CSUN
CALIFORNIA STATE UNIVERSITY NORTHRIDGE

SPED 402EC
Positive Behavior Support in Early Childhood (3 credits)

Semester, Year

Basic Information

Instructor

Email

Office Hours

Class Time

Class Location

https://canvas.csun.edu

Contents

Welcome! I am excited to see how each of you will bring your own personality, knowledge, and experiences into this class as we discuss how to promote and reinforce prosocial skills using positive behavior support strategies. Positive behavior support offers a holistic approach that considers all factors that have an impact on young children and their behavior; and research shows it works! Participate in class, keep up with the work, and I believe you'll do well in this course. Looking forward to working with you!

Conceptual Framework- What does the college value?
Michael D. Eisner College of Education (Approved May 2018):

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Campus Resources– What support is available?

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (https://www.csun.edu/heart). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

CSUN WITH A HEART
SUPPORTING YOUR BASIC NEEDS, INSPIRING YOUR FUTURE

Course Description- What is this class about?

The goal of this course is to help you create positive learning environments that can support the learning and development of all young children. Here's the official description from the catalog:

This course focuses on the social, emotional, and behavioral development of young children and the skills and knowledge needed to promote and reinforce prosocial skills using positive behavior support strategies in early childhood educational settings. Primary emphasis will be placed on the three-tiered model to positive behavior support which includes establishing nurturing and responsive relationships and supportive learning environments (primary levels of support), targeted social-emotional supports (secondary levels of support), and intensive intervention (tertiary levels of support). Additionally, concepts around (a) trauma-informed practices, (b) social-emotional learning, (c) restorative justice, and (d) culturally responsive teaching are incorporated throughout the course. Available for graduate credit.

Course Objectives- What will I learn?

Implementing positive behavior support strategies will help you to focus more on instruction and having fun with the young children you teach. After completing the course, I expect you will be able to:

1. Describe the social, emotional, and behavioral development of young children and its impact on their later development, including the characteristics of childhood trauma and its impact on the ability to learn and regulate.
2. Demonstrate an understanding of how personal beliefs and/or cultural background can influence our perceptions of behavior and impact our responses to behaviors;
3. Design effective, developmentally appropriate, and culturally responsive learning environments that promote positive child behavior and participation through the use of positive behavior support and restorative justice principles in addition to following the Universal Design for Learning (UDL) guidelines and using Multi-Tiered Systems of Support (MTSS).
4. Demonstrate an understanding of the three-tiered model of positive behavior support and differentiate among these levels of intervention for early childhood: primary universal promotion, secondary prevention, and tertiary intervention strategies.
5. Identify strategies for establishing positive, nurturing, and responsive relationships while taking into consideration children's strengths, interests, background, experiences, and needs through communicating and collaborating with families and other professionals
6. Demonstrate an understanding of how to facilitate and maintain a positive, supportive learning environment for all children using a variety of strategies and organizing developmentally appropriate physical, social, and temporal factors.
7. Design targeted social emotional supports that include explicit instruction and support on self-regulation, expressing and understanding emotions, developing social relationships, and developing appropriate problem-solving/conflict resolution practices.
8. Demonstrate a functional knowledge of behavioral assessment and its role in understanding challenging behaviors to develop measurable behavior goals and select appropriate positive behavior support strategies.
9. Demonstrate an understanding of how to use corrective feedback to address minor challenging behaviors
10. Understand the importance of teaching self-regulation skills to promote prosocial skills, prompt self-determination, and improve quality of life
11. Demonstrate the ability to design a multi-component behavior support plan that includes interventions at the class level (classroom strategies) and at the individual student level (targeted social-emotional learning plan/PBS plan)
12. Demonstrate an understanding of team building and the importance of collaboration in the gathering of assessment information and the development of a PBS plan

Classroom management is not about having the right rules. It's about having the right relationships.

~Danny Steele

You can expect me to support your attainment of these objectives by cultivating a positive learning environment for you that includes understanding, feedback, and guidance. We're in this together!

Accessibility– Need additional support? Ask for help.

Everyone's brain and body works differently– please ask for help if you want it.

Ask for help. Not because you are weak. But because you want to remain strong.
~Les Brown

It is my goal to create a learning environment that supports a diversity of learning styles. If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at https://www.csun.edu/dres. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Class Format– What is class like?

All official communication will be by e-mail to your CSUN email account so check it frequently.

♦ **Attendance:** Your active and consistent participation is required to get the most from this course. An additional couple hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics. This is a hybrid course that includes in-person and online activities designed to help you understand atypical development. All of us in the class– you, me, your peers– have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings. Please let me know if there are other teaching practices I can use to promote your success in this course. I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than two classes during the semester, you may be overextended. I ask that you come see me to discuss options. Remember that eligibility for financial aid is also based on student participation.

♦ **In-Person Meeting:** Campus meeting will be required (*see course schedule for meeting dates). Please come on time, prepared, and ready to participate in class activities which will include, but is not limited to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. In the case of an emergency or illness, you may arrange with another student in class to participate via Zoom on a student's mobile device or laptop and speak on your behalf. Please request this only when you are truly desperate as this can be disruptive to your classmates and me.

