

# Mayville State University

## EC 336 Social & Emotional Development & Guidance in ECE

Spring 2025, 1<sup>st</sup> 8 Weeks (January 13<sup>th</sup> to March 7<sup>th</sup>)

3 Credits

### Course and Instructor Information

**Instructor Name:** Dr. Kelli Odden

**Contact Information:** Office: Education Building 116D

Email: [kelli.odden@mayvillestate.edu](mailto:kelli.odden@mayvillestate.edu)

Phone: 701-788-4867

**Hours of Availability:** M/W/F 9:00-10:00; T/TH 1:00-4:00

**Instruction Mode:** Online Asynchronous

**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT).

**Zoom Link-** Be sure to email me requesting to schedule a meeting, and we will use this link to meet.

### Course Materials and Technologies

#### Required

Marion, M. (2019). *Guidance of Young Children* (10<sup>th</sup> ed.) Upper Saddle River, NJ: Merrill Prentice Hall.

Crowe, C. (2010). *Sammy and His Behavior Problems Stories and Strategies from a Teacher's Year*. North East Foundation for Children, Inc.

### Course Description

This course involves the study of classroom management, motivation, building self-esteem, and positive guidance strategies that support crisis prevention and intervention. Teacher candidates will learn about cultural influences, factors that affect mental health and social and emotional development and typical and atypical development in children. Teacher candidates have opportunities to apply these techniques through case studies focusing on preschool-through early elementary (first-third) grades.

Prerequisite: EDUC 250.

Cross-Listed with SPED 336.

### Course Objectives

1. To define social and emotional development. (InTasc 1, NDECS 1, NAEYC 1, CEC 2, SLO 1)
2. To define classroom management. (InTasc 1, 2,& 3, NDECS 1 &9, NAEYC 1, CEC 2 & 7, CECEC 3, SLO 1)
3. To describe developmentally appropriate classroom management practices to support all learners in the classroom. (InTasc 1 & 3, NDECS 1, NAEYC 1 & 4, CEC 2 &7, CECEC 3, SLO 1)
4. To describe developmentally appropriate ways to build social and emotional, critical thinking, and problem-solving skills through classroom management practices. (InTasc 1, NDECS 1, NAEYC1 & 4, CEC 2, CECEC 3, SLO 1)
5. To analyze the effects of the classroom environment in supporting developmentally appropriate classroom management practices to support all learners. (InTasc 3, NDECS 3, NAEYC 1, CEC 2 & 7, SLO 1)

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6. To analyze developmentally appropriate techniques and systems to support crisis prevention and intervention systems. (InTasc 1 & 2, NDECS 3, NAEYC 1 & 4, CEC 7, CECEC 3, SLO 1)
7. To assess the role of the teacher and other adult supporters in developmentally appropriate classroom management practices. (InTasc 1,2, & 3, NDECS 3, NAEYC 1 & 4, CEC 7, CECEC 3, SLO 1)

## Course Expectations

**Timeliness is an expectation.**

**Writing Expectations:** This course holds very high regard for the ability to express one's thoughts clearly and well. Individuals considering positions in education must be able to convey information and ideas verbally and in writing. Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or access The Writing Center for assistance with their writing.

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that include research references must consist of internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Email/Response Time:** I expect full communication between the student and myself. If the student has a concern or a question, they are expected to communicate their needs. I answer all emails and phone calls **within 24 hours of receiving them**. Feel free to contact me via email or phone or stop by my office.

**Student Email:** Students are accountable for all academic communications sent to their Mayville State University email address.

## Assignments and Assessments

Students are responsible for accessing the information, assignments, and assessments as they are presented on Blackboard.

