

# Supportive Learning Environments for Young Children

## EDSE 269

Fall 2025 Section 01 Hybrid 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/18/2025

### Contact Information

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#### Instructor information:

- **Instructor:** Andrea Golloher
- **Office Location:** SH 235
- **Telephone:** (408) 924-5791
- **Email:** andrea.golloher@sjsu.edu (preferred mode of communication)
- **Office Hours:** By appointment

#### Course details:

- **Class Days/Time:** Tuesdays, 4:00-6:45 (see course schedule for in-person dates)
- **Classroom:** SH 212

### Course Information

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## Course Description (from SJSU Catalog)

Critical study of theory, research, and practice related to establishing nurturing and responsive relationships and supportive learning environments in cross-cultural, inclusive, multilingual settings for children and students from preschool through third grade.

## Course Format: Hybrid

This course will adopt a hybrid delivery format, including synchronous in-person meetings and asynchronous online learning opportunities. Students will need access to a computer or tablet device with internet connectivity and video capability.

# Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) (https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) offered by SJSU. There are also computer labs for student use located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

## Note on Artificial Intelligence Tools

The proliferation of Artificial Intelligence (AI) tools present both interesting new opportunities for educators and raise concerns regarding developing a teaching practice. Students should be aware of the following:

- AI platforms rely on language patterns to predict what an answer to a prompt should look like. They aren't "thinking" about the right response in a way a student would.
- AI platforms excel at predictive text and pattern recognition but struggle with accuracy. ChatGPT will even make up things (it "hallucinates" information) that sound convincing but aren't true. Internet-connected platforms have not solved this problem. If the user is looking for factual information, assume every output includes stuff that is made-up.
- AI platforms have bias. They have been trained on datasets that contain worldviews and assumptions and will replicate those ways of thinking about the world. Critical thinking strategies are especially important when engaging with AI-generated text.
- Apps such as ChatGPT depersonalize your writing. Overreliance may lead to a lack of voice and distinctive style—rhetorical strategies that are crucial for effective writing.

With this being said, AI use is encouraged with certain tasks, especially to help with preparation and editing. Students are invited to use AI platforms to help *prepare* for assignments and projects, e.g., to help with brainstorming or to get ideas for how to start a project. You are also welcomed to use AI tools to help *revise and edit* your work, e.g., to help identify flaws in reasoning or spot confusing or underdeveloped paragraphs. However, because the AI does not and cannot know your students, you must use your professional knowledge to refine the output to reflect the needs of the very real children in your classroom.

When using AI for these purposes I ask that you include an AI statement that reveals which model you accessed (Poe.com, You.com, Copilot, ChatGPT-o, DALL-E-3, Claude, Bard, Perplexity, etc.) with correct citation (you can ask the AI to cite itself in APA7 to help you).

## Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\_resources).



## Course Description and Requisites

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Critical study of theory, research, and practice related to establishing nurturing and responsive relationships and supportive learning environments in cross-cultural, inclusive, multilingual settings for children and students from preschool through third grade.

Letter Graded

## Program Information

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### **LCOE Department of Special Education Mission**

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### **LCOE Department of Special Education Program Learning Outcomes**

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Goals

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This course provides an overview of the ways in which teachers working with young children and students (preschool through third grade) can establish nurturing relationships and supportive environments to facilitate their social-emotional development and learning. This foundation allows children and students to feel connected, develop a sense of belonging, be respected, be safe to take academic risks, and engage in learning.

As learners, we will:

- Employ an asset-based view of students, families, and communities. To this end, we hold ourselves accountable for monitoring deficit perspectives.
- Examine and reflect upon our experiences as students and what we observe in schools.

- Reimagine classroom management using student-centered and strength-based approaches that center community, equity, justice, and including instead of exclusionary and punitive methods.
- Critically question practices and policies while analyzing the ethical and legal responsibilities we have for ensuring student safety as well as learning.

