***Preschool Trauma and Loss Project***

**Psychology 371-Section 002**

**Fall 2022**

**Professor Alytia Levendosky**

**Class Time:** Mondays 12:40 - 3:30; Snyder Hall C204

# Office Hours: 10-11am Thursdays. I’m also happy to meet via Zoom at other times—just email me so we can set up an appointment.

# Email: levendo1@msu.edu (please put PSY 371 in the subject line when you email)

# I. Required Textbook

Used versions of this book are readily available on various websites including Amazon.

**Nader, K. (2020). *Handbook of Trauma, Traumatic Loss, and Adversity in Children: Development, Adversity’s Impacts, and Methods of Intervention.*Routledge/Taylor & Francis Group, New York, NY.**

There are also other required readings. These will be available on the D2L class page.

# II. Purpose

This class, PSY 371, is the first in a sequence of two courses. PSY 371 provides the foundational knowledge and skills you will need in order to implement a trauma-focused intervention with Head Start preschoolers during the Spring, 2023 semester (PSY 372).

In this class, you will learn about the history of Head Start. You will also learn about normal developmental trajectories of preschoolers and how trauma can derail these trajectories. You will also learn about different types of traumas, including poverty, racism, and those that are specifically covered in the curriculum to be implemented in PSY 372.

You will also learn important skills to help implement the curriculum. These include classroom behavior observation, interviewing teachers and parents, and delivering a preschool intervention (either in person or remotely through video chat) as well as an evaluation of the program.

# III. Requirements for Class

1. Attendance at all classes (unless sick with doctor’s note or similar)
2. Volunteer training for Headstart **(done on August 31)**
3. Submission of required documents for volunteering at Headstart **(due September 19** by class time). These include: TB test documentation, COVID vaccination documentation, and Driver’s License or State ID card - all must be uploaded in D2L.
4. Your morning availability on M-Th for the first 2 weeks of November. This is **due by Oct. 10** and must be uploaded in D2L.
5. All Assignments are turned into D2L.
6. Weekly summary of one article/chapter assigned for that week; 2-3 discussion questions based on one reading. These should be turned into the D2L portal by **10am the morning of that class period**.
7. Completion of homework assignments (see below for due dates).
8. Final Paper (see below for due date).

Grades will be determined as follows:

1. **Class Attendance. Your attendance and engagement in class will contribute to 20% of the final grade.**
2. **Weekly summaries. These are noted in the syllabus as follows: (summary due). These must consist of a 1-2 page double-spaced summary of one reading assigned for the week (but not any readings from the Feeling and Healing Curricula) and 2-3 discussion questions from one reading). These readings can be challenging to understand and thus I encourage you to read each article/chapter twice, taking notes on the articles prior to writing your summaries and discussion questions. Each week you will receive credit/no credit for a completed weekly summary. This will contribute to 30% of the final grade.**
3. **Homework Assignments. There are 4 homework assignments described in the syllabus (all noted in green): 1) videotaped role play with classmate – due Sept. 28 at 5pm, 2) Behavioral Guidance Observation – due Sept. 28 at 5pm, 3) Classroom Management Observation – due Nov. 17 at 5pm, and 4) Child Behavior Observation– due Nov. 17 at 5pm. Each homework assignment is worth 10% of final grade, for a total of 40% from the homework assignments**
4. **Final Class Paper. Due December 12, 2022 at 5pm. This will contribute to 20% of the final grade.**

**Summaries will be graded on a 10 point scale.**

**Homework and final paper will be graded on a 100 point scale.**

**Your final grade will be based on percentile, such that**

**90-100% = 4.0**

**85-89% = 3.5**

**80-84% = 3.0**

**75-79% = 2.5**

**70-74% = 2.0**

**65-69% = 1.5**

**60-64% = 1.0**

**< 60 = 0.0**

**Final Paper Description**

* Students will choose one of the following topics, which are traumatic events often experienced by preschoolers. (If you wish to choose another topic, you must get permission of the professor). Topic must be submitted to the D2L portal by **October 17, 2022 by 5pm**
	+ Child abuse/maltreatment; exposure to intimate partner violence; poverty; racism; homelessness; foster care
* Students will find 5 empirical articles on the topic of choice. These articles must be from scientific journals and approved by the instructor. Articles must be submitted to the D2L portal by **November 14, 2022 by 5pm**.
* Once articles are approved, students will read and summarize these articles as well as any relevant class readings or lecture notes.
* The final paper will be about 8 pages long (not including title page or references). It must be submitted on or before **December 12, 2022 in the D2l portal by 5pm.**

