



**Your  
Education  
Ally.**

By Teachers,  
*For Teachers.*

# Course Syllabus

**Name:**

**Date:**

## Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



**Current University Partners** (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

### Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

#### Spring Term

Registrations Accepted  
July 16-March 15  
Coursework Due\*  
April 15

#### Summer Term

Registrations Accepted  
December 16-July 15  
Coursework Due\*  
August 15

#### Fall Term

Registrations Accepted  
March 16-October 22  
Coursework Due\*  
November 15

\*Or first business day after the 15th if due date falls on a weekend.

## Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

### Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



### Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

<b>Course Name</b>	The Challenging Child: Strategies for the Early Childhood Classroom
<b>Course Number</b>	OL 5838
<b>Course Credits</b>	3 or Flex Credit

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

### **Course Description:**

Created for early childhood education professionals, this course introduces key strategies designed to prevent, assess and address challenging behaviors in young children. Focused on proactivity, the methods presented encourage early childhood teachers to lay a solid foundation with children and parents/guardians. Additionally, participants will learn about and develop processes for data collection, intervention planning and implementation.

### **Goals and Objectives:**

As a result of participation in this course, participants will:

1. Use provided prompts specific to students with challenging behavior in early childhood professional practice, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a tools and lessons based on data gathered about antecedents and behaviors.
3. Prepare an activity to collaborate with colleagues on a crisis management plan.
4. Implement a behavioral intervention plan based on data collection.
5. Develop an action plan to challenge the status quo related to promotion, prevention and intervention.

### **Required Text/Articles:**

Text(s): Rogers, L. (2018). *Building positive momentum for positive behavior in young children: Strategies for success in school and beyond*. London, UK: Jessica Kingsley.

All readings and resources are linked within their respective assignments.

### **Knowledge Base:**

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Domitrovich, C. E., Durlak, J. A., & Weissberg, R. P. (2017). *Handbook of social and emotional learning research and practice*. New York, NY: The Guilford Press.

Grimmer, T. (2018). *School readiness and the characteristics of effective learning: The essential guide for early years practitioners*. London: Jessica Kingsley.

Longstreth, S., & Garrity, S. (2018). *Effective discipline policies: How to create a system that supports young childrens social-emotional competence*. Lewisville, NC: Gryphon House.

All coursework is to be completed in the Teaching Channel online environment.

Luby, J. L. (2017). *Handbook of preschool mental health: Development, disorders, and treatment*. New York: The Guilford Press.

National Association for the Education of the Young Child. (NAEYC). [www.naeyc.org](http://www.naeyc.org)

Murawski, W. W., & Scott, K. L. (2017). *What really works with exceptional learners*. Thousand Oaks, CA: Corwin.

Pizzo, P. D., ORourke, T. G., Greene, E., & Zigler, E. (2018). *Teaching and leading with emotional intelligence: A dilemma-based casebook for early care and education*. New York, NY: Teachers College Press.

Salcedo, M. (2018). *Uncover the roots of challenging behavior: Create responsive environments where young children thrive*. Minneapolis, MN: Free Spirit Publishing.

The National Center for Pyramid Model Innovations. (n.d.). Retrieved from <http://challengingbehavior.cbcs.usf.edu/index.html>

Wittmer, D. S., & Clauson, D. W. (2018). *From biting to hugging: Understanding social development in infants and toddlers*. Lewisville, NC: Gryphon House.

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## Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Statement of Intention and Awareness</b>	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
<b>Investigation: Read and Respond</b>	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Connection to Statement of Intention and Awareness</b>	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Summary of Learning</b>	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
<b>Description of Positive Influence or Transformation</b>	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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## Module 1

### 1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

### 2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about strategies for challenging children in the early childhood classroom.
2. Summarize your previous knowledge or experience with strategies for challenging children in the early childhood classroom.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

### 3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- A. Applied behavioral analysis includes examining antecedents, behaviors and consequences. Describe each of these terms and how they relate to improving challenging behavior.
- B. Chapter 2 discusses layers of prevention. Explain how social-emotional learning and school-wide positive behavior intervention supports can be a layer of prevention.

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- C. Explain how the following quote, found in the text, will impact your response to challenging behaviors:  
*"Adult attention, even if it is negative, is a powerful reinforcer, especially for students with the most challenging behavior who typically receive very little positive attention."*
- D. The author of the text writes, "Before assuming that a student is knowingly misbehaving, a teacher should discern whether the student has the skills and the knowledge to behave appropriately." Describe a process for making this determination.
- E. Summarize the ways you have seen children be impacted by shaming.
- F. The author repeats this quote multiple times in the book, "We get control by giving control." Interpret this statement based on what you have read so far.
- G. Share how a teacher and a student might benefit from a reflective conversation at the end of the day about behavior and the strategies being implemented to improve behavior.
- H. When a student is displaying work avoidance, it is imperative to analyze the reasons behind this behavior. Explain why it is important to analyze the reasons behind the student's behavior.
- I. Describe the importance of explicit instruction to increase positive behavior and skills in young children.
- J. Think about a student with challenging behaviors then list all the positives you can about him or her. How might these "positives" be helpful to improving interactions with this learner?

