



College of Education
Early Childhood/Early Childhood Special Education Program

EDHD442: Interventions for Children with Behavioral Challenges
Fall 2017

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Office Hours: Monday 1:00-2:00 and by appointment

Course Time: Mondays 10:00-12:00

Room Number: EDUC 1121

Course Description: This course is intended to expand students' knowledge of and develop skills to address challenging behaviors in inclusive early childhood classrooms. Students examine the causes underlying challenging behaviors during the early childhood years, and identify appropriate resources and support services for working with families to develop a unified approach when responding to behavioral challenges. Includes Phase 1 field experience.

Course Objectives:

Upon successful completion of this course the student will:

1. Be familiar with current research on creating and maintaining an effective classroom climate.
2. Have developed skills in exploring the root cause of challenging behaviors in Early Childhood classrooms.
3. Have skills in Response to Intervention, Response Classrooms and Behavior Action/Intervention Plans.

Readings:

- _ Kaiser, b. & Rasminsky, J. S. (2011). *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively*, Pearson.
- _ Additional readings as assigned.

Required Technology

LiveText is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years), so if your account is active, you do not need to repurchase the software.

Course Assignments:

1. Functional Behavioral Assessment (FBA) and Intervention Plan: Each UMD student will complete a Functional Behavioral Assessment of one child. The UMD student will then explore and identify possible causes for the behavior followed by the development of an intervention plan with the end goal of eliminating that behavior in that child. CEC 1-7, NAEYC 1-6
2. Presentation of Behavioral Assessment Data and Intervention Plan: In small, cross-grade level groups, UMD students will present their functional behavioral Assessment data and intervention plan. Group members will: discuss the data, offer their interpretations, discuss the intervention plan and offer suggested enhancement to the intervention plan prior to UMD student implementation.
3. Amended FBA data analysis and intervention plan: based on the group process, stated in #2 above, students will amend their data analysis (as appropriate) and modify their intervention plan (as appropriate). CEC 1-7, NAEYC 1-6

Grading Standards:

Participation	5%
Presentation of FBA and Intervention Plan	25%
Peer Review	10%
Final FBA and Intervention Plan	60%
	Total 100%

Final Letter Grades

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63

The field placement/Phase I internship is a part of EDHD 322, 323, 441, 442, 443, 444, EDSP 321 and 417. Therefore, interns must satisfactorily complete the field requirements in order to successfully complete the EDHD courses. In addition, a student must earn a grade of C- or better in all senior methods courses (EDHD 322, 323, 441, 442, 443, 444, EDSP 321 and 417), in order to proceed to his/her Phase II (EDHD 432) placement. The field placement requires 100% attendance. The intern must make up any missed field days.

Professional Standards and the College of Education Conceptual Framework

National Association for the Education of Young Children (NAEYC) (See Appendix A)

NAEYC Standard 1: Promoting Child Development and Learning

NAEYC Standard 2: Building Family and Community Relationships

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)

NAEYC Standard 6: Becoming a Professional

Council for Exceptional Children

CEC Standard 1: Learner Development & Individual Learning Differences

CEC Standard 2: Learning Environments

CEC Standard 3: Curricular Content Knowledge

CEC Standard 4: Assessment

CEC Standard 5: Instructional Planning and Strategies

CEC Standard 6: Professional Learning & Ethical Practices

CEC Standard 7: Collaboration

The Interstate Teacher Assessment and Support Consortium (INTASC) (See Appendix B)

THE LEARNER AND LEARNING

1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT

4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE

6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

College of Education Conceptual Framework (See Appendix C)

Knowledge of:

- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology

Course Schedule**

Session	Topic	Assignment
August 28	No Class—Internship Immersion	
September 54	No Class-Labor Day Holiday	
September 11	Planning plus preparation equal prevention. Effective teaching and classroom climate: managing and organizing the classroom for learning.	Ch. 5, 7, 8, 9 in Kaiser and Rasminky
September 18	Understanding children’s behaviors.	Ch. 1-4 in Kaiser and Rasminky
September 25	Matching discipline causes to discipline approaches.	Ch. 10, 11, 13 in Kaiser and Rasminky
October 2	Data driven approaches to behavioral interventions	FBA Presentations***
October 16	Final FBA due to Dr. Tirrell-Corbin by 10:00AM ***	

** The instructor reserves the right to make alterations to the course schedule in response to circumstances that impede the plan articulated in this document.

