

Rev. May 2007

Ashland University
Dwight Schar College of Education
Department of Early Childhood
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/10

Course Number: EDEC 400

Course title for the catalog: Behavior and Social Intervention

Catalog description:

Comprehensive studies of positive classroom and individual student management techniques. Emphasis is on developing appropriate strategies for young children with diverse backgrounds and developmental needs.

The prerequisite(s) for this course is (are):

EDEC 215

Suggested: Undergraduate Child Development Course

The enrollment restriction(s) for this course is (are):

Course and field/clinical experience objectives (including knowledge, skills and dispositions):

Knowledge:

The teacher education student will have knowledge of:

1. Theories of behavior and/or classroom management.
2. Methods to analyze inappropriate behaviors for source/cause, severity and possible solutions.
3. Base techniques for managing various behavior situations (eg. cueing, task analysis, play-based intervention, reinforcement, etc.)
4. Data collection techniques which are non-intrusive, valid and/or play/classroom-based.
5. Advanced techniques for developing and implementing small group or individualized management programs for children with severe developmental and/or behavioral needs (Aggressive Play Conversion, Fluidity of Materials, Impulse Control Intervention, Gang-Proofing Social Consciousness Intervention, Attention Expansion/ADD-ADHD Interventions, etc.)
6. Methods to enhance working relationships and involvement of parents/guardians (e.g. Parent Involvement Continuum, Value-Base Awareness, etc.).
7. Methods to enhance teaming with other professionals.

8. Processing issues, sensory issues and other developmental problems that might impact and/or increase the severity of behavioral problems.
9. Functional Behavior Assessment (FBA)
10. Development of Behavior Intervention and Support Plans (BIP / BSP)
11. Positive Behavior supports and school-wide positive behavior supports.
Environmental design theory and strategies
12. Multidisciplinary teaming, co-teaching and collaborative planning, implementation, and evaluation of services.
13. Consultative strategies for working with parents and other school personnel.

Skills:

The teacher education student will have skills to:

1. Control the basic environmental aspects of the classroom (physical space, lighting, pace, etc.) and their own actions in order to enhance intrinsic behavioral control.
2. Assess the difference between intentional non-compliance and lack of compliance which is developmental in nature.
3. Teach or develop toy and classroom environment use in children with developmental non-compliance, home issues, attention deficit and/or hyperactivity.
4. Appropriately use management techniques for low, moderate and difficult behavior situations (violent behavior, non-compliance in children with low social or cognitive skills, habit-related behaviors, etc.).
5. Implement and maintain behavior programs for individual students over time using appropriate documentation and review techniques.
6. Develop behavior-related plans with parents/families, educate family members concerning these issues and develop behavior continuity between the school and the home environment.
7. Develop appropriate and attainable management programs which meet the needs and skills of all professionals working with an individual child.
8. Manage processing, sensory and other developmental issues that might impact and/or increase behavioral problems.
9. Use the Functional Behavior Assessment to determine the function of behavior.
10. Assess the difference between intentional non-compliance and lack of compliance which is developmental in nature.
11. Design classroom environments to facilitate appropriate behavior, learning and interaction.
12. Develop and teach classroom rules and routines.
Develop, implement, evaluate and modify behavioral intervention plans / support programs.

Dispositions:

The teacher education student will:

1. Appreciate the developmental nature of young children and be able to discern between "true" behavior issues and inappropriate or non-tolerant teaching practice.

2. Value all theories of management and be able to knowledgeably choose the techniques which will best suit the needs of the child, family, classroom and teachers working with the child.
3. Appreciate and help parents respond to the pressures of daily family life with a child who has severe behavioral issues.
4. Value the contributions and insight of all professionals working together to develop comprehensive behavioral interventions for an individual child.
5. Value their own competency in dealing with severe behavioral situations.
6. Recognize and accept their own scope of control and environmental restrictions when developing comprehensive management programs
7. Recognize the burden of administrators in maintaining appropriate behavioral programs and work to assist in the development of meaningful and successful school-based or agency-based systems that work for both families and professionals.

