

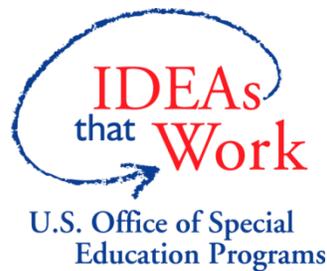
PROJECT P²ECE: PREPARING PARAPROFESSIONALS
FOR EARLY CHILDHOOD EDUCATION

ECE 103: Guidance Strategies for Young Children

Bank of Resources

PREPARING PARAPROFESSIONALS FOR EARLY CHILDHOOD EDUCATION

ECE 103: Bank of Resources



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An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 103: Guidance Strategies for Young Children** course syllabus, course outline and resources, which were later collated as the **ECE 103: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for ice breakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE 103 course, and contributing resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:

- Erin Barton, University of Colorado Denver
- Mary Sullivan, Pikes Peak Community College

We also like to thank the following individuals for their efforts in bringing the **ECE 103 Recommended Syllabus & Bank of Resources** to its current form:

- Rashida Banerjee, University of Northern Colorado
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We would also like to place on record our appreciation for the invaluable support rendered by the members of the ECE Statewide Community College Faculty Coalition for endorsing and helping the effort to make the recommendations a part of the statewide common core syllabus.

Introduction to the Bank of Resources

The following document provides a Bank of Resources (BoR) for instructors who are teaching the course *ECE 103 – Guidance Strategies for Young Children* at the Colorado Community College. The course provides an introduction to guidance strategies. It explores guidance theories, applications, goals, techniques and factors that influence expectations, classroom management issues, and prosocial skills. The focus of the class is on children from birth through age eight.

What is BoR?

The BoR booklet provides a menu of teaching resources for instructors to use in their college teaching. The content is specifically designed to include evidence-based resources to prepare early childhood professionals for inclusive classrooms that serve *all* children, including those with identified disabilities.

Each BoR booklet focuses on particular course content and includes the following:

1. A syllabus template for instructors
2. A matrix with the resources, and
3. Appendix with examples of assignments

Developed through multiple iterations and field input, the matrix with resources is arranged in columns that include (a) Reading Materials, (b) Icebreakers and Assignments, (c) Websites, and (d) Videos. These resources are arranged in rows according to the competencies stated for each course in the Colorado Community College Common Course Numbering System (CCCNS).

Who can use BoR?

While the booklet was designed with Colorado Community College faculty who teach in early childhood programs in mind, the content can easily be used by instructors in other programs and by professional development providers who are seeking resources to enhance their teaching and professional development materials.

How do I use BoR?

We recommend that instructors print out the document and review the document prior to developing the course syllabus. Instructors can then select specific resources for their courses based on their individual course goals, course format, and student needs. Since the BoRs are presented by competencies, the instructors may need to align the resources with their course schedules. For example, instructors may decide that the competency C in the BoR relates to the topics for Units 3 and 7. Thus, when planning for Units 3 or 7, the instructors will review the resources provided in Competency C and select those that they want to include in their teaching.

ECE 103: Guidance Strategies for Young Children

Recommended Syllabus & Bank of Resources

Recommended Syllabus

Course Title (short): Guidance Strategies Yng Child

Course Title (long): Guidance Strategies for Young Children

Minimum Credit: 3

Maximum Credit:

Status Notes: Previously titled Guidance of Children. Previously listed as ECP 148.

Course Notes: Changed Title and added Description, Competencies and Topical Outline.

Origin Notes: ACC

Course Information

Section:

Location:

Required Textbook:

Recommended Textbooks:

Instructor Information

Instructor Name:

Office:

Phone:

Office Hours:

E-mail:

COURSE DESCRIPTION

Explores guidance theories, applications, goals, techniques and factors that influence expectations, classroom management issues, and prosocial skills. Focuses on children from birth through age eight.

COURSE COMPETENCIES & OBJECTIVES

- A. Explain guidance theories: developmental, behavioral, maturational and constructivist.
 - B. Design social-emotional goals and objectives for individual children and groups in early childhood programs.
 - C. Apply child development knowledge to guidance techniques.
 - D. Explain the influence of culture and family system on the child's behavior.
 - E. Identify components of evidence-based guidance techniques.
 - F. Identify personal attitudes toward children's behavior that challenge Early Childhood professionals.
 - G. Identify and apply techniques that facilitate prosocial skills development with and without exceptionalities.
 - H. Identify components of the supportive and inclusive classroom community.
 - I. Identify teacher attributes that support effective guidance of young children.
 - J. Use technology to locate evidence-based practices related to guidance.
 - K. Use knowledge of individual child's strengths and interests as well as everyday routines, relationships, activities and natural environments to facilitate engagement.
 - L. Develop an understanding of evidence-based practices in early childhood including children with special needs.
-

