

# Child Guidance: Creating Caring Classrooms to Support Positive Behavior

## Syllabus: *In-Person Course*

### Instructor Contact Information

**Name:**

**Email:**

**Phone:**

**Office location:**

**Office hours:**

### Course Description

This course utilizes evidence-based strategies for promoting social and emotional development and preventing and addressing challenging behaviors in children birth to age five. Through course readings, discussions, activities, and related experiences, participants will learn about a variety of these research-based practices. Participants will have opportunities to observe both educator-child interactions and specific instructional strategies that promote social and emotional development and prevent and address challenging behaviors. Participants will implement strategies that support and elicit their ability to provide positive behavioral support, taking advantage of informal and formal opportunities to engage in instruction. Participants will reflect on, analyze, and assess their classroom strategies related to positive behavior support, and then plan for improvement.

### Objectives

Participants will:

1. Identify and apply strategies for building positive relationships with and between children, families, and colleagues.
2. Identify, evaluate, and create learning environments and adult-child interactions that support children's social relationships, emotional and behavioral health, and self-regulation.
3. Describe and enact evidence-based, systematic social skills teaching strategies that support children's social and emotional development and prevent and address challenging behaviors.
4. Assess the form and function of children's challenging behaviors, develop individual behavior support plans based on the information collected, and engage in ongoing formative assessment of children's progress.
5. Explain that high quality practices promoting social and emotional development include being sensitive to and incorporating children's cultural and linguistic diversity.
6. Identify and plan collaboration with families when promoting social and emotional development and preventing and addressing challenging behaviors.
7. Identify critical components of a program-wide system of positive behavior supports.

## Grading

Participation/Professionalism	15%
In-class Activities	10%
Weekly Assignments	30%
IOP Summary Assignment #1	15%
IOP Summary Assignment #2	15%
IOP Summary Assignment #3	15%

## Expectations

### Participation/Professionalism (15%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.

### In-class Activities (10%: Grading per Instructor)

In-class activities may consist of, but are not limited to, discussions, observations, idea-sharing and generation, and planning exercises. Some class activities are designed as quick checks of your understanding, engagement, and application of course information. Other class activities require you to work in pairs or small groups, and present findings to the rest of the class. You are expected to participate in all in-class activities.

### Weekly Assignments (30%: Grading per Instructor)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include developing lesson plans, video recording yourself delivering classroom activities with children, engaging in reflection, action planning, completing graphic organizers, and practicing using skills in your daily life. You are expected to complete all assignments in a timely manner and contact the instructor as soon as possible if you are unable to do so.

- **Reading Assignments:** In this course, you will complete required readings. At times, you will synthesize your thoughts from the readings in reflection assignments.
- **Applied Assignments:** In this course, you will complete practitioner-oriented assignments. These help you build your portfolio of resources for your work as an educator. Examples include action planning, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- **Video and Communities of Reflection and Practice (CORP) Assignments:** In this course, you will video record yourself working with children (Positive Behavior Support lessons and activities). You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.

### **Inventory of Practices Summary Assignments** (15% each: Grading per assignment rubric)

Becoming a better educator is a never-ending journey. The summary assignments give you an opportunity to prepare action plans at three separate checkpoints throughout the course. You will have the opportunity to demonstrate competencies from each session. These assignments take the place of any mid-term or final exams. The summary assignments are estimated to take 2-3 hours to complete.

### **Note on Video Recording**

As noted above, in some assignments, participants are asked to video record classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and detailed guides for video recording and editing for use with the EarlyEdU Coaching Companion.

### **Time Estimations**

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

### **Accommodations**

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all their own details here).

We want you to have the best possible experience in this class. At the *(your institution)*, we aim to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers, please seek a meeting with *(Insert the department or person at your institution responsible for special accommodations)* to discuss and address them. If you have already established accommodations with that office, please inform your instructor about the approved accommodations as soon as possible so we can discuss your needs in this course.

Course Schedule

THEME 1– Foundations of PBS		
Session 1: PBS Frameworks		
Introductions, Objectives, and Course Overview	OPTIONAL Video Assignment- Self-Introduction	Practice making and uploading a video to introduce yourself to the class
Cycle of Challenging Behavior The Teaching Pyramid	Assignment- Inventory of Practices (IOP)	Reflect on your current practices and complete the Inventory of Practices through page 14
The Ripple Effect	Assignment- Parent Permission Media Release Forms	Distribute film permission slips to families and staff. Collect all to be prepared to start filming.
Evidence-based Practices	Assignment- Readings	<ol style="list-style-type: none"> <li>1. Technical Assistance Center on Social Emotional Intervention for Young Children (n.d.). <a href="#">The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children</a>.</li> <li>2. Center on the Social and Emotional Foundations for Early Learning. <a href="#">Social and emotional competence</a>.</li> </ol> <p><b>Additional Resources (Optional)</b></p> <ol style="list-style-type: none"> <li>1. Fox, L., Dunlap, G., Hemmeter, M., Joseph, G., &amp; Strain, P. (2003). <a href="#">Exploring the possibilities for</a></li> </ol>

