

# HDEV 0027 - EFFECTIVE CLASSROOM MANAGEMENT

## Catalog Description

Prerequisite: Completion of HDEV 2 and 9 with grades of "C" or better  
Hours: 54 lecture

Description: Identify and analyze challenging behaviors and learn to implement research based strategies and curriculum that improve the social and emotional climate in the classroom. Emphasizes the connection between children's social and emotional development and their success in the classroom. All factors contributing to behavior, including teacher biases and family dynamics, will be analyzed. This course will address behavior issues of both preschool and elementary aged children and focuses on the prevention of challenging behaviors. (CSU)

## Course Student Learning Outcomes

- CSLO #1: Differentiate between developmentally appropriate behaviors and challenging behaviors.
- CSLO #2: Analyze and describe influences on challenging behavior including those brought by the child, classroom environment/curriculum, teacher behavior/perception, and societal and cultural forces outside the classroom.
- CSLO #3: Identify approaches to use with children to prevent and decrease challenging behaviors, and support positive behaviors.
- CSLO #4: Analyze various behavior specific curriculum programs and approaches in preparation to work with children.
- CSLO #5: Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools in preventing/addressing challenging behaviors.

## Effective Term

Fall 2022

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

In this class, students will:

1. Define challenging behavior.
2. Identify influences on behavior.
3. Explain how student's developmental skills and abilities effect classroom behavior.
4. Identify the social and emotional skills students need to be successful in the classroom.

5. Discuss, identify, and reflect on teacher biases and how they impact the classroom community and behaviors.
6. Reflect on personal practice to identify opportunities to model prosocial skills.
7. Discuss teacher approaches to classroom management.
8. Observe, document, and analyze students' behaviors in a classroom setting using a running record.
9. Create supportive behavior plans based on behavior analysis that include working with the family
10. Identify curriculum, programs, and philosophical approaches that support classroom management.
11. Develop preventative strategies for challenging behaviors.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable

## Methods of Evaluation

- Problem Solving Examinations
  - Example: After reading a classroom scenario, students will determine the best curriculum choice to address behaviors in the classroom and write a lesson plan for the first week of this curriculum. The instructor will use a rubric that assesses how well the curriculum choice addresses the classroom issues and if the lessons address the classroom issues.
- Projects
  - Example: Students will create a portfolio of transitions to use in a variety of settings. Rubric grading.
- Skill Demonstrations
  - Example: Students will model the six steps to conflict resolution based on a common dispute amongst young children. The instructor will assess based on a rubric detailing the steps and the tone and affect the student displays.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. To identify influences on behavior, student will read vignettes following a lecture on the topic. Students will work in small groups to discuss and determine what factors could be negatively and positively impacting student behavior. Small groups will each have unique vignettes. Instructor will facilitate each group sharing both their vignette and factors they identified, followed by the entire group discussing any additional factors.
2. To observe, document, and analyze student behavior, students will watch a video of a classroom and write a running record. Instructor will then replay the video in small clips and facilitate a discussion in

which the class analyzes what behavior is occurring and what this indicates about the child's social and emotional development.

#### Distance Learning

1. To define challenging behavior, students will watch video clips presented in LMS. They will stop the video when behaviors occur and leave comments on what they are observing and how this behavior is challenging. Instructor will provide guidance in the form of comments at the end of the time frame.

## Typical Out of Class Assignments

### Reading Assignments

1. Students will read an article on childhood trauma, access their own ACE's score, write a reflection and be prepared to discuss in class.
2. Students will read a behavior vignette, create a supportive behavior plan and be prepared to discuss in class.

### Writing, Problem Solving or Performance

1. Students will watch the film "Preschool in Three Cultures" and analyze the differences parenting and culture play in what is considered acceptable behavior.
2. Students will observe a classroom and write a running record of events, then analyze behaviors for antecedents and environmental factors.

### Other (Term projects, research papers, portfolios, etc.)

1. As a culminating project, students will create a visual and written schedule for a half-day program that meets the needs of a variety of children with support needs.
2. Students will compile a portfolio of transitions to use in a variety of modalities, situations, and age groups.

## Required Materials

- Positive Behavior Interventions and Supports
  - Author: Marla J. Lohmann
  - Publisher: Redleaf Press
  - Publication Date: 2020
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Oh Boy! Strategies for Teaching Boys in Early Childhood
  - Author: Francis Wardle
  - Publisher: Redleaf Press
  - Publication Date: 2017
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:

## Other materials and-or supplies required of students that contribute to the cost of the course.

Temperament and Atypical Behavior Scale