

Course Outline

COURSE: CD 14B **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 04/24/2017

SHORT TITLE: BEHAV STRAT SA CLSRM

LONG TITLE: Behavior Management Strategies for School Age Classrooms

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

The nature of children's development stages causes school age children to act in different ways at different ages. This course helps students understand the relationship of development, environment, culture and social circumstances to children's behavior. This is an overview of guidance theories that analyze children's behaviors and lead to strategies for positive changes. This course is appropriate for those working with students in transitional kindergarten, kindergarten, and early education classrooms. This course has the option of a letter grade or pass/no pass. **ADVISORY:** English 250, English 260, and CD 3

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Differentiate between developmentally appropriate behaviors and challenging behaviors.

Measure of assessment: written exam, class discussion, written assignment

Year assessed, or planned year of assessment: 2016

Semester: Spring

2. Observe, document, and analyze students' behaviors to identify patterns of challenging behaviors and select strategies to address them, both from an individual student's needs and overall classroom management.

Measure of assessment: project, written analysis, exam

Year assessed, or planned year of assessment: 2016

Semester: Spring

3. Explain how the teachers' perceptions, experiences, and behavior influence the students' behavior.

Measure of assessment: discussion, exam, journal

Year assessed, or planned year of assessment: 2016

Semester: Spring

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/24/2017

3 Hours:

Content: Course overview; methods and expectations. Observation and documentation techniques, including but not limited to tools, methods, collecting data, looking for patterns, and evaluation. Overview of discipline problems/challenging behavior and their causes. Role of the home, society, and school.

Student Performance Objectives: Review the different research methods for addressing questions and collecting information about human development. Discuss various discipline problems and their causes, including the influences of home, society and school. Define discipline problems/challenging behavior and state their causes.

3 Hours:

Content: Developmentally appropriate expectations for children ages 3 – 6; including physical skills, cognitive skills, social and emotional skills and language skills. Educational philosophies and child development. Dealing with developmentally delayed students. Making decisions about discipline.

Student Performance Objectives: Explain how student's developmental skills and abilities affect classroom behavior. Identify the social and emotional skills that need to be fostered for students to be successful in the classroom. Discuss educational philosophies and child development.

3 Hours:

Content: Developmentally appropriate expectations for children ages 7 – 13. Approaches to discipline, including proactive vs. re-active strategies, teacher centered vs. child centered teaching, guidance and discipline vs. punishment and rules vs. limits. Comparing different approaches and deciding on a personal approach.

Student Performance Objectives: Explain how student's developmental skills and abilities affect classroom behavior. Identify the social and emotional skills that need to be fostered for students to be successful in the classroom. Compare and contrast the different approaches to discipline. Explore their personal philosophy of education.

3 Hours:

Content: Behavior modifications – ignoring unacceptable behavior and reinforcing appropriate behavior; correction strategies, reinforcers and rewards.

Student Performance Objectives: Discuss the strengths and weaknesses of behavior modification. Students reflect on their personal educational philosophy and use that as foundational to explore guidance strategies to model prosocial skills.

1.5 Hours:

Content: Assertive discipline. Responses to misbehavior, roadblocks, punishment, preventing discipline problems.

Student Performance Objectives: Discuss the pros and cons of assertive discipline.

3 Hours:

Content: Motives for behavior, teaching styles, helping students correct their mistakes as a way to prevent discipline problems. Peer teaching, problem solving. Using visual and auditory cues.

Student Performance Objectives: Distinguish between different motives. Explain how to deal with misbehavior designed to satisfy students' mistaken goals. Discuss the benefits of peer teaching. Explain the use of visual and auditory cues.

4.5 Hours:

Content: Teacher Effectiveness Training - Teachers engage in active listening and sending I-messages. Avoiding power to solve problems. Review of discipline methods covered so far. Midterm One.

Student Performance Objectives: Discuss the strengths and weaknesses of teacher effectiveness training. Integrate one or more discipline models into a practical classroom management application.

3 Hours:

Content: Defining Challenging Behaviors: Correcting Unacceptable Behaviors – Identifying Inappropriate Behavior, Identifying Consequences, Making Value Judgments, Creating a Plan.

Student Performance Objectives: Describe various techniques for correcting unacceptable behavior. Develop a plan for working with challenging behaviors.

3 Hours:

Content: The ripple effect and effectiveness of desists. Boredom and discipline problems. Re-direction techniques.

Student Performance Objectives: Identify the influence of boredom on discipline problems. Describe re-direction techniques.

3 Hours:

Content: Review of discipline methods covered so far. Midterm two.

Student Performance Objectives: Describe six discipline models.

3 Hours:

Content: Choosing a Discipline Approach. Applying a personal discipline philosophy; establishing criteria; identifying/validating assumptions; considering options; Identifying own bias and trigger points.

Student Performance Objectives: Explore your personal discipline philosophy. Discuss, identify, and reflect on teacher biases and how they impact the classroom community.

