***Preschool Trauma and Loss Project***

**Psychology 371-Section 002**

**Fall 2023**

**Professor: Alexandra Ballinger**

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

# Office Hours: 11-12 Mondays by Zoom. I’m also happy to meet via Zoom at other times—just email me so we can set up an appointment.

Join Zoom Meeting:  
<https://msuhipaa.zoom.us/j/93170737384?pwd=aTR0eG1Na0REdG52N0FYbWVIOWVDUT09>

Meeting ID: 931 7073 7384  
Passcode: 531550

# Email: [ballin16@msu.edu](mailto:ballin16@msu.edu) (please put PSY 371 in the subject line)

# Required Texts:

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.

Used versions of this book are readily available on various websites including Amazon. There are also other required readings. These will be available on the D2L class page and are listed on the syllabus under the week they are assigned.

# Course 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 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 gain important skills to help implement the curriculum. These include classroom behavior observation, interviewing teachers and parents, delivering a preschool intervention (either in person or remotely by video conferencing), and evaluating the program.

# Requirements for Course:

1. Attendance at all classes (unless sick with doctor’s note or other proof)
2. Volunteer training for Head Start, done in class (tentative date October 2nd)
3. Submission of required documents for volunteering at Head Start **(**due September 18th 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. Behavioral observation of students in Head Start classrooms
5. Weekly summary of one article/chapter assigned for that week; 2-3 discussion questions based on one reading. Summaries are assigned most, but not all, weeks. Weeks in which summaries are due are identified in green text on the syllabus and in the weekly content summaries on D2L. Summaries should be turned into the D2L portal by **10am the morning of that class period**.
6. Completion of assignments (see below for due dates).
7. Final Paper, due the Monday of finals week. See below for additional details

**Grade Determination:**

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. Summaries that demonstrate adequate effort and thoughtfulness will receive credit. This will contribute to 20% of the final grade.
3. Assignments: There are 4 assignments described in the syllabus (all noted in green):

1) Behavioral Guidance Observation – Due October 27th at 5 PM

2) Classroom Management Observation – due Nov. 17th at 5pm

3) Child Behavior Observation– due Nov. 17th at 5pm

4) Videotaped role-play of parent interview with classmate – due November 24th at 5pm.

Each homework assignment is worth 10% of final grade, for a total of 40% from the homework assignments

1. Final Class Paper - Due December 11, 2023 at 5pm. The final paper 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.

**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 from the professor). Topic must be submitted to the D2L portal by October 2nd, 2023 at 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 October 30th, 2023 at 5 PM.
* 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 11th, 2023 by 5pm.

# 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://ombud.msu.edu/resources-self-help/academic-integrity>

## 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).

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:

University Policy - Integrity of Scholarship and Grades: “When an instructor gives an undergraduate student a penalty grade for academic misconduct, the instructor must complete and submit an Academic Dishonesty Report. The report will be sent to the student, the student’s dean, the Dean of Students (for undergraduate students) and be added to the student’s academic record provisionally. It will remain in the student’s record unless: a) the student successfully grieves the allegation; b) the instructor filing the report requests it be removed; or c) upon conferral of their degree if only one report has been filed, the student has successfully completed the required course on academic integrity, and no additional sanctions were requested.”

**Use of Turnitin:**

“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 D2L 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.”

# Generative AI Policy:

This class is specifically a space for learning and practicing invaluable writing and reasoning skills that cannot be replicated by generative artificial intelligence (AI). While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education, this kind of technology can counteract learning. This is because the use of AI diminishes opportunities to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. College is a place for learning, and this AI simply cannot do that learning for us. Academic integrity plays a vital role in the learning that takes place in this course and submitting work as your own that was generated by AI is plagiarism. Furthermore, in this course you will learn material and develop skills that are essential for competently administering the Head Start intervention this Spring. Thus, it is critical that you read and understand assigned material and engage with it thoughtfully in written assignments. This is an ethical obligation to the preschoolers you will be working with this Spring. For all of these reasons, any work written, developed, created, or inspired by generative artificial intelligence is a breach of ethical engagement and MSU’s academic integrity policy as it pertains to this course. (Policy adapted from Colorado State University’s [Academic Honesty and Integrity page](https://tilt.colostate.edu/what-should-a-syllabus-statement-on-ai-look-like/#:~:text=Generally%20speaking%2C%20you%20are%20not,appropriate%20use%20of%20such%20technologies.))