		<a href="#">learning in natural spaces</a> . <i>Young Children</i> , 58(4), 48-52.
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<b>Session 2: PBS and Reflective Practice</b>		
Hot buttons Thought control Applying an equity lens	Assignment- Reading reflection	Choose one of the assigned readings and write a reflection. What did you learn? What questions do you have? How does the information apply to your work as an early childhood educator?
	Assignment- Readings	<ol style="list-style-type: none"> <li>1. Pyramid Equity Project (n.d.). <a href="#">Defining disproportionate discipline: Understanding common measures</a>.</li> <li>2. Allen, R. &amp; Smith, B. (2015). <a href="#">Expelling expulsion: Using the pyramid model to prevent suspensions, expulsions, and disciplinary inequities in early childhood programs</a>. <i>Pyramid Model Consortium</i>.</li> <li>3. National Association for the Education of Young Children (2019, April). <a href="#">Advancing equity in early childhood education</a>.</li> <li>4. Zero to Three (2017, March 30). <a href="#">Why is implicit bias such an important issue?</a></li> </ol> <p><b>Additional Resources (Optional)</b></p> <ol style="list-style-type: none"> <li>1. Smith, B.J., Dell, P., &amp; Fox, L. (2018, Sept. 13). <a href="#">Pyramid Model Program Leadership Team Guidance for Preventing the Use of Suspension</a></li> </ol>

		<p><a href="#">and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice.</a></p> <p>2. Children’s Equity Project &amp; Bipartisan Policy Center (2020). <a href="#">Start with equity: From the early years to the early grades.</a></p>
	<p>Video Assignment- Observation and reflection</p>	<p>Video record yourself teaching in your early learning setting for 15-20 minutes.</p> <p>Watch your video and complete the table provided to record who you interact with and the nature of your interactions.</p> <p>Reflect. What did you learn by analyzing your learning environment interactions in this way? Does anything about your data surprise you? What concrete action steps will you bring forward in your teaching practice as a result?</p>

**THEME 1 REFLECTION: Foundations of PBS**

**Compose a response to the following questions:**

- Reflect on the behaviors you find challenging. What patterns are there in the behaviors, gender, race, or ability of the children you are concerned about?
- Think about the extent to which you agree with the following statements and why:
  - I engage in self-reflective activities to examine my bias, actions, and thoughts
  - I engage in cross-cultural interactions outside of my workplace
  - I provide a learning climate in which cultural differences are embraced and valued
  - I strive to broaden my perspective on equity, diversity, inclusion, and social justice
  - I feel comfortable centering children and families furthest from opportunity

- I feel comfortable working with ethnically, racially, and linguistically diverse people
- I feel comfortable in the company of people speaking their native language

**Activity**

- Create your own sociocultural autobiography that provides an account of your experiences with diversity, equity, inclusion, and social justice. Consider the following:
  - Where you are from (i.e. geographical location, population density and size, median household income, percentage breakdown of the population by race/ethnicity, etc.)
  - Your experiences with cultural diversity, equity, inclusion, and social justice as a child, teenager, and adult
  - How your experiences influence your current beliefs around teaching and learning

**THEME 2– Nurturing and Responsive Relationships**

**Session 3: Partnering with Families**

Building relationships  Types of support  Communicating with families	Assignment- Creating a family-friendly classroom	In this session, you learned about partnering and communicating with families. Complete the Family Inventory. Note whether you answer “Yes” or “No” to each item. Based on your responses, develop a plan for creating a more “family-friendly” environment. Your plan should include at least five specific goals along with a timeline and resources needed for implementation.
	Assignment- Readings	1. Boston Children’s Hospital (2019). <a href="#">Families as advocates and leaders.</a> 2. Barrera, I. & Kramer, L. (2012). <a href="#">Using skilled dialogue to transform challenging conversations.</a>

