ECD 259 -Behavior Management with Special Needs
Early Childhood Development
Business and Public Service

Semester Year

Catalog Course Description: This course is an overview of understanding and managing challenging behavior in school and child care settings. It includes common causes of problem behaviors and treatment for attention disorders, making changes in the classroom, and administrative steps to help children with challenging behaviors.

Prerequisite(s):	ENG 100 and RDG 100
Credit Hours:	3.0
Class Schedule:	
	(see course outline for scheduled meetings)
Instructor:	
Office:	
Office Hours:	
Telephone:	
E-mail:	
Campus Mailbox:	Saluda Hall 119
Program Website:	www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu
Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu
Departmental Assistant: Kim Bauer, (803) 822-3320, bauerk@midlandstech.edu
Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s): Kaiser, B., & Rasminsky, J. S. (2012). *Challenging behavior in young children: Understanding, preventing, and responding effectively* (3rd ed.). Boston: Pearson Education, Inc.

Course Objectives: Upon completion of this course the student will be able to:
1. Describe how the principles of child growth and development serve as a foundation for working effectively in guiding and shaping behaviors of young children. (NAEYC 1a, 1b)
2. Identify age appropriate practices to promote guidance and positive discipline for young children.(NAEYC 4b, 4c)
3. Plan and implement strategies and techniques for providing a supportive environment in which children can develop self-control and interact positively with others. (NAEYC 4b)
4. Describe strategies for establishing and maintaining positive and productive relationships with families. (NAEYC 2b)
5. Identify possible program adaptations to provide an appropriate program for all children, regardless of needs and abilities. (NAEYC 4b)
6. Reflect on observations of children in various situations and identify influences on behavior. (NAEYC 1b)

Course Outcomes and Competencies:
Intended Course Outcome #4: Students will be able to identify and design developmentally effective approaches.
Course Competency 4a: Students will be able to examine positive relationships and supportive interactions as the foundation of their work with young children. **4d:** Students will be able to reflect on their own practice to promote positive outcomes for each child.
Performance Measurement Instrument and Success criteria: Students will successfully complete five observations /reflections.

NAEYC Standards

1. PROMOTING CHILD DEVELOPMENT AND LEARNING
   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

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
   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

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
   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 assessment partnerships with families and with professional colleagues to build effective learning environments
   3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
   3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
   4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
   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

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
   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.

6. BECOMING A PROFESSIONAL
   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

7. EARLY CHILDHOOD FIELD EXPERIENCES
   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)

Course Requirements:

1. Attend class and participate orally.
2. Read all chapters and assignments.
3. Prepare a typed, doubled spaced 3-full page philosophy paper on guidance of young children.
4. Complete readings and reviews of 4 professional journal articles on classroom management or discipline.
5. Complete 5 observations.
6. Take four tests.
7. Complete Reflective Journal.
8. Complete other random assignments as assigned.

Course Grading:
Specific Assignments: Grading

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it** <u>no more than one week after the due date</u> **and you will receive up to 30% off your total score.**

Tests (4 @ 100 pts each)	**400**
Philosophy Paper	**200**
Chapter Notes/Key Terms (10 pt each chapter)	**100**
Reflective Journal	**100**
Observations (5 @ 20 pts each)	**100**
Professional Journal Readings and Reviews (2 @ 50 pts each)	**100**
Total Points =	**1000**

Early Childhood Grading Scale:

A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points

W = Withdrawal before midterm

WF = Withdrawal after midterm with a failing grade on the last day attended

Academic Affairs Student Guidelines and Expectations

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at http://www.midlandstech.edu/handbook/; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

▪ The students of MTC have adopted the following Honor Code:
As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
▪ The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
▪ Cheating on tests includes:
  . Copying from another student's paper.
  . Copying or presenting someone else's work as your own.
  . Using unauthorized materials during a test.
  . Collaborating with any other person during a test without permission.
  . Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  . Bribing any other person to obtain information about tests.
  . Substituting for another student, or permitting another student to substitute for you.
▪ Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
▪ The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
▪ For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (*MyMTC* Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to http://www.midlandstech.edu/myemail.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

MyMTC:

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to http://mymtc.midlandstech.edu.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:
- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).

- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Accessibility and Special Accommodations:

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

Copyright:

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

Dress Code: All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-ccccd.net/College_Courses.htm.

(Revised September 2013)

Course Topic Outline/Course Calendar with Assignments:

Class/ Date	Topic	Assignments Due
1	First Day Getting to Know You Review Syllabus Course Expectations Questions **Chapter 1-What is Challenging Behavior?**	None
2	Revisit Course Requirements Discuss observation # 1 in class **Chapter 2-Risk Factors** **Chapter 3-Protective Factors** Review for Test 1 **Take Test 1 (Chaps 1-3)**	• Read & write notes on chaps 1-3 • Submit Reflective Journal Entries • Study for Test 1 • Complete observation # 1 • Submit 1st PJAR •
3	**Chapter 4-Behavior & the Brain** **Chapter 5-Relationship, Relationship, Relationship**	• Read & write notes on chaps 4-5 • Submit Reflective Journal Entry
4	**Chapter 6-Opening the Culture Door** Review for Test 2 **Take Test 2 (Chaps 4-6)** Discuss observation #2 in class	• Read & write notes on chap 6 • Submit Reflective Journal Entries • Complete observation #2 • Study for Test 2 • Submit 2nd PJAR
5	**Chapter 7-Preventing Challenging Behavior: The Social Context** **Chapter 8-Preventing Challenging Behavior: Physical Space, Routines & Transitions, and Teaching Strategies**	• Read & write notes on chaps 7-8 • Submit Reflective Journal Entries
6	Discuss observation #3 in class **Chapter 9-Guidance** Review for Test 3 **Take Test 3**	• Read & write notes on chaps 9 • Complete observation # 3 • Study for test 3 • Submit Reflective Journal Entry
7	Discuss observation #4 **Turn in philosophy paper**	• Complete observation # 4 • Complete philosophy paper
8	**Chapter 10-Functional Assessment and Positive Behavior Support**	• Read & write notes on chap 10 • Submit Reflective Journal Entry
9	**Chapter 11-The Inclusive Classroom** **Chapter 12-Working with Families and Other Experts** Discuss observation # 5	• Read chaps 11 & 12 • Complete observation #5
10	**Chapter 13-Bullying** Review for Test 4 (final exam)	• Read chap13
	Final Exam	
	Celebration of Learning Friday _____6-7:30pm-AC 143	

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

Note: Please keep all assignments for your final portfolio for ECD 243.

Rubric for Chapter Notes/Key Terms

Purpose/Goal: Students will keep up-to-date notes on chapter readings and terms.
Total possible score: 100 (10 Chapters-10pts for each chapter)   Actual Score _____

Criteria	Excellent	Fair	Poor	Self	Score
Complete	Notes & terms are complete (6)	Notes & terms are incomplete (3)	No notes or terms (0)		
Neat	Notes & terms are neat and easy to read (2)	Notes & terms are hard to read or sloppy (1)	No notes or terms (0)		
Turned in on time	Notes & terms ready at beginning of class (2)	Notes and terms turned in late (1)	No notes or terms (0)		
Total					

Name: _____

Rubric for Observations

Purpose/Goal: Students will conduct the following observations as they study guidance & classroom management.
Total possible score: 100   Actual Score _____

Criteria	Excellent	Fair	Poor	Self	Score
Observation 1	Student shows comprehensive reflective thinking on the observation. (20)	Reflective thinking is incomplete or not comprehensive. (15)	Observation not completed (0)		
Observation 2	Student shows comprehensive reflective thinking on the observation. (20)	Reflective thinking is incomplete or not comprehensive. (15)	Observation not completed (0)		
Observation 3	Student shows comprehensive reflective thinking on the observation (20)	Reflective thinking is incomplete or not comprehensive. (15)	Observation not completed (0)		
Observation 4	Student shows comprehensive reflective thinking on the observation (20)	Reflective thinking is incomplete or not comprehensive. (15)	Observation not completed (0)		
Observation 5	Student shows comprehensive reflective thinking on the observation (20)	Reflective thinking is incomplete or not comprehensive. (15)	Observation not completed (0)		
Total					

Name: _____   **Instructor:** _____

Title of Journal Article: _____

Due Date: _____   **Date Turned In:** _____

Rubric – ECD 259 Professional Journal Article Review

Purpose/Goal: Student will prepare a typed journal article review *relating to guidance & classroom management or behavior issues or problems.*

JOURNAL ARTICLE REVIEWS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED
Journal article must be from an approved professional journal or it will not be accepted.

