

Theory Lesson Plan

Overview

The purpose of this chapter is to provide an overview of current perspectives on child development and behaviour management. Over the past 20 years, the field of child development has evolved significantly. It has moved from an individual perspective that looks only at the child, to a relationship perspective which looks at the child and their family, to (more recently) an environmental perspective which links the child's environment and all of the complex relationships within it. This summary will familiarize educators with key concepts, as opposed to attempting to teach in-depth theory.

Overall Goal Relevant to this Session

After completing this session, participants should:

Possess a general knowledge of child development theory, specifically ecological theory.

Learner Outcomes

The purpose of this session is to help participants to:

1. Understand the theory that drives behaviour.
2. Explain the Behaviour Management Systems approach to understanding and managing student behaviour.

Agenda

In order to accomplish these outcomes, trainers must:

1. Present the theoretical overview on behaviour
2. Create a list of risk and protective factors generated by participants and group them into individual, secondary, community and social system groupings
3. Summarize the key elements of the module including a final review of the four levels of the ecosystem

Resources and Materials

- Power point presentation
- Flipchart paper and markers
- Trainer's Manual

Activities

1. Present power point presentation.

Many of the participants will have a general knowledge of theory as it relates to child development. A few of your participants may have a great deal of knowledge or very little. This component on theory is meant to give participants an overview of ecology theory from a BMST perspective. Encourage examples from the participants' own experiences as you complete the presentation. It is very important to remember that this portion of the training day is lecture style and should be kept brief (1/2 hour). Even the most compelling speaker will begin to lose the participants interest if this portion goes on too long.

2. Create a list of protective and risk factors.

Once you have completed the power point presentation, begin your risk and protective factor lists. Use four sheets of chart paper (set up ahead of time) on the wall/blackboard/etc. in front of your group. Do not title the sheets; leave that until the conclusion of this exercise. Ask your participants for examples of risk and/or protective factors. As examples are given, list them on the charts, making sure to

place them in common groups according to individual, secondary, community and social systems. Once the group has completed the lists (approximately 10 minutes), add in any factors that you think are important. Wrap up this session by asking the group if they can label the 4 charts. Individuals within the group may notice that some factors could fall into many different systems. This is correct.