



CFS 287 - Strategies for Working with Challenging Behaviors Course Outline

Approval Date: 05/12/2022

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000632644

Discipline(s) EarlyChildhood Education

Division Career Education and Workforce Development

Subject Area Child Family Studies

Subject Code CFS

Course Number 287

Course Title Strategies for Working with Challenging Behaviors

TOP Code/SAM Code 1305.00 - Child Development* / C - Occupational

Rationale for adding this course to the curriculum Dev. to meet exigent circumstances for TK in school districts and the requirement for early education class and the projection that 10000 teachers will need the classes.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 20

Grading Option Letter Grade or P/NP

Distance Education On-Campus
Mode of Instruction Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Appropriate for classroom teachers in various settings, students will identify developmentally appropriate behaviors, challenging behaviors and the various influences that effect children?s behavior. Students will analyze children?s behaviors and select strategies to make positive changes. Emphasizes the connection between children?s social and emotional development and their success in the classroom, and how the teachers? perceptions, experiences, and behavior influence child behaviors.

Schedule Description

SECTION D

Condition on Enrollment

- 1a. **Prerequisite(s):** *None*
- 1b. **Corequisite(s):** *None*
- 1c. **Recommended:** *None*
- 1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Differentiate between developmentally appropriate behaviors and challenging behaviors.
- B. Observe, document, and analyze students? behaviors to identify patterns of challenging behaviors and select strategies to address them.
- C. Explain how the teachers? perceptions, experiences, and behavior influences the students? behavior.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Define challenging behavior.
- B. Identify multiple influences on behavior.
- C. Explain how student?s developmental skills and abilities effect classroom behavior.
- D. Identify the social and emotional skills that need to be fostered for students to be successful in the classroom.
- E. Discuss, identify, and reflect on teacher biases and how they impact the classroom community.
- F. Reflect on personal practice to identify opportunities to model prosocial skills.
- G. Discuss philosophical approaches to classroom management.
- H. Explain how responses differ when preventing, or reacting to challenging behaviors.
- I. Observe, document and analyze students? behaviors to identify challenging behaviors.
- J. Identify school and community resources for support and intervention.
- K. Define legal, ethical, and professional conduct.
- L.

3. Course Content

I. Developmentally appropriate expectations for 3-6 year olds

- A. Physical skills
- B. Cognitive skills
- C. Social and emotional skills
- D. Language skills

II. Defining challenging behaviors

- A. Effect on student's learning and experiences
- B. Teachers' perceptions

III. Influences on behavior such as:

- A. Developmental delay
- B. Unmet needs
- C. Previous experiences
- D. Trauma
- E. Home life
- F. Special needs
- G. Learning disabilities
- H. Gender
- I. Health
- J. Peers and groups
- K. Environments
- L. Temperament
- M. Adult reactions to behavior
- N. Level of challenge in curriculum

IV. Observation and documentation

A. Tools and methods

B. Collecting data

C. Looking for patterns

D. Evaluating contexts

E. Family input

F. Creating a working hypothesis – why might this be happening?

V. Approaches

A. Proactive vs. re-active strategies

B. Teacher centered vs. child centered teaching

C. Guidance and Discipline vs. punishment

D. Rules vs. limits

VI. Strategies

A. Effective Relationships

1. Reciprocity

2. Meeting student's needs

3. Communication skills

a) Teacher-student

b) Peer

c) Teacher-family

4. Respecting diverse perspectives

5. Active listening

6. Building community

7. Working with aides, parents, and support staff

B. Environments

1. Physical space and room design
2. Level of stimulation
3. Social-emotional climate
4. Routines and transitions
5. Groupings and class size
6. Boundaries

C. Techniques

1. Modeling prosocial behavior
2. Teaching and using emotional literacy
3. Using visual and auditory cues
4. Teaching and using conflict resolution and problem solving skills
5. Teaching and using logical and natural consequences
6. Teaching calming techniques
7. Using re-direction
8. Avoiding power struggles
9. Teaching and using "I"-messages

VII. Collaboration

- A. Family
- B. Student Study Team
- C. Resource and Referral
- D. Other professionals

VIII. Legal, ethical, and professional responsibilities

4. Methods of Instruction:

Discussion:

Lecture:

Online Adaptation: Discussion, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: The online adaptation will specifically address and assess student SLO attainment through discussions and quizzes, and assignments that require application of content. Instructor will be available for questions and feedback.

2. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Quizzes -- Multiple Choice and Short Answer quizzes on responding to challenging behaviors.

Papers -- Write a reflective and specific paper identifying how your perceptions of children, life experiences, and your behavior influences the students? behavior.

Projects --

Letter Grade or P/NP

3. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Read the pamphlet "Why Children Bite."

B. Writing Assignments

Develop a plan of action with specific strategies for addressing the child?s behavior and identifying supportive community and school resources in specific examples.

C. Other Assignments

D.

4. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Saifer, S.

Title: Practical Solutions to Practically Every Problem

Publisher: Redleaf Press

Date of Publication: 2017

Edition: 3rd

Book #2:

Author: Hirschland, D.

Title: When Young Children Need Help: Understanding and Addressing Emotional, Behavioral, and Developmental Challenges

Publisher: Redleaf Press

Date of Publication: 2015

Edition:

B. Other required materials/supplies.