

### Course Outline

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

**TERM EFFECTIVE:** Fall 2022                      **CURRICULUM APPROVAL DATE:** 04/12/2022

**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:** CD 3 or PSYC 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
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Differentiate between developmentally appropriate behaviors and challenging behaviors.
2. Observe, document, and analyze students' behaviors to identify patterns of challenging behaviors and select theories and strategies to address them, both from an individual student's needs and overall classroom management.
3. Explain how the teachers' perceptions, experiences, and behavior influence the students' behavior.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Explain how student's developmental skills and abilities affect classroom behavior.
2. Identify factors that contribute to student behavior.
3. Describe six discipline models.
4. Compare and contrast the different approaches to discipline.
5. Identify different theories of behavior guidance for classroom management.
6. Develop and articulate a personal philosophy of discipline connecting personal philosophy of how children learn with guidance theories.

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

Curriculum Approval Date: 04/12/2022

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.

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.

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.

3 Hours

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

3 Hours

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

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.

3 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.

3 Hours

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

3 Hours

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

3 Hours

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

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.

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.

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.

4 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.

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.

2 Hours

Final Examination.

#### **METHODS OF INSTRUCTION:**

Lecture, In-class Activities, Out-of-class Activities, Multi-media Presentations, Guest Presenters, Class Discussion, Analysis of Readings, Journal Reflections

## **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 6

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 9

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 EVALUATION:**

Writing assignments

Evaluation Percent 40

Evaluation Description

Writing assignments: 30% - 50% Written Homework, Reading Reports, Lab Reports, Essay Exams, Term Papers

Problem-solving assignments

Evaluation Percent 40

Evaluation Description

Problem-solving demonstrations: 30% - 50% Homework Problems, Quizzes, Exams

Objective examinations

Evaluation Percent 20

Evaluation Description

Objective examinations: 15% - 30% Multiple Choice, True/False, Matching Items, Completion

**REPRESENTATIVE TEXTBOOKS:**

Building a Trauma-Informed, Compassionate Classroom: Strategies & Activities to Reduce Challenging Behavior, Improve Learning Outcomes, and Increase Student Engagement, Jennifer L. Bashant, Ph.D., LMSW, PESI Publishing & Media, 2020.

ISBN: 10: 1683732758

Rationale:

12th Grade Verified by: MS Word

Classroom Discipline and Management, 5th Edition, Clifford H. Edwards, Wiley, 2007.

ISBN: 13: 978-0470087572

12th Grade Verified by: MS Word

**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:

CSU Crosswalk Course Number:

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