

# Behaviorist lesson plan

[Education](#)



**ASSIGN  
BUSTER**

Behaviorist lesson plan Kindergarten, science Introduction An aggressive behavior refers to a persistent behavioral pattern that threatens or causes harm to other individuals. Aggression may appear in various forms including physical violence, gestures, looks, threats, actions and rumors, verbal abuse' (Campbel, 1995). The kindergarten child in a science class showed aggressive behavior due to being denied the first place when going to the lab. The child in this case portrayed emotional and oppositional aggressive behavior. The aforementioned misbehaviors happened during a science lesson where students were expected to wait quietly and respectfully for their opportunity to go into the lab. The behavior may be attributed to hyper activeness, curiosity and enthusiasm of young students.

#### Teaching

Young children's brains are maturing, and they do not have the same capability to control themselves as adults do. As a teacher I should, therefore, understand the importance of teaching children abilities for controlling their behavior while appreciating that they need ongoing guidance and my supervision to stay safe. The child may be overwhelmed, close down and, hence, lash out physically or verbally to the teacher for not placing him in the first position. As the teacher I, thus, need to invest time, effort, compassion and patience to assist the child handle the feelings constructively.

#### Assessment

Children must be able to identify early interventions to enhance student behavior difficulties in the primitive years at the end of the lesson. The science student's reactive aggressive behavior depicts its self through unplanned retaliation by the child due to being denied the first position when <https://assignbuster.com/behaviorist-lesson-plan/>

going into the lab. One element key in assessing change in aggressive behavior is teacher-students relationships.

#### Behaviorist Principle

Behaviorist principles, such as developmental cascade theory have been used to explain persistent problems in early behavior. Theorists propose early behavior drawbacks in early schooling have cascading results that negatively influence subsequent psychosocial functioning and school success. Interventions such as Good Behavior Game that target behavioral difficulties at an early age attempts to prevent the negative cascade.

#### References

Campbel, S. (1995). Behavior problem in preschool children. *Child psychology and psychiatry*, 113-149