

**Lakeshore Technical College**  
**10-307-171 Behavior & Emotional Challenges**

June 8 – July 31, 2009

On-Line

Websites: <http://lakeshore.ucompass.com>  
<http://www.vanderbilt.edu/csefel/preschool.html>

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**Course Description:**

This 3 credit, 54 hour course prepares the student to build rapport with children and their families; create supportive learning environments; demonstrate positive social-emotional teaching strategies; define specific discipline and guidance strategies; assess challenging behaviors; describe specific diagnoses typically related to challenging behaviors; develop individualized, positive guidance plans; and communicate the need for positive, consistent, team approaches to including children with challenging behaviors in typical community settings.

**NO Texts** - Handouts, PowerPoints & Video clip materials: <http://www.vanderbilt.edu/csefel/preschool.html>

**Recommended Books for working with children in a classroom (NOT required for this course):**

*So, This is Normal, Too?* by Deborah Hewitt

*The Optimistic Classroom* by Deborah Hewitt and Sandra Heidemann

*Transition Magician* by Nola Larson

*On Monday When It Rained\** by Cherryl Kachenmeister

(\*The course website contains learning activity plans related to this children's book)

**Grading Rationale:**

Divide your total earned points by the total possible points to determine your grade:

A=94-100%    B=87-93%    C=80-86%    D=73-79%    F=72% or below

All projects are to be completed and turned in at the beginning of the class period specified. Late projects will not be accepted. All assignments may be turned in early. A grade of C or better is required to earn a Credential and/or graduate from the Early Childhood Education and Child Care Services Programs.

**REQUIREMENTS:**

On-Line Discussions 100 pts (10 Discussions x 10 pts each)

***Due dates (By Sunday at midnight except for end date which is Friday 7/31):***

<b>6/14</b>	Module 1.....	30 pts – Self-Evaluation of own work with young children 20 pts - Discussions # 1 and 2 Intros and Mod 1
<b>6/21</b>	Module 2.....	30 pts – Communicating with Families Plan (educational tool) 20 pts - Discussions #3 and 4 Know no's and Mod 2
<b>6/28</b> .....		80 pts – Problem-Solving/Emotional Literacy: 4 Teaching/Activity Plans 10 pts - Discussion #5 Emotional Literacy
<b>7/5</b>	Module 3a.....	30 pts – Positive Behavior Support (PBS educational tool) 10 pts - Discussion #6 Mod 3a
<b>7/12</b> .....		100 pts – Mock Functional Behavior Assessment 10 pts - Discussion #7 Ability to Benefit
<b>7/19</b>	Module 3b.....	300 pts – Fact Sheets – Resource File on 10 different diagnoses 10 pts - Discussion #8 Mod 3b
<b>7/26</b>	Module 4.....	20 pts – Documenting a Child's Behavior
"	.....	35 pts – Designing a Behavior Plan
"	.....	10 pts - Discussion #9 Mod 4
<b>7/31 (Fri)</b> .....		30 pts – Community Resources, Specialists and YOU (educational tool)
"	.....	10 pts – Discussion #10= Course Reflection ( <b>5 extra credit points if these 2 are done by 7/26</b> )

**TOTAL =** 765 points

## Course Expectations & Assignments

*The teacher who says*

*"I just don't have time to implement all these positive behavior strategies!"*

*is like a farmer who says*

*"I just don't have time to build a fence – I'm way too busy chasing the cows!!!"*

Please e-mail to let the Instructor know if you have any questions. All projects are designed for actual use in your center, your home or family child care home. If taken seriously, they will not be 'busy-work', but will instead improve the quality of the care you provide to children, as well as your professionalism and ability to communicate positively with families and colleagues. All work must be turned in by the due date specified. In order to prepare you for the reliability and responsibility needed in this profession, late work is not accepted.