		<p><a href="#">E-Books: National Association for the Education of Young Children (NAEYC).</a></p> <p>3. The National Center on Parent, Family, and Community Engagement (n.d.). <a href="#">Building partnerships: Guide to developing relationships with families.</a></p> <p><b>Additional Resources (Optional)</b></p> <ol style="list-style-type: none"> <li>1. Fox, L., Hemmeter, M.L., Strain, P., Allen, R., Ferro, J., &amp; Perez Binder, D. (2016, November). <a href="#">Supporting children &amp; families during a difficult time.</a> <i>Pyramid Model Consortium.</i></li> <li>2. Gigi An, Z., Horn, E., &amp; Cheatham, G. (2019). Coaching to build parent competency in addressing early challenging behaviors. <i>Young Exceptional Children, 22(4), 198-213.</i></li> <li>3. Chai, Z. &amp; Lieberman-Betz, R. (2016). Strategies for helping parents of young children address challenging behaviors in the home. <i>Teaching Exceptional Children, 48(4), 186-194.</i></li> </ol> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Working with families inventory.</a> <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>• <a href="#">Parent training modules.</a> <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>• <a href="#">Family tools.</a> <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> </ul>
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<b>Session 4: Social emotional development</b>		
<p>What is social emotional development?</p> <p>Why is social emotional development important?</p> <p>Building positive relationships</p> <p>How to build positive relationships</p>	<p>Assignment- Reading Reflection</p>	<p>The Smith article <a href="#">“Linking Social Development and Behavior to School Readiness”</a> discusses how social skills are linked to academic success. Summarize how social skills are linked to academic success. Reflect on the list of suggestions for how we can increase school readiness in young children. Explain three specific things you will do for the children in your early learning setting to increase their school readiness.</p>
	<p>Video Assignment- Building Relationships–Baseline Video</p>	<p>Based on the information and techniques provided in this session about building relationships, video record yourself working with young children in your early learning setting. Choose a 3-5-minute clip and provide narration describing what you are doing that is “relationship building,” with evidence from the course materials to support your explanation. Specifically tie to the Head Start Early Learning Outcomes Framework Social and Emotional Development sub-domains. Make connections to the various age ranges in the developmental progression sections for each sub-domain, as appropriate.</p>
	<p>CORP Assignment- Building Relationships</p>	<p>View and respond to each CORP members’ video. Comment on the interactions between the educator and</p>

		<p>children. How do you observe the relationship building situation(s)? Provide feedback. First, identify specific strategies that went well and explain why you think they were effective at building relationships. Then, offer an idea and/or ask a question that will help your CORP member plan for how to continue this practice.</p>
	<p>Assignment- Readings</p>	<ol style="list-style-type: none"> <li>1. Joseph, G., &amp; Strain, P. (2004). <a href="#">Building positive relationships with young children</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> <li>2. Jung, E. Y., &amp; Ostrosky, M. M. (n.d.). <a href="#">Building positive teacher-child relationships</a> (What works briefs 12). <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> <li>3. Twardosz, S. (2005). <a href="#">Expressing warmth and affection to children</a> (What works briefs 20). <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> <li>4. Cheatham, G., Hemmeter, M. L., Murry, J., &amp; Ostrosky, M. M. (2005). <a href="#">Helping children express their wants and needs</a> (What works briefs 19). <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> </ol>

**THEME 2 REFLECTION: Nurturing and Responsive Relationships**

**Compose a response to the following questions:**

- What caregiving practices have I used or experienced that might influence how I provide care?
- How do I view and respond to caregiving practices that may differ from my values?
- Is there a child with whom I struggle to connect? Are biases interfering with my ability to connect with this child?

**Activity**

- Put a piece of masking tape on your sleeve or pant leg and keep a tally of how many times you interact warmly with each child in your early learning setting. This will help you see if you are taking the time to connect in positive ways with all children in your care.

**THEME 3– High-quality Supportive Environments**

**Session 5: Well-designed physical spaces**

<p>Variety of learning centers</p> <p>Avoid wide open spaces</p> <p>Provide visual reminders</p> <p>Prepare and organize materials</p>	<p>Assignment- Classroom Tools</p>	<p>Choose one tool and use it in your early learning setting this week. After using the tool, write a reflection (150-200 words) that answers the following questions: How did you use the tool? How did using the tool help you build positive relationships with young children? When using the tool, what did you do well? What could you improve next time you use the tool?</p>
<p>Zoning</p> <p>Staff schedules</p>	<p>Assignment- Well-designed physical spaces</p>	<p>Based on the information in this session about well-designed physical spaces, create <i>before</i> and <i>after</i> diagrams of your learning setting. Write a reflection describing how you would rearrange it and provide rationale for each change (referencing course materials for this session).</p>

	<p>Assignment- Classroom Equity Audit</p>	<p>Make a list of 3-5 specific, visible learning materials in your learning setting. Evaluate each item based on a list of questions. Write a reflection.</p>
	<p>Assignment- Readings</p>	<p>1. Bovey, T., &amp; Strain, P. (n.d.). <a href="#">Using environmental strategies to promote positive social interactions</a> (What Works Briefs #6). <i>Center on the Social and Emotional Foundations for Early Learning.</i></p>

