

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR CDEC 1419
CHILD GUIDANCE**

Semester Credit Hours: 3

INSTRUCTOR:_____

OFFICE HOURS:_____

I. INTRODUCTION

- A. An exploration of guidance strategies for promoting prosocial behaviors in children. Emphasis on positive guidance principles and techniques, family involvement and cultural influences.
- B. This course is required to receive the Child Development Department Associate in Applied Science Degree, Child Development Certificate of Completion, and Administrator Credentials.
- C. Bloom's Taxonomy of Cognitive, psychomotor, and Affective domains coding are Knowledge (K), Comprehension (C), Application (AP), Analysis (AN), Synthesis (S), Evaluation (E).
- D. This course is occupationally related and serves as preparation for careers in child development.
- E. Prerequisites: None
- F. This course requires 32 Lab hours.

Note: A student may not receive a final grade without completing this requirement in full.

- G. NAEYC Standards and Program Level Outcomes: All CTC's Child Development Department coursework includes student learning opportunities and outcomes that address the National Association for the Education of Young Children's

Standards for Early Childhood Professional Preparation in Associate Degree Programs. These Standards address areas of growth and development of the “whole child”

STANDARD 1: The student will apply an understanding of child development and learning by:

- 1a:** Knowing and understanding young children’s characteristics and needs.
- 1b:** Knowing and understanding the multiple influences on development and learning.
- 1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

STANDARD 2: The student will explain how to build family and community relationships by:

- 2a:** Knowing about and understanding family and community characteristics.
- 2b:** Supporting and empowering families and communities through respectful, reciprocal relationships.
- 2c:** Involving families and communities in their children’s development and learning.

STANDARD 3: The student will demonstrate skills in teaching and analyze young children’s learning by:

- 3a:** Knowing, understanding, and using positive relationships and supportive interactions.
- 3b:** Knowing, understanding, and using effective approaches, strategies, and tools for early education.
- 3c:** Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

STANDARD 4: Using developmentally effective approaches to connect with children and families

- 4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b:** Knowing and understanding effective strategies and tools for early Education
- 4c:** Using a broad repertoire of developmentally appropriate teaching/ learning approaches

STANDARD 5: Using content knowledge to building meaningful curriculum:

- 5a:** Understanding content knowledge and resources in academic disciplines
- 5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c:** Using their own knowledge, appropriate early learning standards, and other

resources to design, implement, and evaluate meaningful, challenging curricula for each child

II. LEARNING OUTCOMES

Upon successful completion of this course, Child Guidance, the student will be able to:

- A. Summarize theories related to child guidance. (C1, C3, C5-8, C10, C18,) (K, C, AP, AN, S, E) (NAEYC Standard 1 & 4)
1. Outline a variety of guidance techniques to use with different age children based on developmental needs and abilities.
 2. List characteristics of positive interactions and supportive relationships with children at different stages of development.
 3. Contrast positive and negative forms of guidance.
 4. Summarize children's social development.
- B. Explain how appropriate guidance promotes autonomy, self-discipline, and lifelong social skills in children. (C1, C3, C5-8, C10, C12, C14,) (K, C, S) (NAEYC Standard 4)
1. Describe development of self-concept and self-esteem.
 2. Discuss the process of emerging self-discipline.
 3. List positive social behaviors which should be encouraged in classroom settings.
 4. Explain how positive guidance promotes growth and development.
 5. Describe development of moral competence in children.
 6. Explain the role of indirect guidance technique in classroom management.
- C. Recognize the importance of families and culture in guiding children. (C1, C3, C5-14, C16) (K, S) (NAEYC Standard 2)
1. Describe how cultural difference affects guidance.
 2. Discuss the role of culture in children's interactions and responses to conflict.
 3. Describe the importance of working with parents to solve guidance issues.
 4. Discuss the family issues which may influence children's behaviors and ways to assist children in coping with these stressful or frightening situations.
- D. Promote development of positive self-concept and prosocial behaviors in children. (C1, C3, C5-14,) (AP) (NAEYC Standard 4)

