

**Three Rivers Community College  
ECE K190 Behavior Management**

**Fall 2016**



**Heather Bassett**

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Office Hours: By appointment

**Course Description:**

Prerequisite: ENG\* K101 eligibility or permission of the Program Coordinator based on ECE work experience. ECE\* K101 and ECE 182.

This course is designed for early childhood education teachers, child care providers and directors. It will review the many behavior management and discipline strategies that are available to be used with young children. Discipline approaches that go beyond rules and punishment will be examined. Students will study and create an environment that leads to respect and self-discipline. Participants learn to analyze teaching/management styles so as to be able to incorporate the best techniques to help lead children to self-control.

**Required Texts:**

Riffel, Laura. (2011). *Positive Behavior Support at the Tertiary Level*.  
ISBN : 1978-1-4129-8201-6

Articles: Articles will be located in your folder at the beginning of each class. The article should be read during the first 5-10 minutes of class depending on the length. Some articles will be used on consecutive class days because they are lengthy and/or require more discussion. Please refer to the syllabus and replace the article in your folder when this is the case.

**Course Outcomes:**

- ✓ Understand the basics of how behavior is shaped. (NAEYC 1b)
- ✓ Practice using antecedent and consequence patterns to hypothesis the function of behavior. (NAEYC 3b)
- ✓ Demonstrate understanding of Positive Behavior Interventions or Support (PBIS) at the school wide level and individual classroom level through observation. (NAEYC 3c)
- ✓ Understand and use the acronyms that go along with behavior support (NAEYC 6c)
- ✓ Practice data collection methods and analyze classroom data to hypothesis the function of behavior and create effective behavior supports (NAEYC 3a)
- ✓ Create narratives to teach replacement behaviors (NAEYC 4b)
- ✓ Investigate careers working directly with children and how behavior support would be used in these settings. (NAEYC 6a)
- ✓ Practice recording and observing behavior using measurable terms. (NAEYC 3b)
- ✓ Practice and discuss using art to decrease problem behavior (NAEYC 5c)
- ✓ Create useable resources to use in your classroom to support behavior. (NAEYC 6c)
- ✓ Design a classroom environment that facilities positive behavior. (NAEYC 1c)
- ✓ Discover your emotional intelligence to foster the emotional intelligence of children (NAEYC 6d,4d)
- ✓ Use pathway charts to map Behavior Intervention Plans (BIP) (NAEYC 3c)
- ✓ Practice reading, writing, and using Behavior Intervention Plans (BIP) to increase positive and replacement behaviors. (NAEYC 3c)
- ✓ Understand and use play therapy techniques to lesson problem behaviors and increase communication (NAEYC 3c)
- ✓ Understand and create a classroom token economy (NAEYC 1c)
- ✓ Create learning experiences that incorporate movement to lessen problem behaviors. (NAEYC 4b)
- ✓ Understand mental health disorders and how to accommodate and use strategies to help children with particular disorders (NAEYC 5c)
- ✓ Understand anger management and how to create resources to help children (NAEYC 1b)
- ✓ Create supports to support sensory input and overload (NAEYC 1a)
- ✓ Understand how media effects behaviors of children (NAEYC 1b)

## **Policies:**

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Candidates must utilize the Blackboard Learning System, to review course materials, and view articles and other materials for the course.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the readings and required assignments. If you attend all classes and do not arrive late or depart early two bonus points will be added to your final grade. Refer to the participation rubric as a guide.

Missed Classes: The candidate is responsible for all materials covered in class. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate and/or notify the professor. Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process. If you have problems with the course or material, please see me or email me to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately. The professor will work with you to successfully complete the course.

Late Assignments: The expectation is all assignments will be completed and turned in on time. Two points will be deducted each day an assignment is late. Assignments will not be accepted beyond a one-week extension. There may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on a one-on-one basis. Late assignments cannot be rewritten or resubmitted.

Partners: Candidates are able to work in partners on any major assignment excluding the Interview. There will be class time to sign up to work with a partner. Candidates will score the same on the assignment as it is presented by both partners.

Self -Assessment: All assignments turned in will have a rubric attached in which you have self-assessed your own work. Candidates will be handed a copy of the rubric to fill out the day an assignment is due. The rubrics are found towards the end of the syllabus.