TOPICAL OUTLINE

1. **Foundations of guidance**
 - a. Theorists
 - i. Developmentalists
 - ii. Behaviorists
 - iii. Maturationists
 - iv. Constructivists
 - b. Distinction between discipline, punishment and guidance
 - c. Current evidence-based philosophies and approaches
 - d. Theory to practice
2. **Goals of guidance**
 - a. Individual and group guidance and problem solving techniques
 - b. Positive and supportive relationships with children and families
 - c. Positive social interaction among children
 - d. Positive strategies of conflict resolution, personal self-control, self-motivations and self esteem
3. **Factors that influence expectations**
 - a. The child
 - i. Growth and development
 - ii. External influences
 - a. Media
 - b. Violence
 - c. Stress
 - d. Health and environment
 - b. The family
 - i. Dynamics
 - ii. Culture/diversity
 - iii. Socioeconomics
 - iv. Parenting style
 - v. Communications/partnership with families
 - c. The caregiver(s)/teaching team
 - i. Caregiving approaches
 - ii. Personality styles
 - iii. Social and individual bias
 - iv. Team processes
 - d. The classroom environment
4. **Guidance techniques**
 - a. Observation
 - b. Indirect strategies
 - i. Room arrangement
 - ii. Daily routines and transitions
 - iii. Curriculum
 - iv. Adult/child ratio
 - v. Classroom atmosphere
 - c. Direct strategies
 - i. Setting limits

- ii. Modeling appropriate behaviors
 - iii. Using praise and encouragement
 - iv. Redirection
 - v. Ignoring behaviors
 - vi. Communicating effectively
 - vii. Natural and logical consequences
 - viii. Conflict resolution and problem-solving
 - ix. Direct teaching of appropriate behaviors
 - x. Supporting responsive relationships and environments
5. **Classroom management issues**
- a. Identification
 - b. Individual needs and personalities
 - c. Strategies
 - d. Resources and supports
6. **Fostering pro-social skills**
- a. Definition of pro-social skills
 - b. Development of pro-social skills
 - c. Specific activities for nurturing pro-social skills
7. **Technology use**
- a. Research
 - b. Practical applications

PARAPROFESSIONAL STANDARDS ADDRESSED

1. ECP2K2: Physical, biological and environmental factors that affect early childhood development and learning in all domains including mental health.
2. ECP2K3: Developmental implications of characteristics of various exceptionalities.
3. ECP3K2: Impact of a young child's ability, needs and characteristics on development and learning in all developmental domains.
4. ECP3S2: Use knowledge of individual young child's strengths and interests to encourage engagement in varied home and community activities.
5. ECP3S3: Implement levels of support appropriate to learning and social-emotional needs of young children with exceptional needs as determined by the early childhood team..
6. ECP4K2: Develop an understanding of the role of responsive adult-child relationships as related to implementing instruction.
7. ECP4S5: Promote a young child's positive sense of self and self-regulation.
8. ECP4S6: Support strategies that promote successful transitions for young children.
9. ECP4S7: Implement and reinforce a wide variety of effective, developmentally appropriate, instructional and facilitation strategies that are responsive to the child and family's learning style.
10. ECP4S9: Use social and emotional supports, determined by the early childhood team, to enhance young children meaningful, positive, and active engagement.
11. ECP4S12: Implement appropriate strategies to address behavior concerns.
12. ECP5K1: Strategies to facilitate responsive adult-child relationships.
13. ECP5S4: Collaborate with families in using developmentally and functionally appropriate materials, equipment and environments to support young children learning.

14. ECP5S6: Use everyday routines, relationships, activities and environments to facilitate learning opportunities.
15. ECP5S7: Promote self-regulation and independence in young children.
16. ECP5S8: Collaborate with families in implementing strategies in a variety of settings to assist in the development of social skills of young children.
17. ECP5S9: Implement legal and ethical practices in behavioral interventions.
18. ECP5S10: Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments.
19. ECP5S11: Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers.
20. ECP6K7: Impact of language delays on cognitive, social emotional, behavior, adaptive, play, temperament, and learning needs.
21. ECP6S7: Support and facilitate adult-child interactions as primary contexts for development and learning.
22. ECP6S8: Implement communication systems for young children that support self-advocacy (e.g., standing up for oneself and needs, not be victimized).
23. ECP7S3: Manage instructional time effectively.

ASSIGNMENTS & ASSESSEMENT OF ASSIGNMENTS

Faculty will list the required assignments for this course and include rubrics, grading sheets, checklist, etc., that accompany each assignment. See [Bank of Resources](#) for suggestions.

- 1.
- 2.

GRADING

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

- 94% to 100% – A
- 90% to 93% – A-
- 87% to 89% – B+
- 83% to 86% – B
- 80% to 82% – B-
- 75% to 79% – C
- 74 and below – F

COURSE OUTLINE

Faculty will list the schedule of topics/requirements in this area. See [Bank of Resources](#) for suggestions.

