UCONN

CENTER FOR EXCELLENCE
IN DEVELOPMENTAL
DISABILITIES

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | ECED 1389 GUIDING & UNDERSTANDING CHILDREN'S BEHAVIOR | COURSE INFORMATION

COURSE DESCRIPTION

This course will review the many positive guidance, behavior management and discipline strategies that are appropriate to be used with all young children including children with disabilities, developmental delays, language and/or cultural differences. Positive guidance approaches that go beyond rules and punishment will be examined. The course will explore how to support all children's social and emotional development including resilience. Self-reflection as a teacher will be stressed. The course will study how the environment affects behavior. Teaching/management styles will be analyzed to identify the best techniques to help guide all children to learn self-control.

Prerequisite: ECED 182 or PSYC 204
Field Work: No more than 10 hours of field work may be required.

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS	GUIDING & UNDERSTANDING CHILDREN'S BEHAVIOR	ECED 1389	
	COURSE OBJECTIVE	**ALIGNMENT WITH STANDARDS**
1	**Social emotional development**	OSEP, Supporting Social and Emotional Development, EI/ECSE. Child Development and Early Learning, NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1
2	**The range of behaviors of children at different stages of typical and atypical development.**	EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1;
3	**Challenging Behaviors**	OSEP, Supporting Social and Emotional Development, Observing and Collecting Data for Progress Monitoring; DEC, Assessment, EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1a; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1, Observing, Documenting and Assessing, 4. A.3
4	**The multiple influences of nature and nurture, on children's behavior.**	OSEP, Supporting Social and Emotional Development and Working with Children and Families from Diverse Backgrounds; EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c, Building Family and Community Relationships, 2a; CKC's. Promoting Child Development and Early Learning, 1.A.1, Building Family and Community Relationships, 5. A.1

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | GUIDING & UNDERSTANDING CHILDREN'S BEHAVIOR | ECED 1389		
	COURSE OBJECTIVE	**ALIGNMENT WITH STANDARDS**
5	**The influence of the learning environment on children's behavior.**	OSEP, Intervention and Instruction, Working with Children and Families from Diverse Backgrounds; DEC, Instruction, INS4, Interaction, INT2, Environments, E4; EI/ECSE, Using Responsive, Reciprocal Interactions, Interventions and Instruction; NAEYC, Promoting Child Development and Early Learning, 1b, Observing, Documenting and Assessing, 3d; Using Developmentally Appropriate Approaches, 4a (PS&C for ECE, Standard One Child Development and Learning in Context, 1c, and Standard Four Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b); CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2. A.2
6	**The importance of observation and recording techniques to develop a behavior management plan.**	OSEP, Observing and Collecting Data for Progress Monitoring; DEC, Assessment A9; Environments, E4; EI/ECSE, Assessment Process, Child Development and Early Learning; NAEYC, Observing, Documenting and Assessing, 3a; (PS&C for ECE, and Standard Three, Child Observation, Documentation and Assessment, 3b); CKC's, Observing, Documenting and Assessing, 4. A.3
7	**Strategies for effectively responding to challenging behaviors.**	OSEP, Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Transitions, Supporting social and Emotional Developments, Collaborating; DEC, Instruction, INS4, Family, F1, Transitions, TR2, Teaming and Collaboration, TC2; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Child Development and Early Learning, Interactions, Interventions and Instruction, Collaborations and Teaming; NAEYC,; Standard Four, Using Developmentally Effective Approaches, 4a,4b, 4c. and 4d, (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b and 4c); CKC's. Using Developmentally Approaches for Facilitating Experiences, 2. A.2
8	**Working with families to support pro social behaviors for all children including those with disabilities, developmental delays, language and/or cultural differences.**	OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F1 and F6; EI/ECSE, Partnering with Families; NAEYC, 1b, Building Family and Community Relationships, 2a and 2b; (PS&C for ECE Standard Two, Family Teacher Partnerships and Community Connections, 2a and 2b); CKC's Building Family and Community Relationships, 5.A.1, and 5. A.2
9	**The range of resources and interventions regarding challenging behaviors.**	OSEP, Collaborating: DEC, Teaming and collaboration, TC2; EI/ECSE, Collaboration and Teaming; NAEYC, Standard Six, Becoming a Professional, 6e; (PS&C for ECE Standard Six, Professionalism as an Early Childhood Educator, 6a and 6c); CKC's Promoting child Development and Early Learning, 1.B.3