Spelling/Grammar/Plagiarism: Spelling and grammar will be included as part of the grade for all written work. Please see the assignment rubric to see how this is scored. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated. Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to the dealt with in accordance with the college policy.

Electronic Devices: Lap top computers, ipads and tape recorders may be used during class time, with prior permission. Cell phones, pagers, ipods, and other similar devices should be turned off during class. Texting and/or using your cell phones during class is not unless permission is granted from the professor.

Fieldwork: As part of the course, candidates will be required to spend time in a classroom and/or a child development center for observation work.

Accommodations: Candidates with disabilities who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

School Closings: TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Digication: All students are required to maintain an online learning portfolio in Digication that uses the college template. To find Digication, go to the Three Rivers Home Page; click on Learning Resources to find e-Portfolio:Digication. For this class all teacher candidates will be required to upload the Narrative Power Point assignment.

TRCC Policies: Please refer to the Institutional Policies available in the Office of the Dean of Candidate Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

		<b>Assignment Due</b>	<b>Class objective</b>	<b>Article reading</b>	<b>Text Reading Due</b>	<b>NAEYC</b>
8/30	1		<p>-Review Syllabus and course expectations</p> <p>- Reflect on approaches you have seen others use or have used in managing children's behavior.</p>	<p>Syllabus</p> <p><u>Approaches to Managing Children's Behavior</u> by Sandra Crosser</p>		
9/6	2		<p>Demonstrate initial understanding of how behavior is shaped through a class learning experience.</p> <p>- Look of antecedent and consequence patterns to find the function of the behavior in a class video. (We will practice a formalized ABC data collection later)</p>	<p><u>Childhood Behavior: What's the problem? And What's the Solution?</u> By Carolyn Tomlin</p> <p><u>Functional Assessment: Analyzing Child Behavior</u> by Mary Ellen Drecktrah and Mary Ann Marchel</p>	Chapter 1 by today	1b
9/13	3		<p>Discuss Positive Behavior Support at the school wide level and individual classroom level.</p> <p>-Create a chart as a group to organize the many acronyms that go along with behavior support.</p>	<p><u>Recognizing Difficult Behavior in the Preschool Child</u> by Patricia Woodbury</p>	Chapter 2 by today	1b

9/20	4	Observation Partner/No partner sign up	Practice the ABC data collection method.  Practice data collection methods (chapter 4) and discuss the most efficient and practical ways to use these in the classroom.	<u>Alternative Solutions for Managing Behavior Disorders</u> by Diona Reeves	Chapter 3 by today	1b
9/27	5		Discuss ways of recording behavior in measurable and observable terms.  -Discuss ways to help Children write healthy emotional anger scripts. (drama – stories etc.)  Discuss crisis plans and create useable resources to use in your classroom to support behavior.	<u>Helping Young Children Manage the Strong Emotion of Anger</u> By Marian Marion	Chapter 4 by today	3b
10/5	6	Video Presentation Partner/No Partner sign up	Create a classroom design that influences positive behavior. Discuss tools that could be used in the classroom environment.  Share your classroom design and discuss as a class.	<u>Classroom Design and How it Influences Behavior</u> by Judith Colbert	Chapter 5 by today	3c

10/12	7	Observation Experience – not meeting at TRCC	NO CLASS			3c
10/19	8	Observation Form Due	Discuss emotional intelligence and look into our own emotional intelligences.	<u>Making a Difference: Building Emotional Intelligence for a Lifetime</u> by Judith Colbert	Chapter 6 by today	6a
10/26	9		Demonstrate an understanding of “time in”  Discuss and practice hypothesis testing  Practice using active listening to prevent problem behaviors from occurring in the classroom.	<u>Time out: Insights from Football</u> by Sandra Crosser  <u>Listen with your heart: Using active listening in the Classroom</u> by Eleanor Reynolds	Chapter 7 by today	3a
11/1	10	Video Presentation Due	Presentations		Chapter 8 by today	3a
11/8		Narrative PP Partner/No Partner Sign up	Practice completing pathways charts as a group	<u>Preventing Violence through Anger Management</u> by Mary Drecktrach and Amy Wallenfang	Chapter 9 by today	
11/15	11		Create a moving lesson in a group  Implement moving lesson  List contexts and antecedents from chapter 10 as a group  Discuss superhero play and the effects of low quality inappropriate	<u>Watch me Fly! I’m Superman</u> by Eleanor Reynolds  <u>Superhero Play in the Early Childhood Classroom: Issues in Banning Play from the Classroom</u> by Brenda Boyd	Chapter 10 by today	4b