Week	Dates	Topics	Activities/Reading	Graded Assignment Due
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1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

LOCATIONS OFFERED

Institution Name	Acronym
Arapahoe Community College	ACC
Community College of Aurora	CCA
Colorado Community College System	CCCS
Community College of Denver	CCD
Colorado Northwestern CC	CNCC
Front Range Community College	FRCC
Lamar Community College	LCC
Morgan Community College	MCC
Northeastern Junior College	NJC
Otero Junior College	OJC
Pueblo Community College	PCC
Pikes Peak Community College	PPCC
Red Rocks Community College	RRCC
Trinidad State Junior College	TSJC

STUDENT ETHICS & POLICY INFORMATION

Each community college must include policies regarding incomplete process, academic honesty, access, disability, communication, etc.

Bank of Resources

The following table outlines possible readings, ice breakers and assignments, websites, and video clips that can be used for each competency in the course.

Note: Some longer and more detailed assignments are hyperlinked and available in the Appendices.

Competency A: Guidance theories: Developmental, behavioral, maturational, and constructivist			
Readings	Ice Breakers and Assignments	Websites	Video Clips
Preventing and Addressing Challenging Behavior : Common Questions and Practical Strategies. Available at http://www.utoledo.edu/education/grants/partnerproject/focus/docs/Preventing%20and%20Addressing%20Challenging%20behaviors.pdf	Assignment A1: Summarize Theories and Theorists Assignment A2: Applying Theories to the Classroom	Theories of Child Development: Building Blocks of Developmentally Appropriate Practice http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=411	Attachment Theory- Understanding the Essential Bond http://www.youtube.com/watch?v=kwxjfuPIArY Growing and Learning In Preschool: Tools of the Mind http://www.youtube.com/watch?v=or10f-YcM8Q
Competency B: Social-emotional goals and objectives for individual children and groups in early childhood programs.			
Readings	Ice Breakers and Assignments	Website	Video Clip
Hemmeter, M.L. & M. Ostrosky (n.d.) Identifying and monitoring outcomes related to children’s social	Ice Breaker B1: Group Activity – Split students into groups. Handout copies of the	ECTA’s Developing High-Quality, Functional IFSP	CSEFL’s Looking at Behavior video http://csefel.vanderbilt .

<p>emotional development. http://www.challengingbehavior.org/do/resources/handouts.htm</p> <p>Supporting Infants and Toddler with Challenging Behavior http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.6.pdf</p> <p>Linking Social Development and Behavior to School Readiness http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.3.pdf</p> <p>When to Seek Outside Help for Children’s Problem Behavior http://csefel.vanderbilt.edu/documents/dmg_seek_outside_help.pdf</p> <p>Promoting Social, Emotional and Behavioral Outcomes of Your Children Served Under IDEA http://www.challengingbehavior.org/do/resources/documents/brief_promoting.pdf</p>	<p>IFSP Outcome Cards and the IEP Goal Cards from Lucas, Gillaspy, & Peters training activity.</p> <p>Ice Breaker B2: Provide students with scenarios of children with specific social emotional behaviors have each group write a goal for their child. Share with the class</p> <p>Ice Breaker B3: Create a social emotional goal for a toddler and a preschooler. Use the information provided in Lucas, Gillaspy & Peters (2013) to create the goal. Make sure the goal is functional and positive.</p> <p><u>Assignment B4: Defining Classroom Expectations</u></p>	<p>Outcomes and IEP Goals. http://ectacenter.org/knowledgepath/ifspoutcomes- iepgoals/ifspoutcomes- iepgoals.asp</p>	<p>http://csefel.vanderbilt.edu/resources/inftodd/mod3/3-2.mpg</p> <p>CSEFL’s Response to Challenging Behavior video http://csefel.vanderbilt.edu/resources/inftodd/mod3/3-6.mpg</p> <p>CSEFL Social Emotional Competence http://csefel.vanderbilt.edu/resources/social_emotional_competence.html</p>
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Competency C: Child development knowledge to guidance techniques.

Readings	Ice Breakers and Assignments	Website	Video Clip
<p>Smith, B.J. (n. d.) Linking social emotional development and behavior to school readiness. http://www.challengingbehavior.org/do/re</p>	<p><u>Assignment C1: Developmentally Appropriate Guidance</u></p> <p>Assignment C2: Social Emotional</p>	<p>Developmental Milestones from Birth to 3: http://www.zerotothre</p>	<p>Clip 1.8: Adult Support of a Child With Fine Motor Delays</p>

<p>sources/handouts.htm</p> <p>CSEFEL Infant Toddler Module Handout 1.9 Developmental Continuum http://csefel.vanderbilt.edu/resources/training_infant.html</p> <p>Developmental Continuum from Birth to Age 3½: Social Emotional Indicators http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.9.pdf</p> <p>Development of Play Skills for Infants and Toddlers http://csefel.vanderbilt.edu/resources/inftodd/mod2/2.13.pdf</p> <p>Infant Toddler Peer Behavior http://csefel.vanderbilt.edu/resources/inftodd/mod2/2.14.pdf</p>	<p>Milestones Quiz available at: http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.10.pdf (Refer to the Developmental Continuum handout available at: http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.9.pdf)</p>	<p>e.org/child-development/early-development/developmental-milestones-from.html</p>	<p>http://csefel.vanderbilt.edu/resources/inftodd/mod1/1-8.mpg</p> <p>Clip 2.9: Supporting Peer Friend Skills http://csefel.vanderbilt.edu/resources/inftodd/mod2/2-9.mpg</p>
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Competency D: Influence of culture and family system on the child’s behavior.