<b>Assignments &amp; Assessments- All directions are listed within Blackboard under the Documents and Information Panel.</b>
Attendance on the first day of class. (Enrollment Verification Assignment)
PBIS System Study
A Teacher's Role in Guiding Children
Understanding Child Development
Class Dojo System Study
Responsive Classroom System Study
Cognitive Development
Impact of the Classroom Environment
Direct and Indirect Guidance
Guidance Strategies
Love and Logic System Study
Observation Strategy
Nurtured Heart Approach System Study
Stress and Resilience
Whole Brain Classroom Guidance System
Teacher Interview
Behavior Management Website
Stoplight Guidance System

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Final

## Evaluation and Grading

**Grading Policies:** The goal of evaluation is to assess whether students gained the knowledge, skills, and dispositions that will increase their competence as educators in a diverse and inclusive classroom.

It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.

**Grading Turnaround Time:** You can expect to see your grade for each assignment within 10 days of the due date. For example, if an assignment is due July 1<sup>st</sup>, your grade will be posted no later than July 10<sup>th</sup>.

**Late Work:** You are better off handing in something late than not handing it in at all.

- Late work **drops 1 point per day after the due date**. Late work is determined by the Blackboard Dropbox date. The date assignments are submitted are highlighted on the dropbox and this is the method used to determine if an assignment is late. Timeliness is a teacher disposition.
- Please **do not** email your work. Instead, Dropbox it within Blackboard. If you have difficulty submitting it, please let me know by email or phone.
- Please plan ahead and do not wait until the last minute to hand in assignments. Each assignment is given enough time for completion, and it is up to you to take advantage of this allotted time.
- The entire course is open from day one, allowing you to plan your time accordingly.
- **Extra Credit:** Extra credit **is not given**. Please do not ask for extra credit. The assignments within this course are designed to understand best your knowledge of the topics and strategies discussed.

**Rounding Up:** The grading scale listed within the syllabus is used to assign the final letter grade for the class. If you are within .5 of the next grade and it moves you up a letter grade that will be implemented. However, before implementation, your timeliness, completion of assignments, and teacher dispositions will be reviewed and used in the decision-making of this process.

## Attendance/Participation Policies

Attendance is expected. Attendance online means participation in the course through assignment completion, discussions, and interactions (discussions, emails, Zoom calls as requested) with the professor and peers.

**BSED Teacher Education Majors:** A "C" or higher is required for this course.

**Grading Scale** 94-100 = A, 87- 93 = B, 80-86 = C, 72-79 = D, < 72 = F

## Breakdown of Grades

Assignment	Points
Attendance on the first day of class. (Enrollment Verification Assignment)	15
PBIS System Study	30
A Teacher's Role in Guiding Children	30
Understanding Child Development	30
Class Dojo System Study	30
Responsive Classroom System Study	30
Cognitive Development	15
Impact of the Classroom Environment	15

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Direct and Indirect Guidance	20
Guidance Strategies	15
Love and Logic System Study	30
Observation Strategy	30
Nurtured Heart Approach System Study	30
Stress and Resilience	45
Whole Brain Classroom Guidance System	30
Teacher Interview	25
Behavior Management Website	15
Stoplight Guidance System	30
Final	50
<b>Total Points</b>	<b>515</b>

## Enrollment Verification

### Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

**Enrollment Verification Assignment:** The Introduction Discussion located in the week 1 folder is the Enrollment Verification Assignment for EC 336.

## Proctor Notification

No proctors are required for this course.

## Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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## Course Timeline/Schedule

Assignment	Points	Location/Due Date
Attendance on the first day of class. (Enrollment Verification Assignment)	15	Week 1 Folder-Due 1/15/25
PBIS System Study	30	Week 1 Folder-Due 1/17/25
A Teacher's Role in Guiding Children	30	Week 1 Folder-Due 1/17/25
Understanding Child Development	30	Week 2 Folder-Due 1/24/25
Class Dojo System Study	30	Week 2 Folder-Due 1/24/25
Responsive Classroom System Study	30	Week 3 Folder-Due 1/31/25
Cognitive Development	15	Week 3 Folder-Due 1/31/25
Impact of the Classroom Environment	15	Week 3 Folder-Due 1/31/25
Direct and Indirect Guidance	20	Week 4 Folder-Due 2/7/25
Guidance Strategies	15	Week 4 Folder-Due 2/7/25
Love and Logic System Study	30	Week 4 Folder-Due 2/7/25
Observation Strategy	30	Week 5 Folder-Due 2/14/25
Nurtured Heart Approach System Study	30	Week 5 Folder-Due 2/14/25
Stress and Resilience	45	Week 5 Folder-Due 2/14/25
Whole Brain Classroom Guidance System	30	Week 6 Folder-Due 2/21/25
Teacher Interview	25	Week 7 Folder-Due 2/26/25
Behavior Management Website	15	Week 7 Folder-Due 2/28/25
Stoplight Guidance System	30	Week 7 Folder-Due 2/28/25
Final	50	Week 8 Folder This is due when you sign up for your Zoom Call.
<b>Total: 515</b>		