Student Outcomes: Upon completion of this course, students will be able to:

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | GUIDING & UNDERSTANDING CHILDREN'S BEHAVIOR | ECED 1389	
STUDENT OUTCOMES	**ALIGNMENT WITH STANDARDS**
1 **Identify Social emotional development in all young children.**	OSEP, Supporting Social and Emotional Development, EI/ECSE. Child Development and Early Learning, NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1
2 **Describe the range of behaviors of children at different stages of development.**	EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1;
3 **Discriminate between typical and atypical Challenging Behaviors**	OSEP, Supporting Social and Emotional Development, Observing and Collecting Data for Progress Monitoring; DEC, Assessment, EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1a; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1, Observing, Documenting and Assessing, 4. A.3
4 **Evaluate the multiple influences of nature and nurture that might affect the behavior of a child including children with disabilities, developmental delays, language and/or cultural differences.**	OSEP, Supporting Social and Emotional Development and Working with Children and Families from Diverse Backgrounds; EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c, Building Family and Community Relationships, 2a; CKC's. Promoting Child Development and Early Learning, 1.A.1, Building Family and Community Relationships, 5. A.1
5 **Evaluate all aspects of the learning environment to determine its effect on children's behavior.**	OSEP, Intervention and Instruction, Working with Children and Families from Diverse Backgrounds; DEC, Instruction, INS4, Interaction, INT2, Environments, E4; EI/ECSE, Using Responsive, Reciprocal Interactions, Interventions and Instruction; NAEYC, Promoting Child Development and Early Learning, 1b, Observing, Documenting and Assessing, 3d; Using Developmentally Appropriate Approaches, 4a (PS&C for ECE, Standard One Child Development and Learning in Context, 1c, and Standard Four Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b); CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2. A.2
6 **Develop a behavior management plan by using appropriate observation and recording techniques.**	OSEP, Observing and Collecting Data for Progress Monitoring; DEC, Assessment A9; Environments, E4; EI/ECSE, Assessment Process, Child Development and Early Learning; NAEYC, Observing, Documenting and Assessing, 3a; (PS&C for ECE, and Standard Three, Child Observation, Documentation and Assessment, 3b); CKC's, Observing, Documenting and Assessing, 4. A.3
7 **Choose appropriate strategies for effectively responding to challenging behaviors**	OSEP, Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Transitions, Supporting social and Emotional Developments, Collaborating; DEC, Instruction, INS4, Family, F1, Transitions, TR2, Teaming and Collaboration, TC2; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Child Development and Early Learning, Interactions, Interventions and Instruction, Collaborations and Teaming; NAEYC,; Standard Four, Using Developmentally Effective Approaches, 4a,4b, 4c. and 4d, (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b and 4c); CKC's. Using Developmentally Approaches for Facilitating Experiences, 2. A.2
8 **Develop a plan for working with families to support pro social behaviors for all children including those with disabilities, developmental delays, language and/or cultural differences.**	OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F1 and F6; EI/ECSE, Partnering with Families; NAEYC, 1b, Building Family and Community Relationships, 2a and 2b; (PS&C for ECE Standard Two, Family Teacher Partnerships and Community Connections, 2a and 2b); CKC's Building Family and Community Relationships, 5.A.1, and 5. A.2

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | GUIDING & UNDERSTANDING CHILDREN'S BEHAVIOR | ECED 1389

	STUDENT OUTCOMES	ALIGNMENT WITH STANDARDS
9	**Create a list of community and web-based resources and interventions regarding challenging behaviors to support teachers, families and children.**	OSEP, Collaborating: DEC, Teaming and collaboration, TC2; EI/ECSE, Collaboration and Teaming; NAEYC, Standard Six, Becoming a Professional, 6e; (PS&C for ECE Standard Six, Professionalism as an Early Childhood Educator, 6a and 6c); CKC's Promoting child Development and Early Learning, 1.B.3

Course Content:

