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Fall 9-1-2021

### EDEC 434.01: Social Emotional Development and Child Guidance

Allison B. Wilson

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**Semester:** Fall 2021

**Meeting:** ED 147 Tuesdays 2:00 – 3:50PM

**Course credits:** Three credits

**Instructor name:** Dr. Allison Wilson

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The Séliš-Qłispé Cultural Committee created the language, "*The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people, a number of whom may be present with us today in our course. Today, we honor the path they have always shown us in caring for this place for the generations to come.*"

### Course Description

This course examines social and emotional development in young children and child guidance models for P-3 classrooms. Students will examine the development, components, and influences of social competence in the early childhood years, universal design, positive guidance techniques, challenging behaviors, functional assessments, and positive support plans. Students will develop skills in using positive guidance and management techniques while enhancing children's self-esteem and developing children's pro-social skills. Our course will be delivered in a face-to-face format. LAB preschool practicum is a course requirement.



#### Texts

- Wilson, M. B. (2012). [Interactive modeling: A powerful technique for teaching children](#). Center for Responsive Schools, Inc..
- Wilson, M. B. (2013). [Teasing, tattling, defiance and more: Positive approaches to 10 common classroom behaviors](#). Center for Responsive Schools, Inc..



#### Materials

- Website: [Montana Early Learning Standards](#)
- Website: [Montana Social Emotional Learning \(SEL\) Competencies](#)
- Website: [Montana K-12 Content Standards](#)
- Website: [SEL KERNALS for Learning](#)
- Document: [Montana SEL K-2 Learning Progressions and Success Criteria](#)
- Folder: [My Morning Meeting Guide for First 10 Days of School in K-3](#)

### Students who have successfully completed this course will be able to...

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





**NAEYC and Montana ECE Standards this Course Addresses:** As a required course for the Early Childhood Education Endorsement Program, this course is designed to prepare students for professional competencies which have been endorsed by the NAEYC, and align with inTASC standards for accreditation. This course attends to and introduces each of the following standards:

NAEYC Standard	InTASC	Assessment Opportunities
<p><b>NAEYC Standard 1</b> <i>Promoting Child Development and Learning:</i> 1a, 1b, 1c, 1d</p>	<p><b>Standard #4</b> Content Knowledge</p>	<ul style="list-style-type: none"> <li>• Weekly Reading, Practical and Observation Assignments</li> <li>• Inventory of SEL Practices #1, #2, #3</li> <li>• SEL Toolbox</li> </ul>
<p><b>NAEYC Standard 2</b> <i>Building Family and Community Relationships:</i> 2a, 2b, 2c</p>	<p><b>Standard #4</b> Content Knowledge</p>	<ul style="list-style-type: none"> <li>• SEL Interactive Modeling Lesson Plan</li> <li>• SEL Children’s Literature Lesson Plan</li> <li>• Inventory of SEL Practices #1, #2, #3</li> <li>• SEL Toolbox</li> </ul>
<p><b>NAEYC Standard 3</b> <i>Child Observation, Documentation, and Assessment</i> 3a, 3b, 3c, 3d</p>	<p><b>Standard #1</b> Learner Development <b>Standard #2</b> Learner Differences <b>Standard #3</b> Learning Environments <b>Standard #6</b> Assessment</p>	<ul style="list-style-type: none"> <li>• SEL Interactive Modeling Lesson Plan</li> <li>• SEL Children’s Literature Lesson Plan</li> <li>• SEL Toolbox</li> </ul>
<p><b>NAEYC Standard 4</b> <i>Using Developmentally Effective Approaches to Connect with Children and Families:</i> 4a, 4b, 4c, 4d</p>	<p><b>Standard #7</b> Planning for Instruction <b>Standard #8</b> Instructional Strategies</p>	<ul style="list-style-type: none"> <li>• SEL Interactive Modeling Lesson Plan</li> <li>• SEL Children’s Literature Lesson Plan</li> <li>• Inventory of SEL Practices #1, #2, #3</li> <li>• SEL Toolbox</li> </ul>
<p><b>NAEYC Standard 5</b> <i>Using Content Knowledge to Build Meaningful Curriculum:</i> 5c</p>	<p><b>Standard #4:</b> Content Knowledge <b>Standard #5</b> Application of Content local and global issues.</p>	<ul style="list-style-type: none"> <li>• SEL Interactive Modeling Lesson Plan</li> <li>• SEL Children’s Literature Lesson Plan</li> <li>• Inventory of SEL Practices #1, #2, #3</li> <li>• SEL Toolbox</li> </ul>
<p><b>NAEYC Standard 6</b> <i>Professionalism as an Early Childhood Educator</i> 6c, 6d, 6e</p>	<p><b>Standard #10:</b> Leadership and Collaboration</p>	<ul style="list-style-type: none"> <li>• SEL Interactive Modeling Lesson Plan</li> <li>• SEL Children’s Literature Lesson Plan</li> </ul>