Total possible score: 50x2 = 100   (10% of final grade)   **Actual Score _____**

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Art. 1	Art. 2
Topic	Paper relates to *guidance & classroom management or behavior issues or problems* (8)	Paper relates to an early childhood topic, but not *guidance & classroom management or behavior issues or problems* (4)	Paper does not relate to an early childhood topic (0)		
½ Page Summary	Summary review of article is ½ page and is clear and comprehensive. (14)	Summary review of article is less than ½ page summary and/or is difficult to understand. (6)	Does not include a summary of the article. (0)		
½ Page Reaction	Paper includes ½ page reaction to article that is clear and comprehensive. (14)	Paper includes less than ½ page reaction to article and/or is difficult to understand. (6)	Paper does not include a reaction to article. (0)		
Grammar/ Spelling/Sen tence Structure	0-4 grammatical and/or spelling errors and 0-1 incomplete sentences. (8)	5-9 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (4)	10 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (0)		
APA Style	Paper is prepared in APA style: journal is cited in APA style at bottom of page, type is double-spaced, using 12-point font, and 1" margins on left, top, and bottom. (6)	3-4 components at left followed. (2)	1-2 components at left followed. (0)		
Total					

Rubric – ECD 259 – Philosophy Paper
Name: _____
Title of Philosophy Paper: _____

<u>Purpose/Goal</u>: Students will research a topic that relates to their own personal philosophy regarding behavior management for children with special needs between the ages of birth and 8 years old.

Total possible score: 200   Actual Score _____

Criteria	Excellent	Fair	Poor	Self	Score
Title Page	Title page is complete with topic, name, class, and date. (4)	Title page does not include all information (topic, name, class, and date). (2)	No title page. (0)		
Length of paper	Paper is at least 3 typed pages, double-spaced, using 12-point font, and 1" margins. (40)	Paper is 3 typed pages, double-spaced, but typed with font larger than 12-point font and/or with margins more than 1". (25)	Paper is less than 3 typed pages. (0)		
Content	Content is fully developed, is clearly written, and easy to understand. Paper contains personal philosophy behavior management for children with special needs and gives reasons explaining why it is your philosophy. (60)	Content is partially developed, but is unclear or is incomplete, making it difficult to understand. Paper contains your own personal philosophy behavior management for children with special needs, but does not give reasons explaining why it is your philosophy. (45)	Content is not developed and/or is difficult to understand. Paper does not contain your own personal philosophy behavior management for children with special needs or give your reasons explaining *why* it is your personal philosophy. (0)		
Mechanics	No spelling or grammatical errors. Paper is written in APA style, double-spaced, using 12 point font. (40)	Minimal spelling or grammatical errors. Paper is not typed. (25)	Many spelling or grammatical errors and paper is not typed. (0)		
Bibliography	Bibliography in APA style and no more than one web site used. (20)	Bibliography not in APA style and/or more than one web sited used. (10)	No bibliography. (0)		
Sources	At least three different sources cited with the researched information provided in the paper. (6)	Less than three different sources cited with the researched information provided in the paper. (3)	Sources not sited with the researched information provided in the paper. (0)		
Application of Theory and Research	Paper contains historical theory and current research. (20)	Paper contains either historical theory or current research. (10)	Paper does not contain historical theory or current research. (0)		
Organization	Contains all 5 of the following components: an introduction paragraph, at least 3 body paragraphs, and a conclusion paragraph. (10)	Contains 3-4 of the following components: an introduction paragraph, at least 3 body paragraphs, and a conclusion paragraph. (5)	Contains 1-2 of the following components: an introduction paragraph, at least 3 body paragraphs, and a conclusion paragraph. (0)		
Comments:			**Total:**		

Observation # 1

1. Observe and record a situation in which a child needed help in a routine situation. What did the teacher do? Do you think the child felt greater confidence as a result? Would the child be better able to be independent the next time? Discuss your thoughts.