Readings	Ice Breakers and Assignments	Website	Video Clip
<p>Gonzalez-Mena, J., & Shareef, I. (2005). Discussing diverse perspectives on guidance. <i>Young Children</i>, 60(6), 34–38.</p> <p>Carlson, V. J., & Harwood, R. L. (1999/2000). Understanding and negotiating cultural differences concerning early developmental</p>	<p>Assignment D1: Cultural Reflection Paper</p>	<p>Tutorial 10: Cultural and Linguistic Competence in Early Childhood Mental Health Consultation http://www.ecmhc.org/tutorials/competence/index.html</p>	<p>Clip 1.1: Supporting S/E Development in Two Languages http://csefel.vanderbilt.edu/resources/inftodd/mod1/1-1.mpg</p> <p>Clip 3.4: Supporting</p>

<p>competence: The six-raisin solution. <i>Zero to Three</i>, 20, 19–24.</p> <p>DEC Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity.pdf</p> <p>Barton, E. E. & Banerjee, R. (2013). Culturally responsive behavioral supports for children with challenging behaviors and their families. In M.M. Ostrosky & S. Sandall (Eds.) <i>YEC Monograph No. 15, Addressing young children’s challenging behaviors</i> (pp. 76-94). Missoula, MT: The Division of Early Childhood.</p>			<p>Similar Culture in Challenging Behavior http://csefel.vanderbilt.edu/resources/inftodd/mod3/3-4.mpg</p>
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Competency E: Components of evidence-based guidance techniques.

Readings	Ice Breakers and Assignments	Website	Video Clips
<p>Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., and Strain, P. S. (2003). The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. <i>Young Children</i>, 58, 48-52.</p> <p>D. Powell & G. Dunlap (Jun, 2009) Evidence-based social emotional</p>	<p>Assignment E1: Evidence-based Guidance Techniques Reflection Paper</p>	<p>Center on the Social Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/</p> <p>Technical Assistance Center on Social Emotional Intervention (TACSEI)</p>	<p>Pyramid Plus Framework http://www.pyramidplus.org/framework/pyramid_model</p>

<p>curricula and intervention packages for children 0-5 years and their families. http://www.challengingbehavior.org/do/resources/roadmap.html</p> <p>Dunlap, G. & Powell, D. (August, 2009). Promoting social behavior of young children in group settings: Road map to effective intervention practices. Available at: http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap_3.pdf</p> <p>Member of the Class: Inclusion Tips for Teachers http://depts.washington.edu/hscenter/sites/default/files/tips%20for%20teachers-MOC2.pdf</p> <p>Attachment: What works? http://csefel.vanderbilt.edu/briefs/wwb_24.pdf</p> <p>Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior http://csefel.vanderbilt.edu/briefs/handout10.pdf</p>		<p>http://challengingbehavior.org</p>	
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Competency F: Personal attitudes toward children’s behavior that challenge early childhood professionals.			
Readings	Ice Breakers and Assignments	Website	Video Clip
<p>CSEFEL Module 1 Handout 1.5 Building Positive Relationships with Young Children (http://csefel.vanderbilt.edu/resources/training_preschool.html) see handout: http://csefel.vanderbilt.edu/modules/module1/handout5.pdf</p> <p>CSEFEL Module 3 Handout 3.8 Responding to Infants and Toddlers Challenging Behavior http://csefel.vanderbilt.edu/resources/inftodd/mod3/3.8.pdf</p> <p>Gartrell, D. (2006). Guidance Matters: Build relationships through talk. <i>Young Children</i>, 61(5), 50-52.</p> <p>Some Starters for Giving Positive Feedback and Encouragement: http://csefel.vanderbilt.edu/modules-archive/module1/handouts/3.pdf</p> <p>Taking Care of Ourselves http://www.ecmhc.org/documents/Taking_Care_ProviderBk_final.pdf</p>	<p><u>Ice Breaker F1: Personal Attitudes Toward Guidance</u></p> <p>Assignment F2: Complete the CSEFEL Hot Button Activity and Reframing Activity (Handout 1.3 in PreSchool Module 1) available at: http://csefel.vanderbilt.edu/resources/training_preschool.html</p> <p>Assignment F3: Complete the CSEFEL Handout 1.16: Reframing Activity and Handout 1.17: Reflective Inventory from Infant/Toddler Module 1 available at: http://csefel.vanderbilt.edu/resources/training_infant.html</p>	<p>TACSEI’s Resources for Teachers and Service Providers http://challengingbehavior.fmhi.usf.edu/communities/teachers.htm</p> <p>CSEFEL’s Resources: Practical Strategies for Teachers/Caregivers http://csefel.vanderbilt.edu/resources/strategies.html#toolsplans</p>	<p>Clip 1.4: Teacher’s Thoughts http://csefel.vanderbilt.edu/resources/inftodd/mod1/1-4.mpg</p> <p>Clip 1.5: Teacher’s Thoughts II http://csefel.vanderbilt.edu/resources/inftodd/mod1/1-5.mpg</p>

