

 <p>FAU COLLEGE OF EDUCATION Florida Atlantic University</p>	<p><b>Yash Bhagwanji, Ph.D.</b>  <b>330 College of Education</b>  <b>561-297-3579</b>  <b>ybhagwan@fau.edu</b></p>
<p><b>Department of Exceptional Student Education (ESE)</b></p>	<p><b>Mondays, Wednesdays, and Thursdays 12-4 pm</b></p>

**Course Number: EEX 3603**

**COURSE TITLE: Positive Behavioral Supports in Inclusive Early Childhood Settings**

**CATALOG DESCRIPTION:**

This course focuses on promoting positive behavior and reducing challenging behavior in children with and without disabilities from infancy to grade 3. Methods and materials using research based developmentally appropriate practices will be covered. 8 hours of field observation are required. 3 semester hours. *Prerequisite:* EEX 3226.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting children’s prosocial development, developing a behavior plan that demonstrates respect for the developmental characteristics of young children, their families, and needs of ESOL students, and demonstrating the capability to teach and respect young children.

**REQUIRED TEXTS:**

Kaiser, B., & Raminsky, J. (2012). *Challenging behavior in young children: Understanding, preventing, and responding effectively.* Boston: Allyn & Bacon.

Sandall,S. & Ostrosky (Eds.). (1999). *The Young Exceptional Children Monograph Series No. 1 Practical Ideas for Addressing Challenging Behavior.*

**RECOMMENDED TEXTS:**

Bredenkamp, S. & Copple, C. (Eds.) (1997). *Developmentally appropriate practice in early childhood programs.* Revised ed. Washington: NAEYC

**LIVETEXT REQUIRED**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet

program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

**AUDIO/VISUAL TECHNOLOGY:**

Computer: Blackboard Distance Learning  
 Computer: MyFAU Email  
 Computer: Power Point Presentations, Word processing  
 Overhead projector, Computer Projector, VCR, CD-ROM's, DVD

**ELECTRONIC DEVICES**

Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

Council for Exceptional Children/Division for Early Childhood (CEC/DEC)  
 State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3)  
 Specialization Competencies ((PK/P))  
 National Association for the Education of Young Children (NAEYC)  
 Florida Educator Accomplished Practices (FEAP)  
 NCATE Recommendations for Technology in Teacher Education (NCATE-tech)  
 Subject Matter Content Standards for Florida's Teachers: ESOL = (ESOL)

**RELATIONSHIP BETWEEN THIS COURSE AND THE BECE DEGREE ASSESSMENT PLAN**

ALC Outcomes	Course	Assignments	FEAP (2010)	CEC/DEC (2009)	NAEYC (2010)	ESOL (2010)
Communication: Written	EEX 3603	Classroom Management Written Plan	(b) 4.e.	ICC4S3 ICC5K2 ICC7K1	1 a,b,c 4 a,b,c,d 6 d,e	1.1 a,b 3.2 i,k 3.3 a,b 4.1 b,e 4.2 a,b,c
Communication: Oral		Classroom Management Plan Oral Presentation	(a) 2.c.			

Note: The CEC/DEC, NAEYC, and ESOL standards apply to both ALC outcomes.

**COURSE OBJECTIVES:**

1. Students will plan an environment that organizes space, time, and material to ensure students safety and addresses children’s age, background, and exceptionality.
2. Students will be able to identify and demonstrate the appropriate use of instructional materials and resources to create a classroom climate conducive to developing pro-social and academic skills.
3. Students will demonstrate understanding of theories, models, laws and strategies associated with the management of young children with and without exceptionalities.
4. Students will identify developmentally appropriate, cultural and individual differences in conflict issues and strategies.
5. Students will demonstrate sensitivity to diverse children and families and identify strategies to provide for their needs.
6. Students will demonstrate knowledge of professional and educational trends and issues through the ability to read, comprehend, and interpret professional literature.
7. Students will be able to identify and apply skills that contribute to their development as ethical, reflective and responsive practitioners.
8. Students will be able to identify and apply skills that contribute to the development of social, emotional, and self-advocacy skills.