# Course Assignments

Student Success Criteria	Assessment Opportunities
1. I can identify and apply strategies for building positive relationships with and between children, families, and colleagues.	<ul style="list-style-type: none"> <li>Weekly Reading, Practical and Observation Assignments</li> <li>Inventory of SEL Practices #1, #2, #3</li> <li>SEL Interactive Modeling Lesson Plan</li> <li>SEL Children's Literature Lesson Plan</li> </ul>
2. I can identify, evaluate, and create learning environments and adult-child interactions that support children's social relationships, emotional and behavioral health, and self-regulation.	<ul style="list-style-type: none"> <li>Weekly Reading, Practical and Observation Assignments</li> <li>Inventory of SEL Practices #1, #2, #3</li> <li>SEL Toolbox</li> </ul>
3. I can describe and enact evidence-based, systematic teaching strategies that support children's social and emotional development and prevent and address challenging behaviors.	<ul style="list-style-type: none"> <li>SEL Interactive Modeling Lesson Plan</li> <li>SEL Children's Literature Lesson Plan</li> <li>Inventory of SEL Practices #1, #2, #3</li> </ul>
4. I can assess the form and function of children's challenging behaviors, develop individual behavior support plans based on the information collected, and engage in ongoing formative assessment of children's progress.	<ul style="list-style-type: none"> <li>Weekly Reading, Practical and Observation Assignments</li> </ul>
5. I can identify and plan collaboration with families when promoting social and emotional development and preventing and addressing challenging behaviors.	<ul style="list-style-type: none"> <li>SEL Interactive Modeling Lesson Plan</li> <li>SEL Children's Literature Lesson Plan</li> <li>Inventory of SEL Practices #1, #2, #3</li> <li>SEL Toolbox</li> </ul>
6. I can identify critical components of a program-wide system of positive behavior supports.	<ul style="list-style-type: none"> <li>Inventory of SEL Practices #1, #2, #3</li> <li>SEL Toolbox</li> </ul>
7. I can explain that high quality practices promoting social and emotional development include being sensitive to and incorporating children's cultural and linguistic diversity.	<ul style="list-style-type: none"> <li>SEL Toolbox</li> </ul>

## Grading Scale for Your Final Course Grade, Based on Weighted Assignments

A = 95-100%	A- = 90-94%	B+ = 87-89	B = 84-86%	B- = 80-83%	C+ = 77-79
C = 74-76%	C- = 70-73%	D+ = 67-69%	D = 64-66%	D- = 60-63%	F < 60%