## Module 2

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application: Innovate

Data is imperative when assisting students with improving behavior. As the text states, data:

- Can help determine antecedents
- Can help determine the functions of behavior
- Is key to building a plan for preventing behavior
- Will inform whether intervention has been effective and to what degree

To further explore this idea, use Table 1.2 to gather data on a student. (If you do not have access to a student, complete this activity on any small child with whom you regularly interact.) Then, complete Table 3.1. Finally, respond to the following in a total of one paragraph or more:

- a. What patterns did you see with antecedents and behaviors?
- b. What do you think might be the function of the patterns of behavior you observed?
- c. How can use of this tool improve your professional practice.

Submit both tables and your responses to the questions for this application. (Please remove the student's name to ensure confidentiality.)

All coursework is to be completed in the Teaching Channel online environment.

### 3. Application: Implement

Now is your opportunity to go deeper into intervention based on a plan you will create. Please complete both Step A and Step B, below:

Step A: In the Application, above (Innovative Design-Data Collection), you identified antecedents, challenging behavior patterns and possible functions of behavior. Now, it's time to decide on an intervention based on that information and create a plan! (There are many ideas laid out in Chapter 3 and 4.) For Step A, complete the following:

1. Complete Table 4.1 specific to the student on whom you've already gathered data (above).
2. Choose one of the "prevention" ideas laid out in Chapters 3-4 and re-read the information on the strategy.
3. Outline your intervention plan using your chosen prevention idea in two pages or more and include the following information:
  - Which strategy you chose and your reasons for choosing it
  - How you will teach the information to the student
  - How you will implement the plan
  - How and when you will evaluate the intervention plan for effectiveness
  - How and when you will revise the intervention plan if necessary

Step B: You have identified your strategy and what you will need to teach your learner. This application will allow you to get even more prepared!

Complete one of the following options:

#### Option 1: Create the Tool

Develop the strategy you chose into a tool for your student. You may choose any format for this, but the student must be able to use the tool. Ideas include, but are not limited to: a flip book, a short or social story, a video for modeling or a visual schedule. This is where you get to be creative, think about the student strengths and interests and personalize this for him or her. Submit the tool in PDF format, screen shots or pictures of your creation!

#### Option 2: Develop Your Lesson

Create a mini-lesson for your student explicitly teaching a positive replacement behavior to take the place of the behavior you are trying to extinguish. This is where you get to be creative, think about the student strengths and interests and personalize this for him or her. Your lesson should be 15 minutes or longer, and should include enough detail so a colleague could teach the lesson.

### 4. Application: Collaborate

Despite our best efforts to be proactive and positive, young children will still, at times, display challenging behaviors. Having a plan in place for when these behaviors occur will benefit all

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students, as well as the teachers and the entire early childhood program. In one page or more, develop a crisis management plan that includes:

- Key information from your building, school or district's crisis management plan
- Procedures specific to restraint and seclusion
- Roles and responsibilities during times of crisis
- A procedure for collaborating with parents and colleagues about the crisis plan

Once you have developed the plan, share it with a colleague for feedback then revise as needed. Submit your finalized crisis plan with your Module 2 work.

### 5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

## Module 3

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application: Challenge the Status Quo

Now is your chance to "challenge the status quo" through reflective practices and the study of the Pyramid Model.

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Please complete one of the options below.

### Option 1: Intrinsic Motivation

In trying to change behavior, it is imperative to know why a behavior is occurring. The text author takes this one step further when he wrote, "Because of their ability to reflect, great teachers know not only what to do, but also why." Reflective practices can get you there!

For this option, keep a journal for one work week (five days) answering the following questions each day:

- What went well today instructionally and behaviorally?
- What could have gone differently today instructionally and behaviorally?
- Was my response to behaviors positive, instructive or punitive?
- How could I have responded differently to the behaviors?
- What do I want to remember and learn from today?

Submit screenshots or pictures of your journal entries with your Module 3 submission.

Note: If you do not have access to students, please respond to the following questions in a total of three paragraphs or more:

- What went well this past year instructionally and behaviorally?
- What could have gone differently this past year instructionally and behaviorally?
- Was my response to behaviors typically positive, instructive or punitive?
- How could I have responded differently to the behaviors?
- What do I want to remember and learn from this past year?

### Option 2: Extrinsic Influence

The text does an excellent job of covering methods of prevention related to behavior. This is not unlike the lower levels described in The Pyramid Model. For this option, complete the following:

- Watch the video: "The Pyramid Model Overview."
- Follow this link to the TACEI website. From the Resource Library (green tab, top right menu), dig into articles, issue briefs, and handouts, etc. and choose 4 different resources to read.
- After reading your four choices, draft an email to your administrator outlining what you have learned and how you think The Pyramid Model could benefit the early childhood program and students. Your email should be 3 paragraphs, or more. You do not have to send this email, but submit it with your work for Module 3.

### 3. Application: Child Development & Early Intervention

Knowledge about child development coupled with early intervention are essential when assisting students who demonstrate challenging behaviors. After watching this video, complete the assignment that follows.

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In a total of two paragraphs or more, explain the importance of each of the four areas in which students should be observed for delays or disabilities:

- Play
- Learn
- Speak
- Act

In addition, discuss how developmental "milestones" play a role in your professional response to behaviors.

#### 4. Application: Engage Families

Take a look at this great video on the positive impacts of family involvement! (see online course)

There is a positive correlation between family involvement and success, so it's time to create an action plan to build relationships with families.

Submit a one-page plan to do so that includes:

- Five basic ideas to build relationships with families
- A family training plan to address positively teaching expectations for behavior
- A method to communicate and share materials and instructions for addressing positive, consistent behavioral strategies in home routines
- Any other ideas you have for engagement with families on this topic

#### 5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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