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## Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If a significant health or safety event necessitates a change in course format, plans for remote options for this course include Zoom meetings for class, and courses will continue as planned in Blackboard.

## Conceptual Framework

Teacher education courses are based upon the [Conceptual Framework: Reflective Experiential Teacher](#).

## Standards Aligned to EC 336

### InTasc Principles:

**Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### ND Early Childhood Teacher Education Standards:

**50037.1 Child Development and Learning in Context:** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

**50037.4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

### NAEYC Standards:

**Standard 1: Child Development and Learning in Context:** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

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**Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices:** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

## **CEC Standards:**

**Standard 3: Collaboration and Teaming:** Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

## **CECEC Standard:**

**Standard 3: Collaboration and Teaming:** Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

## **Program Student Learning Outcomes (SLOs) Addressed in This Course**

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO #1:** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

## **Instructional Strategies** (Required for Teacher Education and Nursing program courses. Otherwise, optional.)

- Student/teacher-led learning experiences • Cooperative Learning • Discovery Learning • Questioning • Inquiry
- Multimedia • Demonstration • Project Approach • Reflection

## **Proctor Notification**

No proctors are required for this course.

## **Late Arrivals**

Work with the professor to ensure all information is understood and the student is kept informed about the course's current and past events. All assignments are expected to be completed.

## **References / Bibliography**

Bicknell, K. (2023). To the teacher feeling unsupported with student behavior. *Educational Leadership*, 81(3), 58-63.

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- Frey, N., Fisher, D., & Smith, D. (2022). *The Social- Emotional Learning Playbook: A Guide to Student and Teacher Well-Being*. Corwin.
- Gregory, G. & Kaufeldt, M. (2015). *The Motivated Brain: Improving Student Attention, Engagement, and Perseverance*, ASCD.
- Hemmeter, M., Ostrosky, M., & Fox, L. (2021). *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*. North East Foundation for Children, Inc.
- Jung, L. (2023). Connection before correction. *Educational Leadership*. 81 (3), 20-25.
- Kafele, B. (2013). *Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success*. ASCD.
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- Marian, M. (2019). *Guidance of Young Children*. 10<sup>th</sup> ed. Pearson.
- McNerney, M. (2023). De-escalating the Hulk brain: Here's how a teacher can calm down an agitated student when extreme behavior occurs. *Educational Leadership*, 83 (3), 42-47.
- Minahan, J. (2023). A matter of perspective: Helping students hone their perspective-taking skills is an important but often overlooked behavior intervention strategy. *Educational Leadership*, 81 (3), 28-34.
- Shalaby, C. (2023). Are we teaching care or control? *Educational Leadership*, 81 (1), 14-20.
- Smith, D. (2023). Following through on restorative practice. *Educational Leadership*, 81 (3), 14-18.
- Sprenger, M. (2020). *Social Emotional Learning and The Brain: Strategies to Help Your Students Thrive*. ASCD.
- Szabo, R. (2023). Let's talk about mental health. *Educational Leadership*, 81 (1), 56-61.
- Weinstein, N. & Tsai, N. (2023). What's behind the rise in problem behavior? It could be cognitive. *Educational Leadership*, 81 (3), 48-52.



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Turnbull, A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionalities: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.

Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. A. (2013). *Exceptional lives: Special education in today's schools* (7th ed.). Boston, MA: Pearson.