- 1. Participation (5% Course Grade):** You are expected to fully participate in class activities. A significant component of our class content relies on working collaboratively within your teaching teams and feedback from your ECE cohort peers. In the event that our face-to-face class is moved online participation may be in the form of discussion boards or other virtual zoom activities. Participation will be graded not only based on "attendance" but on preparedness and active engagement with content.
- 2. Weekly Reading, Practical and Observation Assignments (20% Course Grade):** Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and eLearning activities. Assignments vary and may include lesson plan development, practicum observation of activities with children, reflection, action plan, graphic organizers, and practice using skills in LAB. Weekly assignments are broken up by type and described in more detail below. Points vary based on the weekly content with some assignments weighted more than others.
  - **Reading Assignments:** In this course you will complete required readings. At times, you will synthesize your thoughts from the readings in reflections either submitted online or brought to our class meeting.
  - **Practical Assignments:** In this course you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include actions plans, preparing cue cards and other materials, creating schedules, routines, and activity matrices.
  - **LAB Observation and Reflection:** This course has an embedded LAB Preschool component. Throughout the semester you will be asked to complete assignments associated with course content that are associated with your practicum setting. These assignments will require communication with your mentor teacher and course instructor.
- 3. Inventory of SEL Practices #1, #2, #3 (30% Course Grade):** Becoming a better educator is a never-ending journey. The Inventory of SEL Practices assignments gives you an opportunity to prepare action plans for each third of the course. Through your action plans you will have the opportunity to demonstrate and intentionally plan for competencies addressed in each learning session of this course. For each submission you will not only complete the inventory but submit a corresponding reflection. Each Inventory of SEL Practices is worth 10% of the total course grade. A rubric with success criteria for each Inventory of SEL Practices will be provided.
- 4. Lesson Planning (20% Course Grade):** You will write two unique lesson plans for the purpose of teaching in your LAB classroom: (1) SEL Interactive Modeling Lesson, and (2) SEL Children's Literature Lesson. A lesson planning template, post-lesson reflection template and corresponding rubric with success criteria will be provided. Lesson plans will be submitted pre-classroom implementation to both the course instructor and mentor teacher at least one week in advance to be discussed during the Friday LAB seminar. A reflective lesson plan component will be submitted post-classroom implementation.
- 5. SEL Toolbox (25% Course Grade):** Over the course of the semester, you will be curating self-created and identified resources for implementing high-quality SEL practices in your classroom. In part, these resources will come from your weekly practical assignments. Your curated resources will come together in your culminating SEL Toolbox. Your toolbox will be curated using a virtual platform template of your choosing such as Canva portfolio or Google portfolio. Your SEL toolbox will include the following resources and documents: (1) Child Guidance Position Statement (2) Guidance Curriculum Plan (3) Classroom Routines Visual Package, (4) Transition Tricks with Visuals Package, (5) Calming Corner Visuals Package, (6) Interactive Modeling Lesson Series: 3 Classroom Expectations, (7) Appendix: Evidence-Based Resources. A rubric with success criteria will be provided.