# California Commission for Teacher Credentialing

## Teacher Performance Expectations

These course learning outcomes (CLOs) address the following CCTC Teacher Performance Expectations (TPEs) for the PK-3 Early Childhood Education Specialist Credential:

1. TPE 1.3 (P). Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.
2. TPE 2.1 (P). Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development and learning.
3. TPE 2.4 (P). Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.
4. TPE 2.6 (P). Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).
5. TPE 2.7 (P). Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).
6. TPE 4.4 (I). Provide opportunities for children to express their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social, emotional development.
7. TPE 5.2 (A). Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.
8. TPE 5.4 (I). Apply assessment data and information from children's IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.
9. TPE 6.1 (A). Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.
10. TPE 6.2 (P). Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.
11. TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.

# Course Learning Outcomes (CLOs)

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In order to ensure teacher candidates develop their knowledge, skills, and competencies to address these TPEs, by the end of this course, they will be able to...

1. Plan multiple strategies to communicate and collaborate with colleagues, children's caregivers, and community members to develop an understanding of each child's background in order to use this information to inform instruction and to update partners on each child's learning and development (TPE 1.3, 6.1, 6.2).
2. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning. Establish a plan for building an inclusive, productive and well-structured learning environment, including developing a classroom layout and daily schedule responsive to children and students social-emotional learning needs (TPE 1.3, 6.1, 6.2).
3. Identify and plan to use strategies to build rapport with children and students, including both formal and informal opportunities that encourage children and students to share their perspectives, to recognize their accomplishments, and to provide necessary assistance when needed (TPE 2.1, 4.4, 5.2, 6.3).
4. Establish a classroom plan that promotes positive relationships and effective learning for all children by establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians to ensure they are culturally and linguistically affirming. (TPE 2.1, 2.4, 2.6, 6.3)
5. Identify and plan to use strategies that nurture children's positive and developmentally appropriate social behavior, self-regulation, and social-emotional development through the use of respectful language to communicate and to encourage positive student-to-student and student-to-teacher interactions. (TPE 2.6, 5.2, 5.4, 6.3)
6. Plan to use positive interventions and supports, including recognizing children and students for their strengths (e.g., "catch them being good"; 4:1 positive statements) and peer-to-peer strategies (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices) to foster a caring community where each child is treated fairly and respectfully by adults and peers (TPE 2.6, 6.3).
7. Identify and access resources to support all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, exposure to violence, abuse, foster care, serious medical needs). (TPE 2.7, 6.2).

## Course Materials

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### Required Text

Kircher-Morris, E., & Morin, A (2025). *Neurodiversity Affirming Schools: Transforming Practices so all Students Feel Accepted and Supported*. Free Spirit Publishing.

# Supplementary Readings

All readings can be found on Canvas. Use your SJSUOne login credentials to access materials from the library. Supplemental readings will be assigned, referenced throughout the semester. Please see Canvas modules for specific readings.

## Course Requirements and Assignments

Assignment	Objectives	Points	Percent	TPEs	CLOs
Asynch Module 1: <a href="#">The Science of Self-Regulation: Understanding Development and Supporting Growth</a>	Through listening to the assigned podcasts and joining in a discussion with colleagues, students will: <ul style="list-style-type: none"> <li>Understand and differentiate between the three domains of self regulation: cognitive regulation, behavioral regulation, and emotional regulation</li> <li>Be prepared to explain a brain-aligned understanding of regulation</li> <li>Understand the bi-directionality of co-regulation in the classroom setting</li> <li>Recognize (some) of their own triggers that may influence how they respond to children's needs in the classroom</li> <li>Reflect upon strategies for self-regulation</li> </ul>	5	3.3%	1.3	1 5
Asynch Module: <a href="#">CECO Module: CSEFEL Teaching Pyramid Framework</a>	By completing this online module, students will be able to: <ul style="list-style-type: none"> <li>Describe the origins and purposes of the Teaching Pyramid framework</li> <li>Describe the importance of leadership teams, including the types of data they may review when implementing the pyramid model</li> <li>Recognize the value of establishing a consistent set of behavioral expectations across environments</li> <li>Describe the importance of and strategies for providing positive, specific, and consistent acknowledgement of positive behavior</li> <li>Describe strategies for teaching social behaviors</li> </ul>	5	3.3%	2.6 6.3	1 5 6

