

**BK 462**  
**Jamaica – Montego Bay – July 2009**  
Instructor: Cathy Grist, Ph.D.

**Text:** Kaiser, B. & Rasminsky, J.S. (2007). Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively (2<sup>nd</sup> Edition) .Boston: Allyn and Bacon.

**Course Description**

Students will learn the causes, prevention, and strategies when working with young children with challenging behaviors.

**University Mission**

The mission of WCU is to develop a community of scholarship in which students, faculty members, administrators, and staff members learn to apply the products of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to grow within their personal roles as educational decision makers. The guiding principle for all instruction in the College is the belief that the best educational decisions are made after adequate reflection and with the interests and welfare of the person affected by the decision in mind.

**Multicultural Focus**

Students should be aware of the conflicts and varying expectations that different cultural mores can create and the impact of those conflicts on the identification and treatment of students with cultural differences. Students should learn how perception of student behavior could be affected by cultural biases that may create environmental and instructional barriers.

**Note**

The instructor will be happy to make reasonable accommodations for class participants with special needs or unexpected circumstances. Please inform me by the end of the second week of class of any unique situation(s), of which you are aware, that may affect your participation. For any situation arising during the course of the semester, please notify me at the earliest possible date.

**Course Objectives:**

1. understand that social and emotional learning is taking place at all times and that children are simultaneously engaged in social, emotional, and cognitive tasks.
2. promote children's awareness of personal uniqueness, including cultural and racial identity.
3. provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children.
4. foster children's increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
5. support children's ability to form and maintain relationships

Grades will be earned according to the following scale:

A+	97.00% and above
A	94.00% through 96.99%
A-	90.00% through 93.99%
B+	87.00% through 89.99%
B	84.00% through 86.99%
B-	80.00% through 83.99%
C+	77.00% through 79.99%
C	74.00% through 76.99%
C-	70.00% through 73.99%
D+	67.00% through 69.99%
D	64.00% through 66.99%
D-	60.00% through 63.99%
F	59.00% and below

## Assignments:

- 1. Quizzes:** There will be 2 quizzes during this course. Quizzes will consist of multiple choice and short essay. We will review what will be on your quizzes the day before the quiz so you will be prepared to take the quiz.
- 2. Group Presentations:** Students will be present a case study in class of child with challenging behavior. Presentations should be no longer than 20 minutes.
- 3. In-class assignments:** Grades of assignments are based on group assignments completed during class. Information for completion of assignments will be presented in class.
- 4. Literacy Project: Using Literature to Support Social Emotional Development:** You will choose a book and develop several activities with it support social emotional development.

## Guidelines for Assignment

- 1. Presentations:** Students will divide up into groups and be presented with a case study of a child with a challenging behavior. The group will be expected complete a functional assessment on the case and develop a plan for the child and present the information in class. More information will be given on the first day of class.
- 2. You will need to choose a book and develop the following:**
  - a. Choose one more concepts that you want to teach the children with the book such as sharing, feelings, etc.**
    - i. You will then need to develop 3 activities with the book- You can choose the activities that you would develop with the book, however you will need to choose activities such as art, circle time, reading corner time, journal time, music/movement, make-believe play. This is not an exclusive list but please let the instructor know if you want to do another area.**
    - ii. The activities need to relate back to the book.**
    - iii. You will be given a rubric in class and the instructor will give you some ideas as well.**

## Tentative Schedule

Date	Topic	Assignment	Assignments Due	
7/6/09	Challenging Behavior & Risk Factors	Read Chapters 1 and 2 Kaiser and Rasminsky		
7/7/09	Protective Factors & Behavior and the Brain	Read Chapters 3 and 4 Kaiser and Rasminsky		
7/8/09	Relationships & Family and Culture	Read Chapters 5 and 6 Kaiser and Rasminsky		
7/9/08	Preventing Challenging Behavior	Read chapter 8	Quiz 1	
7/10/09	Positive Behavior Support and Functional Assessment	Read Chapter 11	Literacy Project Due	
Weekend				
7/13/09	Guidance and Punishment	Read Chapter 9		
7/14/09	The WEVAS Strategy	Read Chapter 10		
7/15/09	Working with Families	Read Chapter 13		
7/16/09	Bullying	Read Chapter 14 Quiz 2 on Chapters 10, 11 and 12	Quiz 2	
7/17/09	Presentations	Presentations	Group Presentation	