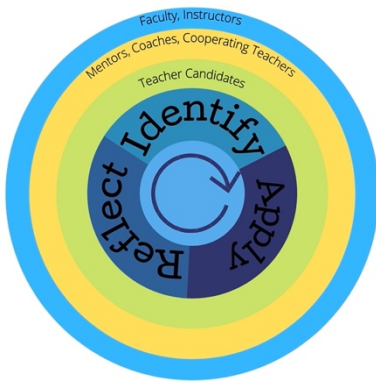


# Course Agreements

1. **Moodle Course Shell:** You are expected to visit the course website frequently and to submit weekly assignments within articulated time frames. Typically, learning sessions will be open two weeks in advance, since the associated resources, and activities are tied with specific lesson content.
2. **Late Work:** All assignments are due NLT Monday at midnight prior to our class session. Acceptance and grading for any assignment submitted late is at the discretion of the instructor and based on prior approval. If late assignments are accepted, they will incur a 10% deduction of points possible for each day late, up to three days late.
3. **Written Expression:** All written assignments that are submitted must be clear, concise, grammatically correct, and free from errors in spelling and punctuation. Similarly, online postings may be conversational but must be written in complete sentences with accurate punctuation. Your work should demonstrate creativity as well as depth of understanding of the topic. Please avoid overly vague generalizations and provide specific examples with detail and elaboration in all work. Drafts may be submitted prior to the due date for general feedback. The earlier you submit a draft, the more detailed your feedback. For final submissions, professional writing is expected, following APA (7<sup>th</sup> ed.) format. Because your responsibility as a professional includes articulate communication of issues in the field, clarity and accuracy in writing will be required for full credit on all graded written assignments. (See Summary of NAEYC Standards, Advanced, 2010.)
4. **Time Commitment**
  - **Face to Face:** Students should plan to spend 2 hours per week for our scheduled face to face meeting time. As our course is technically 3 credits, there is a reduced face to face meeting time to account for additional “outside class” preparation related to larger culminating assignments embedded within your LAB practicum experience. This is commensurate with the 15 hours per credit hour of contact time required during the face-face semester (3-credit class x 15 hours = 45 hours for a 3-credit class).
  - **Outside of Class:** Beyond our required face to face course meeting, there is an expectation of an additional 1-2 hours of homework each week per credit hour (3 credits = additional 3-6 hours per week). This time accounts for completing the activities and responses in each learning session, with additional time for larger assignments as needed. Basically, you can anticipate a 3-6 hour homework requirement (based on the point in the semester) where you will be completing readings, watching video content, summative reflections and/or knowledge checks. Remember, you do not have a textbook so your required “readings” are a combination of activities.
5. **Accommodations:** Your experience in this class is important, and it is the policy and practice of the University of Montana and the College of Education to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with [Disability Services for Students](#) to discuss and address them. You may find them in Lommasson Center 154 or call 406.243.2243. If you have already established accommodations with Disability Services for Students, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

**Academic Honesty:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students should be familiar with the Student Conduct Code. The code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

# Course Learning and Conceptual Framework



**P-3 Course Learning Framework:** The content of this course lends itself specifically to identifying, applying, and reflecting and there will be many opportunities to engage in all these practices throughout the course. Students will see this information presented in a variety of ways to enhance learning.

- **Identify** = Gain knowledge intentional teaching practices through information presented in a variety of ways that include readings, video, practicum observations, and case scenarios.
- **Apply** = Set goals, plan, implement strategies. Apply can also involve enacting knowledge within the context of “in class” activities
- **Reflect** = Observe your practice, assess, analyze, plan for change



**College of Education, Department of Teaching and Learning Conceptual Framework:** The following Themes of a Learning Community are provided for an understanding of the College’s conceptual framework for professional education programs.

- **Integration of Ideas**

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

- **Cooperative Endeavors**

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

- **Respect for Diversity and Individual Worth**

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member’s self-esteem and foster risk-taking, creative conflict, and excellence.



**Additional Notes:** Please note that this document serves as a guide. I welcome student input and reserve the right to adjust this guide as the semester proceeds. Changes will be written and distributed to the class.



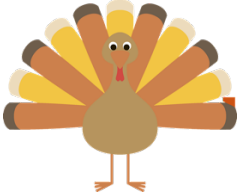


# EDEC 434 Course Schedule

Learning Session	Learning Intentions	Learning Opportunities	
Week 1 8/31	<ul style="list-style-type: none"> <li>I can describe the cycle of challenging behavior</li> <li>I can connect levels of the Pyramid Model to EDEC 434 success criteria</li> <li>I can discuss the implications of the ripple effect</li> <li>I can reflect on my current practices for promoting social emotional competence</li> </ul>	<b>Identify</b>	<ul style="list-style-type: none"> <li>Cycle of Challenging Behavior</li> <li>Course description, success criteria, agreements, schedule</li> <li>Ripple Effect</li> </ul>
		<b>Apply</b>	<ul style="list-style-type: none"> <li>In Class: How do components of the Pyramid Model connect with course success criteria?</li> </ul>
		<b>Reflect</b>	<ul style="list-style-type: none"> <li>In Class: Ready to Run, Explore, Climb</li> </ul>
Week 2 9/7	<ul style="list-style-type: none"> <li>I can describe the various reasons behind young children's behaviors</li> <li>I can describe hot buttons</li> <li>I can explain thought control</li> <li>I can describe the Responsive Classroom approach to discipline</li> </ul>	<b>Identify</b>	<ul style="list-style-type: none"> <li><b>Prior to Class:</b> <i>Red Book: Why do Children Misbehave, and The Responsive Classroom Approach to Discipline</i> (Pages 3 – 45)</li> <li>Online Video: hot buttons and thought control</li> </ul>
		<b>Apply</b>	<ul style="list-style-type: none"> <li>In Class: Identifying my Hot Buttons and Utilizing Calming Strategies</li> </ul>
		<b>Reflect</b>	<ul style="list-style-type: none"> <li>In Class: What are my triggers?</li> <li>Online: Reading Reflection</li> <li>Online: Inventory of SEL Practices</li> </ul>
Week 3 9/14		<b>Identify</b>	<ul style="list-style-type: none"> <li><b>Prior to Class:</b> <i>Blue Book: Introduction, and How to Do Interactive Modeling</i> (Pages 1 -32)</li> </ul>
		<b>Apply</b>	
		<b>Reflect</b>	<ul style="list-style-type: none"> <li><b>Due Today Online:</b> <i>Inventory of SEL Practices #1</i></li> </ul>
Week 4 9/21		<b>Identify</b>	<ul style="list-style-type: none"> <li><b>Prior to Class:</b> <i>Blue Book: Routines, and Transitions</i> (Pages 33 – 82)</li> </ul>
		<b>Apply</b>	
		<b>Reflect</b>	
Week 5		<b>Identify</b>	<ul style="list-style-type: none"> <li><b>Prior to Class:</b> <i>Blue Book: Supplies</i> (Pages 83 – 104)</li> </ul>