# IV. Issues of Academic Integrity and Policy on Cheating

Students taking this course are expected to adhere to the highest ethical conduct. Anyone caught cheating or plagiarizing will automatically receive a failing grade (0.0) for the assignment. Every student is held responsible for knowing the academic integrity policy at MSU. Links to the policy can be found at <https://www.msu.edu/~ombud/academic-integrity/index.html>

## Below are some definitions of plagiarism.

“a piece of writing that has been copied from someone else and is presented as being your own work” (Webster’s Dictionary Online)

“claiming or submitting the academic work of another as one’s own”(Spartan Life: Student Handbook and Resource Guide, see pages 76-77, 108-109)

<http://www.vps.msu.edu/SPLife/default.pdf>

“the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit” (White House Office of Sciences and Technology Policy on Misconduct on Research

Information about cheating from the student’s point of view can be found by reading the Student Academic Integrity FAQs on our Office of the Ombudsperson page

<https://www.msu.edu/~ombud/academic-integrity/student-faq.html>

Ignorance or misunderstanding of the honesty policy will not serve as an excuse for academic dishonesty. Scholastic dishonesty will be prosecuted to the fullest extent in this class. That means you will get a 0.0 for the assignment, and a letter will be sent to the dean of your college and to the dean of the College of Social Sciences about the incident. A request for your dean to call for a disciplinary hearing to impose sanctions beyond failing the course could occur in some cases of academic dishonesty.

## Penalty Grade Policy at MSU (as of 2009)

Revised University Policy - Integrity of Scholarship and Grades: “When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must provide a written description of the details of the academic misconduct to the student and to the student’s academic dean. The student’s academic dean will add the written description to the student’s academic record, where it will remain, unless the student successfully grieves the allegation.”

“Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources.  The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.'  The tool does not determine whether plagiarism has occurred or not.  Instead, I will make a complete assessment and judge the originality of your work.  All submissions to this course may be checked using this tool.

You should submit papers to Turnitin Dropboxes **without identifying information included in the paper** (e.g., name or student number), the Desire 2 Learn] system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin.  If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. Your submissions will be retained in the Global Turnitin repository.

In choosing to use Turnitin in our class, I have agreed to follow five guidelines.  They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.”

# V. Accommodations for Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or ***two weeks prior to the accommodation date*** (test, project, etc.). Requests received after this date may not be honored.

**Course Schedule**

**Wednesday August 31, 2022 (a Monday on MSU calendar)**

**Topic 1: Brief overview of course and syllabus**

Alexandra Ballinger, M.A.

**Topic 2: Origins of Head Start and its Evolution**

 Amy Kapp, LMSW

**Topic 3: Volunteer Training for Headstart**

Amy Kapp, LMSW and Erika Lovaas, LMSW

**September 12, 2022** (summary due)

**Topic 1: Trauma and Adversity during Childhood**

Reading: Nader, K. (2020) *Handbook of Trauma, Traumatic Loss, and Adversity in Children: Development, adversity’s Impacts, and Methods of Intervention.* Chapters 1-4

 **Topic 2: Curriculum Overview and thorough review of syllabus**

 Reading: Virtual Curriculum—pages 4-6

Reading: In-Person Curriculum—pages 4-8

**September 19, 2022** (summary due)

**Topic 1: Interviewing skills**

Reading: Srivastava, S. B. *The patient interview*. Chapter 1 Read pages 1-12.

Reading: Semi-structured interview questions

Students practice in small break-out groups in class

**Topic 2: Behavior Guidance skills**

Reading: Goldstein, T. R., & Lerner, M. D. Dramatic pretend play games uniquely improve emotional control in young children. *Developmental Science, e12603*

Reading:  Norman, V. J., Juhasz, A. C., Useche, K. N., & Kinniburgh, K. M. (2021). How Are You Feeling?. *YC Young Children*, *76*(1), 63-68.

Reading: Vallotton, C. D., Mortensen, J. A., Burnham, M. M., Decker, K. B., & Beeghly, M. (2021). Becoming a Better Behavior Detective. *YC Young Children*, *76*(1), 20-29.

**September 26, 2022 - Rosh Hashannah – Class Cancelled**

Homework: Students conduct and videotape interviews with each other. One student is interviewer; the other student is parent of a preschooler experiencing trauma. Then roles are reversed. Students will be given scenarios prior to role plays. Role plays should last 10-15 minutes. Videotaped interviews due **Wednesday, Sept. 28 by 5pm**.

