

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 11/16/16 Date revised 3/24/25

4. Department/discipline: Early Childhood Development

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Children with Challenging Behaviors  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: CDEV 8. Course Level: 2530

9. Number of Credits: Lecture 2 Lab 1

10. Control Number (on site) 25 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

This course helps students understand children's behavior problems and identify intervention strategies to prevent and resolve problem behavior, use behavior modification techniques effectively, and design behavior plans.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbooks and guest lectures as decided by instructor.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Define internal and external influences on behaviors.
2. Describe and demonstrate strategies to promote positive mental health development in young children.
3. Describe common developmental and environmental risk factors for developing extreme challenging behavior including but not limited to abuse/neglect, post-traumatic stress, chemical dependency, poverty and family changes.
4. Develop understanding of community mental health services and supports for young children.
5. Discuss common behavior challenges in young children.
6. Examine and demonstrate positive behavior support intervention and guidance techniques for children with extreme challenging behaviors.
7. Examine and describe developmentally appropriate behavior.

8. Practice methods for observing and recording challenging behaviors including Functional Behavior Assessment.
9. Summarize common causes/ factors of challenging behaviors in young children.

### 15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

The learner will demonstrate intervention and guidance techniques.

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Examine internal and external influences on behaviors	A, D	7
2. Identify behavior factors and causes of challenging behavior	A, B, C, D	3
3. Demonstrate intervention and guidance techniques.	A, B, C, D	4
4. Apply methods for observation and recording behavior.	A, B, C, D	4

### WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?  
\_\_\_\_\_ Yes ☒ No

Provide the required documentation to show course meets required licensing/certification standards.

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