2. Observe and record a situation in which the child asked for help with something which it seemed to you the child could do for themselves. What may such a request have meant? How did the teacher handle it? What did the teacher accomplish for the child?

Observation # 2

1. Observe and record three situations in which the guidance given by the teacher was directed toward helping the child feel more secure and confident. Estimate how successful it was in its effect on the child.

2. Listen to the quality and pitch of the children's voices. List the names of children whose voices are high-pitched or strained, soft and indistinct, loud and somewhat harsh, and easy and pleasant. How would you relate what the child's voice seems to reveal with what you know of the child's adjustment and their feelings about themselves.

Observation # 3

1. Observe and record three situations in which the teacher defined and maintained a limit for the child. Note why the teacher set a limit, how they defined and maintained it, and the response for the child. Estimate the value of the experience for the child.

2. Observe and report a situation in which a problem arose because the adult failed to define the limit clearly. What was the effect on the child?

Observation # 4

1. As you observe a group of children, note some of the individual differences in the frequency with which they "test out" limits or try to assert themselves against authority. What meaning do you think these differences have for individual children as far as you know them? Explain.

2. Observe and report a situation in which a child assumed responsibility for defining and for maintaining a limit for another child or group of children. What were possible factors leading to this behavior?

Observation # 5

1. Observe and record a situation in which the teacher helped two children to settle a dispute or a difficulty in such a way that they liked each other more after the experience.

2. Observe and report a situation in which a teacher maintained relationships with several children in a group. If possible, indicate the place of each child in his own family as oldest, only, etc. Did the children compete for the teacher's attention? How did the teacher meet the needs of each? Discuss the possible meaning of the children's behavior.

ECD 259 – Behavior Management for Special Needs

Assessment Record for _____

Assignments and Total Points	Tests 400	Chapter Reviews 100	Obs 100	Journal Articles 100	Reflective Journaling 100	Philosophy Paper 200
Chapter 1 Chapter Knowledge Reflective Journaling		10			10	
Chapter 2 Chapter Knowledge Observation Professional Journal Reading and Review Reflective Journaling Chapter 1 & 2 Test	100	10	20	50	10	
Chapter 3 Chapter Notes & Terms Reflective Journaling		10			10	
Chapter 4 Chapter Notes & Terms Observation Professional Journal Reading and Review Reflective Journaling		10	20		10	
Chapter 5 Chapter Notes & Terms Reflective Journaling Chapter 3, 4, & 5 Test	100	10			10	
Chapter 6 Chapter Notes & Terms Observation Professional Journal Reading and Review Reflective Journaling		10	20		10	
Chapter 7 Chapter Notes & Terms Reflective Journaling		10			10	
Chapter 8 Chapter Notes & Terms Observation Professional Journal Reading and Review Reflective Journaling Chapter 6, 7 & 8 Test	100	10	20	50	10	
Chapter 9 Chapter Notes & Terms Reflective Journaling Philosophy Paper		10			10	200
Chapter 10 Chapter Notes & Terms Observation Professional Journal Reading and Review Reflective Journaling		10	20		10	
Chapters 11-13 Chapter 9-13 Test	100					
Totals	400/	100/	100/	100/	100/	200/

A = 93-100   930-1,000 points
B = 85-92   850-929 points
C = 75-84   750-849 points
D = 70-74   700-749 points
F = Below 70   Below 700 points

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Midland's Technical College
ECD 259 – Behavior Management for Special Needs
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

_____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class**:**
_____
_____

What the instructor needs to know to help me be successful in this class:
_____
_____

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that *I must obtain a cumulative grade of at least "C" to successfully complete the course.*

In addition, **I understand the attendance requirements set forth by Midlands Technical College.**

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____   Date: _____

INSTRUCTOR: _____   Date: _____