

# BUTTE COLLEGE

## COURSE OUTLINE

### I. CATALOG DESCRIPTION

**CDF 44 - Positive Child Guidance**

**3 Unit(s)**

**Prerequisite(s):** NONE

**Recommended Prep:** Reading Level V; English Level IV

**Transfer Status:** CSU

51 hours Lecture

This course teaches students guidance methods and techniques that are effective in the home, classroom and other group settings. Students will learn positive guidance techniques to promote socially responsible behavior and healthy emotional development in children from birth to eight years of age.

### II. OBJECTIVES

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

- A. Describe the major theories of behaviors.
- B. Identify and use effective guidance methods and techniques.
- C. Recognize and describe typical and atypical social and emotional behaviors.
- D. Demonstrate the ability to create environments to promote developing social and emotional skills.
- E. Differentiate between feelings and behaviors.
- F. Identify and compare behavior modification and problem-solving techniques.
- G. Gather information to promote healthy social and emotional development and to educate families using positive guidance techniques.

### III. COURSE CONTENT

#### **A. Unit Titles/Suggested Time Schedule**

Lecture	
<u>Topics</u>	<u>Hours</u>
1. History of and introduction to positive guidance	2.00
2. Theories of the young child's social and emotional development	4.00
3. Risk factors related to healthy social development	6.00
4. Parenting styles	2.00
5. Building relationships with children	2.00
6. Protective factors	4.00
7. Behavior and the brain	2.00
8. Reframing attitudes of positive guidance	2.00
9. Understanding families	2.00
10. Understanding culture	2.00
11. Positive approach in teaching social and emotional skills	4.00
12. Preventing challenging behaviors in the home or classroom environments	3.00
13. Preventing challenging behaviors in the social context	2.00
14. Guiding young children using a democratic approach	3.00
15. Guiding young children with natural and logical consequences	2.00
16. Guidance vs. punishment	1.00

17. Techinques of positive guidance	1.00
18. Functional assessment	4.00
19. Educating families and other experts	3.00
Total Hours	51.00

#### IV. **METHODS OF INSTRUCTION**

- A. Lecture
- B. Guest Speakers
- C. Collaborative Group Work
- D. Class Activities
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Discussion
- G. Demonstrations
- H. Problem-Solving Sessions
- I. Multimedia Presentations

#### V. **METHODS OF EVALUATION**

- A. Exams/Tests
- B. Papers
- C. Projects
- D. Demonstration
- E. Class participation
- F. Written Assignments
- G. Class Discussion
- H. Case Studies/Presentation

#### VI. **EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
  - 1. Read five articles on guidance of young children from professional publications and write a paper.
  - 2. Read children's literature which has social and emotional content and be prepared to share in class.
- B. Writing Assignments
  - 1. Write a one-page reflective journal from your selected articles.
  - 2. Complete a parent conference form that includes information from your observations and data from the parent survey questions.
- C. Out-of-Class Assignments
  - 1. Observe an early childhood classroom to identify teacher interactions which promote emotional literacy.
  - 2. Visit an early childhood classroom environment and locate materials that support social and emotional development.

#### VII. **RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Kaiser, B. & Sklar Rasminsky, J. Challenging Behavior in Young Children: Understanding, Preventing and Responding Effectively. 3rd Edition. Pearson Education, 2012.
- B. Gartrell, D. A Guidance Approach for the Encouraging Classroom. 5 Edition. Wadsworth, 2011.

Materials Other Than Textbooks:

A. Website: Center on the Social and Emotional Foundation for Early Learning  
<http://csefel.vanderbilt.edu/>

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