1. Demonstrate how a teacher's guidance techniques affect children's self-esteem.
 2. Demonstrate techniques teachers can use to facilitate positive social interactions among children.
- E. Apply appropriate guidance methods to specific situations relating to children's behaviors. (C1, C3, C5-14,) (C, AP, AN, E) (NAEYC Standard 1&4)
1. Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs.
 2. Demonstrate appropriate ways to communicating with children (i.e., active listening, "I" messages, positive statements, etc.)
 - 3.
 4. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.
 5. Provide environments and learning experiences that promote development of children's trust, autonomy (decision-making, self-assessment, and self- help skills, etc), initiative, industry, and identity.
 6. Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors (i.e., biting hitting, tantrums, inappropriate language, etc.)
 7. Observe and records children's behavior using anecdotal records.
- F. Demonstrate skills in helping children resolve conflicts. (C1, C2, C5-14,) (K, AP, E) (NAEYC Standard 4)
1. Support a classroom culture that foster trust, caring, cooperation, responsibility, and leadership.
 2. Recognize true problem behaviors and identify professional resources for specific developmental or family needs.
 3. Implement principles of conflict resolution.
 4. Demonstrate teamwork skills when guiding children.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. General

1. Participate in class or field experiences regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration

- of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
 6. Read all assigned selections from the text, or other, as assigned.
 7. Ask instructor for permission before using audio-recorders to record face-to-face classes.
 8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

- B. Students have a 32 hour lab requirement for this course. Lab requirements and field experiences are the same in all on-line and face-to-face classes. Details are explained in your course. Note: The Student may not receive a final grade without completing the requirement in full.

V. EXAMINATIONS

- A. There will be at least two examinations. (Quizzes are optional.)
- B. Make-up examinations will be given only with the instructor's permission.
- C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

- A. Your point total is determined by adding earned points on each scored assignment (projects, examinations, participation, exams, quizzes, discussions, other).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

*Students who are unable to complete required lab hours will receive an IP
In this course and direction pertaining to an IP will be followed. (See p. 6, VII C)

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Course Withdrawal:** It is the students responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses
Friday of 4th week for 6-week courses
Friday of 6th week for 8-week courses
Friday of 7th week for 10-week courses
Friday of 9th week for 12-week courses
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. **Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F;

but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.

- D. **Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

- E. **American with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

- H. **Scholastic Honesty:** All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. Each student should avoid:
 - 1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.

 - 2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.

 - 3. Cheating: giving or receiving information on an examination, homework, or projects.

VIII: COURSE OUTLINE

A. **Lesson One: Introduction to Developmentally Appropriate Guidance and the Teacher's Role**

1. **Learning Objectives:** Upon successful completion of this lesson, the student will be able to:

- a. State the goals of child guidance in the group child care setting.
- b. List desirable and undesirable child behaviors in the group.
- c. List characteristics of positive interactions and supportive relationships with children at different stages of development.
- d. Name and explain basic processes through which adults influence children.
- e. Name the steps in the decision-making model of child guidance and be able to apply it.

2. **Learning Activities:**

- a. Read Chapter One (C5, C6)
- b. Complete Discussion Questions for Lesson One: Analyze your parents style of caregiving. Analyze your own style of caregiving (C4, C5, C6)
- c. Lab Assignment One: Observing and analyzing caregiving styles (C5, C6)

3. **Lesson Outline:**

- a. Child guidance goals in a classroom setting
- b. Desirable child behaviors in group child care/classroom setting.
- c. Undesirable child behaviors in the group child care/classroom setting.

B. **Lesson Two: Theoretical Foundations**

1. **Learning Objectives:** Upon successful completion of this lesson, the student will be able to:

- a. Explain child guidance theory, which focuses on systems in which children exist.

- b Explain child guidance theory, which focuses on how children construct knowledge.
- c. Explain child guidance theory, which focuses on psychological, emotional, and social learning needs.
- d. Apply different theories of child development and apply them to the appropriate use of guidance strategies.
- e. Tell how each theory advises adults to assess a child's current abilities and competencies before deciding how to help a child in a discipline encounter.
- f. Identify and explain how you would use strategies that come from each theory.

2. Learning Activities:

- a. Read Chapter Two (C4,C5, C6)
- b. Complete Discussion Questions for Lesson Two: Using theories for problem solving and how neighborhoods affect behaviors. (C4,C5, C6,)
- c. Complete Research and Respond Lesson Two: Lesson on Scaffolding (C5, C6)
- d. Lab Assignment Two: Theoretical Foundations and Challenging Behaviors (C5,C6)

3. Lesson Outline:

- a. Perception and memory affects a child's behavior.
- b. Knowledge of how children learn in the preoperational to concrete operational stages
- c. Promoting self- control with positive guidance and discipline strategies
- d. Strategies and methods for promoting social behaviors

C. Lesson Three: Understand Child Development

1. Learning Objectives: Upon successful completion of this unit, the student will be able to:

- a. Understand perception and memory and how that affects a child's behavior.
- b. Obtain knowledge on how children learn in the preoperational to concrete operational stages.
- c. Demonstrate how to use specific positive guidance and discipline strategies with young children to promote self-control.