### Course Projects related to Course Competencies

You will find the **Project Explanations and related Scoring Guides** as part of this syllabus. There is a *Learning Plan* related to each CSEFEL Module, 1, 2, 3a, 3b and 4, found on-line at the CSEFEL website (<http://www.vanderbilt.edu/csefel/preschool.html>) plus one additional section on specific diagnoses. Under each **COMPETENCY**, you will find **Learning Objectives**. You will complete each Module and follow the list of Learning Activities. You will be graded based on your ability to meet these Learning Objectives (listed as criteria in the Scoring Guides for each project). It is very helpful if you can work with children in some structured setting on a fairly regular basis. You may do this work in a child care center or practicum site, recreational program, church school or perhaps you may need to volunteer in a program in order to meet this course's requirements. If you are currently not working in a setting with young children, you will not be excused from conducting these projects and practicing these skills. It is your responsibility to find an appropriate setting in which to implement the projects and practice the positive guidance strategies.

You will create a portfolio document/work sample that demonstrates your understanding of these concepts and your ability to implement them. You will conduct research and projects related to these outcomes and you will organize your course portfolio according to them.

### On-Line Discussions

You will see that some of the work in this course is conducted via **Discussion Folders**. You will need at least 3 substantial entries in each Discussion Folder in order to earn full points. Do this by replying to the Instructor comments first and then go back to read and respond to peer comments later.

**10 points for 3 meaningful entries; 8 points for 2; 5 points for 1.** This type of course offers a great opportunity to share information and help each other find resources and problem solve! Try to keep the 'conversations' going so you really get to know each other.

Again, feel free to experiment. Spell Check is available for your convenience, however you will NOT be graded on spelling in Discussions. You can modify your postings if you make a mistake or forgot to say something. You should remember to write professionally, for example, always capitalize your "I" and avoid abbreviations like "cu" (see you). Be respectful, polite, and protect people's confidentiality at all times.

This course also contains Power Points, or 'lectures' in the form of slide shows. If you do not have Power Point on your computer or a compatible updated version, you can download a free "Power Point Viewer" from this link: <http://www.microsoft.com/downloads>

## **Behavior & Emotional Challenges – Learning Plans & Project Explanations Packet**

For each of the following Learning Plan Modules, you will first need to visit the website for the Center on Social and Emotional Foundations of Early Learning: <http://www.vanderbilt.edu/csefel/preschool.html> Each Module contains a Participant PowerPoint (which provides an overview). There are also many Handouts that will be very helpful. Some are research articles; others are actual teaching tools that you will want to print out and use with the children in your programs. You do NOT have to printout all of the reading materials, but you should be sure to read and be familiar with them for the on-line Discussions and Projects.

### **LP 1 Overview**

While family members may not have all the answers regarding specific diagnoses or behaviors, they ARE the expert about their own child. The relationship we have with the family members will reflect on our ability to work successfully with a child. Building relationships -

- 1) Helps each child feel accepted in the group;
- 2) Assists children in learning to communicate and get along with others;
- 3) Encourages feelings of empathy and mutual respect among children and adults and
- 4) Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.

### **1 Build rapport with children and their families.**

#### *Learning Objectives*

*This learning plan addresses the following learning objectives to help you master the competency:*

- a. Describe the importance of building relationships with children, families, and colleagues.
- b. Describe the relationship between children's social emotional development and challenging behaviors.
- c. Explain how challenging behavior serves a function for children.
- d. Identify strategies that can be used to build positive relationships with children, families, and colleagues.
- e. Evaluate personal work with children related to building relationships.

### **2 Create supportive learning environments.**

#### *Learning Objectives*

*This learning plan addresses the following learning objectives to help you master the competency:*

- a. Describe the relationship between environmental variables, children's challenging behaviors, and social emotional development.
- b. Identify strategies that can be used to design environments, schedules, and routines.
- c. Identify strategies that can be used to structure transitions.
- d. Identify strategies that can be used to help children learn rules and routines.
- e. Identify strategies that can be used to plan activities that promote engagement.
- f. Use descriptive acknowledgment and encouragement to support children's positive social behaviors.
- g. Evaluate personal work related to the structure and design of the environment.

## LP 1 PROJECT:

### Self-Evaluation report/paper = 30 points

Participants will evaluate their own prior work with children related to building relationships and the structure and design of their environments. They will generate strategies for addressing areas where they need to make changes or improvements.

