



Castleton University

Early Childhood Educators Institute

Summer 2021 Course Syllabus

The course objectives, expected outcomes, assignments, and readings for this course were aligned with Vermont child care program licensing qualifications criteria and relevant certificates and credentials issued by Northern Lights at CCV and the endorsement standards for early childhood overseen by the Vermont Agency of Education. Specifically, this course was framed using the Vermont Core Knowledge and Competencies for Early Childhood Professionals, the Vermont Early Learning Standards, the Vermont Guiding Principles for the Full Participation of Each and Every Child, and/or the Vermont Core Teaching Standards. This syllabus was vetted for licensure and credential alignment by both the Agency of Education's Early Education Programs Manager and the Director of Northern Lights at CCV. Detailed information regarding that alignment is available upon request from the Castleton Center for Schools.

VELS Alignment:

There will be a focus on supporting the development of functioning in line with the VELS domains: Developing Self and Communication & Expression as well as facilitating requisite skills for the VELS domain: Learning about the World.

Course Title: Social Emotional Learning: Supporting Foundations of Language, Learning & Social Communication Through Play and Active Co-regulation

Number of Credits: 3 graduate or undergraduate credits

Level: Graduate & Undergraduate

Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

Course Code: EDU 5515 C03 (graduate) & EDU 4710 CFS4 (undergraduate)

Dates: July 20 – November 1, 2021.

This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, 2021 at the latest.

Start Date: July 20, 2021

Sessions: July 20, 22, 27, 29, 2021

Final Projects/Papers Due: August 31, 2021

Times: July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

Format: Online asynchronously and synchronously using Zoom videoconferencing.

Location: Online

Instructor: Laura Bonazinga Bouyea, M.S., CCC-SLP

Contact Email: lbouyea@sterncenter.org; laurabonazinga@vtslp.com

Course Cost to Student: \$375 for this 3-credit course. The institute fee is \$200. Total: \$575

Course Overview:

This four-day course focusing on Social Emotional Learning (SEL) will engage you with an introduction to supporting language and social relatedness through play, peer mediated interventions, increasing social awareness, perspective-taking and other areas of social learning which facilitates the development of core competences of SEL. The four modules are designed for parents, teachers, educational support staff, related services providers (speech language pathologists, occupational therapists) and administrators interested in supporting the development of children's engagement, communication, symbolic language, and social emotional regulation through play. Overviews of the foundational skills underlying play, types of play, and active strategies for supporting play will be stimulated through lecture, discussion and hands-on play. Opportunities for supporting play between peers, which provides children with repeated exposure to language, symbolic play and social negotiation, will be targeted by reviewing Peer Mediated Instruction and Interventions (PMII) and then through the development and implementation of PMII programming, supports, and strategies. Through a socio-cognitive lens, underlying concepts and descriptions of theory of mind (ToM) and SEL will be discussed with a focus on guiding young children to acknowledge, identify, receive support, and engage in learning opportunities which foster effective communication. Several take-home strategies and supports will be developed

Age focus: Birth through Grade 3

Design Focus:
Parents
Early Childhood and Elementary Educators
Para-educators and Instructional Aides
Related Service Providers

Format: Hybrid Course. There are required readings completed out of class with live remote instruction

Required Texts:

Bodrova, E., & Leong, D.J. (2007). *Tools of The Mind*. Pearson Education; ISBN: 0-13-027804-1

Dunlap, G., Wilson, K., Strain, P., & Lee, J.K. (2013) *Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Support*. Brookes Publishing Co: Baltimore, Maryland. ISBN-10: 978-1598572506 ISBN-13: 1598572504

Mraz, K., Porcelli, A., & Tyler, C. (2016). *Purposeful Play: A Teacher's Guide to Igniting Deep & Joyful Learning Across the Day*. Heinemann; Portsmouth, NH; ISBN: 978-0-325-07788-8

Rodgers, S.J., Dawson, G., Vismara, L.A. (2012). *An Early Start for Your Child with Autism: Using Everyday Activities to Help Kids Connect, Communicate, and Learn*. The Guilford Press; ISBN-10: 160918470X ISBN-13: 978-1609184704

Additional Required Readings:

Casby, M. (2003). The Development of Play in Infants, Toddlers, and Young Children. *Communication Journal Quarterly*, 24(4) (163-174).

