

**Master Course Outline  
With Sample Syllabus**

**Guiding and Understanding Young Children's Behavior  
ECED 1377**

**Prerequisite:** ECED 1002

**Field Work:** No more than 10 hours of field work may be required.

**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.

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

<b>Course Objective</b>	<b>Alignment with Standards</b>
1. Social emotional development	<b>OSEP:</b> Supporting Social and Emotional Development <b>DEC/EI/ECSE:</b> All of Standard 1 <b>PS&amp;C for ECE:</b> 1a, b, c <b>CKCs:</b> 1.A.1, 1.A.2, 1.B.1, 1.B.2
2. The range of behaviors of children at different stages of typical and atypical development.	<b>OSEP:</b> Supporting Social and Emotional Development <b>DEC/EI/ECSE:</b> All of Standard 1 <b>PS&amp;C for ECE:</b> 1a, b, c <b>CKCs:</b> 1.A.1, 1.B.2

3. Challenging Behaviors	<p><b>OSEP:</b> Supporting Social and Emotional Development, Observing and Collecting Data for Progress Monitoring  <b>DEC/EI/ECSE:</b> All of Standard 1  <b>PS&amp;C for ECE:</b> All of Standard 1, 3a  <b>CKCs:</b> 1.A.1, 1.A.2, 1.B.2, 2.A.1, 4.A.1, 4.A.3</p>
4. The multiple influences of nature and nurture, on children’s and adult’s behavior.	<p><b>OSEP:</b> Supporting Social and Emotional Development and Working with Children and Families from Diverse Backgrounds  <b>DEC/EI/ECSE:</b> All of Standard 1  <b>PS&amp;C for ECE:</b> 1c, 2a  <b>CKCs:</b> 1.A.1, 1.B.1, 1.B.2, 2.B.1, 5.A.1</p>
5. The influence of the social context (relationships) and physical learning environment on children’s behavior.	<p><b>OSEP:</b> Intervention and Instruction, Working with Children and Families from Diverse Backgrounds  <b>DEC/ EI/ECSE:</b> 1.3, 6.3,  <b>PS&amp;C for ECE:</b> 1c, 2a, All of Standard 4  <b>CKCs:</b> 1.A.1, 1.B.1, 1.B.2, 2.A.1, 2.A.2, 5.A.1</p>
6. The importance of observation and recording techniques to develop a behavior management plan.	<p><b>OSEP:</b> Observing and Collecting Data for Progress Monitoring  <b>DEC/EI/ECSE:</b> 1.1, 4.1  <b>PS&amp;C for ECE:</b> 3a, 3b  <b>CKCs:</b> All Domain 4</p>
7. Strategies for effectively responding to challenging behaviors.	<p><b>OSEP:</b> Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Transitions, Supporting Social and Emotional Developments, Collaborating  <b>DEC/EI/ECSE:</b> 1.1, 6.3, 6.7  <b>PS&amp;C for ECE:</b> 1d, 3a, 4a,  <b>CKCs:</b> 2.A.1, 2.B.1, 2.B.2, 3.B.1, 3.B.3</p>
8. Working with families to support prosocial behaviors for all children including those with disabilities, developmental delays, language and/or cultural differences.	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families  <b>DEC/EI/ECSE:</b> 2.1, 2.2, 3.3  <b>PS&amp;C for ECE:</b> 2a and 2b  <b>CKCs:</b> 5.A.1, 5.A.2, 5.A.3, 5.B.1, 5.B.2</p>