**Session 6: Schedules, routines, and transitions**

<p>Schedules vs. routines Teaching the daily schedule Classroom transitions Visual transition cues</p>	<p>Assignment: Creating a schedule and zoning chart</p>	<p><b>Part 1-</b> Redesign your classroom schedule using pictures taken of students during each classroom routine as visual cues. Your new schedule should reflect information covered in this session about schedules and routines After you have created your schedule, take a photo of it. Submit this photo to the instructor.</p> <p>Reflection: Prepare a 1-2-page reflection detailing your thoughts as you re-designed your schedule and how you plan to introduce it to children.</p>
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		<p><b>Part 2-</b> Complete your own staff zoning chart. You can create your own or use the table (see assignment document). Add columns as needed.</p>
	<p>Assignment- Readings</p>	<ol style="list-style-type: none"> <li>1. Ostrosky, M. M., Yung, E. Y., Hemmeter, M. L., &amp; Thomas, D. (n.d.) <a href="#">Helping children understand routines and class schedules</a> (What Works Briefs #3). <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>2. Ostrosky, M. M., Yung, E. Y., &amp; Hemmeter, M. L. (n.d.). <a href="#">Helping children make transitions between activities</a> (What Works Briefs #4). <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>3. Center on the Social and Emotional Foundations for Early Learning (2010). <a href="#">Tips and ideas for making visuals to support young children with challenging behavior.</a></li> </ol> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Planning for transitions worksheet.</a> <i>Head Start for Center of Inclusion.</i></li> <li>• <a href="#">Classroom transitions cue cards.</a> <i>Head Start Center for Inclusion.</i></li> </ul>

<p><b>Session 7: Rules and directions</b></p>		
<p>Introducing rules</p>	<p>Assignment- Generating Rules</p>	

<p>The GUIDE process</p> <p>Giving directions</p> <p>Show Me 5</p>		<p>In this session, you learned about the GUIDE process. This assignment gives you an opportunity to interview an educator about how they generate rules and make them understandable. Then, use what you learned to prepare your own set of rules for the children in your early learning environment. Create a visual you would use to display them in the classroom. Refer to the classroom expectation templates from the Head Start Center for Inclusion. Alternatively, you can use your own templates or format.</p>
	<p>Video Assignment- Rules– Providing Instruction</p>	<p>Using what you learned about teaching classroom rules (The “I”) and the existing rules in your early learning setting, develop a game or activity for teaching and reviewing expectations with students during a large-group meeting (i.e. circle time). Video record the implementation of your game/activity and upload a 3–5-minute clip to Coaching Companion.</p>
	<p>CORP Assignment- Rules– Providing Instruction</p>	<p>Watch each CORP member’s video. Comment on the GUIDE process. Were the classroom rules that were being taught and/or reviewed clear and concise? Did they include visuals? Did the educator use strategies mentioned in the session, such as modeling and providing opportunities for practice? Provide feedback. First, identify specific strategies that went well and explain why you think they were effective at creating supportive environments. Then, offer an idea and/or ask</p>

		<p>a question that will help your CORP member plan for how to continue this practice.</p>
	<p><b>Summary Assignment-</b> Revisit the IOP and Action Planning, Part #1</p>	<p>Return to the Inventory of Practices (IOP) and Action Planning for Promoting Social Emotional Competence worksheet. Complete the Action Plan sections on pages 15-20.</p> <p>Write a reflection (100-150-words) about your action plan details.</p>
	<p>Assignment- Readings</p>	<ol style="list-style-type: none"> <li>1. Bovey, T., &amp; Strain, P. (n.d.). <a href="#">Using classroom activities &amp; routines as opportunities to support peer interaction (What Works Briefs #5)</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> <li>2. Fox, L., &amp; Langhans, S. (n.d.). <a href="#">Logical consequences (What Works Briefs #18)</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> </ol> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Directions and template for visuals and supports worksheets</a>. <i>Head Start Center for Inclusion</i>.</li> <li>• <a href="#">Classroom expectations worksheets</a>. <i>Head Start Center for Inclusion</i>.</li> </ul>

**THEME 3 REFLECTION: High-quality Supportive Environments**

**Compose a response to the following questions:**

- What rules, expectations, and routines are important to me?
- How do I expect children to behave in my program?
- What is my intent in having the rule or expectation?
- Are the rules fair to all children?

**Activity**

- Self-reflect about how you communicate rules and expectations with children. Is your approach calm and nonjudgmental? Is it clear that the focus is on a behavior, NOT on a specific child?

**THEME 4– Social and Emotional Teaching Strategies**

**Session 8: Enhancing emotional literacy**

<p>Emotional literacy- definition, benefits</p> <p>Emotional vocabulary</p>	<p>Assignment- Emotional vocabulary</p>	<p>Read the Joseph, Strain, and Ostrosky article, "<a href="#">Fostering emotional literacy in young children: Labeling emotions</a>." List your key learnings.</p> <p>Refer back to the assignment you submitted in the session, "Social Emotional Development." List the emotion words you used in speaking with the children. How many did you use? Were any of the emotion words positive? Were any of the emotion words negative?</p> <p>Describe opportunities when you could have used emotion words. Perhaps you didn't use any in the</p>
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		<p>video, or now you notice times when you could have used emotion words. What words could you have used? Write a short paragraph (50-75 words) reflecting on your “emotional coaching.”</p>
	<p>Assignment- Ideal Affect in Children’s Books</p>	<p>Review the video featuring the Culture and Emotions Lab at Stanford about “idealized affect” and how children are socialized into the culture’s idealized affect through children’s books and other feedback.</p> <p>Select three children’s books that include either or both male and female characters. Study the children’s books and determine the “ideal affect” being displayed by the main characters. Also note how many and what types of feeling words are in the book’s print. Identify whether your listed emotions are displayed by male or female characters.</p> <p>Write a reflection (about 1 page): Are there differences in the “idealized affect” being conveyed? What do you think are the implications of your findings related to children’s social-emotional development?</p>
	<p>Assignment- Readings</p>	<p>Joseph, G. (2010). <a href="#">Enhancing emotional vocabulary in young children</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</p> <p><b>Additional Resources (Optional)</b></p>