Assignment	Objectives	Points	Percent	TPEs	CLOs
Asynch Module:  <a href="#">Penn State Extension Better Kid Care: Observation with purpose</a> + Discussion	Through completing this online module and online discussion, students will be able to: <ul style="list-style-type: none"> <li>• Examine child-caregiver attachment research and theories of attachment.</li> <li>• Identify qualities of secure attachments and positive teacher-child relationships.</li> <li>• Explore observational approaches and tools to measure quality teacher-child relationships and interactions.</li> <li>• Assess your personal teacher-child relationship practices.</li> <li>• Plan strategies to improve teacher-child relationships, to strengthen attachment, and that meet children's social and emotional needs.</li> </ul>	5	3.3%	2.6	5 6
Asynch Module:  IRIS Modules:  EC Behavior management: <a href="#">Developing and teaching rules</a>  &  <a href="#">Developing a behavior management plan</a>	Through completing these online modules, students will be able to: <ul style="list-style-type: none"> <li>• Describe the importance of establishing classroom rules for young children that align with the behavior expectations of the school</li> <li>• Understand the guidelines for effectively developing and displaying rules for early childhood environments</li> <li>• Identify different strategies for teaching and reinforcing rules for young children</li> <li>• Describe the importance of communicating with families about rules and expected behaviors</li> <li>• List the core components of a comprehensive classroom behavior management plan</li> <li>• Describe the key features of each of those components</li> <li>• Understand how to develop, teach, and implement these components</li> <li>• Consider how culture influences student and teacher behavior</li> <li>• Develop the components of a comprehensive classroom behavior management plan in a culturally respectful and sustaining manner</li> <li>• Develop a personalized comprehensive classroom behavior management plan</li> </ul>	5	3.3%	2.1 2.6 6.3	2 3 5 6

Assignment	Objectives	Points	Percent	TPEs	CLOs
Asynch Module:  IRIS Module: <a href="#">Designing effective classrooms</a>  +  Turn Around for Children Strategy jigsaw (see Canvas)	Through completing this online module and online discussion, students will be able to:  <ul style="list-style-type: none"> <li>Define and describe the difference between the physical, social, and temporal environments of an early learning program</li> <li>Describe why a well-designed physical, social, and temporal environment benefits all young children</li> <li>Explain the importance of adapting environments to meet the unique needs of young children with disabilities</li> <li>Describe how families and teachers can work together to create environments that nurture and support the development of all children</li> </ul>	5	3.3%	1.3 2.1 2.4	1 2 4
Asynch Module:  Restorative Justice WebQuest	Through completing this online activity, students will be able to:  <ul style="list-style-type: none"> <li>Describe the roots of restorative justice</li> <li>Contrast restorative justice approaches with traditional punitive approaches</li> <li>Identify age-appropriate strategies for implementing restorative justice practices with young children and students</li> </ul>	5	3.3%	2.4 2.6	4 5 6



