

ECE 11 Supporting Children with Challenging Behaviors

Thursdays from 6-7:45 on Zoom

<https://sccd.zoom.us/j/85176946381>

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zoom meeting

Office Hours- email to schedule a

Important Dates and Holidays:

1/8 Spring classes begin

1/28 Last day to drop without receiving a "W"

3/9 Last day to drop

Spring Break 3/25-3/28

Last Day of class 5/17

Grades Due 5/20

Your final for this class is: Wednesday 5/16

Course Description: Effective strategies for working with children with challenging behaviors in early childhood environments; guidelines for discussion, identification and intervention of impeding behaviors; emphasis on teacher's role in supporting children through emotional difficulties; needs of children at risk, in trauma and/or deprivation. Particular disabilities or special needs which affect behavior will be studied.

Course Objectives: Upon completing this course, students will be able to:

- Understand the biological and environmental risk factors which may cause challenging behaviors in young children.
- Compare and contrast strategies that teachers in ECE programs can employ to create a protective responsive environment that helps the at risk child regulate his/her behavior.
- Focus on the teacher's role in helping children cope with stress, deal with feelings, and work through emotional difficulties in the classroom.
- Develop guidelines for discussion problem behaviors and strategies for problem solving with children and resolving conflicts.
- Develop strategies for supporting the child's growth through relationship and play.
- Design strategies which will support the child's emotional life and reduce stress and trauma for the at risk child.

- Expand understanding about special needs of traumatized children and children with neurodiversity.
- Student Learning Objectives:
 1. Self reflect and identify personal perceptions of challenging behaviors which would affect effective intervention and support of children with impeding behaviors.
 2. Identify possible causes, influences, environmental elements, and teacher behaviors which may elicit challenging behaviors.
 3. Understand sensory integration, modulation, and dysfunction in the child with impeding behaviors.
 4. Identify and implement effective interventions and supportive curriculum for children with challenging behaviors.

Disabilities & Accommodations:

Reedley Community College is committed to creating accessible learning environments consistent with federal and state law. To obtain academic adjustments or auxiliary aids, students must be registered with the DSP&S office on campus.

DSP&S can be reached at:

Phone: 559-494-3032

Fax: 800-624-1499

TTY: 559-638-0382

Location: DSP&S Building

Reedley College

Attn: DSP&S

995 N. Reed Ave

Reedley, CA 93654

Accommodations for students with disabilities: If you have a verified need for special accommodation due to disability, please let the instructor know as soon as possible.

Communication Policy: I am available by email, please let me know if you will be missing class or are having difficulty understanding the assignments or content. However if you miss class **It is your responsibility** to look on canvas to see what assignments you have missed.

Class Attendance Policy

It is mandatory that you attend/participate in all sessions of this class and complete all weekly assignments. The information is critical to your training and understanding of behavior in children.

Due Dates: Due date for assignments, quizzes and exams is Thursday night of each week by 11:59 p.m. All assignments are due at or before that time each week.

There is no book for this class, hand-outs, class materials and information: All materials, instructions, assignments, videos, files, pages, etc. are listed in each weekly Module. Follow along each week so you do not fall behind.

Plagiarism: Plagiarism is against the law – it is a felony. If you plagiarize the work you submit for credit, it will not be accepted. It will receive an immediate zero and the work may not be resubmitted. If the student plagiarizes again, steps will be taken according to Fresno City College protocol. Plagiarism includes claiming anyone's work as your own - without referencing the true author, cutting and pasting from any other paper, "last semester's" work, or another student's work.

Test and Quiz Taking: Tests and quizzes will be on canvas.

Late Work: No late work will be accepted. If you know you will not be making a weekly deadline, please make arrangements to turn in your work prior to the due date and time.
** Any work can be submitted early and before the due date.

Note: It is your responsibility to respect the requirements of the class. You will be held accountable for all announcements made on Canvas. Take an opportunity to get some phone numbers/emails of fellow students to get information, should you need. You can contact each other through Canvas!

Requirements: Note throughout this class; assignments can be a discussion board, group assignment, a written assignment, or presentation.

1. Discussions: 120 points -- Many of the weeks throughout the course , you will be asked to post on the Discussion Board. A prompt is given – and you will be asked to respond to fellow students' posts as well.
2. Quizzes: 5 points each – 25 points total – These are weekly to be done as they are assigned in the weekly Modules.
3. Other Assignments: 80 points– These are various exercises to support your learning and are listed in your weekly Modules. Instructions are provided in your Modules.
4. Case Study: 100 points – Observe a child and type a case study using the Case Study Outline found in "Files".
5. Final Project: 150 points – Your Final Project is a PowerPoint Presentation that can be used for parents, teachers, caregivers or other professionals. You will present this to the class. You will find instructions and details in your Modules.

Total Points Available: 475

*There may be more or less assignments in these different areas

Total Points Available: 475

At the end of the semester, the points will be given a letter grade see below.

Grading Scale: +475-375 A, 374-274 B, 273-173 C, 172-72 D, 71 and Below F

Week

1 Trauma and how it affects behavior

2/3 Polyvagal Theory

4/5 Affect and our different senses

6 Bottom-up/Top-down processing

7 Sensation and Perception

8/9 Sensory Profile

10/11 Color Wheel/NRF/Sleep

12 Floortime/Stanley Greenspan

13 Safety and Relationships

14/15 Applied Behavioral Analysis

16 Final