			television on behavior in the classroom.			
11/22	12	Interview Due	<p>Begin to understand how to read and write measurable behavior goals and objectives in an IEP (Individualized Education Plan)</p> <p>Discuss sensory overload and input and what we can do about them.</p> <p>Disuses and study various mental health issues that affect children's behavior and strategies and accommodations that can be implemented</p>	<p>IEP's</p> <p><u>Children's Mental Health Disorder Fact Sheet for the Classroom</u></p>	Chapter 11 by today	4b
11/29	24		NO CLASS			1c,6d
12/6	29		<p>Create classroom resources for anger management</p> <p>Create a token economy as a group in chapter 11</p>	<p><u>Preventing Violence through Anger Management</u> by Mary Drecktrach and Amy Wallenfang</p> <p><i>Effective Play Therapy Techniques</i></p> <p>Yoga training reading</p>	Chapter 12 by today	5c
12/13	30	Narrative PP	<p>Presentations</p> <p>Reflect on your learning experiences throughout the semester and explain why reflective learning is necessary in the</p>		Chapter 13 by today	3c,6d



			classroom especially for behavior management.			
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This calendar is subject to change. Any changes will be announced.

**Points given for requirements are as follows:**

*Your grade in this course will **never** be a mystery. Please use this as a tool to keep a record of your progress.*

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Grade Received</b>
Observation Assignment	15	10/19	/15
Video Presentation	20	Partner sign up – 10/5 Due – 11/1	/20
Interview	20	11/22	/20
Narrative PowerPoint	20	Partner Sign up - 11/8 - Due 12/13	/20
Attendance/Participation/Exit Cards	25	Will be assessed at the close of the semester	/25
Total	100		/100

**Grading System:**

The following numerical grade system will be used:

<b>Grade</b>	<b>Equivalent</b>	<b>Quality Points</b>
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F	<65	0.0



**Three Rivers Community College**  
**ECE K190 Behavior Management**  
**Resource List**  
**Heather Bassett M.S.**

(2010) Connecticut Common Core standards, Kindergarten. DOE.  
(2010) Connecticut Common Core standards, First grade. DOE.  
(2010) Connecticut Common Core standards, Second grade. DOE.  
(2008) Connecticut Preschool Assessment Framework, Ages 2.5-6. DOE

Boyd, Brenda. *Superhero Play in the Early Childhood Classroom: Issues in Banning Play from the Classroom*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Colbert, Judith. *Classroom Design and How it Influences Behavior*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Colbert, Judith. *Making a Difference: Building Emotional Intelligence for a Lifetime*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Crosser, Sandra. *Approaches to Managing Children's Behavior*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Crosser, Sandra. *Time out: Insights from Football*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Crosser, Sandra. *Sara Won't try*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Drecktrah, Mary Ellen and Blaskowski, Lisa. *Bullying: The Problem and How to Deal with It*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Drecktrah, Mary Ellen and Marchel, Mary Ann. *Functional Assessment: Analyzing Child Behavior*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Drecktrah, Mary Ellen and Marchel, Mary Ann. *Preventing Violence through Anger Management*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Marion, Marian. *Helping Young Children Manage the Strong Emotion of Anger*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Reeves, Diona. *Alternative Solutions for Managing Behavior Disorders*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Reynolds, Eleanor. *Listen with your heart: Using active listening in the Classroom*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Reynolds, Eleanor. *Watch me Fly! I'm Superman*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Tomlin, Carolyn. *Childhood Behavior: What's the problem? And What's the Solution?* Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Woodbury, Patricia. *Recognizing Difficult Behavior in the Preschool Child*. Excelligence Learning Corporation. Early Childhood News, web.15 January 2015.

