**Course Outline**

**Course Title:** Teaching Young Children with Challenging Behaviors  
**Submitted By:** Dawn Olson  
**Semester Course Prefix and Number:** TAIA 1220  
**Old Quarter Course Prefix and Number:**  
**Number of Credits:** 3  
**Semester(s) Offered:** Spring  
**Class Size:** 35

**Catalog Description:**
This course introduces participants to universal promotion, secondary prevention, and tertiary intervention approaches to educate and care for children with challenging behaviors. In addition, participants will learn how to conduct a functional behavior assessment and provide positive behavior support. Physical space, appropriate routines, and a myriad of transition and teaching strategies will also be addressed.

**Prerequisites and/or recommended entry skills/knowledge:**
**Course Prerequisite(s):**  
Reading Prerequisite: college level reading  
Composition Prerequisite:  
Mathematics Prerequisite:  

**Career Programs and Transfer Majors Accessing this Course:**
Teacher’s assistants, child care providers, early childhood majors, special education majors, paraprofessionals & human service workers.

**Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:**
(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer’s approval are required.)

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<th>Goal</th>
<th>Description</th>
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<td>0.</td>
<td>None</td>
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<tr>
<td>1.</td>
<td>Communications</td>
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<td>2.</td>
<td>Critical Thinking</td>
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<td>3.</td>
<td>Natural Sciences</td>
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<td>4.</td>
<td>Mathematical/Logical Reasoning</td>
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<td>5.</td>
<td>History and the Social and Behavioral Sciences</td>
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<td>6.</td>
<td>The Humanities and Fine Arts</td>
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<td>7.</td>
<td>Human Diversity</td>
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<td>8.</td>
<td>Global Perspectives</td>
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<td>9.</td>
<td>Ethical and Civic Responsibility</td>
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<td>10.</td>
<td>People and the Environment</td>
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Learning Outcomes: (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Describe and identify challenging behavior
- Demonstrate secondary prevention techniques
- Implement tertiary intervention techniques
- Complete a functional behavior assessment and evaluate its effectiveness
- Explain the role that relationships and culture play in influencing behavior
- Develop a variety of transition strategies
- Produce a plan that includes appropriate use of space, routines, transitions and teaching strategies

Student Assessment Methods:

Demonstration of skill
Written examination
Presentation of appropriate space, routines, transitions & teaching strategies
Interviews
Practicum checklist
Reflection journal

Use of Instructional Technology: (includes software, interactive video and other instructional technologies):
D2L, Mind in the Making video &TACSEI, Six Keys for Promoting Children’s Mental Health

Additional Special Information: (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

Course Outline Revision History:

Approvals:

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<tr>
<th>Body</th>
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<tbody>
<tr>
<td>Curriculum Committee</td>
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Distribution: Original – Instructional Services
Copies: Transfer Specialist, Originating Faculty Member, Records
Revised: March 2010