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | GUIDING & UNDERSTANDING CHILDREN'S BEHAVIOR | ECED 1389

	COURSE CONTENT	ALIGNMENT WITH STANDARDS
1	**Social emotional development**	OSEP, Supporting Social and Emotional Development, EI/ECSE. Child Development and Early Learning, NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1
2	**The range of behaviors of children at different stages of development**	EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1;
3	**Typical and atypical Challenging Behaviors**	OSEP, Supporting Social and Emotional Development, Observing and Collecting Data for Progress Monitoring; DEC, Assessment, EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1a; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1a); CKC's. Promoting Child Development and Early Learning, 1.A.1, Observing, Documenting and Assessing, 4. A.3
4	**The multiple influences of nature and nurture that might affect the behavior of a child including children with disabilities, developmental delays, language and/or cultural differences.**	OSEP, Supporting Social and Emotional Development and Working with Children and Families from Diverse Backgrounds; EI/ECSE Child Development and Early Learning; NAEYC, Promoting Child Development and Early Learning, 1b; (PS&C for ECE, Standard One, Child Development and Learning in Context, 1c, Building Family and Community Relationships, 2a); CKC's. Promoting Child Development and Early Learning, 1.A.1, Building Family and Community Relationships, 5. A.1
5	**All aspects of the learning environment to determine its effect on children's behavior.**	OSEP, Intervention and Instruction, Working with Children and Families from Diverse Backgrounds; DEC, Instruction, INS4, Interaction, INT2, Environments, E4; EI/ECSE, Using Responsive, Reciprocal Interactions, Interventions and Instruction; NAEYC, Promoting Child Development and Early Learning, 1b, Observing, Documenting and Assessing, 3d; Using Developmentally Appropriate Approaches, 4a (PS&C for ECE, Standard One Child Development and Learning in Context, 1c, and Standard Four Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a and 4b); CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2. A.2
6	**Development of a behavior management plan by using appropriate observation and recording techniques.**	OSEP, Observing and Collecting Data for Progress Monitoring; DEC, Assessment A9; Environments, E4; EI/ECSE, Assessment Process, Child Development and Early Learning; NAEYC, Observing, Documenting and Assessing, 3a; (PS&C for ECE, and Standard Three, Child Observation, Documentation and Assessment, 3b); CKC's, Observing, Documenting and Assessing, 4. A.3

	COURSE CONTENT	ALIGNMENT WITH STANDARDS
7	**Appropriate strategies for effectively responding to challenging behaviors**	OSEP, Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Transitions, Supporting social and Emotional Developments, Collaborating; DEC, Instruction, INS4, Family, F1, Transitions, TR2, Teaming and Collaboration, TC2; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Child Development and Early Learning, Interactions, Interventions and Instruction, Collaborations and Teaming; NAEYC,; Standard Four, Using Developmentally Effective Approaches, 4a,4b, 4c. and 4d, (PS&C for ECE, Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a, 4b and 4c); CKC's. Using Developmentally Approaches for Facilitating Experiences, 2. A.2
8	**Working with families to support pro social behaviors for all children including those with disabilities, developmental delays, language and/or cultural differences.**	OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F1 and F6; EI/ECSE, Partnering with Families; NAEYC, 1b, Building Family and Community Relationships, 2a and 2b; (PS&C for ECE Standard Two, Family Teacher Partnerships and Community Connections, 2a and 2b); CKC's Building Family and Community Relationships, 5.A.1, and 5. A.2
9	**Community and web-based resources and interventions regarding challenging behaviors available to support teachers, families, and children.**	OSEP, Collaborating: DEC, Teaming and collaboration, TC2; EI/ECSE, Collaboration and Teaming; NAEYC, Standard Six, Becoming a Professional, 6e; (PS&C for ECE Standard Six, Professionalism as an Early Childhood Educator, 6a and 6c); CKC's Promoting child Development and Early Learning, 1.B.3

STANDARDS

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

KEY EXPERIENCES

1. (CO 1,2,3) Through actual and virtual observations identify typical and atypical social and emotional behaviors of children at different stages of development.
2. (CO 4) Discuss and describe the multiple influences of nature and nurture that might affect the behavior of a child including children with disabilities, developmental delays, language and/or cultural differences. This includes but is not limited to, trauma, family dynamics, genetic conditions, health and nutrition, etc.
3. (CO 5) Observe and analyze social context and physical environment aspects that reinforce or prevent challenging behaviors.