Teaching Channel. Teachers Are.... (Video File) Retrieved from <https://www.teachingchannel.org/videos/what-are-teachers>

## 2010 Standards for Initial Early Childhood Professional Preparation

### **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

#### **Key elements of Standard 1**

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning  
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

### **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

#### **Key elements of Standard 2**

2a: Knowing about and understanding diverse family and community characteristics  
2b: Supporting and engaging families and communities through respectful, reciprocal relationships  
2c: Involving families and communities in young children's development and learning

### **STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

#### **Key elements of Standard 3**

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children  
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.  
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

### **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

#### **Key elements of Standard 4**

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

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4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

### **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

#### **Key elements of Standard 5**

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

### **STANDARD 6. BECOMING A PROFESSIONAL**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

#### **Key elements of Standard 6**

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

### **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

#### **Key elements of Standard 7**

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

*Note: The **Initial** Standards are used in NAEYC Accreditation and Recognition of undergraduate and graduate programs providing initial early childhood studies. **Advanced** Standards include advanced key elements and are used in NAEYC Recognition of graduate programs preparing accomplished teachers, administrators, policy*

*specialists, professional development specialists, teacher educators, and researchers. For associate degree programs seeking accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation, Standard 7 is addressed in Accreditation Criterion 5. See full standards here <http://www.naeyc.org/ecada/standards>*

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**Observation Assignment – 15 Points**

- ✓ Observe in an Early Childhood Setting and note any positive behavior supports that are present in the classroom and/or in the school/center
- ✓ Specifically look for the universal or primary supports targeted at 80% of the children, secondary interventions targeted at 10-15% of the children, and intensive interventions targeted at 5% of the children. These Positive Behavior Intervention and Supports (PBIS) may or may not present in the environment you observe in. The goal of the assignment is not to observe a single child but to observe the environment as a whole and identify behavior supports that you observe
- ✓ All forms are posted on blackboard for you to feel out electronically if you wish. Hard copies are supplied in class.

5		3		1
Observation took place in an early childhood setting for a minimum of 20 minutes		Observation did not take place in an early childhood setting or was not for a minimum of 20 minutes		Observation did not take place in an early childhood setting and was not for a minimum of 20 minutes
Observation form is completed by the teacher candidate with attention to details occurring within the observation setting		Observation form is completed by the teacher candidate with little attention to details occurring within the observation setting		Observation form is not completed by the teacher candidate
Reflection questions are answered with developmentally appropriate and thoughtful responses.		Reflection questions are answered but lacking developmentally appropriate and/or thoughtful responses.		Reflection questions are not answered

Grade: \_\_\_\_/15

deduct 2 points for each day late

Final Score: \_\_\_\_/15



**Video Presentation Assignment – 20 points**

- ✓ Find a video clip to show in class that clearly presents a young child with a problem behavior. An adult must also be present in the video. The video clip shown should be 1 minute – 5 minutes in length.
- ✓ In a visual presentation to the class (PowerPoint, movie, poster etc.) address the following:
- ✓ Identify the behavior, the antecedents, and the consequence in observable terms.
- ✓ Identify at least one possible antecedent that was not seen in the video that may be a slow trigger (ex: lack of sleep)
- ✓ Describe what the adult did in the video.
- ✓ Identify whether you think the adult was trying to change the behavior of the child.
- ✓ What techniques was the adult using?

5		3		1
The video clip is between 1 – 5 minutes in length and shows a young child exhibiting an undesirable behavior. An adult is also shown the video.		The video clip is not between 1 – 5 minutes in length and/or does not show a young child exhibiting an undesirable behavior OR an adult is not shown in the video.		The video clip is not between 1 – 5 minutes in length and does not show a young child exhibiting an undesirable behavior and an adult is not shown in the video.
A visual is used to present information to class and includes a clear ABC chart.		A visual is not used to present information to class and/or does not include a clear ABC chart.		A visual is not used to present information to class and does not include a clear ABC chart.
The presentation addresses one possible antecedent that was not seen in the video that may be a slow trigger, a description what the adult did in the video and the techniques that the adult was using.		The presentation does not address one possible antecedent that was not seen in the video that may be a slow trigger, and/or lacks description what the adult did in the video and the techniques that the adult was using.		The presentation does not address one possible antecedent that was not seen in the video that may be a slow trigger, and lacks description what the adult did in the video and the techniques that the adult was using.
The presentation was less than 12 minutes in length and was succinct and well organized.		The presentation was not less than 12 minutes in length and/or lacked succinctness and organization.		The presentation was not less than 12 minutes in length and lacked succinctness and organization.

