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

II. **COURSE DESCRIPTION AND PREREQUISITES:** 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. Students are required to spend a minimum of 10 field hours in an early childhood classroom working with a young child with challenging behaviors. Prerequisites: none

III. **COURSE OBJECTIVES:** These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective are numbers which reference the Kentucky IECE Teacher Standards (IECE) and Kentucky Early Childhood Core Competencies (ECCC). As a result of participation in this course, the student will:

A. Identify the importance of designing and maintaining learning environments to prevent behavior problems. (IECE I, II, III) (EC 4)

B. Identify effective strategies for facilitating and supporting positive peer and adult-child relationships. (IECE I, II, III, V, VIII) (EC 4,6)

C. Demonstrate effective strategies for promoting social-emotional development of young children from diverse cultural and socio-economic backgrounds. (IECE I, II, III, VIII) (EC 4)

D. Demonstrate knowledge of research based strategies for teaching and reinforcing appropriate behaviors. (IECE I, II, III, IV, V, VIII) (EC 4, 5)

E. 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) (EC 4,5,6)

F. 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) (EC 6)

The College of Education 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 Themes of Diversity, Assessment, and Closing the Achievement Gap are explored through readings, web sites, discussion board, 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 discussion, case studies and simulations, individually developed goals and activities, Internet activities, assigned in and out of class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Students are required to spend minimum of 10 field hours in an early childhood classroom. 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.

VII. TEXT(S) AND RESOURCES:  

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

Center for Evidence Based Practice: Young Children with Challenging Behavior  
http://www.challengingbehavior.org/

Center on the Social and Emotional Foundations for Early Learning  
http://www.vanderbilt.edu/csefel/parent.html

National Technical Assistance Center on Positive Behavioral Interventions and Supports  
http://www.pbis.org/default.aspx

Division for Early Childhood Concept Paper on Challenging Behavior  
http://www.decsped.org/About_DEC/PositionStatements_and_Concept_Papers/Challenging_Behavior

VIII. EVALUATION AND GRADING PROCEDURES:  
A. Functional Behavioral Assessment and Positive Behavioral Support: 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 social-emotional developmental screening on a young child who exhibits challenging behaviors.
2. Students will complete a functional behavioral assessment on an individual child with challenging behaviors enrolled in the placement setting. As part of the assessment process, the student will gather information from the teacher or caregiver and the child’s family.
3. 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)

B. Participation points: Students will complete mini assignments and participate in discussion board assignments throughout the semester. (25 points possible)
C. Exams: There will be 3 exams each worth 50 points.
D. Students will develop and implement a Professional Growth Plan related to the content of this class. You will submit the plan to the instructor for approval. Students should identify one goal that will be implemented during the semester. Students will submit documentation of progress toward the goal. (25 points possible)
E. Students will respond to questions or situations posted in the discussion board (5 postings across semester for total of 25 points) at the end of the semester, reflect on what you learned through this experience.

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:

Cheating, plagiarism (submitting another person’s material as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.
Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XI. NON-DISCRIMINATION 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 Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).