

T&L 2900 - Teaching Children With Challenging Behavior

Course at a Glance

Instructor/Presenter: Michelle Kalina

Length: 30 Hours

Dates: Enroll Anytime – Complete in 4 months

Number of Professional Development Credits: 2, from the University of North Dakota

Introduction

Students need to be able to self-regulate and control their behaviors in order to be ready to learn in their classroom. Neither the student themselves nor their classmates are able to learn in a classroom that is chaotic, unpredictable and disruptive. In this course, teachers will learn how to teach students to manage their emotions and anger. They will learn how to develop lessons and interventions that engage students and promote positive behavior. Participants in this class will know how to shape behavior instruction, work with the families of behavior-challenged students and collaborate with school social workers and psychologists to solve problem behavior in the classroom. Evidence-based interventions that are practical and ready to use are provided for the classroom teacher.

This self-paced course can be started and completed at the student's own leisure **within four months from the UND course registration date.**

Course Objectives

As a result of this participation in this course, students should:

1. Learn how to empower their students with strategies to control and regulate their own behavior.
2. Teach students how to develop important social skills to keep and maintain friendships.
3. Learn how to provide engaging academic instruction to promote executive functioning and prevent challenging behavior in the classroom.
4. Know how to positively reinforce good behaviors and use undesirable consequences in a supportive way.
5. Design and implement effective functional behavior plans.
6. Understand the theory and research supporting positive behavior support interventions in improving academic achievement, improving the learning environment and reducing problem behaviors.

Session Topics

The course content is provided in three parts:

Part One – Chapter Readings and Packet Assignments

Part Two – Lesson Plans

Part Three – Critical Thinking Assignment/Summary Essay

Last Updated: 5/10/2017

Course Materials

The required reading is found in the text listed below. The required text is:

Otten, K. & Tuttle, J. (2011). How to reach and teach children with challenging behavior: Practical, ready-to-use interventions that work. (336 Pages)

Caldarella, Paul; Adams, Michael B.; Valentine, Shauna B.; Young, K. Richard (2009). *Evaluation of a Mentoring Program for Elementary School Students at Risk for Emotional and Behavioral Disorders*
Reading can be located at: <http://files.eric.ed.gov/fulltext/EJ860814.pdf>

Technical Requirements – Any online browser should work but IE 7 or Google Chrome are recommended.

Assignments & Grading Percentages toward Final Grade

- Reading/Packet Assignments (60% of final grade)
- Lesson Plans/Interventions (30% of final grade)
- Final Essay (10% of final grade)

Grading

This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.

The course instructor will review students' answers and provide feedback generally within 24 to 48 hours.

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>