4. (CO 6, 7,8) Develop a Behavioral Plan based on a Functional Behavioral Assessment including a family component to work with families to support prosocial behaviors.
5. (CO 7) Connect knowledge and strategies from the Pyramid Model to support positive guidance.
6. (CO 9) Create a list of community and web-based resources and interventions regarding challenging behaviors to support teachers, families and children.
7. (CO 3,4 or 7) A presentation regarding, one of the key components of this course with specific attention to the multiple influences of nature and nurture that might affect the behavior of a child including children with a disability, developmental delay, language and/or cultural differences.

RESOURCES

Articles
- Helping young Children Who Have Experienced Trauma: Policies and Strategies for Early Care and Education
  https://www.childtrends.org/wp-content/uploads/2017/04/2017-19ECETrauma.pdf

- The Impacts of COVID-19 on Early Childhood Education: Capturing the Unique Challenges Associated with Remote Teaching and Learning in K-2 https://link.springer.com/article/10.1007/s10643-021-01207-z

Books
- Koplow, Leslie, 2007, <u>Unsmiling Faces</u>: How Preschools Can Heal, 2nd edition, Teacher's College Press

- Rile, San Juan, Klinkner, Ramminger, 2008, <u>Social & Emotional Development</u>, Connecting Science and Practice in Early Childhood Settings, Red Leaf Press,NAEYC.

Websites
- 1Ct. Office of Early Childhood ELDS
  https://www.ctoec.org/connecticut-early-learning-and-development-standards-ct-elds/ct-elds-forms-and-documents/
  https://www.ctoec.org/wp-content/uploads/2020/01/CT-ELDS-Supplement-Diverse-Learners.pdf
- Center on the Developing Child, Harvard University
  https://developingchild.harvard.edu/resourcetag/brain-architecture/

- National Center for Pyramid Model Innovations
  https://challengingbehavior.cbcs.usf.edu/

- CDC COVID-19 Parental Resources Kit – Early Childhood Social, Emotional, and Mental Well-being of Young Children during COVID-19

  https://www.cdc.gov/mentalhealth/stress-coping/parental-resources/early-childhood/index.html

- Ages and Stages Questionnaire for Social Emotional Development
  https://media.lanecc.edu/users/howardc/PTA204L/NeuroRehab%20Handouts/Ages%20and%20Stages%20Questionnaires%20ASQSE.PDF

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
  www.vanderbilt.edu/csefel

- Classroom Visuals and Supports
  https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports

- Guide to the Domains with strategies for all children, those with special needs and DLL's
  http://www.ct.gov/oec/lib/oec/GuideToDomainsMar23_2016Final.pdf

- Devereux Center for Resilient Children
  https://centerforresilientchildren.org/home/about-resilience/

- Adverse Child Experiences- CDC
  https://www.cdc.gov/violenceprevention/aces/riskprotectivefactors.html

Videos

- Video from Eastern CT State University
  Understanding Challenging Behaviors (potential causes of challenging behaviors)
  https://www.youtube.com/watch?v=acAJsiEKxzg

- Special Education Classroom Behavior Management Classroom Tour
  (Environment, K-2)
  https://www.youtube.com/watch?v=9fLCCliOCjI

- The Pyramid Model (videos and more)
  https://challengingbehavior.cbcs.usf.edu/index.html

- Equity in ECE
  https://www.youtube.com/watch?v=eA41uANjDAY

Podcasts

- Big Heart Big World – Podcast for young children and families to support social emotional development *https://www.bigheartworld.org/all-about-big-heart-world/*
- How Emotional Development Unfolds Starting At Birth
  https://www.zerotothree.org/resources/276-how-emotional-development-unfolds-starting-at- birth

Articles

- OSEP, IDEAS That Work
  Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know
  https://osepideasthatwork.org/node/123

- DEC Position Statement on Challenging Behaviors
  https://www.decdocs.org/executive-summary-challenging-behav

- Article Reducing Challenging Behaviors during Transitions
  https://www.naeyc.org/resources/pubs/yc/sep2018/reducing-challenging-behaviors-during-transitions

- Center for Evidence-based Practice: Young Children with Challenging Behaviors
  https://challengingbehavior.cbcs.usf.edu/docs/RecommendedPractices_preventing-challenging-behavior.pdf

