PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE

COURSE TITLE   **Advanced Learning Environments**
ECED 2110

Credit Hours: 3

Dr. Shari Lillestolen
865 539 7229
252 H Alexander
Building
srlillestolen@pstcc.edu

Date Revised:
8/27/09

Catalog Course Description:

This course focuses on the skills, knowledge, and materials development which are necessary in the provision of a developmentally appropriate environment for young children. Laboratory observation and class room interaction.

Entry Level Standards:

College level reading and writing. This class is designed to be an elective in the ECEd program and provide students with materials and experiences to enable them to apply positive behavior supports in an early childhood setting.

Prerequisites:

 ECEd 2010 and 2015 or department approval.

Co requisites:

None.

Textbook(s) and Other Course Materials:

Suggested Texts and Resources:

Epstein A. S. (2009). *Me, You, Us: Social-Emotional Learning in Preschool.* High Scope Educational Research Foundation, Ypsilanti, MI. ISBN 978-1-57379-425-1

Tennessee Early LearningStandards: http://www.tennessee.gov/education/ci/earlychildhood/index.shtml

Center on the Social and Emotional Foundations for Early Learning: www.vanderbilt.edu/csefel

Teacher Kit: http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_toc.htm

I. Week/Unit/Topic Basis:

Week	Topic
1	The Pyramid Model
2	Building Positive Relationships
3	Supportive Environments
4	Routines and Schedules
5	Incidental and Direct teaching Models
6	Developing Friendship Skills
7	Using children's Literature
8.	Emotional Literacy
9.	Positive Behavior Support
10.	Emotional Literacy
11.	Problem Solving/building community
12.	Individualized Intensive interventions
13.	Developing Behavior Support Plans
14.	Family Connections
15.	Strategies for Program-Wide Implementation

II. Course Objectives*:

A.   Student will develop plans for the early childhood environment. I, II, IV

B.   Student will develop schedules and routines for appropriate early learning programs. I,

C.   Student will compile materials to assist in developing Positive behavior Supports plans for classrooms and individual children. I, II, IV

D.   Student will develop Behavior Management Plans for an Early Childhood Environment. I, III

E.   Student will learn use of children's literature for positive social emotional behaviors in early childhood settings. I, III.

*Roman numerals after course objectives reference goals of the ECED *(career/technical program)* program.

III. Instructional Processes*:

The goal of this course is to apply the learning from
reading, lecture and web sites to develop strategies
to create appropriate and supportive environments
for young children and families. To achieve this
outcome, students will demonstrate the ability to:

1.	Observe and participate with children in an early childhood setting in order to demonstrate intentional planning strategies for social and emotional learning and developmentally appropriate environments as well as supportive adult-child interactions. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

2.	Use the internet for identifying resources and for communication with the instructor or peers to reflect on the experiences with children and apply knowledge of social emotional development and child development to understand the early childhood setting. *Communication Outcome, Social/Behavioral Sciences Outcome, Technological Literacy Outcome*

3.	Participate in group projects to demonstrate collaborative abilities understand the principles of team work in on-the-job activities that enhance the early childhood work-site environment and career path. *Active Learning Strategy, Humanities/Fine Arts Outcome*

4.	Develop a professional implementation plan for creating appropriate environments for the enhancement of social and emotional learning in the child care field. To professionally demonstrate understanding of fundamental child development processes. *Communication Outcome, Natural Sciences Outcome, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1.	Analyze and apply information gained from class work and field-work observations of children to design appropriate experiences that meet the diverse needs of children within the group and program standards. II,A; II,D

2.	Demonstrate the ability to support quality environments through play and learning through positive interactions and relationships. II,B; II,C;

3.	Develop a positive behavior support plan to show understanding and appropriate and supportive guidance strategies which promote social and emotional development. II,A; II,C; II,D

4.	Develop a program wide plan for implementing positive behavior support and creation of developmentally appropriate environments for your children. II,A

*Letters after performance expectations refer Course objectives above.

V. Evaluation:

A. Testing Procedures: __15__% of grade

Students will reflect on readings, lectures and field testing of materials in written reflections.

B. Laboratory Expectations: __15__% of grade

Students will keep an inventory of practice reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work: _20___% of grade

Students will complete field experience in a site approved by the instructor. Students will use class materials to create appropriate interactions and environments for positive behavior supports.

D. Other Evaluation Methods: __50__% of grade

Students will participate in various group and individual projects and activities to demonstrate knowledge of course content and create a teacher kit of materials.

E. Grading Scale: There are 100 possible points for this course. Students will lose points for absences and for being unprepared in class. 90-100 A, 89-80 B, 79-70 C, 69-60 D, 0-60 F.

