

Course Outline for ECD 82

COMMUNICATING EFFECTIVELY WITH THE SCHOOL-AGE CHILD

Effective: Fall 2004

I. CATALOG DESCRIPTION:

ECD 82 — COMMUNICATING EFFECTIVELY WITH THE SCHOOL-AGE CHILD — 3.00 units

Communication skills that promote self-discipline, techniques for resolving conflicts with the school-age child and effective interactions with parents. Consideration of: environment, appropriateness of program, materials, games and equipment; developmental age of children as instrumental to behavior management; development of pro-social behavior, multi-cultural awareness, diversity issues, and anti-bias curriculum.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. describe the connection between children's behavior and developmental stages;
- B. list and describe positive discipline techniques to avoid behavior related disruption;
- C. describe how modification of physical environment effects desired behavior;
- D. respond to inappropriate behaviors using techniques that effect positive behaviors;
- E. demonstrate, by role modeling, the ability to effectively engage children in positive activities;
- F. define behavior management emphasizing positive pro-active discipline skills;
- G. recognize and explain motivations behind the behavior a child exhibits as reported in case studies;
- H. assist children in developing attitudes and skills to relate to people from diverse cultures and backgrounds;
 - I. develop a win-win situation for children;
- J. articulate how to enable students to develop appropriate self-esteem by nurturing life skills in children while promoting and requiring them to assume responsibility for their behavior;
- K. demonstrate, through role play scenarios, competent communication skills for parent conferences;
- L. utilize some of the specific programs that promote pro-social behavior such as: "Tribes", "Character Quest", "Adventure Games", "Peace Making", and "Global Games";
- M. demonstrate child observation skills and develop a course of action that enriches the program for children.

V. CONTENT:

- A. Scrutinizing the environment and daily schedule to anticipate difficulties that can be avoided
- B. Understanding the developmental ages of the children typically served in an after school-age program
 1. Piaget
 2. Erikson
 3. Parten
 4. Smilansky
- C. Understanding the motivation behind the child's behavior
- D. Helping the child to find appropriate ways to satisfy unmet needs
- E. Sensitivity to children's culture and family issues
- F. Working with children in ways that enhance self esteem such as the "win-win" approach
- G. Dealing with inappropriate behavior with minimal disruption to the classroom, while not embarrassing or ridiculing children
- H. Techniques of "conflict resolution"
 - I. Opportunity to explore programs such as "Tribes" that promote pro-social behaviors among the children
 - J. Knowing when to seek the support of professional help for the child, family or caregiver
- K. Activities and communication that promote self-esteem and responsible behavior
- L. Communicating with families to build effective relationships to benefit the child, family, teacher and the program
- M. Learning to listen so children will communicate feelings appropriately
- N. Learning to communicate so children will respect the feelings of others
- O. Components of observation
 1. non-judgmental

2. detailed record of child's physical actions including interactions with others
3. record of all communication between the child and others
 - a. "quotations" (exact recording of every person involved)
 - b. silence
 - c. affect
 - d. body language

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Written exercises and case studies** - Case Studies
- D. **Audio-visual Activity** -
- E. Participation/role play
- F. **Demonstration** -

VII. TYPICAL ASSIGNMENTS:

A. Reading 1. Read: the handout by Musson, School-Age Care, Chapter 3. Based upon the reading be prepared to discuss how the ability to take the perspective of another person helps children to make and keep friends. 2. Read Kreidler and Furlong, Adventures in Peacemaking, Chapter 2, and contrast the philosophy described with "Time Out" practices commonly used with children. B. Writing, problem solving or performance 1. Written report on Erik Erikson fourth stage; "Industry vs. Inferiority based on an observation of a child in a school-age care program. Explain how this stage of development is manifesting itself in the child. 2. Keep a journal describing difficult situations in the classroom that developed as a result of a child's behavior. Explain what was done and said during the situation, what happened, how was it dealt with and what feeling arose in the observer because of the incident. Clarify what actions were taken and the response of the child. 3. Facilitate a mock "parent conference" that supports a consistent approach for a child that is experiencing transition problems from school to after-school to home environment. C. Projects 1. Choose a child who is considered "difficult" and observe the child three times; observe patterns that might contribute to the behavior and subsequent teacher response to the child. Record and analyze the dynamics between the child and others that you observed. 2. Based upon the work done in the above assignment, suggest at least three new approaches that the teacher might employ with this child in order to achieve a new and desired behavior result. Give reasons as to why the present methods may not be working and why new suggestions might be successful. Use textbook and class materials to support your r

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
 1. Frequency
 - a. Weekly assignments
 - b. One midterm
 - c. One final

IX. TYPICAL TEXTS:

1. Charles, C.M. *Building Classroom Discipline*. 6th ed., Addison Wesley Longman, Inc., 1999.
2. Charles, C.M. *The Synergetic Classroom, Joyful Teaching and Gentle Discipline*, Addison Wesley Longman, Inc., 2000.
3. Fields, M. and Boesser, C. *Constructive Guidance and Discipline: Preschool and Primary Education*. 3rd ed., Merrill-Prentice Hall, 2003.
4. Frank, Laurie *The Caring Classroom: Using Adventure to Create Community in the Classroom and Beyond*, Project Adventure, Inc., 2001.
5. Gibbs, Jeanne *Guiding Your School Community to Live a Culture of Caring and Learning*, Center Source Systems, LLC., 2001.
6. Gibbs, Jeanne *Tribes: A New Way of Learning and Being Together*. 7th ed., Center Source Systems, LLC., 2001.
7. Kreidler, William and Furlong, Lisa *Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs*. current ed., Project Approach, 0.
8. Walker, J., Shea, T., and Bauer, A. *Behavior Management: A Practical Approach for Education*. 8th ed., Merrill-Prentice Hall, 2003.

X. OTHER MATERIALS REQUIRED OF STUDENTS: