

CDE A157: GUIDANCE FOR YOUNG CHILDREN

Item	Value
Curriculum Committee Approval Date	09/22/2021
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

Course Description

Course covers theories of behavior, guidance techniques, and parent communication. Emphasis on developing an understanding of children's behavior and encouraging positive esteem while helping the child work toward self-control. PREREQUISITE: CDE A155 or EC A155 or concurrent enrollment. Formerly known as EC A157. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Distinguish between normal and abnormal behaviors with children and methods of responding to both and to know, describe and apply different theories of child guidance.

Course Objectives

- 1. Describe the principles of major theories of behavior management.
- 2. Apply theories of behavior management to behavior of young children in the preschool classroom.
- 3. Analyze the content and context of child behavior to determine the best course of intervention.
- 4. Analyze their role as a teacher in contributing to or eliminating child behavior.
- 5. Set realistic, objective expectations for the amount of change to take place in a child's behavior and the course of that change.
- 6. Identify difficult common behaviors teachers encounter in the preschool setting and different strategies to address them.
- 7. Discuss the developmental limitations that impact child behavior.
- 8. Provide developmentally appropriate child guidance.
- 9. Develop a behavior modification program for a preschool child and classroom.
- 10. Identify personal fears, worries, and anxieties about dealing with a difficult or unknown child behavior.
- 11. Explain the relationship between the physical environment and discipline problems.
- 12. Set up and modify the learning environment to meet the behavioral needs of the children.
- 13. Discuss the teacher role in supporting child autonomy, self esteem, and prosocial behavior.

- 14. Interact and communicate with parents about their children in a sensitive and professional manner.
- 15. Provide appropriate suggestions, resources, and referrals to parents regarding child behavior and guidance issues.

Lecture Content

Behavioral theory of guidance Principles of behavioral theory Techniques used by behaviorists Modeling Reinforcement Effective praise Tokens and bribes Extinction Punishment Time out Spanking Development of a behavior modification program for a child Use of informal behavior modification in the classroom Difficulties encountered with behavior modification Rogerian theory of guidance Rogerian concepts Parent Effectiveness Training Program Problem ownership Active listening "I" messages No-lose method of conflict resolution Use of the Rogerian approach in the classroom Comparison of Rogerian and behavior modification theories Adlerian theory of guidance Adlerian concepts Systematic Training for Effective Parenting Understanding child behavior, misbehavior, and emotions Improving parent/child communication Applying natural and logical consequences Encouraging a democratic family relationship Developing confidence as a parent Use of the Adlerian approach in the classroom Comparison of Adlerian, Rogerian, and behavior modification theories Classroom environments that prevent discipline problems Physical environment Room arrangement Traffic patterns Equipment and materials Emotional environment Teacher expectations Mutual respect Clear boundaries and rules Child autonomy and initiative Curriculum Schedule, routines, and transitions Developmentally appropriate activities Group time Moral classrooms Conflict resolution Class meetings Moral decision-making tasks Teacher role and personality Expectations of self and others Personal temperament and expectations Parent expectations Realistic expectations for changing behavior Teacher/child bonding Why and how a bond changes behavior Importance of the teacher as a person Development of standards and internal control Styles of caregiving Authoritarian Authoritative Permissive Why teachers function within each style Effects of styles on children Understanding child behavior Identifying the meaning of behavior Looking at behavior within context Positive classroom discipline strategies Setting behavioral limits Communicating limits Giving reasons for limits Consistency Ignoring behaviors Deciding what is important Dealing with temper tantrums Redirecting behavior Diverting or distracting Substituting a more acceptable /safer way Natural and logical consequences Effects of positive discipline Autonomy and self control Self-esteem Prosocial behavior Addressing special issues in guidance Stress and children Manifestation in children Categories of stress Ability to cope with stress Emotional response of teacher Teacher role in supporting child / eliminating stress Developing self esteem Definition of self and self esteem Strategies for developing self esteem Anger management Why children become angry Sadness and its relationship to anger Emotional response of teacher Strategies for anger management Dealing with aggression Forms of aggression Instrumental Hostile Accidental Role of environment in producing aggression Strategies for dealing with aggression Developing empathy in children How empathy and caring is developed Role of developmental stages in perspective taking Differentiating between empathy and guilt and pressure Role of teacher in promoting empathy Strategies for developing empathy Helping children handle death Possible reactions of children Teacher reactions and issues Strategies to help children deal with grief Supporting children with special needs in the classroom Hyperactivity Definition of ADHD Strategies for handling hyperactive children Emotional and dependent

behaviors Possible reasons for whining, tantrums, and other attention seeking behaviors Strategies to support children in resolving underlying issues Issues involving atypical child development Interacting with parents Developing rapport Factors affecting teacher/parent relationship Teacher anxiety Strategies to develop rapport Parent resources / library Parent conferences with parents Dealing with everyday events Regularly scheduled conferences General strategies for conferences Responding to parent anxiety Conferences when a problem exists Preparation for the conference Presenting issues to parents Dealing with anxiety, anger, and shock Helping the parent work through the news Offering help and suggestions Providing referrals Follow up meetings Conferences with separated or divorced parents Steps to ensure inclusion of both parents Recognizing symptoms of a parent feeling left out Strategies for involving non-primary care parents

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

* Lecture and demonstration of concepts * Small and large group discussion of guidance theories and situations * Role playing of specific guidance situations and difficult child behaviors encountered by preschool teachers * Problem solving sessions for difficult child behaviors students are experiencing in their own classrooms * Group exploration of current trends in guidance and specific parenting programs * Student presentation of behavior modification program * Student presentation of strategies for specific problem behavior * Videos that demonstrate various guidance techniques * Class discussion of assigned reading * Individual student sharing of parenting and caregiving styles, issues, and concerns

Reading Assignments

Reading assignments from text (3 hours/week).

Writing Assignments

Homework assignments which require students to apply class information to scenarios, create curriculum to support challenging behaviors, apply social-emotional teaching model to a classroom environment, create a parent resource on various challenging behaviors, and/or reflect on their own parenting upbringing and values which will influence their practices. 8 hours in total

Out-of-class Assignments

Social-Emotional observation, Behavior improvement assignment (3 hours/week).

Demonstration of Critical Thinking

Group participation in class discussion and problem solving exercises, student presentations, tests, and written papers

Required Writing, Problem Solving, Skills Demonstration

1. Written assignments in the following areas: a. Self-evaluation of strengths and weaknesses of interaction with children and parents b. Follow-up evaluation of strengths and continued areas for personal growth c. A specific problem encountered in a preschool classroom including: definition of the problem, possible causes for the problem, and possible solutions or course of action d. Personal style of teaching and guidance including theoretical underpinnings
2. Behavior modification

program: Student is to design and implement a six week behavior modification program for one child 3. Exams

Eligible Disciplines

Child development/early childhood education: Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Fields, Merritt Fields. Constructive Guidance and Discipline: Birth through Age Eight, 7 ed. Pearson, 2018