Credit Hours: 3  Revised: Fall 2014

Catalog Course Description:

Course addresses promotion, prevention, and intervention strategies related to young children's social-emotional development and challenging behavior. The course is built around the Teaching Pyramid (Fox, Dunlap, Hemmeter, Joseph, and Strain, 2003), which is a framework for understanding effective practices related to supporting young children's social-emotional development and addressing challenging behavior. The model includes a focus on building relationships with children, families, and colleagues; designing environments that support young children's social-emotional competence; applying strategies for teaching social skills and promoting emotional development; and developing a systematic approach for addressing challenging behavior when it is persistent and not responsive to developmentally appropriate guidance procedures.

Entry Level Standards:

College level reading and writing. This class is designed to be an elective in the ECEd program and provide students with materials and experiences to enable them to apply positive behavior supports in an early childhood setting.

Prerequisites:

ECED 2310 and ECED 2315

Co requisites:

None.

Textbook(s) and Other Course Materials:

Required Textbook:
None. Material for this course will be available on the website: http://csefel.vanderbilt.edu/

Supplemental:
Teacher Kit: http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_toc.htm

I. Week/Unit/Topic Basis:

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<th>Week</th>
<th>Topic</th>
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<td>The Pyramid Model</td>
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<td>Developing Friendship Skills</td>
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<td>Using Children’s Literature</td>
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<td>8</td>
<td>Emotional Literacy</td>
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9. Positive Behavior Support

10. Emotional Literacy

11. Problem Solving/Building Community

12. Individualized Intensive Interventions

13. Developing Behavior Support Plans

14. Family Connections

15. Strategies for Program-Wide Implementation

II. Course Goals*:

A. Description of the major milestones related to social-emotional development. (1a)

B. Designing environments that support children's social-emotional development and prevent challenging behavior. (1c, 4a)

C. Defining emotional literacy and identify activities that build “feeling vocabularies.” (4b, 4c)

D. Description of the relationship between challenging behavior, engagement and social-emotional development. (1b)

E. Identification of the function of children's challenging behaviors. (1b)

F. Understanding the steps in developing Positive Behavior Support Plans for students with persistent challenging behavior. (4b)

G. Identification of strategies for: (2b, 4a, 4b, 4c)
   a. building relationships with children, families and colleagues
   b. teaching social skills and problem solving skills and promoting emotional development
   c. the development of friendship skills
   d. designing environments, schedules and routines and structuring transitions
   e. helping children learn rules and routines through activities that promote engagement
   f. identifying methods that may be used to determine the function of challenging behavior
   g. preventing challenging behavior and teaching replacement skills for challenging behavior

H. Participation in personal reflection that: (4d)
   a. Focuses on the teacher's understanding the importance of providing opportunities for children to begin to understand their own as well as other's emotions and teaching problem solving skills
   b. Evaluate their work with children related to building relations and the structure and design of their environment and generate strategies for addressing areas where they need to make changes and improvements

*Numerals after course goals reference goals of the ECED program which are based on NAEYC Associate Degree Standards

NAEYC Associate Degree Standards:
The following standards are addressed in this course:

Standard 1: Promoting Child Development and Learning
  1a. Knowing and understanding young children’s characteristics and needs, from birth through age 8.
  1b. Knowing and understanding the multiple influences on early development and learning.
  1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 2: Building Family and Community Relationships
2b. Supporting and engaging families and communities through respectful, reciprocal relationships

**Standard 4: Using Developmentally Effective Approaches**

4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
4d. Reflecting on own practice to promote positive outcomes for each child.

**III. Student Learning Outcomes***:

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

1. Describe the major milestones related to social-emotional development. (1a)
2. Design environments that support children's social-emotional development and prevent challenging behavior. (1c, 4a)
3. Define emotional literacy and identify activities that build "feeling vocabularies." (4b, 4c)
4. Describe the relationship between challenging behavior, engagement and social-emotional development. (1b)
5. Identify the function of children's challenging behaviors. (1b)
6. Understand the steps in developing Positive Behavior Support Plans for students with persistent challenging behavior. (4b)
7. Identify strategies for: (2b, 4a, 4b, 4c)
   a. building relationships with children, families and colleagues
   b. teaching social skills and problem solving skills and promoting emotional development
   c. the development of friendship skills
   d. designing environments, schedules and routines and structuring transitions
   e. helping children learn rules and routines through activities that promote engagement
   f. identifying methods that may be used to determine the function of challenging behavior
   g. preventing challenging behavior and teaching replacement skills for challenging behavior
8. Participate in personal reflection that: (4d)
   a. Focuses on the teacher's understanding the importance of providing opportunities for children to begin to understand their own's as well as other's emotions and teaching problem solving skills
   b. Evaluate their work with children related to building relations and the structure and design of their environment and generate strategies for addressing areas where they need to make changes and improvements

*Numerals after Student Learning Outcomes reference NAEYC Associate Degree Standards

**IV. Evaluation:**

A. Testing Procedures:

   Students will complete regular assessments (projects, exams, papers, journals, research, presentations) to test their knowledge of early childhood practices and theories.

B. Field Work:

   Students will observe a classroom for effective practices related to supporting young children's social-emotional development and addressing challenging behavior.

C. Other Evaluation Methods:
VI. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd/.