

Basic Course Information

Semester	Spring 2014	Instructor's Name	David Sheppard
Course Title & #	Children with Challenging Behavior.	Instructor's Email	
CRN #	20860	Webpage (optional)	david.sheppard@imperial.edu
Room	202	Office (PT Faculty:809)	2201
Class Dates	2/18-6/10	Office Hours (n/a for PT Faculty)	M T,R 12:00-1:00, W 5:00-6:00
Class Days	W	Office Phone # (PT may use dept. number)	760-355-6397
Class Times	1:30-3:35	Who students should contact if emergency or other absence	Lency Lucus: 760-355-6282
Units	3		

Course Description

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Evaluate Early Childhood environments in regards to influence on children's behavior. (ILO2, ILO4, ILO5)
2. Compare and apply essential elements of positive behavior management techniques. (ILO2, ILO5)
3. Demonstrate ability to modify the environment to positively affect challenging behaviors. (ILO1, ILO2, ILO4, ILO5)

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. recognize the difference between challenging behaviors and special needs.
2. investigate and demonstrate a variety of ways to handle challenging behaviors.
3. create tools that will benefit them in working with challenging behaviors.
4. investigate strategies and demonstrate ability to work with parents

Textbooks & Other Resources or Links

Essa, Eva (2008). • What To Do When: Practical Guidance Strategies for Challenging Behaviors in the Preschool (6th/e). Wadsworth Publishing. ISBN: 978-1418067168

Course Requirements and Instructional Methods

1. Parent Letter - Create a letter of introduction to parents of "your" students outlining your philosophy about your expectations of 'appropriate behavior' for the student in your 4year old classroom- And an overview of the types of behavior management techniques a parent might expect his/her child to encounter in your classroom. -- Your letter should be the beginnings of a close supportive connection between yourself as the teacher, the child, and the child's parents or guardians.(points)
2. Reflection questions: Students will produce a written personal perspective on issues related to child guidance, utilizing content from course readings and lecture to support their positions
3. Scenario creation: The student will apply appropriate guidance techniques to specific situations relating to children's behaviors and demonstrate skills in helping children resolve conflicts

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

6 Quiz's @t 5 pts.	= 30 pts.
3 Reflection questions @ 10 pts.	=30 pts.
Parent letter	= 30 pts.
Guidance scenario	=30 pts.

Total points = 100

A=100-90%, B=89=80%, C=79-70%, D=69-60%, F= 59% and below

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. **Consider**: specifics for your class/program
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General

School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

Additional Help – Discretionary Section and Language

- **Blackboard** support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- **Learning Labs:** There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- **Library Services:** There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

CDEV 141: Children with Challenging Behaviors, Spring, 2015

Week	Topic Area	Due	Due
1: 2/18	Intro		
2: 2/25	Overview of development		
3: 3/4			
4: 3/11	Aggressive and Anti-Social Behavior	Quiz section 1	
5: 3/18			
6: 3/25	Disruptive Behavior	Quiz section 2	Reflection1
7: 4/1			

Imperial Valley College Course Syllabus – Course Title and number

* 4/8 *	<i>Spring Break</i>		
8: 4/15	Emotional and Dependent Behavior	Quiz section 3	Reflection2
9: 4/22			
10: 4/29	Social Participation	Quiz section 4	Reflection3
11: 5/6			
12: 13	Eating Behaviors	Quiz section 5	
13: 5/20			Scenario
14: 5/27	Multiple Challenging Behaviors	Quiz section 6	
15: 6/3			Parent letter
16: 6/10		Quiz section 7	