

Course Syllabus
UAF-Bristol Bay Campus

Term:	Fall 2009
Course Title:	Current Issues in ECE: Positive Behavior Support Systems
Dept. & Num:	ECE F249
Credits:	3
Prerequisites:	none
Dates:	8/26/09 – 12/15/09
Days and Times:	8/26/09 (8-4), 8/27/09 (8-4), Teleconferences TBA
Location:	Dillingham, AK

Instructor:	Dr. Patricia McDaid
Position:	Education Specialist
Phone:	907-334-1334
Fax:	907-562-0545
Email:	pmcdaid@sesa.org
Hours Available:	Mondays 12 -4 by telephone

Text:	Stormont, M., Lewis, T., Beckner, R. Johnson, N. (2007) <i>Implementing positive behavior support system in early childhood and elementary settings</i> . Thousand Oaks, CA: Corwin Press.
Supplemental Readings:	Benedict, E., Horner, R., & Squires, J. (2007). Assessment and implementation of positive behavior support in preschools. <i>Teaching exceptional children</i> . 27 (3) 174-192. Corso, R. (2007). Practices for enhancing children’s social –emotional development and preventing challenging behavior. <i>Gifted child today</i> . 30 (3), 51-56. Fox, L., Dunlap, G., Hemmeter, M. Joseph, G. & Strain, P. (2003) The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. <i>Young Children</i> . 58 (4) 48-52. Hemmeter, M., Ostrosky, M. & Fox, L. (2006). Social and emotional foundations for early learning (CSEFEL): A conceptual model for intervention. <i>School psychology review</i> . 35 (4), 583-601.
Supplies:	Provided by instructor

Course Description:

This course will cover classroom management for teachers working with groups of children 3 – 8 years old. Explores skills needed to provide an environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group. Appropriate guidance including: setting limits, use of logical and natural consequences and helping children learn social problem solving, conflict resolution and negotiation.

Instructional Methods:

This course will be taught using a combination of large- group instruction, small group discussion, individual and group activities, face-to-face instruction, and distance instruction via teleconference or video teleconference.

Course Goals:

1. Students will gain knowledge of the theoretical basis of program-wide positive behavioral support.
2. Students will gain knowledge of the use of program-wide positive behavioral support strategies and interventions in early childhood settings.
3. Students will gain knowledge regarding the relationship between children’s social-emotional development and challenging behavior.
4. Students will reflect upon how the skills and strategies presented can be incorporated into their daily teaching routines.

Student Learning Objectives:

1. Students will demonstrate knowledge of theoretical underpinnings of positive behavioral support through a series of writing responses and project activities.
2. Students will demonstrate reflection on theory through use of a personal action plan that will be completed for each section of training.
3. Students will demonstrate application of theory into practice by documenting the implementation of a minimum of 5 positive behavioral support strategies in their classroom.
4. Participants will be able to identify strategies for supporting the development of friendship and social skills.
5. Participants will understand the importance of providing opportunities for children to begin to understand their own, as well as others' emotions .

Course Policies:

1. UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others.
2. Attendance is mandatory.
3. Late assignments are not accepted without prior approval of instructor.
4. The instructor reserves the right to amend this course outline as needed.
5. No food or drink allowed in the computer lab.

Course Calendar:*Day 1:*

8:00 – 10:00 am: Introduction to program-wide positive behavioral support

10:00 – 10:15 am: BREAK

10:15 am – 12 pm: Introduction to CSEFEL and the Teaching Pyramid

12 – 1 pm: LUNCH

1:00 pm – 2:30 pm: Creating Positive Relationships with Young Children

2:30 pm – 2:45 pm: BREAK

2:45 pm – 4:00 pm: Designing the Physical Environment

Day 2:

8:00 – 10:00 am: Schedules, Routines, and Transitions

10:00 – 10:15 am: BREAK

10:15 am – 12 pm: Planning Activities that Promote Engagement

12 pm – 1 pm: LUNCH

1:00 pm – 2:30 pm: Giving Children Positive Feedback and Encouragement

2:30 pm – 2:45 pm: BREAK

2:45 pm – 4:00 pm: Recap and Action Planning

Teleconference Topics:

- Review and discuss the Teaching Pyramid
- Using visual supports in the classroom
- Getting the most out of circle time
- Teaching children to share
- Problem solving and conflict resolution
- Including elders and native languages in classroom and community activities
- Analyzing challenging behaviors
- Data collection techniques and strategies
- Identifying and promoting desired behaviors across environments (PBS Matrix)
- Discussing challenging behaviors with parents and families

Final Exam:

No final exam.

Evaluation:

- a. Participation and collegial support- 10%
- b. Completion of action plan- 15%
- c. Matrix- 25%
- d. Strategy implementation and documentation – 25%
- e. Reflection papers/journal- 25%

Grading Policy:

Letter Grades

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	Below 60%

Support and Disability Services:

University of Alaska Fairbanks
Bristol Bay Campus – Student Services
PO Box 1070
Dillingham, Alaska 99576
907-842-5109
800-478-5109
Fax: 907-842-5692

Students can also go to the UAF website <http://www.uaf.edu> or to the College of Rural and Community Development website <http://www.uaf.edu/rural/> or to Bristol Bay Campus website <http://www.uaf.edu/bbc/index.html>.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu

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