

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE COURSE NUMBER: 606 CREDIT HOURS: 3

I. **TITLE:** Supporting Children with Challenging Behavior

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**

This course provides knowledge and skills for supporting the development of appropriate social and emotional skills in young children with challenging behaviors. Strategies that support positive interactions include collaboration with families, classroom prevention practices, and social-emotional teaching strategies.

Prerequisites: None

III. **COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective and enclosed in parentheses, are numbers which reference the Kentucky IECE Teacher Standards (IECE), the National Association for the Education of Young Children Standards (NAEYC), the Council for Exceptional Children Standards (CEC), and the Interstate Teacher Assessment and Support Consortium Standards (InTASC). Upon successful completion of this class, students will be able to

- A. identify the importance of designing and maintaining learning environments to prevent behavior problems; (IECE I, II, III/NAEYC 1, 4/CEC 2/InTASC 3)
- B. demonstrate effective strategies for promoting social-emotional development of young children from diverse cultural and socio-economic backgrounds; (IECE I, II, III, VIII/NAEYC 1,2,5/InTASC 1)
- C. demonstrate knowledge of research based strategies for teaching and reinforcing appropriate behaviors; (IECE I, II, III, IV, V, VIII/NAEYC 4,5/CEC 5/InTASC 2, 8)
- D. demonstrate the ability to conduct functional behavior assessment and design and implement a positive behavioral support plan for a young child with challenging behaviors; (IECE I, II, III, IV, V, VI, VIII/NAEYC 3/CEC 4/InTASC 6) and
- E. identify strategies for developing collaborative partnerships with families and other professionals to support social-emotion development in a young child. (IECE I, V, VI, VIII/NAEYC 2/CEC 7/InTASC 10)

The College of Education and Human Services Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect on strategies for working with young children with challenging behaviors. Students will reflect on child and family diversity through readings and responses to the virtual culturally diverse family scenarios posted on discussion board. The EPSB/CAPE Themes of Diversity, Assessment, and Closing the Achievement Gap are explored through readings, web sites, discussion, and course assignments.

IV. CONTENT OUTLINE:

- A. Risk factors for developing challenging behaviors
- B. Behavior and brain development
- C. Understanding family and cultural affects on behavior
- D. Prevention practices and intervention strategies
- E. Social-emotional teaching strategies
- F. Functional behavioral assessment and positive behavioral supports
- G. Collaboration and communication

V. INSTRUCTIONAL ACTIVITIES: A variety of instructional activities will be used in this course including:

- A. Online discussion
- B. Video clips
- C. Case studies
- D. Individually developed goals and activities
- E. Internet activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students are required to spend minimum of 10 field hours in an early childhood classroom working with a young child who exhibits challenging behaviors. The placement must be approved by the instructor and may be a childcare center, preschool classroom, Head Start or kindergarten classroom. A field log signed by appropriate classroom staff will document hours. Parents must provide written permission for you to work with their child. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Kaiser, B., & Rasminsky, J.S. (2012). *Challenging behavior in young children: Understanding, preventing and responding effectively* (3rd Ed.) Boston, MA: Pearson Education.

Resources: College of Education Curriculum Materials Center, Waterfield Library, and online resources.

Technical Assistance Center on Social Emotional Intervention
<http://www.challengingbehavior.org/>

Center on the Social and Emotional Foundations for Early Learning
<http://csefel.vanderbilt.edu/>

OSEP Center on Positive Behavioral Interventions and Supports
<http://www.pbis.org/default.aspx>

Division for Early Childhood Concept Paper on Challenging Behaviors
<http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper>

VIII. EVALUATION AND GRADING PROCEDURES:

A. Functional Behavioral Assessment and Positive Behavioral Support Plan

Implementation: Students are required to spend a minimum of 10 field hours in an early childhood classroom working with a young child with challenging behaviors. The placement must be approved by the instructor and may be a childcare center, preschool classroom, Head Start or kindergarten classroom. A field log signed by appropriate classroom staff will document hours.

1. Students will complete a functional behavioral assessment on an individual child with challenging behaviors enrolled in the classroom setting. As part of the assessment process, the student will gather information from the teacher or caregiver and the child's family.
2. Students will develop and implement a positive behavioral support plan for the child in collaboration with the child's family and teacher or caregiver. Students will reflect on the child's progress and discuss how development and implementation of the plan contributed to their professional growth as an early childhood educator. (Total points possible 100)
3. Students should write a reflection describing what they learned from the project and how it contributed to their professional growth as an early childhood educator. Reflection should be submitted to the instructor.

B. Exams: There will be 3 exams each worth 50 points across the semester.

C. Students will develop and implement a Professional Growth Plan related to the content of this class. Students will submit the plan to the instructor for approval before beginning the activity. Students should identify one goal that will be implemented during the semester. Students will submit documentation of progress toward the goal. (25 points possible)

- D. Students will respond to questions, situations or mini-assignments posted in discussion board (5 points for each possible). Postings and assignments must show reflection and depth of knowledge based on assigned readings and course activities in order to receive points.
- E. Students will select a topic of interest related to focus of the course and write a review of literature on the topic. The topic must be approved by the course instructor and should be written in APA style. The paper should be at least 5 pages in length. (25 points possible)

The following scale will be used to determine the course grade:

A=92-100% of total points

B=91-83% of total points

C=82-74% of total points

D=73-65% of total points

E=below 65% of total points

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

- X. ACADEMIC HONESTY POLICY:** Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submissions - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

X. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), [\(270\) 809-3361](tel:270-809-3361) (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more

information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY42071. 270-809-2018 (voice) 270-809-5889 (TDD).

XI. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress throughout the teacher preparation program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. For those students seeking teaching certification positive and negative flags are submitted to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING, or REVERSAL OF ADMITTED STATUS.**