Castleton University

Early Childhood Educators Institute
Summer 2021 Course Syllabus

The course objectives, expected outcomes, assignments, and readings for this course were aligned with Vermont child care program licensing qualifications criteria and relevant certificates and credentials issued by Northern Lights at CCV and the endorsement standards for early childhood overseen by the Vermont Agency of Education. Specifically, this course was framed using the Vermont Core Knowledge and Competencies for Early Childhood Professionals, the Vermont Early Learning Standards, the Vermont Guiding Principles for the Full Participation of Each and Every Child, and/or the Vermont Core Teaching Standards. This syllabus was vetted for licensure and credential alignment by both the Agency of Education's Early Education Programs Manager and the Director of Northern Lights at CCV. Detailed information regarding that alignment is available upon request from the Castleton Center for Schools.

Course Title: Early Childhood Special Education: Behavior Management Strategies

Number of Credits: 3 graduate or undergraduate credits

Level: Graduate & Undergraduate
Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

Course Code: EDU 5515 C05 (graduate) & EDU 4710 CFS6 (undergraduate)

Dates: July 20 – November 1, 2021.
This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, 2021 at the latest.

Times: July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

Format: Online asynchronously and synchronously using Zoom videoconferencing.

Location: Online

Learning Management System or Technology Tools: Zoom, Google

Instructor(s): Wendy Cunningham, wcunningham@uvei.org, 802-324-1211

Course Cost to Student: $375 for this 3-credit course. The institute fee is $200. Total: $575

Course Description:

This course will provide Early Childhood Educators with the skills necessary to address the behavioral needs of young children. By exploring the function and communicative intent of behavior and practicing data collection procedures, educators will be able to implement positive behavior support strategies in homes and in their classrooms that demonstrate an awareness of culturally and age appropriate behavioral expectations and rules. Emphasis will be on collaboration with students, families, and staff to determine proactive strategies for supporting positive behavior at home and in the classroom. Specific attention will be placed on the following Recommended Practices of the Division for Early Childhood as related to assessment, environment, family, instruction, and interaction.

A1. Practitioners work with the family to identify family preferences for assessment processes.
A2. Practitioners work as a team with the family and other professionals to gather assessment information.
A3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.
A4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.
E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences
F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.
INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.
INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.
INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.
INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.

This course is a component of the Vermont Early Childhood Institute at Castleton University, developed through a collaborative partnership with Vermont's early childhood experts, the Vermont Agency of Education, Castleton University, Vermont Birth to 5, Building Bright Futures, Vermont Department of Children and Families, Northern Lights Career Development Center, the Vermont Association of the Education of Young Children and other agencies and institutions of higher education with the intent of providing quality early childhood professional development for providers and their supervisors. This professional development opportunity has been framed by the Vermont Early Learning Standards (VELS) that inform families about the development and capabilities of children from birth through grade 3 and guide educators in the development and selection of program-wide curriculum and educational strategies for children from birth through grade 3. The Vermont Early Learning Standards are central to

a shared vision for young children in Vermont in the years from birth to third grade.
All of the courses associated with this institute have been developed with the belief that:

1. Each and every child has promise. No matter their circumstances, we don't give up on children.
2. Each and every child develops and learns trust and respect through nurturing, responsive, and predictable relationships with family members, early childhood professionals and other adults and children.
3. Each and every child forms ideas of how the world works and their place in it through actively interacting with people, formal and natural environments and objects.
4. Each and every child has a unique life story written by its family, community, culture, heritage, language, beliefs and circumstances.
5. Each and every child learns and develops best when nutritional, physical and emotional needs are met, and when they feel safe and valued.
6. Families are a child's first, most consistent and important teachers.
7. Each family deserves respect and support as partners and decision makers in the education and development of their children.
8. Home language and culture are essential components of each family's identity; they are to be valued and maintained.
9. Young children learn through play, physical activity, exploration, inquiry, engagement, asking questions, and communicating with adults and other children.
10. Learning opportunities that are relevant, integrated across developmental domains, based on children's interests, and build on children's current knowledge and abilities are most effective in supporting each child's full potential.
11. To best support each and every child, early childhood professionals need the knowledge and skill to design, implement, assess, and adapt developmentally, culturally, linguistically, and individually appropriate practices.
12. Early childhood practices need to be evidence-based, aligned, cumulative, and appropriate to each child's developmental levels and needs.
13. Each and every child benefits from a continuous and seamless sequence of educational and developmental supports throughout early childhood (birth through third grade) to maximize their full participation and diminish the challenges of transitions. This consistency is particularly important for young children who are most at risk.

