

**SPED 4000/6000**  
**Directed Study in Special Education- 3 credit hours**  
**Positive Behavior Support for Young Children with Challenging Behavior**  
**May 2005**  
**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.

Selected readings available in OIT

**Course Requirements:**

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.

**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.

<b>Date</b>	<b>Topic</b>	<b>Assigned reading</b>
Tues. 5/17	Introduction; Rationale for Early Intervention	
Wed. 5/18	Developmentally Appropriate Practice; Brain Dev.	Text pp. 3-4 & 63-70; NAEYC position; The Developing Brain
Thurs. 5/19	Setting up the environment	Davis et al. (1998) Ch. 6; Text p. 49- 61
Fri. 5/20	Principles of Applied Behavior Analysis Positive Behavior Support	
Mon. 5/23	Working with Families	Dunst (2000); Fialka (2001)
Tues. 5/24	Autism Spectrum Disorder; Early social dev.	Tsai (1998); Schwartz et al (1998); Klinger & Dawson
Wed. 5/25	Early social and communication Development	
Thurs. 5/26	Determining the Meaning of Behavior	Dunlap & Fox (1996) Text pp. 5-27
Fri. 5/27	“ “	
Tues. 5/31	Positive Behavior Interventions & Supports	Mirenda et al., (2002)
Wed. 6/1	“ “	
Thurs. 6/2	Teaming to Build a behavior Support Plan	
Fri. 6/3	Teaming; consultation	Rush et al., (2003)
Tues. 6/7	Intervention in Natural Environments	Walsh et al., (2000); McWilliams (2000); Dunst et al.,(2000)

## 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. & 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.
- Dunst, C.J., Herter, S. & Shelds, H. (2000). Interest-based natural learning opportunities. In The Division for Early Childhood of The Council for Exceptional Children, *Young Exceptional Children: Natural environments and inclusion*. (Monograph Series No. 2) Longmont, CO.: Sopris West .
- Fialka, J (2001). The dance of partnership: Why do my feet hurt? Young Exceptional Children, *4*(2), 21-27.
- McWilliam, R.A. (2000). It's only natural to have early intervention in the environments where it's needed. In The Division for Early Childhood of The Council for Exceptional Children, *Young Exceptional Children: Natural environments and inclusion*. (Monograph Series No. 2) Longmont, CO.: Sopris West .
- 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.15-208). 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.
- Schwartz, I.S., Billingsley, F.F., & McBride, B.M. (1998). Including children with autism in inclusive preschools: Strategies that work. *Young Exceptional Children*, *1*(2), 19-26.
- Tsai, L.Y. (1998). Pervasive Developmental Disorders. *NECTAS Resource Collection on Autism Spectrum Disorders*. (pp. 1-26).
- Walsh, S., Rous, B., & Lutzer, C. (2000). The federal IDEA natural environments provisions: Making it work. In The Division for Early Childhood of The Council for Exceptional Children, *Young Exceptional Children: Natural environments and inclusion*. (Monograph Series No. 2) Longmont, CO.: Sopris West.