- d. Analyze the methods for promoting prosocial behaviors and some strategies.

2. Learning Activities:

- a. Read Chapter Three (C5, C6)
- b. Complete Discussion Questions for Lesson Three: Developing self-control (C4, C5, C6)
- c. Research and Respond Assignment: Movie that models prosocial behavior (C1, C5, C6)
- d. Lab assignment Three: Observe and detail misbehavior in a classroom (C5, C6)

3. Lesson Outline:

- a. Effects of child-staff ratios on behavior
- b. Environment arrangement effects on behavior
- c. Developmentally appropriate materials for children
- d. Organizing and balancing time

D. Lesson Four: Supportive Physical Environments

1. Lesson Objectives: Upon successful completion of this lesson, the student will be able to:

- a. Explain the role of indirect guidance technique in classroom management.
- b. Describe well-designed, curriculum, materials and managed activity areas for developmentally appropriate practices) DAP early childhood classrooms.
- c. Explain ways to adapt curriculum and lesson plans for early childhood-inclusive classrooms.
- d. Explain how early childhood classroom design affects children's development and behavior.
- e. Demonstrate how to use specific positive guidance and discipline strategies.
- f. Explain methods for talking with parents about positive guidance and discipline strategies.
- g. Explain how appropriate guidance promotes autonomy, self-discipline, and lifelong social skills in children.

2. Learning Activities:

- a. Read Chapter Four (C5, C6)
- b. Complete Discussion Questions for Lesson Four: Managing class-room materials (C4, C5, C6)

- c. Lab Assignment Four: Draw Floor Plan (C3, C5, C6, C8)

3. Lesson Outline:

- a. Direct guidance by observation.
- b. Modeling effects on child behavior.
- c. Communication techniques.
- d. Redirection and distraction.
- e. Behavior modification.

E. Lesson Five: Guiding Children and Developmentally Appropriate Practice

1. Lesson Objectives: Upon successful completion of this unit, the student will be able to:

- a. Describe well-designed, curriculum, materials and managed activity areas for DAP (developmentally appropriate practice) early childhood classrooms.
- b. Explain ways to adapt curriculum and lesson plans for early childhood-inclusive classrooms.
- c. Demonstrate how to use specific positive guidance and discipline strategies.
- d. Explain methods for talking with parents about positive guidance and discipline strategies.
- e. Explain how appropriate guidance promotes autonomy, self-discipline, and lifelong social skills in children.

2. Learning Activities:

- a. Read Chapter Four: continued from Lesson Four (C5, C6)
- b. Complete the Discussion Questions for Lesson Five: Using positive guidance strategies (C4, C5, C6)
- c. Lab Assignment Five: Observation of Self-Esteem and Moral Identity (C1, C5, C6)

3. Lesson Outline:

- a. Know DAP in order to promote pro-social behaviors, self-control and a means of interacting with others in young children.
- b. Know DAP in order to help make the best use of learning center play, time, meals, large group activities and field trips.

F. **Lesson Six:** Problem Solving

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Use your knowledge of problem-solving steps to solve a problem in a classroom.
 - b. Identify six problem-solving steps and write a skit that involves those six steps; *or* create a power point presentation explaining the guidance and early childhood strategies to include: caregiving styles, discipline techniques, environment, and background information of the family. related in the DVD/Video or TV series.
2. **Learning Activities:**
 - a. Project #1: Choose a television series that represents a guidance concept, prepare a 12-15 page slide Power Point to link the concept (C1, C5, C6, C8)
 - b. Prepare and take your Midterm exam (C5, C6, C8)
3. **Lesson Outline:**
 - a. Strategies that support social/emotional learning
 - b. Positively guiding children.
 - c. Influences of children's social and emotional growth.
 - d. Six step problem solving

G. **Lesson Seven:** Positive Guidance & Discipline Strategies

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Discuss the concept of guidance and discipline.
 - b. Describe and explain major positive guidance strategies.
 - c. Know how your culture and what you believe about children affects how you will guide young children.
 - d. Understand that positive guidance strategies create opportunities to develop supportive relationships between the teacher and young children.
 - e. Know that discipline refers to guidance and teaching and

not punishment.