<b>Self-Eval: YOUR OWN COMMUNICATION with Families– SCORING GUIDE</b>			
Missing/Incorrect = 0	Needs work = 1	Good = 2	Excellent = 3
1	Describe the steps YOU take to build relationships with children, families, and colleagues.		
2	Evaluate YOUR personal work with children related to building relationships – specify what you do well AND what you plan to improve.		
3	Describe your theories about the relationship between children's social emotional development and challenging behaviors and be sure to tell on what experiences you base your ideas.		
4	Explain how challenging behavior serves a function/purpose for children.		
5	Identify strategies that can be used to design environments, schedules, routines & transitions.		
6	Identify strategies that can be used to plan activities that promote engagement.		
7	Tell how you use descriptive acknowledgment and encouragement to support children's positive social behaviors (and tell how you model your positive guidance ideas with others).		
8	Evaluate YOUR personal work related to the structure and design of the environment.		
9	Correct Spelling and Grammar		
10	Well Organized and User-Friendly, Neat & Professional in Appearance		
11	Cite <b>at least 3 sources</b> fully (csefel site can be used as one) HINT: It will be wise to use prof'l resources in formulating your theories in #3 above.		
<b>TOTAL POINTS EARNED= _____ of 30 possible</b>			
COMMENTS:			

## LP 2 Overview

What is Social Development? A sense of confidence and competence. The ability to develop good relationships with peers and adults, to make friends and get along with others. It is the ability to persist at tasks, follow directions, identify, understand, and communicate one's own feelings/emotions. It is the ability to constructively manage strong emotions and the development of empathy toward others. Developing these and other friendship building skills are an important part of everyone's life. But they don't all come naturally to everyone. Many children need specific guidance in these skills, just as they will to learn to read and write (but without these social and emotional skills, academic skills may be much more difficult to attain in the future).

### **3 Demonstrate positive social-emotional teaching strategies.**

#### **Learning Objectives**

This learning plan addresses the following learning objectives to help you master the competency:

discuss importance of intentionality in teaching social-emotional skills.

identify strategies for supporting the development of friendship skills.

define emotional literacy.

identify activities that build "feeling vocabularies."

describe the importance of providing opportunities for children to begin to understand their own, as well as others' emotions.

articulate why children need to learn self-control of anger and handle disappointment.

Identify strategies to teach anger management skills.

Explain the importance of teaching and implementing problem solving steps.

**PROJECTS:**

**Educational Tool on Communicating with Families about Children’s Emotional Needs = 30 points**

An educational tool can take the form of a brochure, poster, PowerPoint, booklet, newsletter, research paper...any creative method that you can think of to provide readers with important research and strategies to address these issues. You must make sure that you have listed accurate information and provided a minimum of 3 fully cited sources. Imagine that a local pediatrician has contracted with you to display your Educational Tool in his or her waiting room for parents to read/view while they are waiting. This must be very professional looking, appealing, and educational. It should be designed so that an average reader would want to look at it and be able to understand it. It must address each of the areas listed under Learning Objectives.

<b><u>Educational Tool on Communicating with Families– SCORING GUIDE</u></b>	
Incorrect/Inappropriate = 0	Needs work = 1      Good = 2      Excellent = 3
Define emotional literacy.	
Discuss importance of intentionality in teaching social-emotional skills.	
Identify strategies for supporting the development of friendship skills.	
Identify activities that build "feeling vocabularies."	
Describe the importance of providing opportunities for children to begin to understand their own, as well as others' emotions.	
Articulate why children need to learn self-control of anger and handle disappointment and identify strategies to teach anger management skills.	
Explain the importance of teaching and implementing problem solving steps.	
Correct Spelling and Grammar	
Well Organized and User-Friendly, Neat & Professional in Appearance	
Cites <b>at least 3 sources</b> fully (csefel site can be used as one)	
<b>TOTAL POINTS EARNED= _____ of 30 possible</b>	
COMMENTS:	

**Project 4 Teaching/Activity Plans (20 pts ea x 4 = 80 pts)** aimed at teaching children Problem Solving skills and development of Friendship Skills – address the following:

- identify activities that build “feeling vocabularies” and teach emotional literacy;
- control frustration and handle disappointment
- identify strategies related to anger management skills;
- identify and practice problem solving steps.

Work on a variety of ACTIVITIES, resources, classroom management strategies, mock-scripts, sample case studies, role plays, etc. Be creative! (Select an age group with which you are most familiar.)

You may use your own Activity Planning form if you prefer, but all items on this scoring guide must be addressed for each of the four activities.

Remember to use ACTIVE, MEASURABLE verbs when writing your **Objectives**:

• **NON-MEASURABLE** verbs include “know”, “learn”, “understand”.

• **MEASURABLE** verbs include “tell”, “describe”, “compare”, “demonstrate”, “point to”, “role play”, etc.

(actions or words that you can see and/or hear so that you can tell if the child gained the skill)

Scoring Guide

<b>ACTIVITY Plans – SCORING GUIDE 20 pts/plan</b> Missing/Incorrect = 0 Fair/Average = 1 Good = 2 <u>(just reading a book will not count as an activity)</u>	PLAN #1	PLAN #2	PLAN #3	PLAN #4
1 Activity is <b>appropriate for age</b> specified				
2 <b>Concepts</b> are written as complete <b>FACTUAL</b> sentences				
3 <b>Objectives are active, measurable, assessable</b>				
4 <b>Materials</b> Needed (include book titles/authors, etc), environmental & schedule concerns/ adaptations addressed if appropriate				
5 Methods/Procedures ( <b>active &amp; child-directed</b> ) Lecture is kept to a minimum – children are actively participating.				
6 Procedure includes introduction and wrap up of activity				
7 Procedure <b>teaches the concepts/facts</b>				
8 Procedure includes opportunities for children to practice the skills and for teachers to <b>assess the objective(s)</b>				
9 <b>Sources</b> fully cited (MUST use outside sources from various curriculum guides, websites, experienced teachers, etc. Add “with my own adaptations” where appropriate				
10 <b>Professional</b> Product (Well Organized, Neat, Correct Spelling and Grammar used)				
<b>TOTAL POINTS EARNED=</b>	/20	/20	/20	/20

**COMMENTS:**

<b>Activity Name/Description:</b>	<b>Group Size:</b> ___ Ind ___ Small ___ Large	<b>Age:</b> ___ Infant/Todd ___ 6-8 years ___ 3-5 years ___ 10-12 years
<b>Concepts/Facts:</b> Complete the following sentence with the fact(s) the activity teaches and/or reinforces FOR THE CHILD?		
<b>Measurable Developmental Objectives</b> Complete the following sentence using action verbs (see Bloom's Taxonomy) in the blanks. <b>After participating in this activity the CHILDREN WILL BE ABLE TO:</b> <ul style="list-style-type: none"> <li>• _____ (Action verb)</li> <li>• _____ (Action verb)</li> </ul>		
<b>Related Developmental Domain(s):</b> ___ Cognitive ___ Physical ___ Social-Emotional ___ Communication		
<b>Materials to be used/Preparation Needs:</b>		
<b>Procedure:</b> Write a "recipe" any teacher could follow showing how to facilitate this activity. Includes steps showing how to teach <i>each</i> concept and showing how <i>each</i> of the objectives are practiced & measured. Include how you will introduce and summarize/end the activity.		
<b>Source(s):</b> ( <u>Must</u> use books, websites, and/or professional sources (people) and include full titles, authors, dates and/or complete website addresses!)		

### **LP 3a Overview**

Intensive individualized interventions are used with children who have very persistent and severe challenging behavior and do not respond to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would normally work with most children.

#### **Challenging behavior is:**

- \* Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and adults.
- \* Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- \* Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming), property destruction, self-injury, noncompliance, and withdrawal.

**Positive Behavior Support (PBS)** is an approach for changing a child's behavior. It is based on humanistic values and research. It is an approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior. And finally, it is a holistic approach that considers all of the factors that impact on a child, family, and the child's behavior.