In addition, each course offered through the institute will assist practitioners to:

- Build upon and model ways to use the Vermont Early Learning Standards to support the continuum of learning and development from birth through third grade
- Reflect the intent of the Vermont Guiding Principles for the Full Participation of Each and Every Child by providing an explicit and intentional emphasis on children who are culturally, linguistically, and individually diverse
- Emphasize the use of evidence-based and research-informed practices to support high quality, inclusive programs, environments and interactions
- Underscore and illustrate the importance of encouraging and supporting family engagement
- Promote connections with colleagues across Vermont supporting young children and their families
- Foster connections with other early childhood colleagues from across Vermont
- Promote both knowledge acquisition and knowledge application through reflection on and interaction with new ideas, strategies, and opportunities for change and improvement

Audience: Pre-K

Course Goals:

The emphasis of this course seeks to provide students who are individually (particularly behaviorally) diverse with access to the same environments as their peers by encouraging collaboration among all stakeholders in Early Childhood Education. By utilizing evidenced based and research informed practices pertaining to behavior, early childhood educators will develop the skills necessary to implement proactive approaches that encourage social emotional growth.

Course Objectives:

1. Upon completion of this course, participants will be able to collaborate with families, staff, students, and community to improve student behavior by:
a. Measuring student behavior through various data collection procedures.
b. Understanding the function of behavior
c. Operationally defining behavior
d. Developing age and culturally appropriate behavioral expectations and rules
e. Addressing behaviors through communicative intent
f. Encouraging appropriate behavior
g. Creating Behavior Support Plans
h. Developing ECSE objectives to address challenging behaviors for students with moderate to severe disabilities

Required Readings/Texts: (required texts not included in the course tuition)

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2013). *Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support.* Baltimore, MD: Paul H.

Other Suggested Readings/Texts: N/A

Assignments:

Date Topic Reading/Assignment	Date Topic Reading/Assignment	Date Topic Reading/Assignment
Prior to Institute	Introductions and descriptions of behavioral concern.	*Google Slide Presentation: Prepare three slides using your choice of pictures, words, music or video to: 1. Introduce Yourself 2. Tell Why You Chose this Course 3. Describe Behavioral Concern(s)you hope to learn to manage. Have this ready to share for Day 1 of*

		Class. *Before Class* *Chapter 1:* *Introduction* *to PTR: YC*
Day One	**a.m. Zoom** Introductions and Behavioral Concerns Google Slides Introduction to Prevent, Teach, Reinforce Model **Individualized/Asynchronous Work** Age and Culturally Appropriate Behavior Expectations **p.m. Zoom** Engaging Families **Individualized/Asynchronous Work** Diverse Families	*Before Class* *Chapter 1:* *Introduction* *to PTR: YC* *Lunch Reading* *Chapter 2: Families* *Exit Ticket: Reflect* *on* *DEC Recommended* *Practice* A1. Practitioners work with the family to identify family preferences for assessment processes. A2. Practitioners work as a team with the family and other professionals to gather assessment information.
Day Two	**a.m. Zoom** Creating a Supportive Environment **Individualized/Asynchronous Work** Primary, Secondary, and Tertiary Positive Behavior Support Strategies to Support Young Children **p.m. Zoom** Types of Data Collection and Assessment **Individualized/Asynchronous Work** Types of Data Collection and Assessment Continued Graphed Data	*Before Class* *Chapter 3: Getting* *Ready: Teaming and* *Goal Setting* *Lunch Reading:* *Chapter 4: Data* *Collection* *4pm:* *Expectations/Strategi* *es* *Exit Ticket: Reflect* *on* *DEC Recommended* *Practice* A3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the

