

CD M16: STRATEGIES FOR WORKING WITH CHALLENGING BEHAVIORS

Originator

scoulter

College

Moorpark College

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M16

Course Title (CB02)

Strategies for Working with Challenging Behaviors

Banner/Short Title

Challenging Behaviors

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Identifies developmentally appropriate behaviors, challenging behaviors and the various influences that affect children's behavior. Analyzes children's behaviors and select strategies to make positive changes. Emphasizes communicating effectively with young children, guiding children of varying ages, promoting self-control, conflict resolution, and problem-solving. 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. Prepares those working with students in early care and education programs including transitional kindergarten, kindergarten, and early education classrooms.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

CD M02

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

CD M02

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|-------------------------------------------------------------------------------------------------------------------------------|
| 1 | demonstrate understanding of functional assessment and positive behavior support strategies. |
| 2 | differentiate between developmentally appropriate behaviors and challenging behaviors. |
| 3 | explain how the teachers' perceptions, experiences, and behavior influences the students' behavior. |
| 4 | develop an environment that honors the diversity of the learning community through empowerment, equity, respect, and dignity. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|-------------------------------------------------------------------------------------------------------------------|
| 1 | define challenging behavior. |
| 2 | identify multiple influences on behavior. |
| 3 | explain how children's developmental skills and abilities effect classroom behavior. |
| 4 | identify the social and emotional skills that need to be fostered for students to be successful in the classroom. |
| 5 | discuss, identify, and reflect on teacher biases and how they impact the classroom community. |
| 6 | reflect on personal practice to identify opportunities to model prosocial skills. |
| 7 | discuss philosophical approaches to classroom management. |
| 8 | explain how responses differ when preventing or reacting to challenging behaviors. |
| 9 | observe, document and analyze students' behaviors to identify challenging behaviors. |
| 10 | identify school and community resources for support and intervention. |
| 11 | define legal, ethical and professional conduct. |

Course Content**Lecture/Course Content**

- **20% Observation and documentation to identify behaviors**
 - Tools and methods
 - Collecting data
 - Looking for patterns
 - Evaluating contexts
 - Family input
 - Creating a working hypothesis – why might this be happening?
- **6% Legal, ethical, and professional responsibilities**
 - State and Federal law regarding behavior management
 - National Association for the Education of Young Children (NAEYC)
 - Code of Ethical Conduct
- **6% Understanding challenging behaviors**
 - Effect on student's learning and experiences
 - Teachers' perceptions
- **14% Approaches**
 - Proactive versus reactive strategies
 - Teacher centered versus child centered teaching
 - Guidance and discipline versus punishment
 - Rules versus limits
- **7% Collaboration**
 - Family and community resources
 - Student study team
 - Resource and referral
 - Other professionals
- **7% Developmentally appropriate expectations for young children**
- **10% Influences on behavior such as:**
 - Developmental delay
 - Unmet needs
 - Previous experiences

- Trauma
- Home life
- Special needs
- Learning disabilities
- Gender
- Health
- Peers and groups
- Environments
- Temperament
- Adult reactions to behavior
- Level of challenge in curriculum
- **10% Strategies - Effective Relationships**
 - Reciprocity
 - Meeting student's needs
 - Communication skills
 - Teacher-student
 - Peer
 - Teacher-family
 - Respecting diverse perspectives
 - Active listening
 - Building community
 - Working with aides, parents, and support staff
- **10% Environments**
 - Physical space and room design
 - Level of stimulation
 - Social-emotional climate
 - Routines and transitions
 - Groupings and class size
 - Boundaries
- **10% Techniques**
 - Modeling prosocial behavior
 - Teaching and using emotional literacy
 - Using visual and auditory cues
 - Teaching and using conflict resolution and problem-solving skills
 - Teaching and using logical and natural consequences
 - Teaching calming techniques
 - Using re-direction
 - Avoiding power struggles
 - Teaching and using "I"-messages

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Group projects

Individual projects

Objective exams

Oral presentations

Problem-solving exams

Quizzes

Reports/papers

Research papers

Role playing
Simulations
Skills demonstrations
Written analyses
Written homework
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Child observation analysis
Classroom observation analysis
Personal philosophy on guidance statement

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Large group activities
Lecture
Observation
Readings
Role-playing
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

- Journal writing assignments that are reactions to class discussions.
- Reflections on weekly reading from content-related newspaper and professional journal articles.
- Written behavioral plans for intervention with challenging behavior.
- Essays on topics related to children's behavior, guidance, and discipline.

Critical Thinking Assignments

- Conduct child observation with written analysis of development and behavior.
- Observe teacher-child interactions with analysis of effectiveness of teacher interactions.
- Compare and contrast philosophical approaches to classroom management.

Reading Assignments

- Read a current Child Development journal article pertaining to course topics such as behavior, guidance, and discipline.
- Read a current news article pertaining to course topics such as behavior, guidance, and discipline.

Skills Demonstrations

- Role-play a conversation between a teacher and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments**Representative Outside Assignments**

- Research and identify community resources for support and intervention.
- Develop behavioral plans and intervention program.
- Conduct child observation and analyze children's behavior.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU San Bernardino	CD 2251	Effective Interactions with Infants and Toddlers	3

Comparable Courses within the VCCCD

CD V22 - Behavior Management in Early Childhood Education

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Monica College	ECE 30	Strategies for Working with Challenging Behaviors	3
City College of San Francisco	CDEV 96	Understanding Children with Challenging Behaviors	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F2000

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Fields, Marjorie, Patricia Meritt, and Deborah Fields. *Constructive Guidance and Discipline: Birth to Age Eight*. 7th ed., Pearson, 2018.

Resource Type

Textbook

Description

Winter, Elizabeth, Laura Colker, and Sarah Erdman. *Trauma and Young Children: Teaching Strategies to Support and Empower*. National Association for the Education of Young Children, 2020.

Resource Type

Textbook

Description

Kaiser, Barbara, and Judy Rasminsky. *Addressing Challenging Behavior in Young Children*. National Association for the Education of Young Children, 2021.

Resource Type

Other Resource Type

Description

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

Library Resources

Assignments requiring library resources

Research using the Library’s print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Critiques of journal articles and research, using the Library’s online and print resources, into subjects related to behavior management and guidance theories and techniques for managing challenging behavior in young children.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.

Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair

09/01/2022

Dean

09/06/2022

Technical Review

09/29/2022

Curriculum Committee

10/04/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000427613

DOE/accreditation approval date

MM/DD/YYYY