IECE 323
Positive Behavioral Supports with Young Children
Fall 2008
3 Credit Hours

Instructor: Sylvia L. Dietrich, Ph.D.
Office: TPH 350
Phone: 270-745-2317
Fax: 270-745-6435
Email: sylvia.dietrich@wku.edu

Prerequisites: CFS 295, CFS 296
Co-Requisites: CD 481, IECE 321, IECE 322

Course Description: knowledge and skills necessary for applying the principles of positive behavior support with young children. Field experience is required; students are responsible for their own transportation.

Course Rationale: This course will provide students with the opportunity to design learning environments supportive of children’s self-management of behavior. Kentucky’s IECE New Teacher Standards, the National Association for the Education of Young Children, the Council for Exceptional Children’s (CEC) and the Division for Early Childhood (DEC) require access and inclusion of young children with behavioral challenges access and inclusion in a variety of settings. Strategies that facilitate positive interactions with children and their peers and adults will be included, as well as strategies in assessing behavior and the development of intervention plans.

Textbooks/Readings:

Related Web Sites:
Center for Evidence Based Practice: Young Children with Challenging Behavior http://challengingbehavior.fmhi.usf.edu/index.html
Center on the Social and Emotional Foundations for Early Learning http://www.vanderbilt.edu/csefel/
National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) http://www.pbis.org/main.htm

IECE Teacher Standards:
I. Create appropriate learning environments that are supportive of development needs.
II. Introduce, implement, facilitate, and manage development and learning.
III. Assess children’s cognitive, emotional, social, communication, adaptive and physical development; organize assessment information and communicate the results.
IV. Reflect on and evaluate teaching and learning situation, environments, and programs.
V. Collaborate and consult with staff in a team effort, volunteers, families, and other providers.
VI. Engage in self-evaluation of teaching and management skills
VII. Support and promote the self-sufficiency of families
VIII. Demonstrate implementation of technology.

Course Objectives: At the completion of this course, the student will be able to:
1. Describe the importance of designing and maintaining learning environments to prevent behavior problems;
2. Identify and define effective strategies to facilitate positive peer and adult/child relationships;
3. Identify and define effective strategies to promote social-emotional skills development;
4. Describe the importance of strategies to teach and reinforce appropriate behaviors;
5. Describe the value of current research and theory as it relates to managing young children’s behavior;
6. Apply skills in assessing challenging behaviors and developing an intervention plan.

Course Outline:
I. Introduction to positive behavior supports
   a. Definition/identification of behavior
   b. Functions of behavior
   c. Rationale
II. Positive relationships with children
   a. Strategies for building positive peer relationships
   b. Strategies for building positive adult/child relationships
   c. Role of families, professionals and paraprofessionals
III. Preventive practices
   a. Design/maintain the physical and temporal learning environment
   b. Development of rules
   c. Developmentally appropriate activities with clearly stated directions
   d. Reinforcement to increase appropriate behavior
IV. Social and emotional teaching strategies
   a. Feeling/emotion skills to address
   b. Friendship skills to address
   c. Strategies to facilitate social-emotional skills
V. Teaching positive behavior supports to children
   a. Positive alternative behaviors
   b. Peer support models
VI. Challenging behaviors
   a. Characteristics of challenging behaviors
   b. Functional behavioral assessment
   c. Intervention plans

Course Requirements:
1. Field hours: students will spend a minimum of 30 hours in an early childhood classroom with children birth to age 5. Students will conduct observations to target a child, perform a functional behavioral assessment, develop and implement an intervention plan. The classroom can be at a child care center, preschool classroom, or kindergarten classroom. Hours will be documented via the field log signed by appropriate classroom
2. **Functional behavioral assessment:** students will complete a functional behavioral assessment on an individual child from classroom setting outlined in item 1 above.

3. **Behavioral intervention plan:** once the functional behavior assessment is complete, students will develop an intervention plan for an individual child. The plan must be implemented for a minimum of 6 weeks.

4. **Behavioral intervention plan presentation:** students will summarize data from intervention plan and prepare a presentation including an overview of the plan and results.

5. **Discussion Board:** students will complete 6 discussion board assignments throughout the semester.

6. **Intro Paragraph and Syllabus Quiz:** students will submit an intro paragraph about themselves and complete a syllabus quiz.