Competency G: Techniques that facilitate prosocial skills development with and without exceptionalities.			
Readings	Ice Breakers and Assignments	Website	Video Clip
<p>Alter, P.J., & Conroy, M. (n. d.) Preventing challenging behavior in young children: Effective practices. http://www.challengingbehavior.org/do/resources/handouts.htm</p> <p>CSEFEL What Works Briefs #1- 23: http://csefel.vanderbilt.edu/resources/what_works.html</p> <p>Practical Strategies for Teaching Social Emotional Skills http://csefel.vanderbilt.edu/resources/strategies.html#teachingskills</p> <p>Teaching Tools for Young Children http://www.ecmhc.org/TTYC/index.html</p> <p>TACSEI Backpack Connection Series http://www.challengingbehavior.org/do/resources/backpack.html</p> <p>Gartrell, D. (2006). Guidance Matters: Build relationships through talk. <i>Young Children</i> 61(5), 50-52. Using Books to Support Social Emotional Development http://csefel.vanderbilt.edu/modules/module2/handout4.pdf</p>	<p>Assignment G1: Calming Down Poster</p> <p>Assignment G2: Review the TACSEI Make and Take workshops (http://www.challengingbehavior.org/communities/make_n_take/make_n_take_home.html) Have students create one item for a preschool classroom from the one of the Make and Take Workshops.</p> <p>Assignment G3: Watch the Case Study in in Module 3 and fill out an Infant-Toddler Action Support Plan http://csefel.vanderbilt.edu/resources/infodd/mod3/3.13.pdf</p>	<p>Tips for Promoting Social-Emotional Development http://www.zerotothree.org/child-development/social-emotional-development/tips-for-promoting-social-emotional-development.html</p>	<p>Preventing Challenging Behavior: A Model for Young Children with Autism Spectrum Disorder http://www.challengingbehavior.org/explore/webinars/11.2.2009_tacsei_presentation_teleconference.htm</p> <p>Clip 2.8: Using a Friendship Book http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_8.MPG</p>

Competency H: Components of the supportive and inclusive classroom community.			
Readings	Ice Breakers and Assignments	Website	Video Clip
<p>Fox , L. (n. d.) Program practices for promoting the social development of young children and addressing challenging behavior. http://www.challengingbehavior.org/do/resources/handouts.htm</p> <p>Universal Design (UD)/Universal Design for Learning (UDL) http://npdci.fpg.unc.edu/universal-design-ud-universal-design-learning-udl</p> <p>Embedded Instruction and Other Naturalistic Interventions http://npdci.fpg.unc.edu/embedded-instruction-and-other-naturalistic-interventions</p> <p>Scaffolding Strategies http://npdci.fpg.unc.edu/scaffolding-strategies</p>	<p>Ice Breaker H1: As a class activity, demonstrate the scoring of the Inclusive Classroom Profile using the training video at http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/images/features/ICP_Module_1.swf</p> <p>Assignment H2: Review the Inclusive Classroom Profile (http://npdci.fpg.unc.edu/). Complete this profile while observing in a early childhood classroom. Identify the strengths and areas of improvement for this classroom.</p> <p>Assignment H3: Is Your Program Inclusive?</p> <p>Assignment H4: Observe an infant or toddler at home, or in a childcare center. Review the Responsive Routines Inventory in module 2: http://csefel.vanderbilt.edu/resources/inftodd/mod2/2.8.pdf</p>	<p>About Head Start Center for Inclusion http://depts.washington.edu/hscenter/about</p> <p>Pyramid Plus Model-The Inclusion Model: http://www.pyramidplus.org/framework/inclusion_model</p> <p>FPG National Professional Development Center on Inclusion http://npdci.fpg.unc.edu/</p> <p>Quality Inclusive Practices: Resources and Landing Pads http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads</p>	<p>What are the Foundations of an Inclusive Classroom? http://depts.washington.edu/hscenter/disabilities-coordinator-01a-strengthening-foundation</p> <p>How Do You Set Up an Inclusive Classroom? http://depts.washington.edu/hscenter/disabilities-coordinator-01c-strengthening-foundation</p>