		<p>Tsai, J.L., Louie, J.Y., Chen, E.E., &amp; Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children’s storybooks. <i>Personality and Social Psychology Bulletin</i>, 33(1), 17-30.</p>
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<p><b>Session 9: Identifying emotions and regulation</b></p>		
<p>Identifying emotions</p> <p>Tools for teaching emotional literacy</p> <p>Emotional regulation</p>	<p>Assignment- Book nook</p>	<p>Create a book nook for children’s books that address topics related to social and emotional development. The book nook should include your plans for sharing this book with your students and how you will highlight children’s social and emotional learning through at least two activities.</p> <p>You may refer to the book nook resources on the Center on the Social and Emotional Foundations for Early Learning website, but do not use the same books/topics. Also refer to the following resources to build a diverse collection: <a href="#">Teaching for Change: Early Childhood Anti-Bias Booklists</a>; <a href="#">The Children’s Peace Education and Anti-Bias Library</a>; <a href="#">We Need Diverse Books</a></p>
	<p>Resources</p>	<ul style="list-style-type: none"> <li>• <a href="#">Emotions worksheets</a>. <i>Head Start Center for Inclusion</i>.</li> <li>• <a href="#">Emotions faces</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Feelings chart</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>• <a href="#">Some starters for giving positive feedback and encouragement for effort, thinking, and problem solving</a> (2010). <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>• <a href="#">Book nook resources</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> </ul>
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<b>Session 10: Emotional literacy–Anger and disappointment</b>		
<p>Social information processing theory</p> <p>Recognizing anger</p> <p>The turtle technique</p> <p>Handling disappointment</p>	<p>Assignment- Reading reflection</p>	<p>The Joseph and Strain article, “Helping Young Children Control Anger and Handle Disappointment” discusses how educators can model how to remain calm, teach children how to control anger and impulse, and prepare children to handle disappointment. Write a reflection about the article (100-150 words). What can you take from this article to use in your teaching practice? How will you monitor your own success at applying what you have learned from this article?</p> <p>Joseph, G., &amp; Strain, P. (2010) <a href="#">Helping young children control anger and handle disappointment</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></p>
	<p>OPTIONAL Video Assignment- Teaching the Turtle Technique</p>	<p>In this session, you learned about the Turtle Technique. Prepare for teaching the Turtle Technique in your early</p>

		<p>learning setting. You can use the resources you may already have at your early learning setting or the resources provided in this session. Video record yourself teaching the Turtle Technique and upload a 3–5-minute clip to Coaching Companion. Include a reflection with your video. Comment on the children’s reactions. Provide specific examples of children’s responses. You may choose to comment on how you will reinforce using the Turtle Technique.</p>
	<p>OPTIONAL CORP Assignment-Teaching the Turtle Technique</p>	<p>View and respond to each CORP member’s video. Comment on the teaching: Was the teaching of the Turtle Technique clear? Did the educator seek responses from children? Provide feedback. First, identify strategies that went well and explain why you think it was effective at teaching the Turtle Technique. Then, offer an idea and/or ask a question that will help your CORP member plan for how to continue this practice.</p>
	<p>Resources</p>	<ul style="list-style-type: none"> <li>• <a href="#">Turtle Technique handout</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>• <a href="#">Turtle Technique pattern handout</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>• <a href="#">Dragon Brain handouts</a>. <i>Head Start Center for Inclusion.</i></li> </ul>



Session 11: Problem Solving		
<p>Problem solving steps, solution kits</p> <p>Encouraging the problem-solving process</p> <p>Problem-solving in the moment</p>	<p>OPTIONAL Video Assignment-Solution kit</p>	<p>In this session, you learned about teaching problem solving. Prepare a solution kit to use in your early learning setting. Video record yourself teaching problem solving steps and how to use a solution kit. Your video should be 3–5-minutes in length. Include a reflection with your video. Comment on the children’s reactions to the implementation of the solution kit. Provide specific examples of children’s responses.</p>
	<p>OPTIONAL CORP Assignment-Solution kit</p>	<p>View and respond to each CORP member’s video. Comment on the teaching: Was the teaching of the problem-solving steps clear? Was the teaching of the solution kit clear? Did the educator seek responses from children? Provide feedback. First, identify strategies that went well and explain why you think it was effective at teaching problem-solving. Then, offer an idea and/or ask a question that will help your CORP member plan for how to continue this practice.</p>
	<p>Assignment- Readings</p>	<p>Dunlap, G., &amp; Liso, D. (2004). <a href="#">Using choice and preference to promote improved behavior (What Works Briefs #15)</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</p> <p><b>Additional Resources (Optional)</b></p>