9. The range of resources and interventions regarding challenging behaviors.

**OSEP:** Collaborating, Intervention and Instruction, Supporting Social and Emotional Development

**DEC/EI/ECSE:** 1.1, 7.2

**PS&C for ECE:** 2c, 6a and 6c

**CKCs:** 1.B.3, 5.B.2, 5.C.1

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

Student Outcomes:	Alignment with standards
1. Identify Social emotional development in all young children.	<b>OSEP:</b> Supporting Social and Emotional Development <b>DEC/EI/ECSE:</b> All of Standard 1 <b>PS&amp;C for ECE:</b> 1a, b, c <b>CKCs:</b> 1.A.1, 1.A.2, 1.B.1, 1.B.2
2. Describe the range of behaviors of children at different stages of development.	<b>OSEP:</b> Supporting Social and Emotional Development <b>DEC/EI/ECSE:</b> All of Standard 1 <b>PS&amp;C for ECE:</b> 1a, b, c <b>CKCs:</b> 1.A.1, 1.B.2
3. Discriminate between typical and atypical Challenging Behaviors	<b>OSEP:</b> Supporting Social and Emotional Development, Observing and Collecting Data for Progress Monitoring <b>DEC/EI/ECSE:</b> All of Standard 1 <b>PS&amp;C for ECE:</b> All of Standard 1, 3a <b>CKCs:</b> 1.A.1, 1.A.2, 1.B.2, 2.A.1, 4.A.1, 4.A.3
4. Evaluate the multiple influences of nature and nurture that might affect the behavior of a child and adult including children with disabilities, developmental delays, language and/or cultural differences.	<b>OSEP:</b> Supporting Social and Emotional Development and Working with Children and Families from Diverse Backgrounds <b>DEC/EI/ECSE:</b> All of Standard 1 <b>PS&amp;C for ECE:</b> 1c, 2a <b>CKCs:</b> 1.A.1, 1.B.1, 1.B.2, 2.B.1, 5.A.1
5. Evaluate all aspects of the learning environment including the social context (relationships) and physical environment to determine its effect on children’s behavior.	<b>OSEP:</b> Intervention and Instruction, Working with Children and Families from Diverse Backgrounds <b>DEC/ EI/ECSE:</b> 1.3, 6.3, <b>PS&amp;C for ECE:</b> 1c, 2a, All of Standard 4 <b>CKCs:</b> 1.A.1, 1.B.1, 1.B.2, 2.A.1, 2.A.2, 5.A.1
6. Develop a behavior management plan by using appropriate observation and recording techniques.	<b>OSEP:</b> Observing and Collecting Data for Progress Monitoring <b>DEC/EI/ECSE:</b> 1.1, 4.1 <b>PS&amp;C for ECE:</b> 3a, 3b <b>CKCs:</b> All Domain 4

<p>7. Choose appropriate strategies for effectively responding to challenging behaviors</p>	<p><b>OSEP:</b> Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Transitions, Supporting Social and Emotional Developments, Collaborating  <b>DEC/EI/ECSE:</b> 1.1, 6.3, 6.7  <b>PS&amp;C for ECE:</b> 1d, 3a, 4a,  <b>CKCs:</b> 2.A.1, 2.B.1, 2.B.2, 3.B.1, 3.B.3</p>
<p>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.</p>	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families  <b>DEC/EI/ECSE:</b> 2.1, 2.2, 3.3  <b>PS&amp;C for ECE:</b> 2a and 2b  <b>CKCs:</b> 5.A.1, 5.A.2, 5.A.3, 5.B.1, 5.B.2</p>
<p>9. Create a list of community and web-based resources and interventions regarding challenging behaviors to support teachers, families, and children.</p>	<p><b>OSEP:</b> Collaborating, Intervention and Instruction, Supporting Social and Emotional Development  <b>DEC/EI/ECSE:</b> 1.1, 7.2  <b>PS&amp;C for ECE:</b> 2c, 6a and 6c  <b>CKCs:</b> 1.B.3, 5.B.2, 5.C.1</p>

**Course Content:**

<b>Course Content:</b>	<b>Alignment with Standards</b>
<p>1. Social emotional development</p>	<p><b>OSEP:</b> Supporting Social and Emotional Development  <b>DEC/EI/ECSE:</b> All of Standard 1  <b>PS&amp;C for ECE:</b> 1a, b, c  <b>CKCs:</b> 1.A.1, 1.A.2, 1.B.1, 1.B.2</p>
<p>2. The range of behaviors of children at different stages of development</p>	<p><b>OSEP:</b> Supporting Social and Emotional Development  <b>DEC/EI/ECSE:</b> All of Standard 1  <b>PS&amp;C for ECE:</b> 1a, b, c  <b>CKCs:</b> 1.A.1, 1.B.2</p>
<p>3. Typical and atypical Challenging Behaviors</p>	<p><b>OSEP:</b> Supporting Social and Emotional Development, Observing and Collecting Data for Progress Monitoring  <b>DEC/EI/ECSE:</b> All of Standard 1  <b>PS&amp;C for ECE:</b> All of Standard 1, 3a</p>