- Teaching Strategies brief article with some specific strategies for avoiding some challenging behaviors.
  https://teachingstrategies.com/blog/how-deal-challenging-behaviors-classroom/

- NAEYC
  https://www.naeyc.org/resources/topics/guidance-and-challenging-behaviors
  Multiple links to articles, blogs, books concerning challenging behaviors

Children's Books

- When Sophie Gets Really, Really Angry, by Molly Bang

- No, David and David Goes to School, by David Shannon

- Red, Red, Red, by Polly Dunbar

- Hands are not for Hitting by Margaret Agassi

- *https://www.youtube.com/watch?v=QuVbq2Rx3AE*
  Benny Doesn't Like to be Hugged, by Zena Elliot

- *https://www.littleparachutes.com/category/behaviour/aggression-tantrums/*
  A list of children's books about aggression and tantrums.

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | GUIDING & UNDERSTANDING CHILDREN'S BEHAVIOR | ECED 1389

DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	**Welcome introductions and syllabus review.**		Reflect on this quote:	
2	**Social emotional development**	CO 1		SO 1
3	**The range of behaviors of children at different stages of development** **Ages and Stages of Social-Emotional development**	CO 1	*Group presentations on child theorists	SO 1
4	**Typical and atypical Challenging Behaviors** **ECSU Video** https://www.youtube.com/watch?v=acAJsiEKxzg **Zero To Three video.** https://www.zerotothree.org/espanol/challenging-behaviors	CO 2	*Through actual and virtual observations identify typical and atypical social and emotional behaviors of children at different stages of development.	SO 1, 2, 3
5				
6	**The multiple influences of nature and nurture that might affect the behavior of a child including children with disabilities, developmental delays, language and/or cultural differences.** **Benny Doesn't Like to be Hugged, by Zena Elliot** https://www.youtube.com/watch?v=QuVbq2Rx3AE	CO 4	*Discuss and describe the multiple influences of nature and nurture that might affect the behavior of a child including children with disabilities, developmental delays, language and/or cultural differences. This includes but is not limited to, trauma, family dynamics, genetic conditions, health and nutrition, etc.	SO 4
7	**All aspects of the learning environment to determine its effect on children's behavior. SPED classroom tour video.** https://www.youtube.com/watch?v=9fLCCliOCjI	CO 5	*Observe and analyze social context and physical environment aspects that reinforce or prevent challenging behaviors.	SO 5
8	**Appropriate strategies, including a review of the Pyramid model, for effectively responding to challenging behaviors Pyramid Model video** https://challengingbehavior.cbcs.usf.edu/index.html	CO 5	Read Article Reducing Challenging Behaviors during Transitions https://www.naeyc.org/resources/pubs/yc/sep2018/reducing-challengingbehaviors-during-transitions	SO 5

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | GUIDING & UNDERSTANDING CHILDREN'S BEHAVIOR | ECED 1389

DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
9	**Continuation of Appropriate strategies for effectively responding to challenging behavior Teaching Strategies brief article with some specific strategies for avoiding some challenging behaviors.** *https://teachingstrategies.com/blog/how-deal-challengingbehaviors-classroom/*	CO 5	*Connect knowledge and strategies from the Pyramid Model to support positive guidance.*	S.O. 7
10	**Introduction of the development of a behavior management plan by using appropriate observation and recording techniques.**	CO 6	Read: OSEP, IDEAS That Work Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know *https://osepideasthatwork.org/node/123*	
11	**Continuation of Development of a behavior management plan by using appropriate observation and recording techniques.** **When Sophie Gets Angry, Really, Really Angry** *https://www.youtube.com/watch?v=YFvZOjGUTYk*	CO 6	*Develop a Behavioral Plan based on a Functional Behavioral Assessment.*	SO 6, 7, 8
12	**Working with families to support pro social behaviors for all children including those with disabilities, developmental delays, language and/or cultural differences.**	CO 8		
13	**Community and web-based resources and interventions regarding challenging behaviors available to support teachers, families, and children.**	CO 9	*Create a list of community and web based resources and interventions regarding challenging behaviors to support teachers, families, and children.*	SO 9
14	**Presentations**			
15	**Presentations**			

Key Experience