**CONTENT OUTLINE:**

Week	Topic(s)	Reading	Assignments
1	Overview of Course, Readings, Assignments Conceptual Framework	DEC Position Paper on Interventions for Challenging Behavior (YEC, pp. 3-4 ) DEC Concept Paper on the Identification of and Intervention with Challenging Behavior (YEC, pp. 63-69)	
2	Defining Challenging Behavior <ul style="list-style-type: none"> <li>• Is it sometimes appropriate for young children?</li> <li>• Do they outgrow it?</li> <li>• Does culture play a role?</li> </ul>	Kaiser & Raminsky, Chapter 1 Challenging Behaviors in Your Classroom? (YEC, pp. 5-17)	

3	Risk Factors <ul style="list-style-type: none"> <li>• Biological Risk Factors</li> <li>• Environmental Risk Factors</li> </ul>	Kaiser & Raminsky, Chapter 2	
4	Functional assessment and PBS <ul style="list-style-type: none"> <li>• Function, hypothesis, intervention</li> </ul>	Kaiser & Raminsky, Chapter 10	
5	Protective Factors <ul style="list-style-type: none"> <li>• Defining Resiliency</li> <li>• How does the family contribute to resiliency?</li> <li>• What is the community's role in resilience?</li> </ul>	Kaiser & Raminsky, Chapter 3	
6	Behavior and the Brain <ul style="list-style-type: none"> <li>• How do babies brains develop?</li> <li>• Is there a critical period for social or emotional behavior?</li> <li>• Does caregiving affect brain development?</li> </ul>	Kaiser & Raminsky, Chapter 4	
7	Understanding Yourself <ul style="list-style-type: none"> <li>• Caregiver Influences on Children's Behavior</li> <li>• Self-Reflection; what, how, when, why</li> <li>• Techniques to help self-reflection</li> </ul>	Kaiser & Raminsky, Chapter 5	Mid-term exam (50 points)
8	Opening the culture door <ul style="list-style-type: none"> <li>• Collaborating with Families</li> <li>• What is culture?</li> <li>• The culture of childcare and school</li> <li>• How does culture influence behavior?</li> </ul>	Kaiser & Raminsky, Chapter 6 Addressing Challenging Behaviors at Home (YEC, pp. 29-41)	FBA draft
9	Preventing Challenging Behavior with the Right Social Context <ul style="list-style-type: none"> <li>• Creating the social Context</li> <li>• Teaching social and emotional skills</li> </ul>	Kaiser & Raminsky, Chapter 7	
10	Preventing Challenging Behavior: Physical routines, transitions <ul style="list-style-type: none"> <li>• How does prevention work?</li> <li>• Cooperative and inclusive community</li> </ul>	Kaiser & Raminsky, Chapter 8 Examining the Role of the Classroom Environment in the Prevention of Problem Behaviors (YEC, pp. 29-41)	
11	Guidance <ul style="list-style-type: none"> <li>• Positive Reinforcement</li> <li>• Time out</li> <li>• Punishment</li> </ul>	Kaiser & Raminsky, Chapter 9	Revised FBA and BIP (75 points)

12	Working with Families and Other Experts • Meetings • Collaboration • Seeking assistance	Kaiser & Raminsky, Chapter 12	
13	Bullying • The targets • The bystanders • The bullies	Kaiser & Raminsky, Chapter 13	Classroom Management Plan (75 points)
14	Tying it All Together	Keys to Being Successful (YEC, pp. 17-29) First Step to Success (YEC, pp. 41-49)	
15	Course Review/Wrap-Up Course Evaluation		FINAL EXAM (50 points)

**COURSE REQUIREMENTS:**

**1. Two Exams: The student gains information to become an informed reflective decision-maker.** 100 points

**2. Field Experience – Conduct and complete a Functional Behavioral Assessment**

Each student will complete a minimum of eight hours of field work. During the field work, each student will complete a functional behavioral assessment (FBA) on a child aged birth to eight with challenging behavior. The completed FBA will include an operational description of the child’s challenging behavior and data that has been collected through observations, checklists, and interviews). The completed FBA will be the basis for determining the child’s behavior intervention plan (BIP). (50 points)