### **4 Define specific discipline and guidance strategies.**

#### **Learning Objectives**

*This learning plan addresses the following learning objectives to help you master the competency:*

- a. Differentiate between Positive Behavior Support (PBS) and traditional discipline approaches.
- b. Define forms and function of communication.
- c. Identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.
- d. Explain 'Behavior Modification', contingency contracts, cuing, modeling, self-monitoring, shaping, token economies, and social contracts.

### **5 Assess challenging behaviors.**

#### **Learning Objectives**

*This learning plan addresses the following learning objectives to help you master the competency:*

scribe methods that may be used to determine the function of challenging behavior.

e interview and observational data to determine the communicative function of challenging behavior.

mmunicate with family members and other key people in the child's life to increase awareness of the child's world and experiences.

velop behavior hypotheses.



**LP 3a PROJECTS:**

Describe Positive Behavior Support (PBS) to colleagues and/or families. Include information on each of the following techniques: 'Behavior Modification', contingency contracts, cuing, modeling, self-monitoring, shaping, token economies, and social contracts.

**Educational Tool on Positive Behavior Support (PBS)= 30 points**

*An educational tool* can take the form of a brochure, poster, PowerPoint, booklet, newsletter, research paper...any creative method that you can think of to provide readers with important research and strategies to utilize and teach others about the PBS philosophies and methods. You must make sure that you have listed accurate information and provided a minimum of 3 fully cited sources. Imagine that a local pediatrician or child psychologist has contracted with you to display your Educational Tool in his or her office for parents to read while they are waiting. This must be very professional looking, appealing, and educational. It should be designed so that an average reader would want to look at it and be able to understand it.

Educational Tool on Positive Behavior Support (PBS)		SCORING GUIDE
Missing/Incorrect = 0	Needs work = 1	Good = 2 Excellent = 3
1	Describe Positive Behavior Support (PBS)	
2	Differentiate between PBS and traditional discipline approaches.	
3	Define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.	
4	Explain 'Behavior Modification'.	
5	Explain contingency contracts.	
6	Explain cuing, modeling, and shaping.	
7	Explain self-monitoring, token economies, and social contracts.	
8	Correct Spelling and Grammar	
9	Well Organized and User-Friendly; Neat & Professional in Appearance	
10	Minimum of 3 fully cited sources (one of which can be csefel site)	

**Mock Functional Behavior Assessment = 100 points**

Complete the Functional Behavior Assessment found in CSEFEL website Module 3a. Ideally you will be able to select a child who exhibits some challenging behavior. It is NOT necessary that this child have a diagnosed behavioral disorder. ALL behavior has meaning, and using this format can help you determine what it might be for any child.

**LP 3b Overview**

- If a child doesn't know how to read, we teach.
- If a child doesn't know how to swim, we teach.
- If a child doesn't know how to multiply, we teach.
- If a child doesn't know how to drive, we teach.
- If a child doesn't know how to behave, we...?

Why can't we finish the last sentence as automatically as we do the others?

In this module, we will develop and enhance our teaching abilities so that we are better able to design behavior support plans for children that help them learn how to behave in socially appropriate ways.

This unit will cover specific discipline and guidance strategies and individualized intensive interventions related to: Autism, Attention Deficit Disorder, Bi-Polar Disorder, Reactive Attachment Disorder, Conduct Disorder, Oppositional

Defiant Disorder, Obsessive Compulsive Disorder, Brain Injuries, etc while focusing on building rapport with families and communicating the need for positive, consistent, team approaches to including children with challenging behaviors in typical community settings.