Grade: \_\_\_\_/20

deduct 2 points each day late

Final Score: \_\_\_\_/20

**PowerPoint Relationship Narrative Assignment – 20 points**

- ✓ Pick a problem behavior from the Behavior Intervention Plan (BIP) given to you in class. Determine when the problem behavior occurs, the possible function, and replacement behavior according to BIP.
- ✓ Create a Narrative in PowerPoint form (may or may not include sound) for the problem behavior. Make sure that it is appropriate for young children and includes graphics and words.
- ✓ Present the PowerPoint Narrative in class. Be sure to include when the narrative would be read/shown to the student and why.

5		3		1
The narrative includes the student's name, at least one negative behavior and a replacement behavior as well as a positive statement, affirmation, and preferred reward.		The narrative is missing one or more of the following: the student's name, at least one negative behavior and a replacement behavior as well as a positive statement, affirmation, and preferred reward.		The narrative does not include the student's name, at least one negative behavior and a replacement behavior as well as a positive statement, affirmation, and/or preferred reward.
The narrative matches the specific BIP given in class.		The narrative does not sufficiently match the specific BIP given in class.		The narrative does not match the specific BIP given in class at all.
The narrative is succinct and aesthetically pleasing to a young child. It includes graphics and words.		The narrative is not succinct in nature and/or is not aesthetically pleasing to a young child OR It is lacking graphics and/or words.		The narrative is not succinct in nature and is not aesthetically pleasing to a young child. It is lacking graphics and words.
The narrative was presented in class in less than 12 minutes and included in the presentation is when the narrative would be shown to the student and why these times are appropriate.		The narrative was not presented in less than 12 minutes and/or is missing when and/or why the narrative would be shown the child.		The narrative was not presented in less than 12 minutes and is missing when and why the narrative would be shown the child.

Grade: \_\_\_\_/20

deduct 2 points each day late

Final Score: \_\_\_\_/20

### Interview- 20 points

This interview is to be conducted with anyone working with direct contact with children.

The following questions should be addressed in the paper you turn in. The paper should be formatted in basic Q & A format. The reflection can be bulleted or paragraph style limited to one page. Please include the time and place interview took place, the individual's name and job title, the reason for choosing this individual to interview.

Ask the individual the following questions and feel free to add more in your interest or as the interview:

- ✓ What is your background? Why did you choose this profession? What is your job description? What is not in your job description, but something that you do? What are your future career goals/aspirations?
- ✓ How to get the position you are in? Did you use networking as a way to achieve this position or other positions you have had? How? What certifications, degrees, or special training have you received?
- ✓ What do they feel is the best part about their position? What would they change if they could (and why)?
- ✓ What experiences do you have with children and families?
- ✓ What are some experiences they have had in their current role with children? What are some experiences they have had working with families? Discuss challenges and areas / experiences where they felt they made a difference.
- ✓ What were some challenges faced when connecting with children and families? Were there any specific resources that they utilized to support them in that experience?
- ✓ What are some challenging behaviors that you have experience with? How did you handle it? Did you involve others in the field and/or families of the children? Do you have a referral process for children exhibiting difficult behaviors? Do you use/collect data
- ✓ What population do you work with?
- ✓ What are some of the specific strategies they have developed for working with students from diverse populations?
- ✓ Would you recommend your profession to others? Why or why not? What are some recommendations, or advice, that they would give to others who may be considering a similar career choice?

Reflection:

- ✓ Is this a position you are interested in pursuing in the future? Why or why not?
- ✓ What additional degrees, certifications or training would you need to achieve this goal?
- ✓ What behavior management techniques learned in the class thus far might be used in this position?
- ✓ How would you involve families and/or other professionals in managing behavior?