Competency I: Teacher attributes that support effective guidance of young children			
Readings	Ice Breakers and Assignments	Website	Video Clip
<p>Building Positive Relationships with Young Children http://csefel.vanderbilt.edu/modules/module1/handout5.pdf</p> <p>Helping Young Children Control Anger and Handle Disappointment http://csefel.vanderbilt.edu/modules/module2/handout7.pdf</p> <p>Being an Evidence-Based Practitioner: What does it take to be an evidence-based practitioner? http://challengingbehavior.fmhi.usf.edu/docs/resources/documents/rph_practitioner.pdf</p> <p>Building Positive Relationships With Young Children http://csefel.vanderbilt.edu/modules/module1/handout5.pdf</p> <p>Helping Young Children Control Anger and Handle Disappointment http://csefel.vanderbilt.edu/modules/module2/handout7.pdf</p>	<p>Ice Breaker I1: Split class into groups, and provide scenarios that demonstrate both positive and negative interactions between staff and between staff and children</p> <p>Assignment I2: Being an Evidence-based Practitioner</p> <p>Assignment I3: Review the CSEFEL handouts: Some starters for giving positive feedback and encouragement for effort, thinking, and problem solving. Identify ways you can use these types of comments throughout the day with young children. List at least 5 additional examples and when you would use them (Module 1). http://csefel.vanderbilt.edu/resources/training_preschool.html</p>	<p>Positive Guidance and Social and Emotional Development http://www.naeyc.org/content/bullying-and-positive-guidance</p>	<p>Responsive Relationships with Children http://challengingbehavior.vidcaster.com/n5R6/responsive-relationships-with-children/</p> <p>Clip 2.8: Using a Friendship Book http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_11.MPG</p>

Competency J: Technology to locate evidence-based practices related to guidance.			
Readings	Ice Breakers and Assignments	Website	Video Clip
<p>Cori M. More and Jason C. Travers What’s App With That? Selecting Educational Apps for Young Children With Disabilities Young Exceptional Children June 2013 16: 15-32, first published on November 21, 2012 doi:10.1177/1096250612464763</p> <p>DEC Concept Paper on Challenging Behavior available at: http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf</p>	<p><u>Assignment J1: Creating a Guidance Resource File</u></p>	<p>Assistive Technology for Infants and Toddlers http://eicclearinghouse.org/resources/guides/at.html</p> <p>Tech for Tots http://www.uscucedd.org/index.php?option=com_content&view=article&id=159&Itemid=257</p> <p>Family Center on Technology and Disability http://www.fctd.info/show/about</p> <p>TACSEI’s Technology for Professional Development http://challengingbehavior.fmhi.usf.edu/communities/trainers_main.html</p>	<p>Assistive Technology for Young Children: A Parent’s Perspective https://www.youtube.com/watch?v=Y2QToNdic54</p>

Competency K: Knowledge of individual child’s strengths and interests as well as everyday routines, relationships, activities and natural environments to facilitate engagement.

Readings	Ice Breakers and Assignments	Website	Video Clip
<p>Koralek, D. (2010/2011). Good guidance: Adapt the environment to meet differing emotional needs. <i>Teaching Young Children</i>, 4(2), 8–9.</p> <p>Bruder, M. B., & Dunst, C. J. (1999). Expanding learning opportunities for infants and toddlers in natural environments: A chance to reconceptualize early intervention. <i>Zero to Three Bulletin</i>, 20(3), 34–36.</p> <p>Wilson, L. L., Mott, D. W., & Batman, D. (2004). The asset-based context matrix: A tool for assessing children’s learning opportunities and participation in natural environments. <i>Topics in Early Childhood Education</i>, 24, 110–120.</p> <p>Responsive routines with infants/toddlers available at http://csefel.vanderbilt.edu/resources/inftodd/mod2/2.8.pdf</p>	<p>Ice Breaker K1: In small groups, develop a transition activity. Each group will be assigned a specific Assign each group a specific transition time that is typical of different age groups. Share your transition activities in a large group.</p> <p>Assignment K2: Classroom Safety Rules</p> <p>Assignment K3: Create a visual daily schedule that meets the needs of the children in their program.</p> <p>Assignment K4: Create several activities where a family can embed learning opportunities into typical routines for one day. Use resources on embedded learning opportunities available at: http://depts.washington.edu/hscenter/e1o</p>	<p>Family Assessment: Gathering Information from Families http://www.ectacenter.org/topics/families/famasess.asp</p> <p>The Six Steps of Positive Behavior Support http://challengingbehavior.fmhi.usf.edu/explorer/pbs/process.htm</p>	<p>Incidental Teaching http://csefel.vanderbilt.edu/modules/module3b/presenters-ppt/V3b_08.mpg</p> <p>The Process of Individualizing a Transition Plan http://depts.washington.edu/hscenter/individualizing/videos</p>