7. **Personal Web Page:** each student will complete a personal web page via the blackboard course site.

8. **Exams:** two exams will be given.

**Grading and Evaluation:** Points will be assigned as followed

- Functional Behavior Assessment & Intervention Plan: 100
- Behavioral Intervention Plan Summary and Presentation: 100
- Discussion Board Questions: 6 @ 25 total 150
- Intro Paragraph and Syllabus Quiz 25
- Personal Web Page 25
- Exam: 2 @ 100 each total 200

**Total:** 600 points

Course Policies:

1. All assignments will have a due date and time deadline and must be submitted via the assignments section of blackboard. Late assignments will have 10% deducted from the overall points of the assignment for each day it is late.

2. Discussion Board submissions posted after the due date/time will receive zero credit.

3. Tests are only available until the due date and time and, if you miss the deadline, the test will no longer be accessible and you
will receive zero credit.

4. You are required to check the course site and your email regularly. If you do not read the announcements on the course site and your email, you will not be up to date on any changes or assignment instructions and clarifications. Failure to read the announcements on the course site or your emails will not be an acceptable excuse for late assignments. All email will be sent to your WKU email address - I send whole class emails through the blackboard and your WKU email address is what is listed there. Check with the help desk if you want to have your email forwarded or changed as professors are not able to change your address that is listed there.

5. You must become familiar with using the blackboard course site. If you do not know how to use it or if this is your first online course, you must find someone to show you the ropes – it is not difficult and you can catch on very easily.

6. You must have access to a reliable computer and internet connection. Be sure to have a backup plan in case your computer crashes or other technology problems occur. There are computer labs on campus and most public libraries also have computer and internet access. Again, I cannot accept technology problems as an excuse for late assignments. I understand that we all have technology glitches from time to time, so have a backup plan in place.

7. Save a hard copy of all assignments turned in through the assignments section of blackboard. Always backup documents from your hard drive so that you will not have to redo an assignment completely if you have technology problems. Also, there may be times when I cannot open a document you sent me for various reasons and you may be asked to resend it in the event this happens – your grade will not be docked for this reason.

8. Assignments will be turned in through the Assignment Function in Blackboard. To access assignments, you follow the link from the main menu of the course. You will attach your assignments through this tool. Documents you submit via assignments MUST be saved to your computer in either Microsoft WORD or Rich Text Format – I CANNOT OPEN WORD PERFECT OR WORKS DOCUMENTS ON MY COMPUTER! You will know if
you have successfully submitted an assignment by checking the grade book and under the assignment you should see a “!” by the name of the assignment. If you do not see a “!” your assignment has not been submitted and you will need to resend.

9. All assignments must be named with your first initial, last name and the name of the assignment. You must name your document this way. For example, your first assignment will be an introductory paragraph – I would name my paragraph S\textit{Dietrich}\textit{Paragraph}. Of course you would use your own name. It is important that you name your documents correctly or else they will get easily misplaced after I pull them up and save them.

10. Assignments will not be returned to you in most cases because of the large number of those enrolled in the course and time constraints of this term. However, I will always be happy to discuss your grade with you by email (If I have your grade permission form which you will complete with your introductory paragraph) or by phone or in person.

11. When contacting me by email, please put the name of the course, for example, IECE 323. It is easy to get mixed up about which class you are referring to in your emails so be sure to use the course number in your email subject lines.

ON CAMPUS MEETINGS: there are two times throughout the course of the semester that we will meet on campus as a large group; these weeks are noted in the course calendar. Times and days will be determined after the start of the semester and will accommodate people’s class/work schedules as well as driving constraints as much as possible. During our first meeting a parent panel will present issues related to child rearing and discipline and the second meeting students will present their intervention plans.

PLAGIARISM POLICY: “To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism” (pg. 27, Western Kentucky University Undergraduate Catalog 2003-2005). This policy
also applies to images taken from sources and not created by the student. Any act of plagiarism on part of the student will result in a failing grade for the assignment.

DISABILITIES ACCOMMODATIONS STATEMENT: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

UNIVERSITY POLICY FOR FIELD EXPERIENCES OR OBSERVATIONS: Western Kentucky University implemented a policy in August, 2002 that requires all students to have a criminal background check, a physical and a TB Skin test on file in the Office of Teacher Services before they can begin field experiences or observations. See attached document from Office of Teacher Services.