Homework: Students observe at least 3 behavioral guidance strategies that adults/older teenagers use with children ages 3-6 in settings such as playgrounds, preschools, church, babysitting, siblings, cousins, etc... You must write up a paragraph (5-7 sentences) for each strategy and the situation in which it was used and also describe its effectiveness. This paper, titled Behavior guidance observation, is due **Wednesday, Sept. 28 by 5pm.**

**October 3, 2022** (summary due)

 **Topic 1: Discussion and Feedback from Homework**

 **Watch some of the interviews.**

 **Discussion of the observations.**

**Topic 2: Developmental Effects of Trauma**

Reading: Nader, K.  (2020). *Handbook of Trauma, Traumatic Loss, and Adversity in Children: Development, adversity’s Impacts, and Methods of Intervention.* Chapters 5-6, 8-9

**Topic 3: Virtual and In-Person Curriculum**

 Reading: Virtual Curriculum

Lesson 1 (pages 7-9)

Lesson 2 (pages 10-14)

Adult Meeting for Lessons 1 and 2 (pages >>>>)

 Reading: In-Person Curriculum

Lesson 1 (pages 17-18)

Lesson 2 (page 19-20)

**October 10, 2022** (summary due)

**Topic 1: Classroom Behavior Management with Preschool Children**

Reading: Dewar, G. (2019). The effects of praise: 7 evidence-based tips for using praise wisely. <https://parentingscience.com/effects-of-praise/>

Reading: Masterson, M. (2021). Fostering Competence for Success. *YC Young Children*, *76*(1), 69-72.

Reading: Brown, S. L., McCobin, A., Easley, S., & McGoey, K. E. (2020). Supporting Anxious Children in the Preschool Classroom. *YC Young Children*, *75*(3), 16-27.

Reading: In-Person Curriculum (pages 11-16) and Appendix J (page 87-101)

**Topic 2: Curriculum**

Reading: Virtual Curriculum

Lessons 3 & 4 (pages 15-20)

Adult Meeting for Lessons 3 and 4 (pages 21-22)

Lessons 5 & 6 (pages 23-27)

Adult Meeting for Lessons 5 and 6 (pages 28-29)

Reading: In-Person Curriculum

 Lessons 3, 4, and 5 (pages 21-26) and Lesson 14 (pages 45-46)

**October 17, 2022** (summary due)

 **Topic 1: Culturally Responsive Strategies with Preschool Children**

Reading: Kaiser, B. & Rasminsky, J.S. (2020). Valuing diversity: Developing a deeper understanding of all children's behavior.  *Teaching Young Children, 13*, 20-22.

Reading: Price, C. L., & Steed, E. A. (2016). Culturally responsive strategies to support young children with challenging behavior. *YC Young Children*, *71*(5), 36-43.

Reading: Isik-Ercan, Z. (2017). Culturally appropriate positive guidance with young children. *YC Young Children*, *72*(1), 15-22.

**Topic 2: Curriculum**

Reading: Virtual Curriculum

 Lessons 7 & 8 (pages 30-34)

 Adult meeting for lessons 7 and 8 (pages 35-36)

 Lessons 9 & 10 (pages 37-40)

 Adult meeting for lessons 9 and 10 (pages 41-42)

 Lessons 11 & 12 (pages 43-47)

 Adult meeting for Lessons 11 and 12 (pages 48-49)

Reading: In-Person Curriculum

 Lessons 6, 7, 8, 9, 10, 11, 12, 13 (pages 28-46)

**October 24, 2022 FALL Break – University Closed**

**October 31, 2022** (summary due)

**Topic 1: Treatment Strategies with Preschool Children**

Reading: Nader, K. (2020). *Handbook of Trauma, Traumatic Loss, and Adversity in Children: Development, adversity’s Impacts, and Methods of Intervention.* Chapters 7, 10.

Reading: Gloeckler, L. & Cassell, J. (2012). Teacher practices with toddlers during social problem solving opportunities. *Early Childhood Education Journal, 40,* 251-257.

**Topic 2: Worries, Fears and Scary situations**

Reading: How to Help Children Manage Fears; <https://childmind.org/article/help-children-manage-fears/>

Reading: How to Help Your Child Overcome Their Fears; <https://www.nytimes.com/2020/04/17/parenting/childhood-fears-anxiety.html>

Reading: How to Help Your Child Manage a Fear; <https://www.understood.org/en/friends-feelings/managing-feelings/fear/help-child-overcome-fear>

Reading: Helping Kids Handle Worry. <https://kidshealth.org/en/parents/worrying.html>

Reading: Helping Kids with Anxiety: Strategies to Help Anxious Children. <https://www.psycom.net/help-kids-with-anxiety>

 **Topic 3: Saying goodbye**

Reading: How To Help Your Kids Say Goodbye; <https://time.com/3902181/how-to-help-your-kids-say-goodbye/>

Reading: Helping Children Say Goodbye to Teachers and Friends; <https://www.brighthorizons.com/family-resources/a-time-for-goodbyes>

 **Topic 4: Curriculum**

Reading: Virtual Curriculum

 Lesson 13 & 14 (pages 50-55)