5		3		1
Interview is conducted with a professional that works directly with children in a professional environment		Interview is conducted with a professional that works directly with children.		Interview is not conducted with a professional that works directly with children.
All questions are addressed in the interview and are organized in Question and Answer format without spelling or grammatical errors		Most questions are addressed in the interview and are organized in Question and Answer format and/or including some spelling or grammatical errors		None of the questions are addressed in the interview and/or is not organized in Question and Answer format and includes many spelling or grammatical errors
All reflection points are addressed using bullet points or a paragraph writing limited to one page without spelling or grammatical errors		Most reflection points are addressed using bullet points or a paragraph writing and/or is not limited to one page and/or including some spelling or grammatical errors		No reflection points are addressed using bullet points or a paragraph writing and includes many spelling or grammatical errors
Included is the time, place, and reason for interview with an emphasis of interest placed in behavior management or techniques used with challenging behaviors.		Not Included is the time, place, or reason for interview and/or without an emphasis of interest placed in behavior management or techniques used with challenging behaviors.		Not Included is the time, place, or reason for interview without an emphasis of interest placed in behavior management or techniques used with challenging behaviors.

Grade: \_\_\_\_/20

deduct 2 points each day late

Final Score: \_\_\_\_/20

**Participation Rubric – 25 Points**

The following rubric will be used to assess participation at the close of the semester:

- ✓ Participation is worth 25 points of your final grade. This includes coming to class timely, participating in group work and discussions, and filling out exit cards as necessary. There will be a sign in sheet per class to track attendance.
- ✓ Exit cards: On a random basis index cards will be distributed to answer a question posed by the instructor based on out of class readings. This is not meant to be a pop quiz but will be used to provoke thought as you read the textbook.

5		3		1
Attended 95% of classes (worth 10 points)		Attended 80% of classes (6 points)		Attended less than 60 % of classes
Late arrivals or early departures were rare to none		Several later arrivals or early departures were noted		Late departures or early departures were frequent
Participated in class group work and discussions on a regular basis (remember you can't do this unless you are in class)		Participated in class group work and discussions on a semi - regular basis		Did not participate in class group work and discussions
Exit cards are completed and demonstrate knowledge of outside of class readings		Exits cards are incomplete and/or not demonstrative of outside readings		Exit cards are incomplete
Readings provided in class are read during the beginning of the class on a regular basis		Readings provided in class are read during the beginning of the class on a semi-regular basis		In class readings are not read during class

Score: \_\_\_\_/25 points

+2 bonus points for perfect attendance \_\_\_\_

Final score \_\_\_\_

**Observation for Positive Behavior Intervention and Supports (PBIS)**

Name of Teacher Candidate:

Date Observation occurred:

Length of Time:

Setting:

Overall classroom environment notes:

Universal PBIS noted:

Secondary Interventions noted:

Intensive Interventions noted:

Did you observe the teacher(s) explicitly teaching or modeling behavior expectations?

If so, what was the behavior expectation being taught and/or modeled?

Was there a data collection tool or wall that was being used as a universal screening?

What would you use for data collection if this was your classroom?

What is one behavior expectation that is positively stated and easy to remember that you would create for this particular environment?

### **Interview Form**

1. What is your background? Why did you choose this profession? What is your job description? What is not in your job description, but something that you do? What are your future career goals/aspirations?
2. How to get the position you are in? Did you use networking as a way to achieve this position or other positions you have had? How? What certifications, degrees, or special training have you received?
3. What do they feel is the best part about their position? What would they change if they could (and why)?
4. What experiences do you have with children and families?
5. What are some experiences they have had in their current role with children? What are some experiences they have had working with families? Discuss challenges and areas / experiences where they felt they made a difference.
6. What were some challenges faced when connecting with children and families? Were there any specific resources that they utilized to support them in that experience?
7. What are some challenging behaviors that you have experience with? How did you handle it? Did you involve others in the field and/or families of the children? Do you have a referral process for children exhibiting difficult behaviors? Do you use/collect data
8. What population do you work with?
9. What are some of the specific strategies they have developed for working with students from diverse populations?
10. Would you recommend your profession to others? Why or why not? What are some recommendations, or advice, that they would give to others who may be considering a similar career choice?

### **Reflection**

1. Is this a position you are interested in pursuing in the future? Why or why not?
2. What additional degrees, certifications or training would you need to achieve this goal?
3. What behavior management techniques learned in the class thus far might be used in this position?
4. How would you involve families and/or other professionals in managing behavior?