and content material that reflects the course objectives (e.g., answering open-ended questions in an assignment. Module readings will be assigned with follow-up activities and relevant quizzes to ensure an understanding of the content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Opportunities for reflections on personal and professional biases in relation to special education, interviews and communicative strategies with families, and other special education resources will be incorporated. Students will provide summaries of experience throughout the course to ensure that the material makes a connection to their real-world experiences.

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