## **6 Describe specific diagnoses typically related to challenging behaviors.**

### **Learning Objectives**

*This learning plan addresses the following learning objectives to help you master the competency:*

- a. Describe Autism.
- b. Describe Attention Deficit Disorder, with and without Hyperactivity.
- c. Contrast Reactive Attachment Disorder, Conduct Disorder, Oppositional Defiant Disorder, Obsessive Compulsive Disorder and Bi-Polar Disorder.
- d. Describe how a traumatic brain injury could alter a person's behavior.
- e. Explain how different developmental disabilities might contribute to behavioral challenges.
- f. Describe other mental health diagnoses and their effect on personal behaviors.
- g. Examine hostile aggressive behaviors and their possible causes and treatments.
- h. Examine verbal aggressive behaviors and their possible causes and treatments.

## **7 Develop individualized, positive guidance plans.**

### **Learning Objectives**

*This learning plan addresses the following learning objectives to help you master the competency:*

- a. Identify the steps of the process of Positive Behavior Support (PBS).
- b. Describe strategies that may be used to prevent challenging behaviors.
- c. Identify replacement skills that may be taught to replace challenging behavior.
- d. Identify how to respond in a way that does not maintain or reinforce challenging behavior.
- e. Modify the environment rather than trying to change the child whenever possible.
- f. Provide communication adaptations, basic sign language, assistive devices, picture cards, etc. when enhanced communication is needed.
- g. Develop a behavior support plan for specific children (case studies or real).

**Grading Criteria: (30 points per disability sheet x 10 diagnoses above = 300 points total)**

Be sure to include EACH of the topics listed on the Scoring Guide below:

\_\_\_\_ 5 pts What is \_\_\_\_?; How common is \_\_\_\_?; What are the signs of \_\_\_\_?;

\_\_\_\_ 5 pts What about treatment? (meds, physical therapies, counseling/beh therapy, etc.)

Who are the other professionals who are likely to be involved?

\_\_\_\_ **15 pts (MOST IMPORTANT!) What about school?; Tips for Parents; Tips for Teachers; What are the Educational Implications for working with children who have these characteristics?**

\_\_\_\_ 5 pts Resources used MUST be listed fully (minimum 3 IN ADDITION TO NICHCY - do not just say familyvillage, nichcy); **PLUS** a minimum of 3 organizations for support. (TOTAL= 6 citations)

#### **LP 4 Overview**

This final module will provide time to reflect and focus, present an evidence based framework for positively supporting children's social and emotional development, provide evidence based leadership tools, and culminate with a wide variety of resources to assist you in collaborating with other team members and gain the support needed. We will investigate the array of community resources found in each area, search the Internet for global information and support, delineate responsibilities of all those involved in supporting children and their families and practice working in collaboration with others to create inclusive child care and early childhood education settings.

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#### **8 Communicate the need for positive, consistent, team approaches to including children with challenging behaviors in typical community settings.**

##### **Learning Objectives**

*This learning plan addresses the following learning objectives to help you master the competency:*

- a. Identify roles and responsibilities of "specialists" and licensed professional who may be part of a team of community resources.
- b. Determine the professional and ethical responsibilities and limitations of each team member's role, in particular your own.
- c. Describe an evidence-based framework for addressing social emotional development and challenging behavior.
- d. Identify strategies to address common barriers to evidence-based practices.
- e. Identify effective leadership strategies including collaborative planning, program-wide planning, and professional development.
- f. Apply collaborative action planning strategies for improving children's social emotional and behavioral outcomes.

#### **LP 4 PROJECTS:**

##### **Educational Tool on Community Resources, Specialists and YOU = 30 pts**

An educational tool can take the form of a brochure, poster, PowerPoint, booklet, newsletter, research paper...any creative method that you can think of to provide readers with important research and strategies to prevent these problems. You must make sure that you have listed accurate information and provided a minimum of 3 fully cited sources. You are writing this for future staff support needs. It should be designed so that an average reader would want to look at it and be able to understand it.