		<p>Joseph, G., &amp; Strain, P. (2010) <a href="#">Teaching young children interpersonal problem-solving skills</a>. <i>Young Exceptional Children</i>, 13(3), 28-40.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Solution kits handouts</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> <li>• <a href="#">Problem Solving (solution kits)</a>. <i>Head Start Center for Inclusion</i>.</li> <li>• <a href="#">Super Friend certificate</a>. <i>Head Start Center for Inclusion</i>.</li> </ul>
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<b>Session 12: Developing Friendship Skills</b>		
<p>The six friendship skills</p> <p>Setting the stage for friendship skills</p>	<p>Video Assignment- Building Towers</p>	<p>Watch the video <a href="#">Building Towers</a> in Coaching Companion. Tag instances where you see strategies or interactions to develop friendship skills. Write a brief reflection.</p>
	<p>Assignment- Embedding friendship opportunities</p>	<p>Create a schedule embedded with friendship opportunities. The schedule should reflect the six friendship skills. Describe any required resources. Indicate what the children and adults will do during activities (short descriptions are acceptable). Refer to the Joseph article for an example schedule.</p>

	<p>OPTIONAL Video Assignment- Friendship skills</p>	<p>Prepare for teaching friendship skills in your early learning setting. You can use the resources you may already have at your early learning setting or the resources provided in this session. Video record yourself teaching friendship skills. Upload a 3–5-minute clip to Coaching Companion.</p> <p>Include a reflection with your video. Comment on the children’s reactions. Provide specific examples of children’s responses. You may choose to comment on how you will reinforce use of friendship skills.</p>
	<p>OPTIONAL CORP Assignment- Friendship skills</p>	<p>View and respond to each CORP member’s video. Comment on the teaching: Was the teaching of friendship skills clear? Did the educator seek responses from children? Provide feedback. First, identify strategies that went well and explain why you think it was effective at teaching friendship skills. Then, offer an idea and/or ask a question that will help your CORP member plan for how to continue this practice.</p>
	<p><b>Summary Assignment-</b> Revisit the IOP and Action Planning, Part #2</p>	<p>Return to the Inventory of Practices (IOP) and Action Planning for Promoting Social Emotional Competence worksheet. Complete the Action Plan sections on pages 21-26.</p> <p>Write a reflection (100-150-words) about your action plan details. Describe how you will monitor the success of your action plan. Identify areas of strength and</p>

		<p>concern. Describe how you will keep your areas of strength. Describe how you will focus on your areas of concern. If applicable, note any areas of concern you identified at the beginning of the course and describe how you may have improved in those areas.</p>
	<p>Assignment- Readings</p>	<ol style="list-style-type: none"> <li>1. Bovey, T., &amp; Strain, P. <a href="#">Promoting positive peer social interactions (What Works Briefs #8)</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>2. Bovey, T. &amp; Strain, P. (2005) <a href="#">Strategies for increasing peer social interactions: prompting and acknowledgment (What Works Briefs #17)</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> <li>3. Joseph, G. (2010). <a href="#">You've got to have friends</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> </ol> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Embedding friendship skills handout</a>. <i>Center on the Social and Emotional Foundations for Early Learning.</i></li> </ul>

**THEME 4 REFLECTION: Social and Emotional Teaching Strategies**

**Compose a response to the following questions:**  
Part 1

- What emotions are you comfortable expressing?
- How do you manage strong emotions?
- How do you expect children to express and manage emotions?
- Do you respond to all children’s range of emotions with the same amount of patience and guidance?

Part 2

- What value do you place on friendships?
- How do you expect friends to act with each other?
- How do you feel about conflict?
- Do you listen openly to all children when there is a problem?
- Is there a child that you are more likely to make negative assumptions about when a problem involves that child?

**Activities**

- Ask a friend or colleague to video record you during a time of day when there tends to be more conflict between children. Watch the video and notice how you respond and interact with each child involved in the conflicts. Does every child receive the support and instruction they need?
- Focus on a different child in your care each day. Notice the emotions you feel with each child. Are you showing empathy and responding to each child’s unique needs?

**THEME 5– Intensive Intervention**

**Session 13: Positive behavior support and the behavior equation**

<p>Positive behavior support (definition, description of approach)</p> <p>Understanding behavior</p>	<p>Assignment- Reading review</p>	<p>The Fox article “Positive behavior support: An individualized approach for addressing challenging behavior” discusses how educators can use positive behavioral support for young children who exhibit challenging behaviors and do not respond to general child guidance procedures. Read the article. Write a reflection (100-150 words). What can you take from this</p>
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		<p>article to use in your teaching practice? How will you monitor your own success at applying what you have learned from this article?</p> <p>Fox, L. (n.d.). <a href="#">Positive behavior support: An individualized approach for addressing challenging behavior (What works briefs 10)</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</p>
	<p>Assignment- Readings</p>	<ol style="list-style-type: none"> <li>1. Fox, L., &amp; Duda, M. (2015, January). <a href="#">Complete guide to positive behavior support</a>. <i>Technical Assistance Center on Social Emotional Intervention for Young Children</i>.</li> <li>2. Pyramid Equity Project (2017, January). <a href="#">Implementing the pyramid model to address inequities in early childhood discipline</a>.</li> </ol>