**3. Behavior Intervention Plan (BIP)**

Following the FBA, each student will analyze and describe the findings, as well as identify general and specific strategies for teaching appropriate replacement behaviors in the BIP. The strategies must include rewards, consequences, and at least three methods for helping the child fulfill his needs appropriately. A BIP form is provided in Appendix A. (25 points)

**4. CLASSROOM MANAGEMENT PLAN**

**This is the Critical Assignment for this course, meant to fulfill the ALC indicator of Oral and Written Communication.** See evaluation rubric at the end of this syllabus.

Students will develop a classroom management plan that will be suitable for use in present or future settings. This assignment is both written and a presentation. The plan should include the following elements:

- a. Statement of philosophy (i.e., education and discipline) that includes cultural considerations and behavior
- b. Delineation of class rules with explanation for students, parents, and administration.
- c. Delineation of classroom procedures to facilitate the classroom rules.

- d. Consequences for behavior (i.e., positive and negative).
- e. Description of how you will teach/explain this plan to the groups involved (i.e., students and parents). This can be done in several ways- formal lesson, games, role-plays, etc.

The plan should not exceed ten pages.

Written – 50 points; Oral – 25 points

For written formatting guidelines, use the APA Style. Please access the following websites for information about the APA style:

<http://www.wisc.edu/writing/Handbook/DocAPA.html>;

<http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm>

<http://www.apastyle.org/fifthchanges.html>

### ***Critical Assignments***

The Departments of Curriculum, Culture, and Educational Inquiry (CCEI) and Exceptional Student Education (ESE) have identified competencies that must be mastered in order to continue in the *Bachelor's in Early Care and Education Degree Program*. **For this course, the Academic Learning Compact Competencies (Oral and Written Communication) will be measured by the written and presentation portions of the Classroom Management Plan.** Please carefully read the departmental policies below on Critical Assignments.

#### **Departmental Policy on CRITICAL ASSIGNMENT(S):**

##### **Assessment criteria:**

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade of C or better in this course. In other words, a student cannot earn a C or better in this course without successfully completing the Critical Assignment.

##### **Remediation policy:**

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an “I” in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the “I” will be changed to a grade for the course and the student may continue in the sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student does not have a grade of “C” or better**, and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

#### **ASSESSMENT PROCEDURES:**

Assignment	Points	% of Course Grade
Classroom Management Plan	75	30%
FBA and BIP	75	30%
Exams	100	40%
<b>TOTAL</b>	250	100%

All assignments must be completed in order to earn a grade of “A” in this course.

#### GRADING SCALE

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

#### STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

#### EXPECTATIONS: Attendance and Participation

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student’s responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

## ACADEMIC HONESTY

Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. The regulation states:

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom.

[http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf)).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.



## **PLEASE NOTE:**

Attending Florida Atlantic University is a privilege. Professional conduct is expected, and includes, but is not limited to, showing respect to colleagues and the instructor; being on time for class; completing assignments prior to entering class; preparing assignments with substantive content and accurate spelling, grammar, and mechanics; and displaying a positive interest in class.

### **Relationship to Grade**

Points may be deducted for missing some or all of a class session. Students are responsible for getting class notes/handouts from peers and making up any missed written assignments. Approval for making up any missed work and setting a new deadline must be granted by the instructor before work is submitted.

### **Punctuality**

Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

### **Dropping the Course**

To withdraw from a course, it is not sufficient to stop attending class or to inform the instructor of your intention to withdraw. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the students' responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester. Check withdrawal and drop dates for the current academic year at <http://www.fau.edu/registrar/acadcal.php>

### **Religious Accommodation**

Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy appear on the FAU online University Catalog under **Academic Policies and Regulations:** <http://www.fau.edu/academic/registrar/catalog/>

