Course Description

EEX3603| Positive Behavior Supports in Inclusive Settings | 3.00 credits

This course provides a holistic approach in guiding young children's behavior. The student will learn to utilize strategies that emphasize the importance of relationships to learning, self- awareness, and pro-social behaviors focusing on individual needs of each child. (Ten hours of clinical experience required in an approved pre-kindergarten inclusion setting.). Pre-requisites: EEC2271.

Course Competencies

Competency 1: The student will identify the components of social and emotional development by:

1. Defining positive social, emotional and character development
2. Reviewing the stages of social and emotional development
3. Defining emotional self-regulation, self-awareness, and social knowledge
4. Applying social skills and social dispositions
5. Examining one's own social and emotional attitudes and beliefs and how they guide interactions with children and families
6. Discussing the relationship between social and emotional learning and school readiness
7. Examining social and emotional learning as a component of child development
8. Defining reciprocal relationships and their development
9. Recognizing the importance of play to social and emotional development
10. Identifying developmentally appropriate strategies for guiding and managing children's behaviors

Competency 2: The student will provide an atmosphere that develops positive identity by:

1. Creating and sustaining a developmentally appropriate environment of acceptance that supports the development of positive self-esteem
2. Developing a framework to support children's acquisition of moral character development
3. Examining how a child's understanding of attributes such as race, culture, and, gender is based on cognitive, experiential, social, or perceptual factors
4. Developing strategies to help children make a successful transition from home to school
5. Encouraging family involvement and community relationships
6. Focusing on children's positive behaviors throughout the day
7. Addressing diversity positively to create acceptance, awareness and appreciation of others
8. Identifying strategies to develop children's intrinsic motivation

Competency 3: The student will demonstrate a supportive developmentally appropriate environment that fosters specific social emotional skills by:

1. Comparing the historical viewpoints of Vygotsky, Dewey, and Montessori on the child's ability to practice responsible behavior in a democracy
2. Promoting character development by establishing a democratic classroom that operates with agreements that support equality, respect, and being kind to others
3. Collaborating with children to create class agreements in order to support ownership of class rules
4. Encouraging children to use critical and creative thinking skills in order to consider alternatives in reaching goals
5. Incorporating cooperative problem-solving and collaborative decision-making
6. Choosing words and ideas that establish core democratic principles and allowing children to express feelings and emotions
7. Applying strategies for guiding children's behavior by practicing positive discipline skills such as composure, positive intent, assertiveness, choices, empathy, encouragement, and consequences as an approach to conflict resolution
8. Creating appropriate room arrangements, transitions, predictable schedules, and routines

9. Demonstrating practices that include modeling, coaching, and socially competent interactions and providing opportunities for practicing with others
10. Discussing components of an appropriate effective classroom behavior management plan
11. Designing connecting rituals, including activities to unite, de-stress, plan, and commit
12. Recognizing the importance of classroom rituals to improve school climate
13. Developing a plan to strengthen relationships with families, children and teachers

Competency 4: The student will examine opportunities that promote a sense of social competence by:
1. Defining emotion regulation, emotion expression, and emotion awareness and their influence on the development of cognition and language
2. Recognizing the importance of the roles of caregivers, the home, the school, and peers in developing social competence
3. Creating a classroom that promotes children's self-efficacy and self-control by acknowledging a child's wants, desires, feelings, communicating the limit, and targeting acceptable choices (ACT)
4. Encouraging independence in a way that recognizes a child's abilities, developmental levels and range of emotions
5. Calling attention to the feelings of others by recognizing and commenting on a child's emotions
6. Noticing not judging behaviors
7. Scaffolding learning that supports a child's ideas and initiatives
8. Acknowledging children's efforts and accomplishments
9. Reading stories to children that address social-emotional issues and conflict resolution
10. Identifying specific metacognitive and socio-affective strategies for group activities supporting ELLs and children with special needs

Competency 5: The student will coordinate optimal communication between families and the school by:
1. Discussing strategies to appreciate and respect families
2. Using home visits or classroom newsletters to provide information about specific positive behavioral supports
3. Sharing developmentally appropriate adult-child interaction strategies in order to build a child's independence, conflict resolution skills, self-confidence, and self-esteem with parents
4. Demonstrating ways families can maintain positive involvement in their child's education
5. Identifying strategies that facilitate the collaboration between family and school to support children's social competence
6. Identifying the roles of early childhood and other professionals in assisting children and families cope with stress
7. Implementing activities that help children cope with stress
8. Recognizing the ways in which each child's participation, learning, and behavior are affected by family, social, economic, and cultural differences

Competency 6: The student will develop a plan to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative by:
1. Organizing, allocating, and managing the resources of time, space and attention
2. Managing individual and class behaviors through a well-planned management system
3. Conveying high expectations to all students
4. Respecting students' cultural, linguistic, and family background
5. Modeling clear, acceptable oral and written communication skills
6. Maintaining a climate of openness, inquiry, fairness, and support
7. Integrating current information and communication technologies
8. Adapting the learning environment to accommodate the differing needs and diversity of students
9. Adapting the learning environment to accommodate the differing needs and diversity of students
10. Utilizing current and emerging assistive technologies that enable students to participate in high-quality

communication interactions and achieve their educational goals

Competency 7: The student will recognize that educators are held to a high moral standard in the community, the effective educator adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the teaching profession by:

1. Applying the Code of Ethics and Principles of Professional Conduct to professional and personal situations.
2. Identifying statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual
3. Applying knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress
4. Identifying and applying policies and procedures for the safe, appropriate, and ethical use of technologies
5. Determining and applying the appropriate use and maintenance of students' information and records

Learning Outcomes:
- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Create strategies that can be used to fulfill personal, civic, and social responsibilities