CASEL (2017). <file:///C:/Users/Owner/Desktop/CASEL/Competencies.pdf>

Izumi-Taylor, S., Pramling Samuelsson, I., & Steele, C. (1999). Perspectives of Play in Three Nations: A Comparative Study in Japan, the United States, and Sweden. *Early Childhood Research & Practice (ECRP)*. <http://ecrp.uiuc.edu>; ISSN 1524-5039

Jording, M., Hartz, A., Bente, G., Schulte-Ruther, M., & Vogeley, K. (2018). The “Social Gaze Space”: A Taxonomy for Gaze-Based Communication in Triadic Interactions. *Frontiers in Psychology*, 9, (1- 8).

Utley, C., Mortweet, S.L., & Greenword, C.R. (1997). Peer Mediated Instruction and Interventions. *Focus on Exceptional Children*, 5(29) (1-24).

Vermont Agency of Education and Human Services (August 2015). *Early Learning Standards (VELS)* <file:///C:/Users/Owner/Desktop/Summer%20Institute/edu-early-education-early-learning-standards.pdf>

Whalen, C., & Schreibman, L. (2006). The Collateral Effects of Joint Attention Training on Social Initiations, Positive Affect, Imitation, and Spontaneous Speech for Young Children with Autism. *Journal of Autism Developmental Disorders*, 36 (655–664).

Course Objective:

This course focuses on the development of pivotal and foundational skills across language, cognition, and social emotional learning, fostered through social relatedness and play. The four modules include: 1) Defining Play and an introduction to supporting language and social relatedness through play, 2) Peer Mediated Instruction and Intervention (PMII), 3) Early developments in Theory of Mind(ToM), and, 4) Social Emotional Learning (SEL) across Multi-tiered instruction. Practical application of scaffolds, strategies, and interventions for supporting the development of children’s engagement, communication, symbolic language, and social emotional regulation will be stimulated through ‘Think and Do’ activities.

Learning Objectives: Four modules provide knowledge and practical application across the following areas of learning:

Module 1: Play

- How we define play, highlighting its importance for facilitating language, growing social connections, and fostering learning and resilience
- Pivotal areas of development which form the foundation of play
- An outline of the stages and types of play
- How to balance unguided and guided play
- Supporting impairments in language, social relatedness and communication within play

Module 2 : PMII

- Define evidence supporting PMII
- Approaches of PMII
- Strategies to support social communication, perspective-taking, language, associative and cooperative play through PMII

- Peer play coaching strategies
- Design and implementation of plan and associated supports

Module 3: Supporting Early ToM and Social Communication

- Define Theory of Mind
- Strategies to increase joint attention, mutual engagement and early perspective-taking through play
- Integrating early perspective-taking into joint book reading interactions

Module 4: Introduction to Social Emotional Learning (SEL) across multi-tiered Instruction

- Define SEL competencies as outlined by the Collaborative for Social and Emotional Learning (CASEL)
- Strategies for increasing emotional literacy, or the recognition and expression of emotional states
- Strategies and interventions for increasing SEL competencies across tiers of instruction

DATE	TENTATIVE AGENDA	REQUIRED READINGS	Assignments/Activities
July 20 AM	Introduction to course Syllabus Assignments & Readings	Casby (2003) Rodgers Text Ch 1-6, 11 Whalen & Schriebman (2006)	
July 20 PM	What is Play? - How is play defined? - Classifications & stages of Play - Pivotal areas of development fostered through play - Applications of interventions to nurture learning through play	Bodrova Text Ch 4-7 Mraz Text Ch 1-2	Think and Apply 1: Define Play
July 22 AM	Peer Mediated Instruction & Interventions (PMII) - Define evidence supporting PMIIs - Approaches of PMII - Individualized Programming	Mraz Ch 5 Rodgers Text Ch 8 Utley (1997)	
July 22 PM	PMII - Implementation of Plan - Supports & Visuals to support PMII		Think & Apply 2: PMII Plan
July 27 AM	Early Theory of Mind (ToM) - Define Early ToM - Stimulating Mutual Engagement through Play	Jording (2018) VELS Rodgers Text Ch 9, 12, 13	