Competency L: Evidence-based practices in early childhood including children with special needs.			
Readings	Ice Breakers and Assignments	Website	Video Clip
<p>Strain, P, & Dunlap, G. (n.d.) <i>Becoming and Evidence-based Practitioner</i> available at: http://www.challengingbehavior.org/do/resources/handouts.htm</p> <p>DEC Recommended Practices available at: http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf</p>	<p>Ice Breaker L1: Create a walkabout using the evidence-based practices used in <i>Becoming and Evidence-based Practitioner</i> available at: http://www.challengingbehavior.org/do/resources/handouts.htm</p> <p>Students record how they will demonstrate their ability in each area. Review with the class and brainstorm additional ways to be an evidence-based practitioner.</p> <p>Assignment L2: Students will write a 2-3 page reflection paper demonstrating their understanding of evidence-based practice.</p>	<p>Center on the Social and Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/</p> <p>Technical Assistance Center on Social Emotional Intervention for Young Children http://www.challengingbehavior.org/</p> <p>Center for Early Childhood Mental Health Consultation http://www.ecmhc.org/</p> <p>Pyramid Plus Center http://www.pyramidplus.org/</p>	<p>Establishing the Pyramid Model as an Evidence-Based Practice: Results from a Randomized Study http://www.challengingbehavior.org/explore/webinars/5.18.12_tacsei_webinar.html</p>

Selected Examples of Assignments

Competency A: Explain guidance theories: developmental, behavioral, maturational, and constructivist

Assignment A1: Summarize Theories and Theorists

Theory	Summary <i>(use three to five sentences)</i>	List Major Theorists
Developmental		
Behavioral		
Maturational		
Constructivist		
Attachment		

Competency A: Explain guidance theories: developmental, behavioral, maturational, and constructivist

Assignment A2: Applying Theories to the Classroom

Observe a classroom and identify specific examples of how each theory was in place in the classroom. This can include teacher-child interactions, the physical environment, activities, etc.

Theory	Examples
Developmental	
Behavioral	
Maturational	
Constructivist	
Attachment	

Competency B: Social-emotional goals and objectives for individual children and groups in early childhood programs.

Assignment B4: Defining Classroom Expectations

One method of establishing group social-emotional goals is to define clear classroom expectations of appropriate social behavior and then plan to integrate these expectations into classroom routines.

What are your classroom expectations?

Examples can include touching gently or walking feet.

List examples of how you can integrate these expectations into the classroom routine.

How can you teach these expectations?

How can you model these expectations?

Choose one routine and brainstorm how you can support social-emotional development through that routine.

An example is having children eat meals family-style so they learn skills such as how to appropriately interact with peers during mealtime by talking with and passing food dishes to peers.

Competency C: Child development knowledge to guidance techniques.
Assignment C1: Developmentally Appropriate Guidance

One way of using child development knowledge in implementing guidance techniques is to determine ways to embed these practices into daily routines. It is important to make sure the techniques are age-appropriate. In the table below, list how you would support that aspects using developmentally appropriate practices.

Age Group	Routines	Transitions	Positive Relationships
Infant (Birth to 15 months)			
Toddler (15 months to 3 years)			
Preschool (3 to 5 years)			

Competency D: Explain the influence of culture and family system on the child's behavior.

Assignment D1: Cultural Reflection Paper

Consider your own culture and how you were taught to express emotions, socially interact with adults versus peers, and deal with stress. Write a two-page reflection paper considering how your cultural has impacted your behavior as an adult. How might this be different from others? Specifically, what impact does your culture have on your behavior and interactions? How/does it impact your relationships with others?

Competency E: Identify components of evidence-based guidance techniques.
Assignment E1: Evidence-based Guidance Practices Reflection Paper

First, from the readings, identify components of evidence-based guidance techniques. Then complete the reflection paper. Write a two-page reflection paper on the specific components of evidence-based guidance practices. List the specific practices with examples that you have seen work well in classrooms.

Competency F: Identify personal attitudes toward children's behavior that challenge Early Childhood professionals.

Ice Breaker F1: Personal Attitudes Toward Guidance

1. List and describe any child guidance techniques you use or think are most effective.

2. Talk to the person next to you about the above techniques. Do you agree? Disagree?

Competency G: Identify and apply techniques that facilitate prosocial skills development with and without exceptionalities.

Assignment G1: Calming Down Poster

Due _____

Purpose:

The purpose of this assignment is to understand the value of a calming down activity for children as a positive guidance strategy in helping them develop their emotional intelligence to support their school, and life success with themselves and others.

NAEYC Standard 1: Promoting Child Development and Learning

Procedure:

1. Review Chapter 8 in the text.
2. Read and review the article from the CSEFEL website.
3. Make your chart or other idea simple and easy to understand.
4. Use pictures along with text the children can relate to.
5. Laminate, if possible.
6. Make it age appropriate.
7. Make up signals, to go with each step, to use to help some children remember the process. (Quiet reminders help children to manage their emotions without embarrassing them).

Rubric:

NAEYC Standard 1: Promoting Child Development and Learning

Supportive Skills: Skill 3: Written and Verbal Communications Skills

As a professional, your document should be proofread carefully and contain no errors in spelling, usage, grammar and punctuation. These types of errors interfere with understanding and clear communication of ideas and will impact your grade.

Competency H: Components of the supportive and inclusive classroom community.
Assignment H3: Is Your Program Inclusive?

