# Official Course Worksheet: Strategies for Working with Challenging Behaviors

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| **CAP TK Information** | **Your Campus Course Information** |
| ***CAP TK Course Title:*** | ***Course Title:*** |
| Strategies for Working with Challenging Behaviors |  |
| ***CAP TK Suggested Short Title:***STRAT CHALLG BEHAV | ***Short Title:*** |
| ***CAP TK Course Description:*** | ***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. |   |
| ***CAP TK Student Learning Outcomes (SLOs):******Students who complete this course will be able to:*** | ***Student Learning Outcomes (SLOs):******Students who complete this course will be able to:*** |
| 1. Differentiate between developmentally appropriate behaviors and challenging behaviors.
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| 1. Observe, document, and analyze students’ behaviors to identify patterns of challenging behaviors and select strategies to address them.
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| 1. Explain how the teachers’ perceptions, experiences, and behavior influences the students’ behavior.
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| ***CAP TK Objectives:******In this course students will:*** | ***Your Objectives:******In this course students will:*** |
| 1. Define challenging behavior.
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| 1. Identify multiple influences on behavior.
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| 1. Explain how student’s developmental skills and abilities effect classroom behavior.
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| 1. Identify the social and emotional skills that need to be fostered for students to be successful in the classroom.
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| 1. Discuss, identify, and reflect on teacher biases and how they impact the classroom community.
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| 1. Reflect on personal practice to identify opportunities to model prosocial skills.
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| 1. Discuss philosophical approaches to classroom management.
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| 1. Explain how responses differ when preventing, or reacting to challenging behaviors.
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| 1. Observe, document and analyze students’ behaviors to identify challenging behaviors.
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| 1. Identify school and community resources for support and intervention.
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| 1. Define legal, ethical, and professional conduct.
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| ***CAP TK Course Content:*** | ***Your Course Content:*** |
| 1. **Developmentally appropriate expectations for 3-6 year olds**
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| 1. **Defining challenging behaviors**
	1. Effect on student’s learning and experiences
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| * 1. Teachers’ perceptions
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| 1. **Influences on behavior such as:**
	1. Developmental delay
	2. Unmet needs
	3. Previous experiences
	4. Trauma
	5. Home life
	6. Special needs
	7. Learning disabilities
	8. Gender
	9. Health
	10. Peers and groups
	11. Environments
	12. Temperament
	13. Adult reactions to behavior
	14. Level of challenge in curriculum
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| 1. **Observation and documentation**
	1. Tools and methods
	2. Collecting data
	3. Looking for patterns
	4. Evaluating contexts
	5. Family input
	6. Creating a working hypothesis – why might this be happening?
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| 1. **Approaches**
	1. Proactive vs. re-active strategies
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| * 1. Teacher centered vs. child centered teaching
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| * 1. Guidance and Discipline vs. punishment
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| * 1. Rules vs. limits
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| 1. **Strategies**
	1. **Effective Relationships**
2. Reciprocity
3. Meeting student’s needs
4. Communication skills
	1. Teacher-student
	2. Peer
	3. Teacher-family
5. Respecting diverse perspectives
6. Active listening
7. Building community
8. Working with aides, parents, and support staff
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| * 1. **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
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| * 1. **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
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| 1. **Collaboration**
	1. Family
	2. Student Study Team
	3. Resource and Referral
	4. Other professionals
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| 1. **Legal, ethical, and professional responsibilities**
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