VI. Policies:

A. Attendance Policy:
Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty: See the PSTCC handbook.

C. Accommodations for disabilities:

Students with Disabilities Statement:
Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her/his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. SSWD may be contacted by going to Goins 134 or 126 or by phone: 694-6751 (Voice/TTY) or 539-7153. More information is available at

ECED 2110 Advanced Learning Environments   Dr. Shari Lillestolen   srlillestolen@pstcc.edu   865-539-7229
Fall 2009

CSEFEL MODULES	Topics	Dates	Readings: *Me, You, Us* (MYU)	Readings: www.vanderbilt.edu/csefel	Assignment Due	I
	Introduction of the Pyramid Model	9/1	Video Overview	Pyramid Overview		
Module 1	Building positive relationships	9/8	MYU Chapt. 1,14	Module 1 Handout 1.5	*10 Questions* p. 152 MYU 5 questions Ch. 1	B R
	Supportive environments and routines	9/15	MYU Chapt. 2	WW Brief 3	5 questions Ch. 2	
	Teaching the daily routines	9/22	MYU Chapt. 3	WW Brief 5	Daily Routine Charts 5 questions Ch. 3	D E
Module 2	Incidental and direct teaching	9/29	MYU Chapt. 5	WW Brief 4	Transitions Trick 5 questions Ch. 5	
	Developing friendship skills Moral Behavior	10/6	MYU Chapt. 7 & 10	WW Brief 6	Saying "*Sorry*" 5 questions Ch. 7 & 10	I
	Bibliotherapy	10/13		Module 2 Handout 2.4	"Feelings" book report	
BREAK!	**PSTCC Fall Break**	10/20				

	Emotional Literacy Anger management	10/27	MYU Chapt. 4, 6	WW Brief 21 Module 2 Handout 2.6	Feelings charts and games 5 questions Ch. 6	
	Problem solving techniques and building community	11/3	MYU Chapt. 7, 11	WW Brief 15 Module 2 Handout 2.7	Solutions kit-Tucker and solution cards 5 questions Ch. 11	S S
Module 3 a	Individualized Intensive Interventions/ Functional Behavior	11/10		WW Brief 10		
	Targeting behaviors and social skills	11/17		WW Brief 9		
Module 3 b	Developing a Behavior Support Plan-Team Approaches, Becoming a Role Model	11/24	MYU Chapt.14		5 questions Ch.14	In In
	Family Connections	12/1	MYU Chapt. 15	Infant Toddler Module 1 handout 1.11 Parent Modules	5 questions Ch. 15	
Module 4	Planning for implementation	12/8		Effective Collaboration PPT	*Show and Tell* Teacher Kits and Reflections on use	P R
Final Synthesis	Individual and Program Wide Plans	12/15				In R In

Assignments for staff working in classrooms:

1. Complete all readings. Write 5 questions of interest from each and provide answers.
2. Develop a notebook of 1.) inventory of practice, 2.)What Works Briefs, 3.)children's literature on feelings, 4.)transition tricks.
3. Develop a teacher kit for use in the classroom
   Complete folders 1-8. Folder 9 is optional.
   http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_toc.htm
   http://www.eichild.com/r_pages.cfm?ID=232   Free labels for the classroom with registration.
   Reflect in writing how any of the materials for the kit have worked in your classroom.

4. Reflect in writing on the sections of the "Inventory of Practice" throughout the term and again at the end.
5. Review children's literature concerning feelings and report on a title of choice using the form provided at:
   http://www.vanderbilt.edu/csefel/modules/module2/handout5.pdf
6. Learn a **_new_** "transition" trick and bring it to class to share. Reflect in writing in your notebook after you try it out.
7. Serve as a model for other staff at your site as you use new techniques and strategies.

Assignments for Class Members not currently in classrooms:

1. Select a *What Works Briefs* to present that coordinates with class topics. Present the topic on the specified class night using ppt slides and/or handouts.
2. Select and report on a book that elaborates on concepts from CSEFEL. Share key concepts in class.
3. Assist staff to develop teacher kits for each classroom.
   http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc_toc.htm
4. Develop a Program Wide PBS Team in order to:

   A. Review materials in Module 4.
   B. Review Critical elements Team Implementation Plan completing portions as possible.
   C. Set a time Line / Develop Plans for Staff Buy-In and poll staff
   D. Develop Plans for Family Involvement
   E. Develop program Wide Expectations
   F. Develop a plan for Implementation
   G. Identify Data Tracking Devices (Identification of Needs and Tracking Change)
   H. Coaches Selected
   I. Review Benchmarks of Quality

Optional Items for Teaching Kits:
CD Jack Hartmann "Getting Better at Getting Along"
http://www.jackhartman.com/cds.htm

CD Becky Bailey "It Starts in the Heart"
https://www.beckybailey.com/store.cfm?showproduct=0&prod_id=78

CD Mr. Rogers "Songs from the Neighborhood"
http://www.songsfromtheneighborhood.com/buy.cfm
Free Mr. Rogers from PBS KIDS: http://pbskids.org/rogers/songs/index.html

Turtle Puppet- purchased or "home-made"

Child Puppet

Infant Photo Cubes-purchased or "home-made"

Felt Boards for "mini-routines" or first-then boards

Feelings Books for Children Suggestions at:
http://www.vanderbilt.edu/csefel/documents/booklist.pdf
Or Available at the PSTCC Library.