		child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.
Day Three	**a.m. Zoom** Functional Behavioral Assessment **Individualized/Asynchronous Work** Functional Behavioral Assessment **p.m. Zoom** Intervention - **Individualized/Asynchronous Work** Behavioral Support Plan Draft	*Before Class* *Chapter 5: PTR-YC* *Assessment* *(Functional* *Behavior* *Assessment)* *Lunch Reading* *Chapter 6: PTR-YC* *Intervention* *Data due 4pm* *Wednesday* *Exit Ticket: Reflect* *on* *DEC Recommended* *Practice* INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.
Day Four	**a.m. Zoom** Working together to support the social emotional needs of young children **Individualized/Asynchronous Work** Finish Behavioral Support Plan **p.m. Zoom** Behavior Support Plan Presentations **Individualized/Asynchronous Work** Work session: Create video to explain the functions of behavior and specific strategies for families/early childhood educators. Video due August 6th.	*Before Class* *Chapter 7: Using* *Data* *and Next Steps* *Behavior Support* *Plan* *due after lunch* *Wrap up, reflection,* *Videos* *Overall Reflection* *Due* *4pm Friday (journal* *articles for students* *taking class for* *credit)*
Due October 15 if taking class for	Choose one module (5 hours): http://csefel.vanderbilt.edu/resources/training_preschool.html **Choose one module from 2-4	**Due:** one page Summary of CSEFEL module

credit	IRIS Resources on Behavior Management (5 hours)	and important
15 additional hours	https://iris.peabody.vanderbilt.edu/module/env/	resources
	https://iris.peabody.vanderbilt.edu/module/ecbm/	for colleagues **due**
	https://iris.peabody.vanderbilt.edu/module/fba/#content	**8/10**
	Book Chapter Summary/Application Video	One page for each
	(3 hours)	module Summary of
	Zoom Conference date determined by Doodle (2 hours)	IRIS Modules due
		8/24
		Book Chapter
		Summary and
		application due. 2
		minute long video
		OR a 2 page
		summary and
		application
		due 9/14
		Meet up for 2 Zoom
		conferences
		week of August 10
		September 28
		Overall Reflection
		Due
		October 5

Projects: see schedule above

Evaluation: Assignments will be evaluated on a complete/incomplete basis.

Grading:

Institute Participation (50%)- The bulk of your learning will occur during the four days that you will be with us at the institute. There will be plenty of opportunities for large group and small group conversations, seminar groups and student feedback. You will be graded on your overall involvement and engagement during the four days and your contributions to the discussions and group activities.

Graphed data - **(5%)** Choosing one type of data collection procedure, please take data on 10 different occasions. Record your results and graph the data by hand and electronically.

Expectations and Rules Poster (5%) : Please create a poster in which you address primary, secondary, and tertiary positive behavior support strategies to support young children.

Behavior Support Plan (10%) : Using a fictitious student, determine the types of data you will take, possible results of a functional behavioral assessment, and create a support plan for the child and their family.

Video (15%) : Please create a family friendly video in which you explain the functions of behavior and specific strategies for families/early childhood educators.

Overall reflection (15%) : Finding 2 scholarly journal articles and drawing from the work during the institute, please reflect on the student that you discussed in Efficient FBA. How have your thoughts evolved since your first encounter with this specific behavioral concern? What would you have done differently? What would you continue to do in the future? What other information do you need to help this child? What are you still questioning?

Grading Policy:

Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at: http://catalog.castleton.edu/index.php

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:
http://catalog.castleton.edu/content.php?catoid=23&navoid=2159

Transcript Request:
www.castleton.edu/transcripts

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