## **BIBLIOGRAPHY:**

- Adams, S. K., & Baronberg, J. (2005). *Promoting positive behavior: Guidance strategies for early childhood settings*. Columbus, OH: Merrill Prentice Hall.
- Beaty, J. J. (1999). *Prosocial guidance for the preschool child*. Columbus, OH: Merrill Prentice Hall.
- Bell, S. H., Carr, V., Denno, D., Johnson, L. J., Phillips, L. R. (2004). *Challenging behaviors in early childhood settings creating a place for all children*. Baltimore, MD: Brookes Publishing Company.
- Gordon, A., & Brown, K.W. (1996). *Guiding young children in a diverse society*. Boston, MA: Allyn and Bacon.
- Hearron, P. F., & Hildebrand, V. (2005). *Guiding young children*. Columbus, OH: Merrill Prentice

Hall.

Wheeler, E. J. (2004). *Conflict resolution in early childhood: Helping children understand and resolve conflicts*. Columbus, OH: Merrill Prentice Hall.

**EEX 3603 Evaluation Rubric for Classroom Management Plan (Oral and Written Communication)**

**Description of Assignment:**

Students demonstrate effective oral and written communication skills by writing a report and presenting the assignment, "Classroom Management Plan."

**FAU Academic Learning Compact (ALC) Indicators:**

Written Communication: The students will demonstrate their skills by writing a classroom management plan that describes pro-social development philosophies, classroom management activities, and developmentally appropriate classroom rules that convey high expectations.

Oral Communication: The students will demonstrate their oral communication skills by explaining the plan and its implementation to classroom colleagues. Several methods are expected, including clarity in expression, interaction with colleagues, and preparedness.

	<b>Components</b>	<b>Exceeds Expectation (91-100%)</b>	<b>Meets Expectations (73- 90%)</b>	<b>Does Not Meet Expectations (≤72%)</b>
<b>Written Communication</b>	Statement of Philosophy	Fully explained education and discipline philosophies that (a) focused on children’s pro-social development and (b) demonstrated respect for children. 9-10 points	Explained education and discipline philosophies that (a) focused on children’s pro-social development and (b) demonstrated respect for children. 7-8 points	Did not fully explain education and discipline philosophies that (a) focused on children’s pro-social development and (b) demonstrated respect for children. 0-6 points
<b>Oral Communication</b>	Statement of philosophy	Clearly articulated, positively interacted with colleagues, and was fully prepared to explain education and discipline philosophies that (a) focused on children’s pro-social development and (b) demonstrated respect for children. 6 points	Articulated, interacted with colleagues, and was prepared to explain education and discipline philosophies that (a) focused on children’s pro-social development and (b) demonstrated respect for children. 4-5 points	Did not clearly articulate or somewhat clearly articulated, did not or somewhat interacted, and did not or was somewhat prepared to explain education and discipline philosophies that (a) focused on children’s pro-social development and (b) demonstrated respect for children. < 4 points

	<b>Components</b>	<b>Exceeds Expectation (91-100%)</b>	<b>Meets Expectations (73- 90%)</b>	<b>Does Not Meet Expectations (≤72%)</b>
<b>Written Communication</b>	Meaningful Activities	Identified three or more examples of activities related to effective classroom management for an identified age group of children. 14-15 points	Identified two examples of activities related to effective classroom management for an identified age group of children. 10-13 points	Did not identify enough activities or identified inappropriate activities related to classroom management for an identified age group of children. 0-9 points
<b>Oral Communication</b>	Meaningful Activities	Clearly articulated, positively interacted with colleagues, and was fully prepared to provide three or more examples of activities related to effective classroom management for an identified age group of children. 6 points	Articulated, interacted with colleagues, and was prepared to provide two examples of activities related to effective classroom management for an identified age group of children. 4-5 points	Did not clearly articulate or somewhat clearly articulated, did not or somewhat interacted, and did not or was somewhat prepared to identify age group and examples were not or somewhat meaningful or appropriate activities. < 4 points
<b>Written Communication</b>	Demonstration of Classroom Rules	Fully explained the selection and demonstration of developmentally appropriate rules to children at the beginning and throughout the school year. 9-10 pts	Explained the selection and demonstration of developmentally appropriate rules will be selected to children at the beginning and throughout the school year. 7-8 pts	Did not clearly explain or somewhat clearly explained the selection and demonstration of developmentally appropriate rules. < 7 points
<b>Oral Communication</b>	Demonstration of Classroom Rules	Clearly articulated, positively interacted with colleagues, and was fully prepared to explain the selection and demonstration of developmentally appropriate rules to children at the beginning and throughout the school year. 7 pts	Articulated, interacted with colleagues, and was prepared to explain the selection and demonstration of developmentally appropriate rules will be selected to children at the beginning and throughout the school year. 5-6 pts	Did not clearly articulate or somewhat clearly articulated, did not or somewhat interacted, and did not or was somewhat prepared to explain the selection and demonstration of developmentally appropriate rules. < 5 points
<b>Written Communication</b>	Communication of high expectations	Identified four to five positively stated rules for the identified age group of children. 9-10 points	Identified three positively stated rules for the identified age group of children. 7-8 points	Did not identify or somewhat clearly identified positively stated rules. < 7 points

