Title: Strategies for Working with Challenging Behaviors

Short Title: STRAT CHALLG BEHAV

Course 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.

Student Learning Outcomes

Upon successful completion of this class, students will be able to:

1. Differentiate between developmentally appropriate behaviors and challenging behaviors.
2. Observe, document, and analyze students' behaviors to identify patterns of challenging behaviors and select strategies to address them.
3. Explain how the teachers' perceptions, experiences, and behavior influences the students' behavior.

Objectives

In this class, students will:

1. Define challenging behavior.
2. Identify multiple influences on behavior.
3. Explain how student'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.

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

Sample/Potential Assignments and Methods of Evaluation

Writing Assignment Reflection on personal philosophy of guidance and discipline. Discuss, identify, and reflect on teacher biases and how they impact the classroom community.	**Method of Evaluation** students will be evaluated on their ability to write a reflection on their own personal philosophy of guidance and discipline and identify personal biases, perceptions and experiences which influence their philosophy and impact children's behaviors
Problem Solving Assignment Responses to challenging behavior scenarios	**Method of Evaluation** students will be evaluated on their ability to respond to a challenging behavior scenario, analyze the different factors which may be contributing to child's behavior

	and identify possible teacher behaviors which may be contributing to behavior. Develop a teacher's plan of action to respond to the child's behavior taking into account factors such as: social emotional development, patterns of behavior, classroom environment, teacher's approach, cultural, family and linguistic considerations, developmental skills, and which is child-centered and meets child's needs.
Skills Demonstration Assignments: Analysis of **t**eacher and child interactions Role play parent teacher conference on child's behavior	**Method of Evaluation:** students will be evaluated on their ability to observe and analyze teacher-child interactions and accurately identify and give examples of teacher's prosocial responses, positive communication, effective redirection of behavior, clear behavior expectations, and classroom management strategies. **Method of Evaluation:** students will be evaluated on their ability to analyze a child's behavior by documenting and looking for specific patterns of behavior and factors which contribute to child's behavior. Students will develop a plan of action with specific strategies for addressing the child's behavior and identifying supportive community and school resources. Using this information prepare and role play a parent teacher conference demonstrating professionalism and ethical behavior.