University of Montana Course Syllabi, 2021-2025

Spring 2-1-2023

EDEC 530: Social Emotional Development in Young Children

Allison B. Wilson
University of Montana, Missoula, allison.wilson@umontana.edu

EDEC 530: Social Emotional Development in Young Children

Instructor: Allison Wilson
Email: allison.wilson@mso.umt.edu
Office: ED 301 and ED Suite 111
Office Hours: By appointment
Credits: 3 semester credits
Location: This course is online using the Moodle platform

Course Description:

This course is offered during spring odd years. This online course examines the development, components, and influences of social competence in the early childhood years (birth - 8). Positive guidance techniques that enhance children's self-esteem and pro-social skills will be taught. Students will examine and critique developmental theories, current literature, researched-based teaching strategies and assessment tools. Activities will focus on providing students opportunity to discuss, debate, analyze, and practice key foundations and skills.

Practicum Requirement:

Students must plan for a minimum of 45 hours in an early childhood setting as well as planning and presenting a training session for parents/families. This setting will typically be an educational setting such as a school, pre k program, childcare, preschool, Head Start, Early Head Start, etc.

Learning Materials:

- Becky, B., Christian, H., Hepler, V., & Speidel, A. (2011). *Creating the school family: Bully-proofing classrooms through emotional intelligence*. Loving Guidance.
- Click here to order the text through the Conscious Discipline Website
- Video recording device (can be iPAD, GoPro, Smartphone)

This Course Addresses the following NAEYC Standards:

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 Montana Chapter 59 ECE Standards. This course attends to and introduces each of the following standards:

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

NAEYC Standard 2 Building Family and Community Relationships:
- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

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

NAEYC Standard 5 Using Content Knowledge to Build Meaningful Curriculum:
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Course Outcomes, Assignments, and Assessments

Course Outcomes	Major Assignments
1. Students will develop a strong working knowledge of concepts and techniques for social and emotional learning.	● Seminar: Content Reflection ● Journal article analyses
2. Students will recognize and demonstrate the role of teachers in facilitating healthy social, emotional and moral development.	● Community of Reflection and Practice (CORP) assignments o Applied lessons o Video Reflection

3. Students will apply a variety of developmentally appropriate teaching skills and strategies that include direct and indirect guidance techniques.	• Community of Reflection and Practice (CORP) assignments
	  o Applied lessons
	  o Video Reflection

4. Students will promote the development of children's social-emotional and friendship skills.	• Community of Reflection and Practice (CORP) assignments
	  o Applied lessons
	  o Video Reflection

5. Students will integrate knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research through guided discussions with peers.	• Journal article analyses • Training/Workshop Development

Assignments:

Students are expected to turn in assignments prior to the beginning of class on the day the assignment is due. Please submit all assignments via Moodle, unless otherwise noted in the assignment description. Assignments are expected to be of professional quality--this means thoughtful, descriptive, complete, utilizing strength-based language and relatively few if any grammatical and spelling errors. Assignments that are *not* of professional quality are subject to a loss of points.

Assignments	Total Points

1. Weekly Online Seminars:
  • Content Reflection
  • 2-Minute Research SLAMs
  • NAEYC Connection and Reflection
	20%

2. Research Analyses:
  • Analysis and Summary 1
  • Analysis and Summary 2
  • Analysis and Summary 3
  • Analysis and Summary 4
	20%

3. Learning and Assessment Plans (2)	20%

4. Community of Reflection and Practice (CORP) assignments
  a. Applied lessons (2)
  b. Video Reflection (2)
  c. Peer Review (2)
	20%

5. Family/Community/Peer Workshop or Training Development	20%
Total:	100%

Grading Scale: Total Assignment Points Will Be Converted to a Percent Score in Moodle									
A	95-100	B+	87-89	C+	77-79	D+	67-69	F	>60
A-	90-94	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

Course Requirements and Policies:

1. *Late Work Policy:* If a student does not achieve approval from the instructor prior to the late submission, 10% of the possible total points will be deducted per day, up to 3 days.

2. *Conduct Code*: Students are expected to know, understand, and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code.* An unabridged copy of this code is available at https://www.umt.edu/safety/policies/default.php. If there are questions about how the code applies to a class activity, please consult with the course instructor prior to engaging in that activity.

3. *Academic Honesty:* Students are expected to know, understand, and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code.* An unabridged copy of this code is available at http://www.umt.edu/student-affairs/. If there are questions about how the code applies to a class activity, please consult with the course instructor prior to engaging in that activity.

4. *People-First Language:* As a field, we have adopted the use of "people-first language" when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, "child with autism" not "autistic child". For a more elaborate description of the language to use when describing people with disabilities, please consult page 72 of the *Publication Manual of the American Psychological Association, 6th Edition*.

5. *Accommodations:* If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from Disability Services for Students. If you

have not yet registered with Disability Services, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the Disability Services website at www.umt.edu/disability.

Additional Notes: Please understand that this document serves as a guide. I welcome student input and reserve the right to adjust this guide as the semester proceeds. If changes occur, they will be written and distributed to the class.

EDEC 530 Course Schedule

Week	Online Topic	Assignments	Due Date
1.	Introduction and First Steps Read: Forward of Course Text	● Seminar: Content Reflection	1/22
2.	The School Culture Read: Chapter 1	● Seminar: Content Reflection	1/29
3.	The School Family Read: Chapter 2	● Seminar: 2 minute Research Paper Slam 1 ● Journal article analysis 1	2/5
4.	Friends and Family Board Read: Chapter 3 and 4	● Seminar: Content Reflection	2/12
5.	The Safekeeper Read: Chapter 5	● Seminar: 2 minute Research Paper Slam 2 ● Journal article analysis 2	2/19
6.	Visual Rules and Routines Read: Chapter 6	● Seminar: Content Reflection ● Lesson Plan 1	2/26
7.	Ways to Be Helpful Read: Chapter 7	● Seminar: Content Reflection ● Video Lesson 1 Submission	3/5

8.	Brain Smart Way Read: Chapter 8	● Seminar: Content Reflection ● CORP Video Feedback Lesson 1	3/12
9.	Safe Place Read: Chapter 9	● Seminar: 1 minute Research Paper Slam 3 ● Journal article analysis 3	3/19
	Spring Break 3/20 - 3/24		
10.	School Family Rituals and Jobs Read: Chapter 10 and 11	● Seminar: Content Reflection	4/2
11.	Time Machine Read: Chapter 12	● Seminar: 2 minute Research Paper Slam 4 ● Journal article analysis 4	4/9
12.	Celebration Center Read: Chapter 13	● Seminar: Content Reflection ● Lesson Plan 2	4/16
13.	We Care Center Read: Chapter 14	● Seminar: Content Reflection ● Video Lesson 2 Submission	4/23
14.	Class Meetings Read: Chapter 15	● Seminar: Content Reflection ● CORP Video Feedback Lesson 2	4/30
15.	Culminating Assignment	● Seminar: NAEYC Connection and Reflection ● Self-Created 15-Minute Workshop Suite Posted	5/7

16.	Finals Weeks	- Seminar: NAEYC Connection and Reflection - CORP Feedback on 15 Minute Workshop Suite	5/12 (Friday)