	<p><b>CKCs:</b> 1.A.1, 1.A.2, 1.B.2, 2.A.1, 4.A.1, 4.A.3</p>
<p>4. The multiple influences of nature and nurture that might affect the behavior of an adult and a child including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p><b>OSEP:</b> Supporting Social and Emotional Development and Working with Children and Families from Diverse Backgrounds  <b>DEC/EI/ECSE:</b> All of Standard 1  <b>PS&amp;C for ECE:</b> 1c, 2a  <b>CKCs:</b> 1.A.1, 1.B.1, 1.B.2, 2.B.1, 5.A.1</p>
<p>5. All aspects of the learning environment including the social context (relationships) and the physical environment to determine its effect on children’s behavior.</p>	<p><b>OSEP:</b> Intervention and Instruction, Working with Children and Families from Diverse Backgrounds  <b>DEC/ EI/ECSE:</b> 1.3, 6.3,  <b>PS&amp;C for ECE:</b> 1c, 2a, All of Standard 4  <b>CKCs:</b> 1.A.1, 1.B.1, 1.B.2, 2.A.1, 2.A.2, 5.A.1</p>
<p>6. Development of a behavior management plan by using appropriate observation and recording techniques.</p>	<p><b>OSEP:</b> Observing and Collecting Data for Progress Monitoring  <b>DEC/EI/ECSE:</b> 1.1, 4.1  <b>PS&amp;C for ECE:</b> 3a, 3b  <b>CKCs:</b> All Domain 4</p>
<p>7. Appropriate strategies for effectively responding to challenging behaviors</p>	<p><b>OSEP:</b> Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Transitions, Supporting Social and Emotional Developments, Collaborating  <b>DEC/EI/ECSE:</b> 1.1, 6.3, 6.7  <b>PS&amp;C for ECE:</b> 1d, 3a, 4a,  <b>CKCs:</b> 2.A.1, 2.B.1, 2.B.2, 3.B.1, 3.B.3</p>
<p>8. Working with families to support pro social behaviors for all children including those with disabilities, developmental delays, language and/or cultural differences.</p>	<p><b>OSEP:</b> Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families  <b>DEC/EI/ECSE:</b> 2.1, 2.2, 3.3  <b>PS&amp;C for ECE:</b> 2a and 2b  <b>CKCs:</b> 5.A.1, 5.A.2, 5.A.3, 5.B.1, 5.B.2</p>
<p>9. Community and web-based resources and interventions regarding challenging behaviors available to support teachers, families, and children.</p>	<p><b>OSEP:</b> Collaborating, Intervention and Instruction, Supporting Social and Emotional Development  <b>DEC/EI/ECSE:</b> 1.1, 7.2  <b>PS&amp;C for ECE:</b> 2c, 6a and 6c  <b>CKCs:</b> 1.B.3, 5.B.2, 5.C.1</p>

**Standards:**

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood/of the Council for Exceptional Children/Early Intervention/Early Childhood Special Education (DEC/EI/ECSE)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C for ECE)

## Key Experiences

(CO 1,2,3) Through actual and virtual observations identify typical and atypical social and emotional behaviors of children at different stages of development.

(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.

(CO 5) Observe and analyze social context and physical environment aspects that reinforce or prevent challenging behaviors.

(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.

(CO 7) Connect knowledge and strategies from the Pyramid Model to support positive guidance.

(CO 9) Create a list of community and web-based resources and interventions regarding challenging behaviors to support teachers, families and children.

(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 and adult child interactions that might affect the behavior of a child including children with a disability, developmental delay, language and/or cultural differences.



## RESOURCES

In my world there are  
**NO BAD KIDS,**  
just impressionable,  
conflicted young people  
wrestling with  
**emotions & impulses,**  
trying to communicate  
their  
**feelings & needs**  
the only way  
they know how.  
- Janet Lansbury



**I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.**

**Haim Ginott**

## 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>

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](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

[https://portal.ct.gov/-/media/SDE/SRBI/ec\\_srbi\\_pamphlet.pdf](https://portal.ct.gov/-/media/SDE/SRBI/ec_srbi_pamphlet.pdf)

## BOOKS:

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

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

The How To Talk Book Series

[https://www.amazon.com/dp/B08LL98V13?binding=hardcover&ref=dbs\\_dp\\_rwt\\_sb\\_thcv](https://www.amazon.com/dp/B08LL98V13?binding=hardcover&ref=dbs_dp_rwt_sb_thcv)

## **WEBSITES**

Ct. 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/>

Ages and Stages Questionnaire for Social Emotional Development

<https://media.lanec.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](http://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](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>

Anne Arundel Teacher Disposition Survey- Caring Communication and Collaboration Sections

<https://www.aacc.edu/about/schools-of-study/science-technology-and-education/teacher-education-and-child-care-institute/disposition-survey/>

## **VIDEOS**

Video regarding Challenging Behaviors from Zero To Three (Strategies)

<https://www.zerotothree.org/espanol/challenging-behaviors>

Includes links to other videos, podcasts, and articles on Challenging Behaviors, many of which are in both Spanish and English. Although they are often addressing parents, there is a lot of valuable content for in-service and preservice teachers.

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=9fLCCliOCjl>

The Pyramid Model (videos and more)

<https://challengingbehavior.cbcs.usf.edu/index.html>

Equity in ECE

<https://www.youtube.com/watch?v=eA41uANjDAY>

Meet Charlie-A Young Child Expelled from Preschool, Zero to Three; Claire Learner

<https://www.youtube.com/watch?v=38AGD4c4I9Y>

## **PODCASTS**

How Emotional Development Unfolds Starting At Birth

<https://www.zerotothree.org/resources/276-how-emotional-development-unfolds-starting-at-birth>

## **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

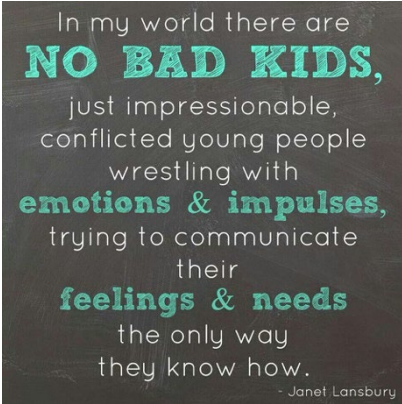
Hands are not for Hitting by Margaret Agassi

<https://www.youtube.com/watch?v=QuVbg2Rx3AE>

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.