9/28		Apply	
		Reflect	
Week 6 10/5		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Blue Book: <i>Academic Skills</i></b> (Pages 105 – 128)</li> <li>• Prior to Class: <b>Red Book: <i>Listening and Attention</i></b> (Pages 47 – 66)</li> </ul>
		Apply	
		Reflect	
Week 7 10/12		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Blue Book: <i>Social Skills</i></b> (Pages 129 – 150)</li> <li>• Prior to Class: <b>Red Book: <i>Defiance</i></b> (Pages 131 - 151)</li> </ul>
		Apply	
		Reflect	
Week 8 10/19		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Blue Book: <i>When to Do Abbreviated Interactive Modeling</i></b> (Pages 153 - 168)</li> <li>• Prior to Class: <b>Red Book: <i>Frustrations and Meltdowns</i></b> (Pages 229 - 249)</li> </ul>
		Apply	
		Reflect	<ul style="list-style-type: none"> <li>• <b>Due Today Online: Inventory of SEL Practices #2</b></li> </ul>
Week 9 10/26		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Red Book: <i>Silliness and Showing Off</i></b> (Pages 173 - 189)</li> </ul>
		Apply	
		Reflect	<ul style="list-style-type: none"> <li>• <b>Due Today Online: SEL Interactive Modeling Lesson Plan Reflection</b></li> </ul>
Week 10 11/2		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Red Book: <i>Too Much Physical Contact</i></b> (Pages 191 - 205)</li> </ul>
		Apply	
		Reflect	
Week 11 11/9		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Red Book: <i>Disengagement</i></b> (Pages 153 – 171)</li> </ul>
		Apply	

		Reflect	
Week 12 11/16		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Red Book: <i>Teasing</i></b> (Pages 67 - 87)</li> </ul>
		Apply	
		Reflect	
Week 13 11/23		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Red Book: <i>Cliques</i></b> (Pages 89 - 109)</li> </ul>
		Apply	
		Reflect	<ul style="list-style-type: none"> <li>• <b>Due Today Online: SEL Children's Literature Lesson Plan Reflection</b></li> </ul>
Week 14 11/30		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Red Book: <i>Tattling</i></b> (Pages 111 - 129)</li> </ul>
		Apply	
		Reflect	<ul style="list-style-type: none"> <li>• <b>Due Today Online: Inventory of SEL Practices #3</b></li> </ul>
Week 15 12/7		Identify	<ul style="list-style-type: none"> <li>• Prior to Class: <b>Red Book: <i>Dishonesty</i></b> (Pages 207 - 227)</li> </ul>
		Apply	
		Reflect	
<b>Finals Week: Due Online, Tuesday December 14<sup>th</sup> NLT Midnight: SEL Toolbox</b>			