Suggested texts and/or references:

Kaiser, B. & Rasminsky, J. S. (2006). *Challenging behavior in young children: Understanding, Preventing, and responding effectively*. Boston, MA: Allyn & Bacon.

Charles, C. M. (2007). *Building classroom discipline*. Boston, MA: Allyn & Bacon.

Suggested instructional strategies:

Strategies will include the following: lecture, class discussion, videotape presentations, simulations, field/classroom/home implementation, inquiry and analysis.

Description of field/clinical experiences:

Clinical experiences may include videotape presentations, simulations, field/classroom/home implementation and other activities designed to provide direct practice in using course techniques.

Evaluation of students:

Simulation, exams, individual reflections, projects, discussion, research papers/projects

Faculty who frequently teach the course:

M. Sargent, F. Wesolik, D. Cochran

Licensure programs in which course is required: ECE and ECIS

Bibliography:

Amen, D. G. and the Brain Imaging Division of Amen Clinic. (2000). *Images into human*

- behavior: A brain SPECT atlas.* (CD-Rom version). Mindwork Press.
- Bragdon, A. D. & Gamon, D. (2000). *Brains that work a little bit differently: Recent discoveries about common brain diversities.* Bass River, MA: BrainWaves Books.
- Carlson, N. R. (2006). *Physiology of behavior.* Needham Heights, MA: Allyn & Bacon.
- Who's calling the shots? *How to respond effectively to children's fascination with war play and war toys.* Carlsson-Paige, N. & Levin, D. E. (1990). Philadelphia, PA: New Society Publishers.
- Cates, D., Markell, M. & Bettenhausen, S. (1995). *At risk for abuse: A teacher's guide for recognizing and reporting child neglect and abuse.* Preventing School Failure, 39(2), 6-10.
- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom.* New York: The New Press.
- Donahue, P. J., Falk, B., & Provet, A. G. (2000). *Mental health consultation in early childhood.* Baltimore, Maryland: Paul H. Brookes Publishing.
- Dreikurs, R. (2004). *Discipline without tears: How to reduce conflict and establish discipline.* New York: Wiley Publishing.
- Flicker, E. S.; Hoffman, J. A. & Williams, L. R. (2006). *Guiding children's behavior: developmental discipline in the classroom.* New York: Teachers College Press.
- Gordon, T. (1991). *Discipline that works: Promoting self-discipline in children.* New York: The New Press.
- Halverson, C. F. Kohnstamm, G. A. & Martin R. P. (1994). *The developing structure of temperament and personality: Infancy to adulthood.* Hillsdale, NJ: Lawrence Erlbaum Associates.
- Heegaard, M. E. (2001). *Drawing together to develop self-control.* Minneapolis, MN: Fairview Press.
- Horne, A. M. & Sayger, T. V. (1990). *Treating conduct and oppositional defiant disorder in children.* Elmsford, NY: Pergamon.
- Johnson, M. & Left, M. (1999). *Children of substance abusers: Overview of research findings.* Pediatrics, 103(5), 1085-1099.
- Judge, S. (1998). *Parental coping strategies and strengths in families of young children with disabilities.* Family Relations, 47(3), 263-268.
- Landreth, G. L. (2002). *Play Therapy: The Art of the Relationship.* New York: Brunner-Routledge