	<b>Components</b>	<b>Exceeds Expectation (91-100%)</b>	<b>Meets Expectations (73- 90%)</b>	<b>Does Not Meet Expectations (≤72%)</b>
<b>Oral Communication</b>	Communication of high expectations	Clearly articulated, positively interacted with colleagues, and was fully prepared in identifying four to five positively stated rules for the identified age group of children. 6 points	Clearly articulated, positively interacted with colleagues, and was fully prepared in identifying two to three positively stated rules for the identified age group of children. 4-5 points	Did not clearly articulate or somewhat clearly articulated, did not or somewhat interacted, and did not or was somewhat prepared in identifying positively stated rules. < 4 points
<b>Written Communication</b>	Written skills	Well organized and written plan with no more than two writing errors. 5 points	Well organized and written plan with no more than four writing errors. 4 points	Not well organized, or more than four writing errors were noted. < 4 points
<b>Live Text Results</b>		<b>Exceeds Expectation (91-100%)</b>	<b>Meets Expectations (73-90%)</b>	<b>Does Not Meet Expectations (≤72%)</b>
<b>ALC Indicators</b>	Written Communication:  <u>Direction</u> Record total score into the applicable cell.	<b>45-50 points</b>	<b>35-44 points</b>	<b>0-34 points</b>

	<b>Components</b>	<b>Exceeds Expectation (91-100%)</b>	<b>Meets Expectations (73- 90%)</b>	<b>Does Not Meet Expectations (≤72%)</b>
	<b>Oral Communication:</b>  <u>Direction</u> <b>Record total score into the applicable cell.</b>	<b>24-25 points</b>	<b>16-23 points</b>	<b>0-15 points</b>

**APPENDIX A**  
**Behavior Intervention Plan (BIP)**

**Name of child:**

**Age of child:**

**Today's date:**

**SUMMARY OF FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)**

**(A) Target behavior observed during FBA:**

**(B) Summary of contextual influences**

- a. Location:
  
- b. Time of day:
  
- c. Environmental or physical setting:
  
- d. Children and adults near child:

**(C) Suspected reason(s) for behavior:**

Biological:

Social:

Affective:

Environmental:

**(D) Most frequent trigger (antecedent) – describe who, what, when, where, how**

**(E) Most second frequent trigger, if any – describe who, what, when, where, how**

(F) Which of the following is the most likely function of the behavior? Provide documentation to support the function.

Obtain:	Escape from, or avoid:
Attention	Activity
Activity, item, material, object	Demand/request
Change in stimulation	Person (child, teacher, others)
Other: _____	Other: _____

(G) Could the function of the child’s behavior be related to:

- a. **Skill deficit** (something that the child does not know how to do). What is it that the child does not know how to do? Why not?
  
- b. **Performance deficit** (something that the child does know, but does not consistently engage). What is it that the child knows but does not consistently engage in? Why not?