There are certain components that create a supportive and inclusive classroom environment for young children. According to *Including Children with Special Needs: Are you and Your Early Childhood Program Ready?*, there are four categories that support all children listed below. Answer the questions under each category to get a feel for how inclusive your program is. The full reading is available at:

<http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf>

Home-School Communication

Is there a system for communication between home and the program?

Can your program be flexible in adapting to different needs such as in feeding or schedules?

Supporting Positive Behavior

Do teachers model positive behavior?

Do teachers acknowledge positive behavior in the classroom?

Assessment and Curriculum

Do teachers use developmental observation or other forms of authentic assessment to assess children?

Do classroom materials show positive images of children and adults with diverse needs?

Supporting Social Skills

Do teachers support and facilitate positive peer interactions?

Is a social skills curriculum used in the program/classroom?

Competency I: Teacher attributes that support effective guidance of young children.
Assignment I2: Being an Evidence-based Practitioner

The following are activities that are necessary to be an evidence-based practitioner adapted from *Being an Evidence-Based Practitioner: What does it take to be an evidence-based practitioner?*
http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_practitioner.pdf

List strategies you will use to implement each activity and continue to grow as an evidence-based practitioner.

To maintain awareness of evidence-based practices through ongoing education, including reading current professional journals books, accessing web sites, and participating in professional development opportunities..

To provide families with support, information, and training in order to meet their desires and goals for engaging in their child's educational program

To collect data daily on a child's progress and use it to inform practice and planning. This can include documenting observations or keeping a portfolio of the child's artwork and photographs of the child's interactions in the classroom.

Competency J: Technology to locate evidence-based practices related to guidance.
Assignment J1: Creating a Guidance Resource File

As an early childhood professional, it is helpful to have a resource file of evidence-based practices related to guidance. Below are four websites that have resources related to guidance for you to look through. After reviewing these resources, please find four more resources to add to your guidance resource file.

- Review the following four websites:
 - Center on the Social and Emotional Foundations for Early Learning (CSEFL)
<http://csefel.vanderbilt.edu/>
 - Technical Assistance Center on Social Emotional Intervention (TACSEI)
<http://challengingbehavior.fmhi.usf.edu/>
 - Center for Early Childhood Mental Health Consultation
<http://www.ecmhc.org/>
 - Colorado Center for Social Emotional Competence and Inclusion
<http://pyramidplus.org/>
- Find four resources on your own that address evidence-based guidance strategies.

Competency K: Knowledge of individual child's strengths and interests as well as everyday routines, relationships, activities and natural environments to facilitate engagement.

Assignment K2: Classroom Safety Rules

Purpose:

The purpose of this activity is to complete a poster to help children feel safe through a visual representation and implementation of classroom safety rules. According to Maslow and his hierarchy of needs, in order for children to grow and learn positive social skills, they must have all of their basic needs met. Through simple safety rules posted and followed through in a classroom, children can begin to learn appropriate social skills to help them their entire life (Adams & Baronberg, 2005).

NAEYC Standard 1: Promoting Child Development and Learning

Materials Needed:

- White poster board
- Pictures that illustrate the safety rules
- Marker to write in the neatest, straightest print the safety rules or computer generated text
- Glue
- Laminate

Procedure:

1. Review your text on pages 36-40.
2. Envision a class meeting and how you would discuss class rules and their importance.
3. Ask the children for suggestions and briefly write their ideas on a large chart paper. Keep the rules in positive form: Use words that tell children what they should do, not what they should not do.
4. Summarize the rules into a set of three to five that you feel are important in your classroom.
5. KIS...keep it simple.
6. Create a chart for the classroom with simple illustrations or actual photos of the children that describe your three to five classroom safety rules.
7. Choose a simple signal, which goes along with the rule, to teach to the children. Be prepared to demonstrate it during the ECE class presentation of your rules.

Rubric:

NAEYC Standard: Standard 1: Promoting Child Development and Learning

Supportive Skills: Skill 3: Written and Verbal Communications Skills

As a professional, your document should be proofread carefully and contain no spelling errors, usage, grammar and punctuation. These types of errors interfere with understanding and clear communication of ideas, and will impact your grade.

Recommended Readings

- Day, M., & Parlakian, R. (2004). *How culture shapes social-emotional development: Implications for practice in infant-family programs*. Washington, DC: Zero to Three.
- Marion, M. (2007). *Guidance of young children* (7th ed.). Upper Saddle River, NJ: Pearson.
- McWilliam, R. A. (2010). *Routines-based early intervention: Supporting young children and their families*. Baltimore, MD: Brookes.
- Ostrosky, M. M., & Sandall, S. (Eds.). (2013). Addressing young children's challenging behaviors [Young Exceptional Children Monograph No. 15]. Missoula, MT: Division of Early Childhood.
- Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore, MD: Brookes.
- Squires, J., & Bricker, D. (2007). *An activity-based approach to developing young children's social and emotional competence*. Baltimore, MD: Brookes