- Mah, R. (2006). *Difficult behavior in early childhood: Positive discipline for preK-3 classrooms and beyond*. Thousand Oaks, CA: Corwin Press.
- Musselwhite, C. R. (1991). *Adaptive play for special needs children: Strategies to enhance communication and learning*. Boston: College-Hill Publication.
- Raver, S. A. (1999). *Intervention strategies for infants and toddlers with special needs: A team approach*. (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice.
- Reynolds, E. (1996). *Guiding young children: A child-centered approach*. Mountain View, CA: Mayfield Publishing Company.
- Ross, P. A. (1999). *Practical guide to discipline and behavior management for teachers and parents*. Alexandria, VA: Newsletter Book Service.
- Serwatka, T. S., Deering, S., & Stoddard (1989). *Correlates of the underrepresentation of black students in classes for gifted students*. *Journal of Negro Education*, 58, 520-530.
- Slaby, R. G., Roedell, W. C., Arezzo, D. & Hendrix, K. (1995). *Early violence prevention: Tools for teachers of young children*. Washington, DC: National Association for Young Children.
- Sullivan, R. C. (2000). *Breakthroughs: How to reach students with autism*. Verona, Wisconsin: Attainment Company, Inc.
- Winebrenner, S. (1996). *Teaching kids with learning difficulties in the regular classroom: Strategies and techniques every teacher can use to challenge & motivate struggling students*. Minneapolis, MN: Free Spirit Publishing.
- Zakkai, J. D. (1997). *Dance as a way of knowing*. York, Maine: The Galef Institute.

Additional Sources and References:

Ohio Department of Education (2004) *Ohio's Early Learning Content Standards* Columbus, Ohio: Ohio Department of Education

Web Link:

<http://www.ode.state.oh.us/ece/standards1/Early%20Learning%20Standards-final-10-04.pdf>

Ohio Department of Education (2002) *Operating Standards for Ohio's Schools Serving Children with Disabilities* Columbus, Ohio: Ohio Department of Education

Web Link:

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/Operating_Standards/default.asp

NAEYC (1996) *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8: A position statement of the National Association for*

the Education of Young Children

Web link:

<http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF#search='NAEYC%20statement%20on%20Developmentally%20Appropriate%20Practice'>

CEC (2005) *The New IDEA: CEC's Summary of Significant Issues* Restin, Va: Council for Exceptional Children

Web link: http://www.cec.sped.org/pp/IDEA_120204.pdf

Tool Kit for Assessing and Teaching Students with Disabilities

<http://www.osepideasthatwork.org/toolkit/index.asp>

Ohio Department of Education (2004) *Ohio's Early Learning Content Standards*

Columbus, Ohio: Ohio Department of Education

Web Link: <http://www.ode.state.oh.us/ece/standards1/Early%20Learning%20Standards-final-10-04.pdf>

Ohio Department of Education (2002) *Operating Standards for Ohio's Schools Serving Children with Disabilities* Columbus, Ohio: Ohio Department of Education

Web Link:

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/Operating_Standards/default.asp

NAEYC (1996) *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8: A position statement of the National Association for the Education of Young Children*

Web link:

<http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF#search='NAEYC%20statement%20on%20Developmentally%20Appropriate%20Practice'>

CEC (2005) *The New IDEA: CEC's Summary of Significant Issues* Restin, Va: Council for Exceptional Children

Web link: http://www.cec.sped.org/pp/IDEA_120204.pdf

Center for Evidence-Based Practice: *Young Children with Challenging Behavior*

<http://challengingbehavior.fmhi.usf.edu/about.html>

Positive Approaches to Challenging Behavior

<http://education.umn.edu/ceed/projects/preschoolbehavior/>

Positive Behavior Supports <http://www.pbis.org/main.htm>

Center on the Social Emotional Foundations of Early Learning - <http://www.vanderbilt.edu/csefel/>
Materials, case studies, ECE FBA, BIP, Intervention Strategies and materials.

Case Studies in Special Education University of Southern Florida:

http://cases.coedu.usf.edu/case_dev.htm

Elearning Design Lab <http://elearndesign.org/resources.html>

IRIS Center – Resources for Course Enhancement –
<http://iris.peabody.vanderbilt.edu/resources.html>

Case Studies in Special Education University of Southern Florida:
http://cases.coedu.usf.edu/case_dev.htm
Elearning Design Lab <http://elearndesign.org/resources.html>

IRIS Center – Resources for Course Enhancement –
<http://iris.peabody.vanderbilt.edu/resources.html>