<p><b>Session 14: Preparing the behavior support plan</b></p>		
<p>Introducing Tim’s case study</p> <p>Forming a team</p> <p>Gathering information</p> <p>Developing behavior hypotheses</p>	<p>Assignment- Reading review</p>	<p>The Fox and Duda article “‘What are children trying to tell us?’ Assessing the function of their behavior” discusses how educators can use functional behavioral assessment (FBA) to understand the purpose of a child’s behavior. Read the article. Write a reflection (100-150 words). What can you take from this article to use in your teaching practice? How will you monitor your own success at applying what you have learned from this article?</p>

		<p>Fox, L., &amp; Duda, M. (n.d.). <a href="#">What are children trying to tell us? Assessing the function of their behavior (What Works Briefs #9)</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</p>
	<p>Assignment- Data collection and hypothesis, Week 1</p>	<p>In this session, you learned about data collection and developing hypotheses. Write a 1–2-page description of a child in your classroom with persistent challenging behaviors.</p> <p>Over two weeks, collect data on this child’s behaviors. The data you collect must include when the problem behaviors occur (time of day/during which activity), what happens immediately before (trigger), and what happens immediately after the problem behavior (responses).</p>
	<p>Resources</p>	<ul style="list-style-type: none"> <li>• <a href="#">Home observation cards</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> <li>• <a href="#">Functional assessment interview form handout</a>. <i>Center on the Social and Emotional Foundations for Early Learning</i>.</li> </ul>

<p><b>Session 15: Prevention strategies</b></p>		

<p>Developing prevention strategies</p> <p>Practical prevention strategies</p> <p>Review of prevention strategies</p>	<p>Assignment- Data collection and hypothesis, Week 2</p>	<p>Continue data collection from Week 1 of this assignment. Review all the information once data collection is complete. Write a one-page behavior hypothesis for this child, including a possible function for the child’s behavior.</p>
<p>Prevention strategies for Tim (case study)</p>	<p>Assignment- Prevention strategies</p>	<p>In this session, you learned about prevention strategies. Refer to your behavior hypothesis. Based on what you observed, complete the first row of the table below. Complete the “Trigger,” “Problem Behavior,” “Maintaining Consequence,” and “Function” sections.</p> <p>Prepare to use prevention strategies for this child. You can do either or both of the following: Develop prevention strategies using the techniques from this session; Use the practice prevention strategies learned in this session. Write a paragraph (100–150-words) explaining the rationale for the strategy/strategies you have chosen. Additionally, summarize your chosen strategy/strategies in the “Prevention” section of the table.</p>

<p><b>Session 16: Teaching replacement skills</b></p>		
<p>Competing behavior equation</p> <p>Functional equivalence</p>	<p>Assignment- Reading review</p>	<p>The Dunlap and Duda article, “Using Functional Communication Training to Replace Challenging Behavior,” discusses how educators can use functional</p>

<p>Methods of instruction</p> <p>Activity skills matrices</p> <p>When you can't honor the function</p> <p>Replacement skills for Tim (case study)</p>		<p>communication training (FCT) for children who require a more individualized intervention approach. The authors explain that FCT requires a Functional Behavioral Assessment (FBA), which you learned about in a previous session. Read the article. Write a reflection (100-150 words). What can you take from this article to use in your teaching practice? How will you monitor your own success at applying what you have learned from this article?</p> <p>Dunlap, G. &amp; Duda, M. (2004). <a href="#">Using functional communication training to replace challenging behavior. What Works Briefs #11</a>. <i>Center on Social and Emotional Foundations for Early Learning</i>.</p>
	<p>Assignment- Replacement skills</p>	<p>In this session, you learned about replacement skills. Refer to the previous assignment where you collected data and developed a behavior hypothesis for a child in your classroom. Fill in the table with your information from the previous session's assignment.</p> <p>Prepare to teach new skills to this child. Choose an instructional method to teach these new skills. Write a paragraph (100-150-words) explaining the rationale for the skill(s) (ensure they are part of a competing behavior equation with the challenging behavior; demonstrate functional equivalence) and instructional method(s) you have chosen.</p>

