

COSP™ Classroom Syllabus & Learning Objectives
Online Master Course
(16 CE hours)

This training prepares Registered COSP Facilitators who are interested in helping early care providers/teachers apply knowledge, practice, and skills of young children's social-emotional developmental needs into group care settings.

Below you'll find an outline of the course content, with the learning objectives as well as the video running time for each chapter. Throughout the training you will be prompted to deepen your learning through reflection and journal responses, which will add time to the completion of the course.

Chapter One - Welcome to COSP Classroom – (28:14)

- Introduction to COSP Classroom
- Teachers as Attachment Figures
- Introduce attachment theory
- Key Differences
- Handout - The Teacher's Simple Circle
- Handout - The Teacher that Makes a Difference

Learning Objectives:

- Explore ways to invite teachers to consider themselves as attachment figures to children
- Facilitate an opening group ritual
- Identify key differences in facilitating program with teachers vs parents
- Practice facilitation of new handouts
 - The Teacher's Simple Circle and The Teacher that Makes a Difference – read content and facilitate with teachers
- Understand the ways that activities will impact program facilitation

Chapter Two – All The Way Around The Circle (24:12)

- Qualities of Influential Teachers in the Classroom
- Teacher Commitment
- Handout - New Hands Mantra
- Strategies to supporting Commitment in Teachers
- Commitment in the Classroom
- Handout - Coming and Going in the Classroom

Learning Objectives:

- Identify the importance of a teacher's commitment to children in the classroom
- Deepen teachers' awareness of their commitment and support teachers emotional well-being

- Build skills to support empathic group facilitation with teachers
- Utilize handouts to support key transitions for parents and children to and from the school environment
- Consider ways learning will impact program facilitation

Chapter Three: Being With on the Circle (27:41)

- Calibrating the Learning
- Building Awareness
- Teacher's Job Satisfaction
- Helping Children Build Connections with Strangers
- Being With a Child's Distress
- Being With a Child's Distress Pt II
- Looking for Invisible Children
- Teachers Reflect on Invisible Children in the classroom

Learning Objectives:

- Discuss with teachers the complexities of a relationship approach in group care and the difficulty to 'see' all the children
- Help teachers connect how their early experiences influence their current capacity to care for children
- Explore with teachers what it's like to be a stranger for children in childcare and what it's like to be with their distress at separation
- Facilitate handout with teachers – Looking for the Invisible Children – read content and reflect with teachers about their responses to the activity
- Consider ways learning will impact program facilitation

Chapter 4 – Being With Infants on the Circle (20:26)

- Generalizing the Learning
- Working with Younger Children
- Spoiling Babies
- Meeting Children Where They Are At
- Talking Out Loud to Children

Learning Objectives:

- Help babies learn how to make sense of their own feelings and understand the teacher's emotional process
- Recognize differences between working with younger and older children in group care
- Identify parenting beliefs that affect teachers like attitudes toward spoiling and reflect on ways to explore these thoughts without blame
- Facilitate the chapter specifically with groups of teachers
- Explain new handout – Curriculum of Feelings – practice how to use handout to facilitate with teachers

- Consider ways learning will impact program facilitation

Chapter Five – The Path to Security (24:30)

- The Teacher's Path to Secure Hands
- Making Sense of Behaviors in the Classroom (Cues and Miscues)
- Indirect Behaviors (Clues)
- Videotape review - Seeing and Guessing underlying need
- Case study follow-up One Week Later
- Misbehavior in the Service of Attachment
- Is all misbehavior in the service of Attachment?
- State of Mind of the Teacher

Learning Objectives:

- Learn the model of change and be able to explain the process for teachers
- Identify classroom misbehaviors in the service of attachment
- Explore the meaning of misbehavior through an attachment lens
- Recognize the relationship between teacher's state of mind and children's miscues and their impact on each other
- Practice facilitation of new handout – Teacher's Path to Secure Hands – read content and explore how to facilitate with teachers
- Understand the ways that activities will impact program facilitation

Chapter Six – Exploring Our Struggles (16:07)

- Finding the Balance - Emotion Regulation for Teachers
- Avoidant Attachment Strategies
- Ambivalent Attachment Strategies
- Disorganization and Strategies of Despair
- Managing the Needs of Many Children at Once
- Moving from Managing Behavior to Relationship Needs

Learning Objectives:

- Identify relationship struggles unique to group care
- Understand how to help teachers manage the needs of many children at once and the different kinds of relationship struggles
- Identify differences between a relationship approach and a behavioral approach
- Introduce new handouts – Ease of Connection and Being With, Hands, & Shark Music in the Classroom – read content and explore how to facilitate with teachers
- Understand the ways that activities will impact program facilitation

Chapter Seven – Rupture and Repair (14:04)

- Introducing Classroom Repair
- Working with Disorganization in the Classroom
- Repair and the Curriculum of Feelings

- Repair in the Classroom
- Healer of Relationships
- Time Out for Teachers
- Time in With Teachers

Learning Objectives:

- Help teachers find ways to help children to learn to make repair with each other
- Explore with teachers ways to use the Curriculum of Feelings to help children in conflict
- Explain the difference between 'Time Out' and 'Time In' specifically with teachers
- Facilitate new handout – Repair in the Classroom – read content and help teachers explore its use in the classroom
- Understand the ways that new activities will impact program facilitation

Chapter 8 – Summary and Celebration (18:01)

- Different Paths to Learning
- The Teacher that Makes a Difference
- Review Handouts
- Classroom Teacher Workbook
- COSP Classroom Foundational Approach
- Coaching Teachers in the Classroom

Learning Objectives:

- Use material and know when to use new handouts,
- Reflect on teacher reactions to learning COSP Classroom;
- Recognize different paths to learning COSP Classroom;
- Integrate the handouts with teacher reflections;
- Learn more how to use the Teacher Workbook;
- Gain clarity around use of program with other curricula;
- Recognize importance of supervision in relationship based work

Final Exam 85 questions