Date	Topic and Learning Activity	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
Week One	Welcome introductions and syllabus review.		Reflect on this quote: 	
Week Two	Social emotional development	CO 1		SO 1
Week Three	The range of behaviors of children at different stages of development  Ages and Stages of Social-Emotional development <a href="https://media.lanecce.edu/users/howardc/PTA204L/NeuroRehab%20Handouts/Ages%20and%20Stages%20Questionnaires%20ASQSE.PDF">https://media.lanecce.edu/users/howardc/PTA204L/NeuroRehab%20Handouts/Ages%20and%20Stages%20Questionnaires%20ASQSE.PDF</a>	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
Week Four	Typical and atypical Challenging Behaviors	CO 2	*Through actual and virtual observations identify typical and atypical social and emotional	SO 1, 2, 3

	<p>ECSU Video  <a href="https://www.youtube.com/watch?v=acAJsiEKxzg">https://www.youtube.com/watch?v=acAJsiEKxzg</a></p> <p>Zero To Three video.  <a href="https://www.zerotothree.org/ espanol/challenging-behaviors">https://www.zerotothree.org/ espanol/challenging-behaviors</a></p>		behaviors of children at different stages of development.	
Week Five	The early childhood educators' influence on children's behaviors.	CO 4	<p>Anne Arundel Teacher Disposition Survey; Caring and Communication and Collaboration Sections</p> <p>Focus on the caring and communication and collaboration sections.</p>	SO 4
Week Six	<p>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.</p> <p>Benny Doesn't Like to be Hugged, by Zena Elliot  <a href="https://www.youtube.com/watch?v=QuVbq2Rx3AE">https://www.youtube.com/watch?v=QuVbq2Rx3AE</a></p>	CO 4	* <b>Discuss and describe</b> 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
Week Seven	All aspects of the learning environment to determine its effect on children's behavior.	CO 5	*Observe and analyze social context and physical environment aspects that reinforce or prevent challenging behaviors.	SO 5

	<p>SPED classroom tour video.  <a href="https://www.youtube.com/watch?v=9fLCCliOCjI">https://www.youtube.com/watch?v=9fLCCliOCjI</a></p>			
Week Eight	<p>Appropriate strategies, including a review of the Pyramid model, for effectively responding to challenging behaviors</p> <p>Pyramid Model video  <a href="https://challengingbehavior.cbcs.usf.edu/index.html">https://challengingbehavior.cbcs.usf.edu/index.html</a></p>	CO 5	<p>Read Article Reducing Challenging Behaviors during Transitions  <a href="https://www.naeyc.org/resources/pubs/yc/sep2018/reducing-challenging-behaviors-during-transitions">https://www.naeyc.org/resources/pubs/yc/sep2018/reducing-challenging-behaviors-during-transitions</a></p>	SO 5
Week Nine	<p>Continuation of Appropriate strategies for effectively responding to challenging behavior</p> <p>Teaching Strategies brief article with some specific strategies for avoiding some challenging behaviors.  <a href="https://teachingstrategies.com/blog/how-deal-challenging-behaviors-classroom/">https://teachingstrategies.com/blog/how-deal-challenging-behaviors-classroom/</a></p>	CO 5	*Connect knowledge and strategies from the Pyramid Model to support positive guidance.	S.O. 7
Week Ten	<p>Introduction of the development of a behavior management plan by using appropriate observation and recording techniques.</p>	CO 6	<p>Read: OSEP, IDEAS That Work Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know</p>	



			<a href="https://osepideasthatwork.org/node/123">https://osepideasthatwork.org/node/123</a>	
Week Eleven	Continuation of Development of a behavior management plan by using appropriate observation and recording techniques.  When Sophie Gets Angry, Really, Really Angry <a href="https://www.youtube.com/watch?v=YFvZOjGUTYk">https://www.youtube.com/watch?v=YFvZOjGUTYk</a>	CO 6	*Develop a Behavioral Plan based on a Functional Behavioral Assessment.	SO 6, 7, 8
Week Twelve	Working with families to support pro social behaviors for all children including those with disabilities, developmental delays, language and/or cultural differences.	CO 8		
Week Thirteen	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
Week Fourteen	Presentations			
Week Fifteen	Presentations			