Assignment	Objectives	Points	Percent	TPEs	CLOs
Creating equitable, safe, and inclusive learning environments	<p>As you will learn, creating a welcoming classroom environment for all children requires layers of support, including strategies that are employed for all students (Tier 1) and those that are used for some (Tier 2) or just one or two students (Tier 3). In this assignment, you will reflect upon the different behavior you see in your classroom placement and consider changes that can be implemented to create equitable, safe, and inclusive learning environments.</p> <ul style="list-style-type: none"> <li>• <b>Part 1: Classroom and child assessment.</b> You will take data on children's classroom behavior over 2-3 days. This will include an assessment of the <i>classroom</i> and one <i>focus student</i> to identify activities or routines that appear to be challenging for the entire class and/or for the focus student.</li> <li>• <b>Part 2: Classroom update.</b> Based on what you have learned in this course, you will develop and implement a strategy to address the challenges you observed during Part 1. You will then take data to determine whether or not the strategy appears to be effective and next steps (e.g., continue strategy, fade strategy, introduce new strategy, etc.).</li> </ul>	30	20%	1.3 2.1 2.4 2.6 2.7 4.4 5.2 5.4 6.1 6.2 6.3	2 3 4 5 6
Getting to know your school and classroom scavenger hunt	Your classroom will not exist in a vacuum. What your students experience at school will be influenced by the larger school community, including the school's overarching plans to support positive behavior along with the resources that are available to you and your students. In this assignment, you will learn about these resources through a scavenger hunt at the school you are currently placed (or where you work)	10 pts		1.3 2.7	
Reflection exit tickets	The strategies you learn in this class should translate theory into practice. In order to make the connection to your current context, after each in-person class session you will be asked to complete an exit ticket, identify ways in which you see the content connecting to your context and questions you have about the utility of the content.	8*5 pts = 40 pts		<i>all</i>	

Assignment	Objectives	Points	Percent	TPEs	CLOs
Final Project: "Sub folder"	<p>In order to plan for your future P-3 classroom, you will create a "sub folder," in which you will communicate your positive behavior support plans to a substitute teacher. The ultimate intent is for this project to be a beginning plan for how you want your classroom communities to operate.</p> <p>The project will include:</p> <ul style="list-style-type: none"> <li>• A welcome statement reflecting YOUR philosophy of behavior support</li> <li>• Class norms</li> <li>• Class schedule and routines</li> <li>• A conflict management plan</li> <li>• Sample focus-child overview</li> <li>• A plan or invitation to families to communicate with you about students, assessments, and community concerns</li> <li>• A map of your ideal future classroom</li> </ul>	60	40%	2.1 2.4 2.6 6.3	1 2 3 4 5 6
Total		150			

*Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More detailed descriptions and grading requirements for all assignments can be found on Canvas.*

## ✓ Grading Information

### Grading Policy

Grade	Percent	Grade	Percent	Grade	Percent
A plus	97 or above	A	93 up to 97	A minus	90 up to 93
B plus	87 up to 90	B	83 up to 87	B minus	80 up to 83
C plus	77 up to 80	C	73 up to 77	C minus	70 up to 73
F	Below 70				

## *Late Policy*

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - led to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

As professionals, however, we can anticipate challenges and request extensions within reason. Therefore, in order to encourage students to engage in proactive planning, I offer no questions asked extensions for requests made in writing (via email or using the Canvas messaging system) at least 48 hours in advance. These requests should include the following information:

- Clear subject line
  - *Requesting extension for [ASSIGNMENT]*
- The specific assignment for which you need an extension
  - *Dear Dr. Andy, I need an extension for [ASSIGNMENT] due on [DATE]*
- A proposal for the new due date, within 2 weeks of the existing due date
  - *I will be able to complete this assignment by [DATE - maximum of 2 weeks late]*
- A request for confirmation that this due date is satisfactory
  - *Will this revised due date work for you?*
- Sign off with your name, student ID number, and class
  - Sincerely, Jane Doe (#####), EDSE 269

Note, I will generally grant extensions for up to 2 weeks, BUT the activities in this class are sequenced to maximize learning and engagement. I may suggest an earlier submission date if I believe it would benefit your learning and completion of the rest of the assignments.

If I do not receive a request for an extension 48 or more hours *in advance*, grades will be reduced by 10% for each week late (e.g., days 1-7 late will be docked 10% of earned points, etc.). Late submissions, therefore, are preferable to no submission.

## *California Commission on Teacher Credentialing Grading Policy*

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential should, therefore, strive to earn a grade of B or higher in all credential coursework.

## *Departmental Incomplete Policy*

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.