<b>Educational Tool on Community Resources, Specialists and YOU – SCORING GUIDE</b>	
Missing/Incorrect = 0 Needs work = 1 Good = 2 Excellent = 3	
1 List at least 3 community resources in YOUR local community who you can enlist to help you identify & support children with challenging behaviors & their families.	
2 Identify roles and responsibilities of "specialists" and licensed professional who may be part of a team of community resources.	
3 Identify roles and responsibilities of YOU and your staff, noting strengths and limitations based on training, liability and professional ethical concerns.	
4 Describe an evidence-based framework for addressing s challenging behavior.	
5 Discuss the critical role of family members in supporting and planning for children.	
6 Identify leadership strategies and your role in maintaining collaborations.	
7 Apply collaborative action planning strategies for improving children's social emotional and behavioral outcomes.	
8 Correct Spelling and Grammar	
9 Well Organized and User-Friendly; Neat & Professional in Appearance	
10 Cites <b>at least 3 sources</b> fully	
<b>TOTAL POINTS EARNED=</b> _____ <b>of 30 possible</b>	

### **Documenting a Child's Behavior = 20 points**

*(If you have taken LTC's "Guiding Children's Behavior" course, you have seen this project before. Select a different child from that class and complete the next two projects related to how you will identify and intervene using positive guidance strategies.)*

**Step 1** identify a 'target' behavior that you want to change and count how often, when, where...it occurs. This can be simple notes, tally marks, etc. that include time/date/place – look for patterns; "rewards"

**Step 2** involves identifying a 'replacement' behavior – something you'd like the child to do instead of the 'target' behavior.

**Step 3** requires you to brainstorm strategies to use to help change that behavior. (This leads to the next step which is designing the actual behavior plan.)

You must produce substantive data (notes that show you counted the frequency, intensity and duration of the target behavior) across time. As a result of this data gathering for about 2 weeks, you will have identified when, where, and around whom the behavior is most likely to occur. Normally as the behavior plan/intervention progresses, you will also have data that shows a change in the number of incidents so you will be able to measure specific percentages of behavior change (i.e. she used to tantrum 10 times a day for 10 minutes. She now tantrums 5 times a day for 5 minutes – that's over a 50% improvement!)

#### **Scoring Guide for Documenting a Child's Behavior:**

1 Identify environmental factors that influence behavior. (What generally happens BEFORE the behavior?)	No	Yes	0	1	2
2 Describe adult behaviors that impact children's behavior. (What generally happens AFTER the behavior?)	No	Yes	0	1	2
3 Differentiate between typical and atypical developmental factors that influence children's behavior.	No	Yes	0	1	2
4 Target Behavior is specified.	No	Yes	0	1	2
5 Behavior is measurable.	No	Yes	0	1	2
6 Behavior is counted for over 1 wk <u>prior</u> to implementing a plan.	No	Yes	0	1	2
7 Count/measurement is clear.	No	Yes	0	1	2
8 Patterns are noted about when, where, and around whom the behavior is most likely to occur	No	Yes	0	1	2
9 Notes are made about changes in schedule that occurred or other out of the ordinary things that might distort the behavior (patterns).	No	Yes	0	1	2

10 A hypothesis about what the child wants or reason for the behavior is made (what is it communicating? What is its function?) No Yes 0 1 2

TOTAL = \_\_\_\_\_ out of 20 possible

**Designing a Behavior Plan = 35 points** You are going to write a realistic behavior plan that you could implement for the child above. This plan would help a child modify an existing behavior (measured previously) in order to acquire new pro-social skills. You must write **two** objectives: one for the child, and one for you.