	<ul style="list-style-type: none"> - Language & Social Communication 		
July 27 PM	Early Theory of Mind (ToM) <ul style="list-style-type: none"> - Interventions to support ToM - Application through play 		Think & Apply 3: ToM in Play Plan
July 29 AM	Social Emotional Learning (SEL) <ul style="list-style-type: none"> - Behavior as Communication - Social Emotional Learning (SEL) Competencies - Social Co-Regulation - Practical Classroom Strategies - Prevent-Teach-Reinforce 	CASEL 2017 Dunlap Text Ch 1, 3, 5, 6 Mraz Ch 4 & 9	Think and Apply 4: SEL Application
July 29 PM	Cultural Considerations in SEL <ul style="list-style-type: none"> - Increasing Equity in SEL - Integrating Cultural Competency into Practice 	Izumi-Taylor (1999)	Think & Apply 5: Play Contract

Assignments:

1. All papers and assignments must be written in APA format. This requires one inch margins, double spacing throughout, and 12-point Times New Roman font. You are also required to cite in APA format. For instructions on how to cite active and passive uses of citations, please see <https://owl.english.purdue.edu/owl/resource/560/02/>
2. Papers may be submitted in hard copy in class or electronically via email no later than the due date prior to 8:00 pm. **Please note that when submitting assignments electronically, proper and consistent titles using the format below are expected for BOTH the document as well as within the subject line of the email.** Mislabeled documents are easy to lose. In the event of a mislabeled assignment, that is lost or consequently late, the student is held responsible for any grade penalties incurred. A 5 point penalty will be deducted per day (not counting weekends) for any late assignments, without prior arrangements with the instructor.

Labeling format:

Name_Assignment Title_Assignment # (when applicable).
E.g., LauraBonazinga_Think and Apply 1

3. Think & Apply (In class instructional experiences): 5 T & A (10 points each)
 - a. In class instructional experiences will be provided to connect the information from the text, associated readings and lecture to real life experiences and practice. These activities are designed to be semi-structured, interactive and stimulating.
 - b. Credit for full participation is given when a student participates in class and/or in a breakout room discussion following the following format:
 - i. Think & Apply Reflection
 1. Targeted skill or process/connection to the course content
 2. What did you learn that was new?
 3. Which (if any) old tricks/tools did you integrate from your practice into this experience?
 4. What can you add to your future practice or personal experiences?
 5. Remaining questions & thoughts and/or anticipated challenges?
4. Practical Application Assignment (out of class): 50 points

- a. Lesson Plan- Develop one plan that provides an intervention and/or supports & scaffolding to facilitate the development of one area of developmental impairments (i.e, joint attention, play expansion, PMIIs, perspective-taking, social emotional learning & regulation and/or classroom participation)
 - i. Define underlying theoretical considerations (Rationale for plan)
 - 1. What factors specific to this period of development play a direct role in this lesson plan?
 - ii. Audience- whole class, 1:1, small group
 - iii. Goal /objectives – operationalized & measurable
 - iv. Materials & Procedure to carry out plan
 - v. Scaffolds, supports, accommodations and/or environmental supports needed to carry out your plan
 - vi. Include a plan for implementing support within the framework of the prompt hierarchy

Graduate Credit Assignment:

Students taking the course for graduate credit will complete a 10-12 page paper demonstrating knowledge gleaned from lecture content, required texts, and course practicum outlining current best practice for supporting language, social communication and social emotional learning (SEL) through play, within the framework of VELS.

Course Grading:

	<u>Points</u>	<u>Approx. Percentage</u>
In Class Think & Apply Activities (5)	50	50%
Lesson Plan	50	50 %
Final Paper (Graduate Credit)*		*(100)
Undergraduate Credit Total	100	100%

Grading Policy:

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at: <http://catalog.castleton.edu/index.php>

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success

necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:

<http://catalog.castleton.edu/content.php?catoid=23&navoid=2159>

Transcript Request:

www.castleton.edu/transcripts