## Course Schedule

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When	Topic	Notes
<b>In-Person</b> Week 1 08/26/2025 4:00 AM - 6:45 AM SH 212	Introductions	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus review</li> <li>• Norm setting</li> <li>• A paradigm shift in understanding classroom engagement.</li> <li>• What is SEL and why does it matter?</li> <li>• Exit Ticket: Getting to Know You Survey</li> </ul>
<b>Online</b> Week 2 - Due 9/7 Online	Brain-aligned understanding of children's behaviors	<ul style="list-style-type: none"> <li>• The Science of Self-Regulation: Understanding Development and Supporting Growth</li> <li>• Behavioral, emotional, and cognitive regulation</li> <li>• A brain aligned understanding of engagement and nervous system activation (intro).</li> <li>• Reading:               <ul style="list-style-type: none"> <li>◦ Chapter 1</li> <li>◦ Assigned On Canvas</li> </ul> </li> </ul>
<b>In-Person</b> Week 3 09/09/2025 4:00 AM - 6:45 AM SH 212	Brain-aligned understanding of children's behaviors	<ul style="list-style-type: none"> <li>• A brain aligned understanding of engagement and nervous system activation. (continued)</li> <li>• The bi-directionality of co-regulation in the classroom setting</li> <li>• Building a Culture of Regulation in P - 3 grade classrooms.</li> <li>• Readings:               <ul style="list-style-type: none"> <li>◦ Textbook, Chapters 6 &amp; 7</li> <li>◦ Assigned on Canvas</li> </ul> </li> </ul>
<b>Online</b> Week 4 - due 9/21 Online	Introducing the Teaching Pyramid and School-Wide Positive Behavior Support	<ul style="list-style-type: none"> <li>• Introduction to the Teaching Pyramid</li> <li>• Readings:               <ul style="list-style-type: none"> <li>◦ Assigned on Canvas</li> </ul> </li> <li>• CECO Module: CSEFEL Teaching Pyramid Framework + Discussion</li> </ul>

When	Topic	Notes
<b>In-Person</b> Week 5 09/23/2025 4:00 AM - 6:45 AM SH 212	Introducing the Teaching Pyramid and School-Wide Positive Behavior Support	<ul style="list-style-type: none"> <li>• Teaching Pyramid vs SWPBIS - Similarities and Differences</li> <li>• Using the Teaching Pyramid across the grade range</li> <li>• Identifying and interrogating assumptions about children's behavior at different ages: Dismantling biases</li> <li>• Introduce Sub-folder: Welcome Statement</li> <li>• Readings:               <ul style="list-style-type: none"> <li>◦ Textbook Chapter 3</li> <li>◦ Assigned on Canvas</li> </ul> </li> <li>• Due:               <ul style="list-style-type: none"> <li>◦ Getting to Know Your School Scavenger Hunt</li> </ul> </li> </ul>
<b>Online</b> Week 6 Online	Building the Pyramid: Establishing Nurturing and Responsive Relationships and Observations	<ul style="list-style-type: none"> <li>• Search Institute's Developmental Assets and Relationship Framework</li> <li>• Observation with purpose: Attachment and Teacher-Child Relationships</li> <li>• Readings: Assigned on Canvas</li> </ul>
<b>In-Person</b> Week 7 10/07/2025 4:00 AM - 6:45 AM SH 212	Building the Pyramid: Establishing Nurturing and Responsive Relationships and Observations	<ul style="list-style-type: none"> <li>• Establishing nurturing relationships: Reflections and practical strategies</li> <li>• Review classroom and child observation and behavior change assignment</li> <li>• Introduce creating equitable, safe, and inclusive learning environments project (Part 1)</li> <li>• Readings:               <ul style="list-style-type: none"> <li>◦ Assigned on Canvas</li> </ul> </li> <li>• Due:               <ul style="list-style-type: none"> <li>◦ Sub-folder: Welcome Statement draft</li> </ul> </li> </ul>
<b>Online</b> Week 8 Online	Building the Pyramid: Establishing supportive environments	<ul style="list-style-type: none"> <li>• Establishing boundaries to support positive behavior</li> <li>• Developing and teaching rules and developing a behavior management plan</li> <li>• Readings:               <ul style="list-style-type: none"> <li>◦ Assigned on Canvas</li> </ul> </li> </ul>