**Scoring Guide for Behavior Plan Development & Implementation**

1 Analyze behavior of individual children. (function of this behavior)	0	1	2	3	4	5
2 Write <b>two</b> measurable objectives clearly with all required components (1) who, 2) will do what, 3) how well, 4) under what conditions): One objective for the child..... One objective for you, the teacher who is implemented the plan.....	0	1	2	3	4	5
3 Discuss positive communication with children and show support for the child's progress positively; describe techniques, reinforcements used	0	1	2	3	4	5
4 Apply developmental, cultural and age-appropriate strategies that support growth and development of individual children.	0	1	2	3	4	5
5 Assess personal actions and words that correlate with positive guidance and behavior strategies (focus on how YOUR behaviors may be effected)	0	1	2	3	4	5
6 Plan for communicating on a regular basis with family as well as community partners involved with the child (& discuss confidentiality issues)	0	1	2	3	4	5
TOTAL out of 35 points =						
<p>For example, if I am working with a child who swears, my plan might look something like this:</p> <p>1 Joey's swearing when he gets angry to vent frustration and get attention.</p> <p>2                   Who   Will do what   How Well   Under what conditions            Child's Objective - Joey will say "sugar" 4 out of 5 times when he feels angry and might otherwise swear.            Teacher's Obj - Leigh Ann will say "Thanks for catching yourself and thinking about your words!" or something similar each time Joey replaces a swear word with a more appropriate word.            3 In this step you will write how you will introduce your 'new, preferred behavior' to the child, using positive teaching techniques, not threats or punishments.            4 To show your awareness of cultural/age appropriateness, you will discuss any issues related to behaviors accepted at home, any multi-lingual issues, any peer related issues that you will also have to address (i.e. ANTECEDENTS).            5 You will write about how YOU and other adults will need to change their behaviors/reactions in order to use positive teaching techniques (CONSEQUENCES).            6 Write about how you'll discuss this teaching plan with the child's parent(s). Will you meet first to make a plan you both can use consistently? Will you schedule a follow-up appt in a few weeks? Will you be writing positive notes home as a reward for the child? Tell how you'll make sure there is family communication so children see that the adults in his/her life are working together. If other therapists or people are involved, indicate that here as well.</p>						



## **Americans With Disabilities Act (ADA) Statement**

If you have a documented disability that may prevent you from meeting course requirements, you are encouraged to contact LTC’s ADA/Instructional Support Coordinator for assistance with accommodations. It is your responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability, and to provide documentation of the disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability.

Please note that course requirements will not be waived but accommodations may be made to assist you to meet the requirements. Rivi Hatt, ADA/Instructional Support Coordinator, can assist you with formulating a reasonable accommodation plan and can provide you with support as identified in your accommodation plan. She can be reached at 920.693.1690 (TTY 920.693.8956) or [rivian.hatt@gotoltc.edu](mailto:rivian.hatt@gotoltc.edu) . Her office is located in Student Services.

## **Academic Integrity Code**

As an academic community, it is fundamental that every member of the college, including students, be responsible for upholding the highest standards of honesty and integrity. Activities that have the effect or intention of interfering with the institution’s mission, its educational programs, the pursuit of knowledge, or the fair evaluation of a student’s performance are prohibited. Examples of such activities include, but are not limited to, misrepresentation of academic records, cheating, plagiarism, fabrication, multiple submissions, facilitating academic dishonesty, and unfair advantage. Faculty members have the discretion to resolve cases of dishonesty on their own or formally initiate a hearing through the division dean and Student Services Office designee.

## **Student Conduct Code**

When a student’s conduct is such that it endangers the safety of self or others, Campus Security and/or Campus Police will be notified immediately, and the student will be removed from the classroom. Weapons, including replicas or facsimiles thereof, are prohibited on campus grounds. Any form of harassment on campus will not be tolerated and will subject the student to discipline up to, and including, expulsion. LTC prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on college premises. Alcoholic beverages are not allowed on the college premises. Use of tobacco products is prohibited in all buildings owned or lease by LTC. Student violations shall be referred to the Student Services Office, which initially will determine if the alleged conduct poses a health or safety risk to the student himself/herself, or other individuals, or endangers College facilities and property.

## **Student Academic Appeals**

Students may appeal a variety of decisions made by the institution that directly impact their academic standing or progress, such as academic probation and suspension, academic grades, transfer credit awards, and satisfaction of graduation requirements. All grade appeals must be initiated via a formal written grievance no later than twenty-one (21) school days following the alleged incident and submitted to the Student Services Office. However, before any academic appeal is filed with the Student Services office, evidence must be provided of contact with the instructor, or other appropriate staff member, who was directly involved in the alleged incident to determine if there is any informal means available to resolve the dispute. Also, in the event that the academic issue or dispute cannot be resolved, the student must contact the Program Dean within ten (10) school days. When these two steps have been completed and the dispute has not been resolved, the formal written grievance can be filed.