♦ **Online Asynchronous Modules:** This course also includes online modules that can be completed on your own time, at your own pace, within a week. Attendance for the online class sessions is equivalent to completing the module, which includes, but is not limited to posting to discussion boards, submitting assignments, or taking assessments.

♦ **Canvas:** Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (https://canvas.csun.edu/). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (https://www.csun.edu/it/device-loaner-program). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at https://www.csun.edu/it/need-help.

♦ **Restrictions on Disclosure and Distribution:** To foster a safe environment for learning, the redistribution of content, statements, comments, or audio or video recordings from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who have posted or are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

Keys to Success
- Participate
- Be prepared
- Ask questions.
- Plan ahead
- Talk to/ email me
- Use university resources

Class Guidelines– What are the class norms? (for you & me)

- **Write and speak in digestible chunks**. Lengthy paragraphs and speeches are difficult for others to digest. Keep your statements short and simple.
- **Use humor carefully**. Sarcasm, in particular, does not translate well in class and especially in online environments. It's best to avoid the potential pitfalls of misunderstood messages.
- **Assume the best intentions**. It can be easy to misread someone's intended message. Give your peers and instructor the benefit of the doubt. Ask them to clarify their meaning.
- **We are not the same**. Respect differences and check your assumptions.
- **Language matters**. Choose your words carefully; avoid using slang, and be kind.
- **Minimize class disruptions.** Please remember to mute ring tones and notification sounds on cell phones during class. Try your best to be on time.

Something else you'd like to add here? Please let me know.

Student Conduct Code

This class will follow the CSUN Student Conduct Code. Detailed information can be found at http://catalog.csun.edu/policies/student-conduct-code/

*I want to know **your** own thoughts and ideas about the class material so submit your own work.*

Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: https://libguides.csun.edu/journalism/plagiarism

Respect for Diversity & Commitment to Non-Discrimination

It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honors your identities, including accounts and viewpoints from traditionally underrepresented groups. Please let me

know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns.

With the above in mind, students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing our diverse social identities. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly: Jessica Galanos, Valera Hall, Room 285, Phone: (818) 677-2077, jessica.galanos@csun.edu

Textbooks– What books do I need?

All required resources are available online for free

	Center on the Social and Emotional Foundations for Early Learning https://csefel.vanderbilt.edu/
	Iris Center. Early Childhood Behavior Management: Developing and Teaching Rules, Early Childhood Behavior Management: Developing a Behavior Management Plan https://iris.peabody.vanderbilt.edu/
	Other required readings will be posted on Canvas.

Email me at **connie.wong@csun.edu**—I'd love to hear from you! 🙂

Course Requirements– What do I have to do?

Lots of different ways to demonstrate what you have learned- Detailed information and grading rubrics will be provided throughout the course on our Canvas site.

☐ ***Classroom Climate Observation***
You will choose an educational setting (PK-3) to observe with a critical eye toward the classroom climate in place and how it affects student behavior, paying attention to issues of equity and social justice as well as thinking about assumptions, biases, and dominant norms. This activity is designed to give you a first-hand experience in identifying and evaluating facets of interaction and behavior in the classroom. You will write up your observation according to the details provided on Canvas.

☐ ***Positive Classroom Climate Plan*** [2.4][4.7]
You will choose to work with 2-4 group members. As a group, you will discuss and select (and revise as needed) elements from your different Classroom Climate Observations to build a combined classroom. You will then develop a Positive Classroom Climate Plan using the combined classroom which draws on the readings assigned, especially from trauma -informed teaching, restorative justice, and the Pyramid model. This plan will include class norms and procedures (that foster student agency and community), an invitation to families to communicate with you about students, assessments, and community concerns, and a map of the classroom.

☐ ***Solutions Kit***
For this assignment, you will create a conflict management plan that includes a solutions kit that fosters safety, self-monitoring, and restorative justice. As part of the kit, you will also develop a self-regulation/ self-monitoring system that you can adapt and use as you teach young children.

☐ ***Final: Targeted Social-Emotional Lesson Plan (ECE) <u>OR</u> Positive Behavior Intervention Support Plan (ECSE)*** [1.6][5.1]
Design either a targeted social-emotional lesson plan for a child or small group of young children at risk for developing challenging behaviors OR a positive behavior intervention support plan for a young child with persistent challenging behaviors in an inclusive early childhood educational setting.
- The targeted social-emotional lesson plan will include explicit instruction and support for self-regulation, expressing and understanding emotions, developing social relationships, or problem-solving.
- The positive behavior intervention support plan will include a description of the challenging behavior based on an assessment of antecedents, behaviors, and consequences, possible reasons for the behavior, a measurable behavioral goal for the child, and a description of specific strategies to replace/reduce the challenging behavior and to teach and reinforce positive behaviors.