6 Hours:

Content: The Inclusive Classroom; Creating a Personal Theory of Discipline; Developing a School Wide Discipline Program. Components; environment; congruence. Collaboration with families, resources and staff to effectively manage behavior and address any extenuating contributing issues.

Student Performance Objectives: Identify school and community resources for support and intervention. Discuss the importance of inclusion. Describe how to prevent challenging behavior in an inclusive classroom.

3 Hours:

Content: Classroom/Group Management and Instruction. Consistency between discipline and instructional methods. (Consistency between personal theories of discipline and program wide discipline program.) Cooperative vs. competitive learning. Group learning vs. group dynamics. Role plays and in-class analysis: Suggested skill demonstration: Role play parent teacher conference on child's behavior.

Student Performance Objectives: Distinguish between discipline and instructional methods.

3 Hours:

Content: Classroom/Group Management/Student Diversity and Adult-Child Relationships. Strategies for making positive changes. Assessing attitudes; improving communication skills; self-concept and discipline; cultural diversity and interpersonal relationships; gender bias; language and communication style.

Student Performance Objectives: Describe various strategies for making positive changes. Assess the skills necessary to work with children. Explore your biases and ability to work with a diverse student population.

6 Hours:

Content: Managing the Classroom: Time Management, Managing the Physical Environment. Setting up the physical arrangement of your classroom to encourage appropriate behavior. Creating a predictable day. Understanding your legal, ethical and professional responsibilities. Application of theories and observations. Group presentations.

Student Performance Objectives: Discuss classroom management. Explain how the physical arrangement of your classroom affects behavior. Discuss various techniques for creating a predictable day. Define your legal, ethical and professional responsibilities.

2 Hours:

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 6

Assignment Description: Homework: Read text and write a journal entry (then polish into a typed introductory essay) describing your family discipline style.

Required Outside Hours: 6

Assignment Description: Homework: Read text and find an example of a discipline method in children's literature. Describe in journal.

Required Outside Hours: 6

Assignment Description: Homework: Read text and write journal entry.

Required Outside Hours: 6

Assignment Description: Homework: Select one of the application problems at the end of the chapter and write a solution in your journal. Don't limit to a classroom setting.

Required Outside Hours: 3

Assignment Description: Homework: Read text and answer questions at end of chapter.

Required Outside Hours: 6

Assignment Description: Homework: Read text and answer questions at end of chapter. Evaluate discipline methods discussed here according to your own experience; write journal entry.

Required Outside Hours: 9

Assignment Description: Homework: Read and solve application problems at the end of chapters to prepare for midterm.

Required Outside Hours: 6

Assignment Description: Homework: Read text and answer questions at end of chapter. Write journal entry defending or refuting one of the arguments in "Explore Your Philosophy". Sample observation assignment: Observe a 3-6 year old child in a classroom setting and identify, analyze and document any challenging behaviors. Be prepared to discuss your findings with the class.

Required Outside Hours: 6

Assignment Description: Homework: Read assigned chapters of text and answer questions to consider at end of both chapters. Write journal entry defending or refuting this assumption – Students' classroom behavior is best controlled, not by themselves, but by the teacher.

Required Outside Hours: 6

Assignment Description: Homework: Read and solve application problems at the end of chapters to prepare for midterm. Turn in journal and all homework to date.

Required Outside Hours: 6

Assignment Description: Homework: Read text, make copy of Synopsis of Discipline Models for future reference; make arrangements to observe a setting with children and analyze a discipline approach. Rewrite observation notes as a journal entry. Suggested writing assignment: Reflect on personal philosophy of guidance and discipline. Discuss, identify and reflect on teacher biases and how they impact the classroom community.

Required Outside Hours: 12

Assignment Description: Homework: Read text and answer questions to consider at end of chapter. Using journal entries, text and classroom assignments, begin writing a 1000 word essay describing your personal theory of discipline.

Required Outside Hours: 6

Assignment Description: Homework: Write a lesson that can be taught using three different cooperative learning approaches.

Required Outside Hours: 6

Assignment Description: Homework: Interview a teacher, coach or recreation worker about challenges and solutions in group management. Type summary, including questions and answers and present orally in class. We will analyze in groups. Personal Essay due.

Required Outside Hours: 12

Assignment Description: Homework: Review for Final Exam.

METHODS OF INSTRUCTION:

Lecture, in-class activities, out-of-class activities, multi-media presentations, guest presenters, class discussion, analysis of readings and journal reflections.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Writing assignments: 20% - 40% Written homework, Reading reports, Lab reports, Essay exams, Term papers

Problem-solving assignments

Percent of total grade: 40.00 %

Problem-solving demonstrations: 20% - 40% Homework problems, Quizzes, Exams

Objective examinations

Percent of total grade: 20.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Barbara Kaiser and Judy Sklar Rasminsky. Challenging Behavior in Young Children. Boston, MA: Pearson Education, Inc.,2017.

ISBN: 978-0-13-380266-5

Reading Level of Text, Grade: 13th Verified by: Publisher

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200630

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 14B

Prior to College Level: Y

Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000136349
Sports/Physical Education Course: N
Taxonomy of Program: 130500