

**SPED 4000/6000**  
**Directed Study in Special Education- 3 credit hours**  
**Positive Behavior Support for Young Children with Challenging Behavior**  
**May 2006**  
**11:00-2:00 Daily**

**Instructors: Dr. Cynthia Vail**  
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**Course Description**

Meeting the needs of young children with challenging behaviors often requires an interdisciplinary team based approach. This course will provide future service providers (i.e. teachers, psychologists, social workers, Speech Language Therapists) with skills needed to support young children with challenging behaviors. The following key areas will be covered:

- Early social and communication development
- Determining the meaning of problem behavior
- Positive behavior intervention and supports
- Teaming to build a behavior support plan
- Intervention in natural environments
- Supporting families

**Required Text:**

The Division for Early Childhood of The Council for Exceptional Children (1999). *Young Exceptional Children: Practical ideas for addressing challenging behaviors.* (Monograph Series No. 1) Longmont, CO.: Sopris West and Denver, CO: DEC.

The Division for Early Childhood of The Council for Exceptional Children (2000). *Young Exceptional Children: Natural Environments and Inclusions.* (Monograph Series No. 2) Longmont, CO.: Sopris West and Denver, CO: DEC.

Selected readings available in OIT

**Course Requirements for all students:**

1. Read all assigned readings prior to class. Be prepared for discussion. In class quick writes will be administered periodically (5 total) **30% of final grade**

2. Complete assigned case study take home activities. (daily assignments and take home final case application) **70% of final grade**
3. Class attendance is required.

**Graduate students only:**

1. Present an article to support the daily topic. Following the presentation, the student will lead a class discussion about the article.
2. As a group, adapt the School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd, & Horner, 1999) to assess PBS features in place at a preschool or early childhood center.

**Academic Honesty:**

Students are expected to conform to the University's academic honesty policy – unless otherwise stated in writing by the instructor, all assignments and tests are to be completed without assistance from other students.

Grading System:

A	95-100	C+	77-79
A-	90-94	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-70
B-	80-83	F	<60

***DRAFT SCHEDULE***

<b>Date</b>	<b>Topic</b>	<b>Assigned reading</b>
Tues. 5/16	Introduction; Rationale for Early Intervention	
Wed. 5/17	Developmentally Appropriate Practice; Brain Dev.	Monograph 1 pp. 3-4 & 63-70; NAEYC position; The Developing Brain
Thurs. 5/18	Autism Spectrum Disorder; Early social dev.	Goehner (2006) Stone
Fri. 5/19	Principles of Applied Behavior Analysis Positive Behavior Support	Kerr (2002); Horner et al. (2005)
Mon. 5/22	Working with Families	Dunst (2000); Fialka (2001)

Tues. 5/23	Setting up the environment	Davis et al. (1998) Ch. 6; Monograph 1 pp. 49- 61
Wed. 5/24	Early social and communication Development	
Thurs. 5/25	Determining the Meaning of Behavior	Mirenda et al., (2002) Monograph 1 pp. 5-27
Fri. 5/26	“ “	
Tues. 5/30	Positive Behavior Interventions & Supports	Joseph & Strain (2003)
Wed. 5/31	“ “	Dunlap et al., (2006)
Thurs. 6/1	Teaming to Build a behavior Support Plan	Fox et al., (2002)
Fri. 6/2	Teaming; consultation	Rush et al., (2003)
Mon. 6/5	Intervention in Natural Environments	Monograph 2
Tues. 6/7	System-wide PBS implementation	TBA

## REFERENCES

- Bredenkamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs*. (Revised Ed.) Washington, D.C.: National Association for the Education of Young Children.
- Davis, M.D., Kilgo, J.L., & Gamel-McCormick, M. (1998). *Young Children with Special Needs: A Developmentally Appropriate Approach*. Boston: Allyn & Bacon.
- Dunlap, G. Ester, T., Langhas, S., & Fox, L. (2006). Functional communication training with toddlers in home Environments. *Journal of Early Intervention*, 28, 81-96.
- Dunlap, G. & Fox, L. (1996). Early intervention and serious behavior problems. In L.K. Koegel, R.L. Koegel, & Dunlap (Eds.) *Positive Behavioral Support: Including people with difficult behavior in the community* (pp.31-50). Baltimore: Paul H. Brookes.
- Dunst, C.J. (2000). Revisiting “rethinking early intervention.” *Topics in Early Childhood Special Education*, 20, 95-104.
- Fialka, J (2001). The dance of partnership: Why do my feet hurt? *Young Exceptional Children*, 4(2), 21-27.
- Fox, L., Benito, N., & Dunlap, G. (2002) Early intervention with families of young children with autism and behavior problems. . In J.M. Lucyshyn, G. Dunlap, & R.W Albin (Eds.) *Families and positive behavior support: Addressing problem behavior in family contexts* (pp.251-269). Baltimore: Paul H.Brookes.
- Goehner, A. (May 15, 2006). Inside the Autistic mind. *Time*. 43-51.
- Horner, R.H., Dunlap, G., Koegel, R.L., Carr, E.G., Sailor, W., Anderson, J., Albin, R.W., & O’Neill, R.E. (2005). Toward a technology of “nonaversive” behavioral support. *Research & Practice for Persons with Severe Disabilities*, 30, 3-10.
- Joseph, G.E. & Strain, P.S. (2003). Helping young children control anger and handle disappointment. *Young Exceptional Children*, 7(1), 21-29.
- Kerr, M.M. & Nelson, C.M. (2002). *Strategies for addressing behavior problems in the classroom*. (4<sup>th</sup> Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Mirenda, P., MacGregor, T. & Kelly-Keough, S. (2002). Teaching communication skills for behavioral support in the context of family life. In J.M. Lucyshyn, G. Dunlap, & R.W Albin (Eds.) *Families and positive behavior support: Addressing problem behavior in family contexts* (pp.185-205). Baltimore: Paul H. Brookes.
- National Research Council and Institute of Medicine (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Committee on Integrating the Science of Early Development. Jack P. Shonkoff & Deborah A. Phillips, eds. Board on Children, Youth, & Families, Commission on Behavioral and Social Sciences & Education. Washington, DC: National Academy Press.
- Rush, D.D., Sheldon, M. & Hanft, B. (2003). Coaching families and colleagues: A process for collaboration in natural settings. *Infants and Young Children*, 16, 33-47.