# 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**

**Monday August 28th, 2023**

**Topic 1: Origins of Head Start and its Evolution**

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

Reading: Virtual Curriculum—pages 4-6

Reading: In-Person Curriculum—pages 4-6

**Monday September 4th, 2023 – Labor Day – No Class**

**September 11th, 2023** (Summary due)

**Topic 1: Effects of Trauma on Children**

**Topic 2: 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

**September 18th, 2023** (Summary due)

TB test and Driver’s License/State ID due (upload to D2L)

**Topic 1: Developmental Effects of Trauma**

**Topic 2: Promotive Effects of Positive Childhood Experiences**

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

Reading: Han, D., Dieujuste, N., Doom, J. R., & Narayan, A. J. (2023). A systematic review of positive childhood experiences and adult outcomes: Promotive and protective processes for resilience in the context of childhood adversity. *Child Abuse & Neglect*, *144*, 106346.

**September 25th, 2023**

**Topic 1: Child Self-Regulation**

Reading: Florez, I. R. (2011). Developing young children’s self-regulation through everyday experiences. *Young Children*, *66*(4), 46-51.

Cole, P. M., Dennis, T. A., Smith‐Simon, K. E., & Cohen, L. H. (2009). Preschoolers' emotion regulation strategy understanding: Relations with emotion socialization and child self‐regulation. *Social Development*, *18*(2), 324-352.

**Topic 2: Curriculum**

Reading: Virtual Curriculum

Lesson 1 & 2 (pages 7-12)

Adult Meeting for Lessons 1 and 2 (pages 13-14)

Lessons 3 & 4 (pages 15-20)

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

Reading: In-Person Curriculum

Lesson 1 & 2 (pages 7-12)

Adult Meeting for Lessons 1 and 2 (pages 13 - 14)

Lessons 3 & 4 (pages 15-20)

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

**October 2nd, 2023** (Summary due)

Paper topic due on D2L by 5 PM

**Topic 1: 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.

**Topic 2: Curriculum**

Reading: Virtual Curriculum

Lessons 5 & 6 (pages 23-27)

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

Reading: In-Person Curriculum

Lessons 5 & 6 (pages 23-28)

Adult Meeting for Lessons 5 and 6 (pages 29-30)

**Topic 3: TENTATIVE Head Start Volunteer Training**

**October 9th, 2023** (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 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 7 & 8 (pages 31-36)

Adult meeting for lessons 7 and 8 (pages 37-38)

Lessons 9 & 10 (pages 39-44)

Adult meeting for lessons 9 and 10 (pages 45-46)

Lessons 11 & 12 (pages 47-52)

Adult meeting for Lessons 11 and 12 (pages 53-54)

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 **Friday, October 27th at 5pm.**

**October 16th, 2023** (Summary due)

**Topic 1:**

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: 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 3: How to Conduct a Literature Search**

**October 23rd, 2023 - Fall Break – No Class**

**October 30th, 2023** (Summary due)

5 articles for class paper due at 5pm today

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

Discussion of the observations.

**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 58-62)

Final Adult Meeting for Lessons 15 and 16 (pages 63-64)

Reading: In-Person Curriculum

Lesson 13 & 14 (pages 55-61)

Adult Meeting for Lessons 13 and 14 (pages 62-63)

Lesson 15 & 16 (pages 64-69)

Final Adult Meeting for Lessons 15 and 16 (pages 70-71)

**November 6th, 2023** (Summary due)

**Topic 1: Behavioral observation of classroom management (i.e. prevention/ proactive) - Amy Kapp guest presentation**

Reading: <https://consciousdiscipline.com/why-conscious-discipline-consequences-work/>

Reading: <https://teachingstrategies.com/blog/how-deal-challenging-behaviors-classroom/>

**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.

**Topic 3: 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 **Friday, November 17th 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 **Friday, November 17th by 5pm**.

**November 13th, 2023**

**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: Interviewing parents and teachers**

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 3: How to write the final paper**

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 **Friday, November 24th by 5pm**.

**November 20th, 2023** (Summary due)

**Topic 1: Behavioral observations discussion**

Child behavior

Teacher classroom and behavior management strategies

**Topic 2: 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 3: Interviewing parents – In-class role play**

**November 27th, 2023** (Summary due)

**Topic 1: Discussion of role-play interview with classmates (one they submitted a video on)**

**Topic 2:** **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 3: 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 4th, 2023**

**Topic 1: How to write up an Initial Report based on the teacher and parent interviews**

Reading: Virtual Curriculum Appendix C. Outline of Initial Report (page 70)

In-class practice writing up reports based on in-class interview from class 11/27

**Topic 2: Plan for next semester**

**Final Paper due December 11th at 5pm**

**Please Note:** I will make every effort 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.