

HSU Course Outline

Children Behaviors – Approaches for Teachers

ED107v.1

6 Weeks

Description

This in-depth six week online course will show you how to respond to and improve disruptive behavior with ethical strategies that promote Head Start children's skill development and safeguard the emotional needs of all involved. During this course you will learn strategies for solving behavior problems in positive ways.

Prerequisites

- none

Who Should Take This Course?

This course is designed for all education staff. It is most beneficial to Head Start teachers, teacher aides, parents, volunteers and education managers. This course will benefit all staff members who must deal with Head Start children in a classroom setting.

Objectives

- ✓ Understand child centered overview of program quality care
- ✓ Have suggestions for building children's self-esteem
- ✓ Learn insight into why specific behaviors might surface
- ✓ Learn proven strategies and insights about behaviors

Outline

Foundation of Discipline

- Ideas on Discipline
 - Beliefs
 - Goals of discipline
- Evidence about disciplinary practices
 - Effectiveness
 - Disadvantages
 - Principles

- Freedom to make choices
- Mastery
- Self-efficacy
- Environmental supports
- Meeting children's need for self-esteem
 - Nature of self-esteem
 - Signs of low self-esteem
 - Facilitating children's health self-esteem

Universal Interventions

- Child-centered educational program
 - Curriculum planning
 - Aims of Head Start programs
 - Behavioral Assessments
 - Educational provision
- Meeting children's basic needs
 - Survival
 - Emotional Safety
 - Wellbeing
- Meeting children's needs to belong
 - Social Competence
 - Acceptance
 - Empathy
 - Connectedness
- Meeting need for autonomy

Supportive Interventions

- Origins of inconsiderate behavior
 - Guidance explanations for disruptiveness
 - Responses to the behavior type
 - Attention-seeking myth
- Communicating to solve problems
 - Listening
 - Assertiveness
 - Collaborative problem solving
- Everyday responses to disruptions
 - Institute guidelines, not rules
 - Giving positive instructions
 - Changing the demands
 - Avoiding escalating confrontations
- Teaching children emotional self-control
 - Demonstrate empathy

- Teach Coping strategies
- Explaining growing up
- Teaching Constructive thinking
- Soothing children
- Consistency

- Solutions for chronic difficulties
 - Amplifying present solutions
 - Viewing events differently
 - Responding differently

Solutions to common behaviors

- Disruptions during routines
 - Meal times
 - Sleep times
 - Group-time disruptions
 - Tolieting
 - Separating from parents
 - Reunions
 - Transitions between activities
 - Packing away equipment

- Guiding pro-social behavior
 - Social withdrawal
 - Excessive reliance on others
 - Physical aggression
 - Exclusion of peers
 - Rough and tumble play
 - Super-hero play
 - Unwillingness to share
 - Sexuality
 - Fears

- Children who have been bereaved

- Disruptions associated with atypical development
 - Delayed or impaired communication skills
 - Social application of language
 - Sensory integration difficulties
 - The autism spectrum
 - The attention-deficit disorders
 - Oppositional defiance disorder (ODD)
 - Transition to school

Supporting Adults

- Nurturing Staff

- Manageable demands
- Enrich adults' personal resources
- Workplace support
- Access to outside expertise

- Working with parents

- Trends in relationships with parents
- Impediments to collaboration
- A collaborative style
- Collaborative practices
- Collaborative problem solving
- Cross-cultural collaboration
- Responding to parents' complaints
- Complaints from third parties

- Formulating a discipline policy

- Benefits of formal policies
- Pre-planning
- Components of a policy
- Evaluation of the policy