



## **COURSE SYLLABUS**

<b>Course:</b>	<b>EDZU 9861 <u>Managing Challenging Behavior in the Classroom</u></b>
<b>Credit Hours:</b>	3.0 credits / 45 hours
<b>Instructor:</b>	Dr. Lauren Andersen-Miller

### **Course Description**

Has challenging behavior interfered with your classroom instruction? If so, this class was designed with you in mind! Teachers will learn about the functions of behavior to identify why individual students may choose to act out in different ways. Specific instances of common disruptive and/or other challenging behavior will also be addressed, including self-injurious and aggressive behavior, with a special emphasis on students with disabilities. Finally, innovative and creative methods, strategies, and procedures will be suggested to assist teachers in developing a repertoire of skills in which they can rely on to limit and manage challenging behavior exhibited by their students.

### **Course Goals**

#### **To Know**

1. What challenging behavior may look like
2. How difficult it can be to facilitate a lesson when some students are engaging in challenging behaviors

#### **To Understand**

1. Why students may act out
2. What the four main functions of behavior are
3. That students with disabilities are more likely to engage in challenging behavior

#### **and To Be Able To**

1. Employ the strategies from this course into their own classroom practice to limit or manage challenging behavior
2. Be proactive in managing challenging behavior in the classroom

## Course Outline

- I. What is Challenging Behavior?
  - i. What does it look like in the physical classroom?
  - ii. What does it look like in the online classroom?
  - b. Trends and patterns in students who engage in challenging behavior
    - i. Examining sub-population of such
  - c. Social-Emotional connection
    - i. All behavior is communication
  - d. Students with disabilities
    - i. Emotional-behavior disorders
      - 1. Anxiety
      - 2. Conduct disorder
      - 3. Oppositional defiant disorder
    - ii. Autism
      - 1. Communication difficulties
  - e. Four main functions of behavior
    - i. Sensory
    - ii. Escape
    - iii. Attention
    - iv. Tangibles
- II. Levels of Behavior
  - a. Behavior should be handled differently based on severity and/or type
  - b. Observing and identifying type of behavior
    - i. Nervousness
      - 1. Identification of these types behaviors
      - 2. Appropriate staff responses
    - ii. Refusal
      - 1. Identification of these types behaviors
      - 2. Appropriate staff responses
    - iii. Verbal Outbursts
      - 1. Identification of these types behaviors
      - 2. Appropriate staff responses
    - iv. Physical
      - 1. Identification of these types behaviors
      - 2. Appropriate staff responses
  - c. Power struggles
    - i. Identifying power struggles
    - ii. Appropriate staff responses
  - d. Staff reactions as helpful or harmful
- III. Proactive Strategies

- a. Relationship building
  - i. Structure
  - ii. Routine
  - iii. Boundaries
  - iv. Classroom management system
  - v. Building rapport with parents and families
- b. Coping strategies
  - i. Explicit teaching of specific skills
    - 1. Utilizing strategies when calm
    - 2. Allowing students to use strategies when upset
- c. Keep it positive
  - i. Focus on what students are doing right
    - 1. Classroom management
    - 2. Specific positive praise
  - ii. Creating a positive, warm, and nurturing learning environment
    - 1. Mistakes are part of the learning process
    - 2. Mutual understanding
    - 3. Empathy

#### IV. Reactive Strategies

- a. Reactive strategies
  - i. Sensory
    - 1. Specific strategies related to the function of behavior
    - 2. Appropriate staff responses
  - ii. Escape
    - 1. Specific strategies related to the function of behavior
    - 2. Appropriate staff responses
  - iii. Attention
    - 1. Specific strategies related to the function of behavior
    - 2. Appropriate staff responses
  - iv. Tangibles
    - 1. Specific strategies related to the function of behavior
    - 2. Appropriate staff responses
- b. Physically aggressive behaviors
  - i. Positioning
  - ii. Formal training opportunities and programs
- c. Self-injurious behaviors
  - i. Recommendations
- d. Post-vention
  - i. Communication and documentation
  - ii. Meeting individually with students
  - iii. Build rapport again

## **Methods of Instruction**

School professionals in this course will engage in meaningful learning activities that require them to utilize a variety of sources to develop a better understanding of challenging student behavior. School professionals will share instances of challenging behavior in their physical and/or remote classrooms and will communicate with others about their experiences in working with students with challenging behavior. They will complete assignments that assess their understanding of what challenging behavior may look like. They will also complete assignments that give them a better understanding of why their students may act out and how behavior is classified into four main functions, with each function pertaining to different recommended management strategies. Teachers in this course will learn about and engage in activities that enable them to understand and employ proactive strategies to prevent challenging behavior from occurring. They will also engage in activities that will allow them to reactively manage challenging behavior in their own classrooms in the future with confidence.

*Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.*

## **Methods of Assessment**

In order to earn an A in the class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and will complete the behavior intervention plan (BIP) assignment, by reading, interpreting, responding, and reflecting on a number of prompts such as what behavior the student displays, how the behavior must be handled, and what proactive strategies must be used to help limit that child's challenging behavior in a 3-5 page paper.

In order to earn a B in the class, a student must complete all of the assigned readings and assignments, participate in all discussion forums, and will complete the behavior intervention plan (BIP) assignment, by reading and interpreting what behavior the student displays according to the document in a 1-2 page paper.

*Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, and e-mail.*

## Time Validation

Activity	Time (in hours)
<b>Block 1</b>	
Forum Post: Students will introduce themselves and set goals for learning	.5
Assignment: Students will complete survey to demonstrate what they already know about challenging behavior and how to manage it in the classroom	.5
Assignment: Students will read article about challenging behavior and will respond to questions posed	2
Forum Post: Students will describe instances of challenging behavior in the physical classroom AND online classroom that they have experienced	1
Assignment: Students will read article on sub-population of students who are “at risk” of engaging in challenging behavior and will respond to question posed	2
Assignment: Students will watch in-depth videos about the four main functions of behavior and will select one function of behavior to further explore. They will answer the questions posed.	3
<b>Block 2</b>	
Assignment: Students will review information about how challenging behavior should be handled differently based on severity/type and will submit reflection on information learned.	3
Assignment: Students will review a video of a behavior. Students will need to classify the observation as <i>nervousness</i> , refusal, verbal outburst, or physical with a one paragraph response	1.5
Assignment: Students will review a video of a behavior. Students will need to classify the observation as nervousness, <i>refusal</i> , verbal outburst, or physical with a one paragraph response	1.5
Assignment: Students will review a video of a behavior. Students will need to classify the observation as nervousness, refusal, <i>verbal outburst</i> , or physical with a one paragraph response	1.5
Assignment: Students will review a video of a behavior. Students will need to classify the observation as nervousness, refusal, verbal outburst, or <i>physical</i> with a one paragraph response	1.5
Forum post: Students will discuss a time that they experienced a power struggle with a student with ample detail and information. They will also read others’ responses.	1
Assignment: Students will label actions taken by the teacher as helpful or harmful when managing students’ challenging behavior.	2
<b>Block 3</b>	
Forum post: Students will strategies that they regularly use to prevent students from engaging in challenging behavior.	1
Assignment: Students will read an article on relationship building and will respond to questions.	2
Assignment: Students will watch videos on using proactive strategies and will reflect on which strategies can be used in their own classrooms through a written response.	2
Assignment: Students will review various coping strategies and how to use them. Students will submit a lesson plan for how they can incorporate coping strategies into their classroom, no matter what their subject area or expertise may be.	2.5
Assignment: Students will learn how to comment on what students are doing right, instead of commenting on what students are doing wrong. Students will review images and practice using specific positive praise that are based on what students are doing right.	2
Assignment: Students will review videos, articles, and pictures about positive, warm, and nurturing learning environments. They will review best practices and select one strategy/support to incorporate into their own classroom. They will write a written response about how they will integrate it.	3
Assignment: Students will learn about empathy and how to utilize empathy in the classroom by watching a video and writing a one paragraph response.	1

Block 4	
Forum post: Students will post about one strategy that they learned about that they can use with a student in their class who engages in challenging behavior	1.5
Assignment: Students will watch a video on a student engaging in a sensory-seeking behavior and will suggest one appropriate staff response based on what they learned.	1.5
Assignment: Students will watch a video on a student engaging in an escape behavior and will suggest one appropriate staff response based on what they learned.	1.5
Assignment: Students will watch a video on a student engaging in an attention-seeking behavior and will suggest one appropriate staff response based on what they learned.	1.5
Assignment: Students will watch a video on a student engaging in a tangible-seeking behavior and will suggest one appropriate staff response based on what they learned.	1.5
Assignment: Students will reflect on what they learned in the course and will discuss how the information will be used in their own classrooms.	3
<b>Total Time</b>	<b>45.00</b>