 Adult Meeting for Lessons 13 and 14 (pages 56-57)

 Lesson 15 & 16 (pages 58-63)

 Final Adult Meeting for Lessons 15 and 16 (pages 64-65)

 Reading: In-Person Curriculum

 Lessons 15 & 16 (pages 47-50)

**November 7, 2022** (summary due)

**Topic 1: Behavioral observation of classroom management (i.e. prevention/proactive)**

 **Amy Kapp will give a guest presentation**

Reading: [https://consciousdiscipline.com/why-conscious-discipline-consequences-work/](https://urldefense.com/v3/__https%3A/consciousdiscipline.com/why-conscious-discipline-consequences-work/__;!!HXCxUKc!wXM1RafRuj0LzsbVLJhfMlCZV43Htpi0XhZLvzKNpjFZ2B5JnAmDJ9SDwa7yuEcY5rhdUaNCfchjCLs9npc4Sus$)

Reading: [https://teachingstrategies.com/blog/how-deal-challenging-behaviors-classroom/](https://urldefense.com/v3/__https%3A/teachingstrategies.com/blog/how-deal-challenging-behaviors-classroom/__;!!HXCxUKc!wXM1RafRuj0LzsbVLJhfMlCZV43Htpi0XhZLvzKNpjFZ2B5JnAmDJ9SDwa7yuEcY5rhdUaNCfchjCLs9_nNXx00$)

**Topic 2: Behavioral observation of children’s behavior**

Reading: Booren, L. M., Downer, J. T., & Vitiello, V. E. (2012). Observations of children’s interactions with teachers, peers, and tasks across preschool classroom activity settings. *Early Education Development, 23(4),* 517-538.

Reading: In-Person Curriculum

Appendix C (pages 69-70)

 **Watch video recordings of preschool children**

 **Practice writing up behavioral observations of children**

Homework: Students observe at least 2 classroom management (prevention/proactive) strategies that teachers use in their Headstart classroom, and at least 2 behavior management strategies (intervention/reactive). You must write up a paragraph (5-7 sentences) for each strategy and the situation in which it was used and also describe its effectiveness. This paper, titled Classroom management observation, is due **Thursday, November 17 by 5pm**.

Homework: Students observe at least 2 children in Headstart Preschool classroom. You must write up 2 paragraphs (5-7 sentences) for child, describing your general impressions and also specific behaviors that you observed and your understanding of the child’s behaviors. This paper, titled Child behavior observation is due **Thursday, November 17 by 5pm**.

**November 14, 2022**

**Topic 1: Interviewing skills**

Reading: 20 tips for developing positive relationships with parents

<https://www.edutopia.org/blog/20-tips-developing-positive-relationships-parents-elena-aguilar>

Reading: Virtual Curriculum

Appendix A. Outline of Teacher Interview (pages 66-67)

Appendix B. Outline of Adult/Parent Interview (pages 68-70)

**Topic 2: How to write up an Initial Report based on the teacher and parent interviews**

Reading: Virtual Curriculum

 Appendix C. Outline of Initial Report (page 71)

**5 articles for class paper due at 5pm today**

**November 21, 2022**

 **Topic 1: Behavioral observations discussion**

 **Child behavior**

 **Teacher classroom and behavior management strategies**

 **Topic 2: Interviewing parents – In-class role play**

 **Practice writing up your in-class interview**

**November 28, 2022** (summary due)

**Topic 1:** **Developing specific ideas for working with parents—giving them the skills and materials to help their children when the curriculum ends.**

Reading: Valentino, K., Comas, M., Nuttall, A. K., & Thomas, T. (2013). Training maltreating parents in elaborative and emotion-rich reminiscing with their preschool-aged children. *Child Abuse & Neglect, 37,* 585-595.

Reese, E. (2013). *Tell me a story: sharing stories to enrich your child’s world (1st edition).* Oxford, UK: Oxford University Press. Pages 31-63.

Stewart-Henry, K. & Friesen, A. (2018). Promoting powerful interactions between parents and children. *Teaching Young Children, 11*, 24-27.

**Topic 2: In class practice: Pair up and one of you is a parent and the other is discussing guidance for after the curriculum is over.**

**December 5, 2022** (summary due)

**Topic 1: Working with Parents**

Reading: Nader, K.  (2020). *Handbook of Trauma, Traumatic Loss, and Adversity in Children: Development, adversity’s Impacts, and Methods of Intervention.* Chapter 19

**Topic 2: Plan for next semester**

**Final Paper due at December 12 at 5pm**

Please Note: I will make every attempt to adhere to the timeline and readings in this syllabus. However, sometimes changes are necessary. If that is the case, I will communicate with you in advance of those changes.