(H) Describe the consequences, in order of magnitude, related to the child’s engagement in the target behavior, as well as its function:



**(I) Complete the following hypothesis statement (please feel free to make appropriate adjustments):**

When (name of child) engages in (the target behavior), it usually happens at (location) and during (time of day, routine, activity). The behavior is almost always preceded by (antecedents). (Name of child) usually responds by (specific details of the target behavior), which results in (consequences or pay-off for child). The function of the behavior is/are probably (list probable functions). The behavior appears to be related to (skill or performance deficit) because (provide explanation).

**INTERVENTION PLAN TO CHANGE CHILD'S BEHAVIOR**

**(A) REPLACEMENT BEHAVIOR**

Select one of the following options and write a one-page rationale explaining the connection between the FBA findings and the desired outcome:

- (i) **Decrease the target behavior and replace it with a desired behavior.** Indicate the replacement behavior in the space provided below and submit a separate one-page rationale:
  
- (ii) **Eliminate the target behavior and replace it with a desired behavior.** Indicate the replacement behavior in the space provided below and submit a separate one-page rationale:
  
- (iii) **Increase the target behavior.** Submit a one-page rationale to explain this selection.

**(B) Identify general classroom management changes that are needed, if any:**

Physical setting:

Materials:

Equipment:

Rules:

Routines:

Activities:

Whole class management:

Small group management:

**(C) Identify specific individualized interventions that are needed, if any:**

**Prevention strategies:**

**Replacement skills (what, and how, will you teach):**

**Reinforcement contingencies (for re-occurrence of target behavior):**

**Reinforcement contingencies (for replacement behavior):**

**Suggested timeline for assessment or evaluation to see if the intervention and changes in management have been successful:**

**Comments and other considerations about this plan:**

## APPENDIX B

### TEACHING METHODOLOGIES:

Modeling  
Guided Practice  
Research  
Simulations  
Lecture  
Discussion  
Internet communication (use of e-mail, web sites, distance learning)  
Power Point presentations by instructor and students  
Use of overhead projector, videos, computer, and other media

### JOURNALS:

Childhood Education  
Early Childhood Research Quarterly  
Journal of Educational Research  
Journal of Research in Childhood Education  
TESOL Journal  
TESOL Matters  
Young Children

### Organizations:

Association of Childhood Education International (ACEI)  
Council for Exceptional Children (CEC)  
National Association for the Education of Young Children (NAEYC)  
Southern Early Childhood Association (SECA)  
Early Childhood Association of Florida (ECA of Florida)  
Association of Childhood International (ACEI)  
Children and Family Services  
Florida Children  
Kids Campaign

### Reports, Standards, etc.

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services:  
<http://clas.uiuc.edu/>

National Association for Bilingual Education: <http://www.NABE.org>

National Clearinghouse for English Language Acquisition and Language Instruction Education Programs: <http://www.ncela.gwu.edu>

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (formerly the Office of Bilingual Education and Minority Languages Affairs, OBEMLA): <http://www.ed.gov/offices/OBEMLA/>

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)  
<http://www.pbis.org>

Rehabilitation Research and Training Center on Positive Behavior Support <http://rrtcpbs.org>

Tobin, T. J., & von Ravensberg, H. (2001). *Parent's guide to functional assessment and support*. Eugene, OR: Educational and Community Supports, University of Oregon. (Available for free at <http://darkwing.uoregon.edu/~ttobin>.)

**Resources (Materials, Activities, Lesson Plans, etc.)**

101 Activities to Do With Your Toddler Home Page

Carol Hurst's Children's Literature [www.carolhurst.com](http://www.carolhurst.com)

Children's Literature [www.childrenslit.com](http://www.childrenslit.com)

Early Childhood Educators and Family Web Corner

Early Childhood Education On Line

Early Childhood Special Education Resources

Early Connections-Tech. In Early Childhood Education

[www.education-world.com](http://www.education-world.com)

EdWeb

Imaginizium

Internet Sites for Early Childhood Development

Kid's Almanac [www.yahooligans.com](http://www.yahooligans.com)

[www.LeapFrogSchoolHouse.com](http://www.LeapFrogSchoolHouse.com)

[www.lessonplans.page.com](http://www.lessonplans.page.com)

[www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)