When	Topic	Notes
<b>In-Person</b> Week 9 10/21/2025 4:00 AM - 6:45 AM SH 212	Building the Pyramid: Establishing supportive environments	<ul style="list-style-type: none"> <li>Using the classroom as the “third teacher”</li> <li>Evaluating your classroom environment: ECERS-3</li> <li>Applied educational Neuroscience and Focused Attention Practices</li> <li>Introduce Sub-folder: Class schedule/routines, classroom map, and conflict resolution plans</li> <li>Readings:               <ul style="list-style-type: none"> <li>Assigned on Canvas</li> </ul> </li> <li>Due:               <ul style="list-style-type: none"> <li>Part 1: Creating equitable, safe, and inclusive learning environments...</li> </ul> </li> </ul>
<b>Online</b> Week 10 Online	Building the Pyramid: Establishing classroom norms and boundaries	<ul style="list-style-type: none"> <li>Early childhood environments: Designing effective classrooms</li> <li>Neurodiversity affirming classrooms</li> <li>Whole-Child Classroom Design</li> <li>Readings:               <ul style="list-style-type: none"> <li>Assigned on Canvas</li> </ul> </li> </ul>
<b>In-Person</b> Week 11 11/04/2025 4:00 AM - 6:45 AM SH 212	Building the Pyramid: Establishing classroom norms and boundaries	<ul style="list-style-type: none"> <li>In-class assignment: Establishing student-affirming and relationship-supporting norms and expectations</li> <li>Child and classroom observation: brainstorming</li> <li>Introduce Creating equitable, safe, and inclusive learning environments (Part 2)</li> <li>Introduce Sub-folder: Classroom norms and family communication</li> <li>Due:               <ul style="list-style-type: none"> <li>Sub folder: class schedule/routines, classroom map, and conflict resolution draft</li> </ul> </li> </ul>
<b>Holiday</b> Week 12 No Class		Veteran's Day
<b>In-Person</b> Week 13 11/18/2025 4:00 AM - 6:45 AM SH 212	Moving up the pyramid: Understanding trauma and Responding to challenging behavior when it occurs	<ul style="list-style-type: none"> <li>Understanding childhood trauma and creating trauma-healing classrooms: Reflections and practical strategies</li> <li>Responding to challenging behavior when it occurs</li> <li>Introduce Sub-folder: Focus Child Overview</li> <li>Readings:               <ul style="list-style-type: none"> <li>Textbook, Ch 12</li> <li>Assigned on Canvas</li> </ul> </li> <li>Due:               <ul style="list-style-type: none"> <li>Sub folder: Classroom norms and family communication drafts</li> </ul> </li> </ul>

When	Topic	Notes
<b>Online</b> Week 14 Online	Moving up the Pyramid: Social-emotional learning and co-regulation strategies	<ul style="list-style-type: none"> <li>• Restorative Justice in P-3 classrooms (cont'd)</li> <li>• Tier 2 strategies to address social emotional learning</li> <li>• Readings:               <ul style="list-style-type: none"> <li>◦ Assigned on Canvas</li> </ul> </li> <li>• Due:               <ul style="list-style-type: none"> <li>◦ Part 2: Creating equitable, safe, and inclusive learning environments</li> </ul> </li> </ul>
<b>In-Person</b> Week 15 12/02/2025 4:00 AM - 6:45 AM SH 212	Moving up the Pyramid: Social-emotional learning and co-regulation strategies	<ul style="list-style-type: none"> <li>• Social-emotional supports and co-regulation strategy share</li> <li>• Readings:               <ul style="list-style-type: none"> <li>◦ Assigned on Canvas</li> </ul> </li> <li>• Due:               <ul style="list-style-type: none"> <li>◦ Sub folder: Focus child overview draft</li> </ul> </li> </ul>
<b>Final</b> Week 16 12/16/2025 4:00 AM - 6:45 AM SH 212	Gallery Walk	Sub Folder Gallery Walk