*** Major graded assignment

Course Expectations

Participation: Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

Mobile Phones: Out of respect for your peers and the course instructor all students are expected to refrain from using their mobile phones (Android, iPhones, etc.) to talk, text, message, etc. during class. In the event it is essential to have your phone “on”, students are expected to use the “silent” or “vibrate” mode.

Laptops: Laptop/tablet use is acceptable in class for note-taking purposes only. Students are cautioned that inappropriate use of laptops during class time negatively impacts the student’s ability to fully participate in class activities/discussion and thus ultimately has a negative impact

on final grades. Therefore, please think carefully about whether the use of a laptop will support your class participation or actually impede it.

Late Papers: All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. "The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes." If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor well in advance of the due date.

Extra Credit: All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

Requirements for all Assignments

Papers failing to adhere to the criterion articulated as follows will be returned with a grade of "0" (zero).

1. All papers ***must*** be **typewritten, double spaced, with 1-inch standard margins, 12-point font size, include headings and sub-headings** and be written according to **APA format, including references, without exception**.
2. When a student's writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.
3. No electronic submissions of assignments will be accepted. The course instructor will only accept hard copies and will not be responsible for printing students' papers.
4. Students should refer to <http://library.curtin.edu.au/referencing/apa.html> for information on APA (American Psychological Association) format.
5. **The weight (percentage of the total grade) allocated for each component** of an assignment is to be viewed as an **indicator of the depth expected for each section**. Hence, the section(s) with the most points should be the sections, which receive the most attention.
6. Students are expected to **include course content** (lectures, discussions, readings, etc.) into **every paper/analysis**.
7. Any paper that requires identifying information should have the child's (children's) name replaced with a **pseudonym** to guarantee **confidentiality and anonymity**.

Email Communication: Students are reminded to conduct themselves in a professional manner when writing emails to faculty/staff members. Remember to include a professional greeting (e.g. Dear Dr. ___) and your full name at the end of the email. Be sure to include a brief description of the problem/topic about which you are writing. It is also helpful to include a

subject heading. Avoid using shorthand abbreviations (e.g. OMG, LOL, TTYL, etc.). Remember to proofread and spell check, so that your email reflects you in a professional manner.

Group Work: At times, students will be required to work in small groups for discussions, classroom activities and assignments. The ability to work productively and collaboratively within a group is necessary for success in any profession including early childhood education. You are expected to be personally involved in all activities undertaken in class, demonstrate teamwork, courtesy, honesty, and conscientiousness as a group member. The amount of work needed to complete any assignment or presentation should be balanced and equitable to everyone in the group. The course instructor should be notified IF there is a problem that, in spite of multiple efforts, students are not able to resolve themselves.

UNIVERSITY CLASS POLICIES

Students are responsible for reviewing all course related policies found at the link below.

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Alignment of Standards/COE Framework

Standards/Framework		FBA & Intervention Plan Presentation	FBA & Intervention Plan
NAEYC	NAEYC Standard 1: Promoting Child Development and Learning	X	X
	NAEYC Standard 2: Building Family and Community Relationships	X	X
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	X	X
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	X	X
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)	X	X
	NAEYC Standard 6: Becoming a Professional	X	X
CEC	CEC Standard 1: Learner Development & Individual Learning Differences	X	X
	CEC Standard 2: Learning Environments	X	X
	CEC Standard 3: Curricular Content Knowledge	X	X
	CEC Standard 4: Assessment	X	X
	CEC Standard 5: Instructional Planning and Strategies	X	X
	CEC Standard 6: Professional Learning & Ethical Practices	X	X
	CEC Standard 7: Collaboration	X	X
InTASC	1. Learner Development	X	X
	2. Learning Differences	X	X
	3. Learning Environments		X
	4. Content Knowledge		X
	5. Application of Content		X
	6. Assessment	X	X
	7. Planning for Instruction		X
	8. Instructional Strategies		X
	9. Professional Learning and Ethical Practice	X	X
	10. Leadership and Collaboration		X
COE Framework	Knowledge of:		
	Subject Matter	X	X
	Pedagogy	X	X
	Learners		X
	Curriculum		X
	Educational Goals & Assessment	X	X
	Social and Cultural Contexts		X
Technology	X		