		<p>Prepare two activity matrices that support multiple positive practice opportunities for the new skill(s): One for you to use in school; one for families to use outside of school. Additionally, summarize your chosen skill(s) in the “New Skills” section of the table.</p>
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<b>Session 17: Responses &amp; implementing and monitoring the behavior support plan</b>		
<p>New responses</p> <p>Responses for Tim (case study)</p> <p>Development tips</p> <p>Implementing and monitoring the plan</p>	<p>Assignment- New responses</p>	<p>In this session, you learned about new responses. Refer to the previous assignment where you determined new skills for a child in your classroom. Fill in the table with your information from the previous session's assignment.</p> <p>Prepare to provide new responses for this child including plans for safety-net procedures. Write a paragraph (100-150-words) explaining the rationale for the responses. Additionally, summarize your chosen responses in the “New Responses” section.</p>
	<p>Assignment- Monitoring the behavior support plan</p>	<p>In this session, you learned about how to monitor the behavior support plan. Think about your plan and your early learning setting. Use your individualized behavior support plan to develop a plan to monitor: The <i>implementation</i> of the individualized behavior support plan (prevention, replacement skills, and new responses); The <i>outcomes</i> (outcomes refer to the child</p>

		<p>outcomes and help us understand if the challenging behaviors are decreasing and if the replacement skill is increasing). These may be several pages but should not exceed five pages. Please include actual data collection sheets you would design (refer to the course for examples).</p>
	<p>Video Assignment- Implementing the behavior support plan</p>	<p>In this session, you learned about implementing and monitoring a behavior support plan. Refer to the previous assignments where you collected data and developed a behavior hypothesis for a child in your classroom, developed plans for teaching new skills, and developed plans for providing new responses.</p> <p>Revise your behavior support plan one final time if needed. You can use the blank table in the downloadable assignment.</p> <p>Video record yourself three times: <u>Part 1</u>- Video record yourself using the selected prevention strategies. Your video should be between 2–3-minutes in length; <u>Part 2</u>- Video record yourself teaching the new skills. Your video should be between 2–3-minutes in length; <u>Part 3</u>- Video record yourself providing new responses. Your video should be between 2–3-minutes in length.</p> <p>Include a reflection with your videos. Comment on the child’s reactions in each video. Provide specific examples of the child’s response(s).</p>

	<p>CORP Assignment- Implementing the behavior support plan</p>	<p>View and respond to each CORP member’s video. Comment on the teaching: Was the prevention strategies appropriate? Was the teaching of new skills clear? Did the educator seek responses from children? Were the new responses clear and appropriate? Provide feedback. First, identify strategies that went well and explain why you think it was effective for implementation of the behavior support plan. Then, offer an idea and/or ask a question that will help your CORP member plan for how to continue this practice.</p>
	<p><b>Summary Assignment-</b> Revisit the IOP and Action Planning, Part 3</p>	<p>Return to the Inventory of Practices (IOP) and Action Planning for Promoting Social Emotional Competence worksheet. Complete the Action Plan sections on pages 27-28.</p> <p>Write a reflection (100-150-words) about your action plan details. Describe how you will monitor the success of your action plan. Identify areas of strength and concern. Describe how you will keep your areas of strength. Describe how you will focus on your areas of concern. If applicable, note any areas of concern you identified at the beginning of the course and describe how you may have improved in those areas.</p>

**THEME 5 REFLECTION: Intensive Intervention**

**Compose a response to the following questions:**

- What behavior have children in your care presented that you believe requires intensive individualized intervention?
- Is the behavior persistent or severe? Is it interfering with the child’s learning or relationships?
- Why is this behavior challenging to you? How do you think the child should behave?
- What behavior has the family noticed and what would they like to see instead?
- How are you feeling about the family’s observations and desires?
- What is the child trying to tell you with their behavior?

**Activity:** Think of a child whose behavior is challenging to you. First take time to list 10 strengths of the child and family. Then list the strategies you have implemented to support the child. Does the child need more intensive intervention?

**THEME 6– Program wide PBS**

**Session 18: Program-wide PBS**

Resources- Readings

1. Dunlap, G. & Fox, L. (2015, November). [The pyramid model: PBS in early childhood programs and its relation to school-wide PBS](#). *Pyramid Model Consortium*.
2. Fox, L. & Perez-Binder, D. (2015, August). [Getting preschool classrooms on board with school-wide positive behavioral intervention and supports \(SW-PBIS\)](#).
3. Allen, R. & Steed, E. (2016). Culturally responsive pyramid model practices: Program-wide positive behavior support for young children. *Topics in Early Childhood Special Education, 36(3)*, 165-175. DOI 10.1177/0271121416651164

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|  |  | 4. Fox, L., Hemmeter, M.L., Jack, S., Perez-Binder, D. (2017). <a href="#">Early childhood program-wide PBS benchmarks of quality</a> . <i>NCPMI</i> . |
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## THEME 6 REFLECTION: Program-wide Positive Behavior Support

**Compose a response to the following questions:**

- Who are the people in your community, and what are their beliefs and values? What are strengths-based ways they should be represented in program-wide expectations?
- What barriers exist that may impede families' participation in the development of program-wide expectations, and how can they be removed?

**Activity:** Write equity goals to include in a PBS implementation plan for your program. Share them with your colleagues, families, and community members, then revise them based on their feedback. If you already have equity goals established, revisit them. Ask colleagues, families, and community members for feedback and revise, if necessary.