2. **Learning Activities:**

- a. Read Chapter Five (C4, C5)
- b. Complete Discussion Questions from Lesson Seven: Using cues to guide children (C4, C5, C6)

3. **Lesson Outline:**

- a. Guidance beliefs and cultural
- b. Influence of cultural values and teacher interaction
- c. Positive guidance and positive strategies

H. **Lesson Eight:** Positive Guidance and Discipline Strategies

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Discuss the concept of guidance and discipline.
- b. Describe and explain major positive guidance strategies.

2. **Learning Activities:**

- a. Read Chapter Five (C5, C6)
- b. Complete Discussion Question for Lesson 8:Using different positive discipline strategies (C4, C5, C6)
- c. Lab Six Assignment Role playing experience (C1, C5, C6)

3. **Lesson Outline:**

- a. Positive guidance strategies
- b. Positive guidance strategies meeting children's individual needs

I. **Lesson Nine:** Using Observations in Guiding Children

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Identify and describe practical methods for observing children's behavior.
- b. Identify and explain the reasons for observing children's behavior.
- c. Explain how appropriate guidance promotes autonomy, self-

- discipline, and life-long social skills in children.
- d. Appreciate the role of assessment in early childhood education.

2. Learning Activities:

- a. Read Chapter Six (C5, C6)
- b. Complete Lesson Nine Discussion: Knowing and using different positive guidance techniques (C4, C5, C6)
- c. Research and Respond Lesson Nine; Benefits of student led conferences (C1, C5, C6, C8)
- d. Lab Assignment Six: Interview teacher to see what tools are used for observation and assessment (C1, C4, C5, C6, C8)

3. Lesson Outline:

- a. Using observations as a planning tool.
- b. Three main reasons for observing children's behavior.
- c. Appropriate assessment is strength-based.
- d. Appropriate assessment benefits children, teachers, parents and administrators.
- e. Observation as a method of assessment.
- f. Appropriate assessment is done ethically.

I. Lesson Ten: Self-Esteem and Moral Identity

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Explain the parts or components making up a child's "self".
 - b. Describe the building blocks of self-esteem.
 - c. Recognize the effect of social context on a child's self-esteem.
 - d. Explain the concept of moral identity.
 - e. Recognize and discuss practices that help children develop authentic self-esteem.
 - f. Summarize the development of moral competence in children and moral identity.
 - g. Explain the parts or components that make up a child's self and the building blocks.
 - h. Describe development and practices that help children develop authentic self-concept and self-esteem.

2. **Learning Activities:**

- a. Read Chapter Seven (C5, C6)
- b. Complete Lesson Ten Discussion: The Importance of helping children develop a strong moral identity (C4, C5, C6)
- c. Lab Assignment Eight: Newsletter on Bullying (C1, C5, C6, C8)

3. **Lesson Outline:**

- a. Constructing positive self-esteem in children
- b. Influencing children's self-esteem with attitudes.
- c. Importance of children's role in their own development.
- d. Understanding moral identity
- e. The teacher's responsibility to develop relationships with children.

J. **Lesson Eleven:** Emotional and Social Competence

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Describe emotional and social competence.
- b. Define social emotional learning (SEL).
- c. List and explain the four components of emotional intelligence.
- d. Describe strategies for supporting children's SEL and give examples that adults can use to guide children's expressions of anger and help them develop emotional intelligence.
- e. Identify types of interactions in early childhood settings that are likely to elicit anger and describe children's responses to each.

2. **Learning Activities:**

- a. Read Chapter Eight (C4, C5)
- b. Complete Discussion Questions for Lesson Eleven: Using words to label feelings (C4, C5, C6)

3. **Lesson Outline:**

- a. Strategies for supporting children's social emotional learning.
- b. Guiding children's expressions of anger.
- c. Assisting children to develop emotional intelligence.
- d. The four components of emotional intelligence.

K. Lesson Twelve: Putting it All Together

1. **Lesson Outcomes:** Upon successful completion of this unit, the student will be able to:
 - a. Identify your emotional and social competence in order to become a highly qualified early childhood educator.
 - b. Learn how the teacher's social emotional learning (SEL) is critical to support the learning environments for children
 - c. Apply the knowledge you have gained in this course with the children to provide positive guidance.
2. **Learning Activities:**
 - a. Complete Lesson Twelve Discussion Question: Evaluate this course (C1, C4, C5, C6)
 - b. Project #2: Brochure, using Chapter Five as reference of your philosophy of positive guidance (C1, C5, C6, C8)
 - c. Final Exam (C5, C6, C8)
3. **Lesson Outline:**
 - a. Teacher's emotional intelligence as a positive role model.
 - b. Relationship of emotions to developmentally appropriate practices (DAP) in an early childhood setting.