☐ ***Attendance/Participation (10 points each class)***
There are 15 class sessions (mostly in-person meetings with a few asynchronous online modules). You are expected to participate in all class activities so that you can succeed and demonstrate understanding of the course material. Try to attend each in-person class. When you miss class, you will miss important information and experiences. Do your best to complete all activities on time so you will be prepared to participate fully with your classmates and I will do my best to support your learning. Please reach out to a classmate or me if you miss class.

And how will I be graded?

Classroom Climate Observation	40
Positive Classroom Climate Plan	40
Solutions Kit	30
Final: SEL Lesson or PBS Plan	40
Attendance/ participation	150
Total possible points	**300**

How do points change to grades?

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	60-69.9%
F	59.9% & below

Need help? Or just want to connect? Contact me or reach out to your classmates (through Canvas or email). We can do this! The key to learning is putting in effort. I will do my best to support and encourage your efforts and I hope you will do the same.

More on Grading

It is important that each of you set professional goals for achievement, and pursue readings and assignments with your professional development as the focus (even when it might be hard). However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. Comments, questions, concerns, need help or advice, or just want to talk? Contact me.

So what do the grades mean? The following is the Department of Special Education's grading policy:

A = Outstanding. Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.

B = Very Good. Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.

C = Satisfactory. Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.

D = Barely passing. Performance reflects the attainment of some competencies.

F = Failing. Performance does not meet expectations for basic competency attainment.

*The credential program requires that candidates obtain a grade of C or better in each professional course and maintain an overall GPA of 3.0.

Submission of Assignments- How do I submit work?

Assignments are submitted by **uploading them to Canvas**. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. *Plan ahead!*

Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as **Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: https://www.csun.edu/it/microsoft-office

Writing: Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (http://owl.english.purdue.edu/owl/resource/560/01/). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting so that I can read and interpret what you mean. **For an assignment to be graded and earn credit, the assignment must have less than five spelling/grammar/typographical errors.** If you need additional assistance with writing, please visit the University Writing Center at: https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center

Person-first Language: In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. Not sure? Ask.

Due Dates: Submitting work on time helps you stay on track with the coursework and enables you to participate in meaningful discussions with your classmates and gain more from class meetings. Life can be unpredictable though and I get that. Please email me (before the due date) if extenuating circumstances arise so that options can be discussed. Late assignments will not be accepted without prior written approval by the instructor or acceptable documentation of an illness or emergency situation.

Extra Credit: In this course, extra credit is given through the opportunity to revise and resubmit assignments based on feedback with a chance to raise their grade if the revision is submitted before the end of the semester.
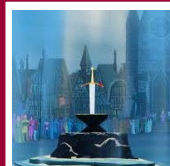
It's up to YOU how far you go. If you don't try, you'll never know."

~Merlin, Disney's *The Sword in the Stone*

Withdrawals and Incompletes

Sometimes unexpected things happen– I understand. However, it is your responsibility to monitor your own performance as you will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered. *Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.*

Course Schedule– When do I do everything?

Date	Topic	Assignment
Class 1	Introduction to behavior + historical/legal & theoretical foundations of behavior Cultural considerations, language, & personal beliefs	
Class 2	Connection between social-emotional learning & academic learning (literacy, numeracy) [1.6]	Class 1 Activities (personal beliefs) due
Class 3	Prevention/teaching/responding framework Teaching Pyramid framework	Class 2 Activities (embedding social-emotional learning) due [1.6]
Class 4	Developing authentic, nurturing and responsive relationships with children and families	Class 3 Activities (prevention/ teaching/responding) due
Class 5	Designing supportive learning environments [2.4]	Class 4 Activities (attachment & teacher-child/family relationships) due **Classroom Climate Observation due**
Class 6	Establishing boundaries to support positive behavior- Developing and teaching rules	Class 5 Activities (adapting physical, social, & temporal environments) due [2.4]
Class 7	Developing and implementing a systematic and consistent comprehensive classroom behavior management plan [4.7]	Class 6 Activities (implementing classroom rules) due
Class 8	Providing targeted social-emotional supports	Class 7 Activities (components of classroom behavior management plans) due [4.7]
Class 9	Understanding the function of a "challenging" behavior through assessment/data collection & collaboration [5.1]	Class 8 Activities (social skills lesson) due **Solutions Kit due**
Class 10	Teaching positive behaviors & self-regulation/self-monitoring systems for young children	Class 9 Activities (determining & addressing the function of behaviors) due [5.1]
Class 11	Responding to challenging behavior when it occurs	Class 10 Activities (self-monitoring) due
Class 12	Positive behavior intervention plans	Class 11 Activities (reactive plan) due
Class 13	Restorative justice practices in early childhood	Class 12 Activities (edit positive behavior plan) due
Class 14	Understanding childhood trauma and creating trauma-healing classrooms	Class 13 Activities (restorative justice adaptations) due **Positive Classroom Climate Plan due**
Class 15	Reflection and review in creating equitable, safe, and inclusive learning environments	Class 14 Activities (early childhood mental health) due
Finals	Final: Targeted Social-Emotional Lesson Plan OR Positive Behavior Intervention Support Plan	Class 15 Activities (philosophy) due **Final SEL Lesson/PBS Intervention Plan due**

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