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Course Outline for ECD 82

COMMUNICATION AND BEHAVIOR GUIDANCE FOR THE SCHOOL-AGE CHILD

Effective: Fall 2015

I. CATALOG DESCRIPTION:

ECD 82 — COMMUNICATION AND BEHAVIOR GUIDANCE FOR THE SCHOOL-AGE CHILD — 3.00 units

Communication skills that support pro-social behaviors in the school-age child; Consideration of developmental age of children as instrumental to behavior guidance and communication; Promote effective family, co-workers and other personnel interactions; Awareness of cultural and diverse perspectives; 3 hours

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	<u>MIN</u>
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. demonstrate communication skills for working effectively with school-age children and their families;
- B. demonstrate child observation skills;
- C. demonstrate awareness of the influence teachers have upon school-age children;
- D. describe the connection between children's behavior, developmental stages and the environment;
- E. respond to challenging behaviors with techniques that encourage and reinforce pro-social behaviors;
- F. demonstrate the ability to effectively engage children in positive activities;
- G. assist children in developing attitudes and skills to relate to people from diverse cultures and backgrounds;

V. CONTENT:

- A. Developmental theories and stages of the school-age children
- B. Observing communication styles in multiple environments
 - 1. Children's and adult's communication styles
 - 2. Detailed record of child's verbage and physical actions including interactions with others
 - 3. Recording non-verbal communication
- C. Fostering communication through routines, transitions and daily schedule
- D. Working with children to enhance self-esteem
 - 1. Understanding the motivation behind the child's behavior
 - 2. Helping the child to find appropriate ways to satisfy unmet needs
- E. Sensitivity to children's culture and family issues
- F. Teacher's communication style, behaviors and attitudes
 - 1. Modeling for children
 - 2. Language and communication styles used with children, families and adult peers
 - 3. Communicating with families, colleagues and school personnel to build effective relationships
- G. Techniques of problem solving and conflict resolution
- H. Programs that promote pro-social behaviors among the children
 - I. Activities and communication that promote self-esteem and responsible behavior
- J. Seeking support and community resources for families

VI. METHODS OF INSTRUCTION:

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

VII. TYPICAL ASSIGNMENTS:

A. Reading

1. Read an article provided by instructor. Using pair sharing and small groups, 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* provided by the instructor. Contrast the philosophy described in this article with "time out" practices commonly used with children. What do you think are the benefits for children? Are there drawbacks in using this philosophy? What would be the challenges of implementing this philosophy?

B. Writing and problem solving

1. Using an observation of a child 6-10, write a short paper on Erik Erikson fourth stage; "Industry vs. Inferiority. Explain how this stage of development is manifesting itself in the child.
2. Keep a 2 week journal describing challenging situations involving one or more children in the classroom you are working. Explain what was done and said during the situations, 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. If you are currently not working with school-age children your instructor will modify the assignment
3. Facilitate a mock "family conference" for one of the children in your journal. What preparation will you take ahead of time? Who else might be involved in the conference? Why? What community resources can you identify for the family?
4. Choose a child considered "challenging" 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. 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.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Papers
4. Oral Presentation
5. Class Participation
6. Other:
Observations and journal writing

B. **Frequency**

1. Weekly assignments
2. 3-4 short in class quizzes
3. 2-3 observations
4. 2 week journal writing
5. Role playing class presentations
6. One midterm or midterm project
7. One final or final project

IX. TYPICAL TEXTS:

1. Charles, C.M. *Building Classroom Discipline*. 10th ed., Pearson, 2010.
2. Frank, Laurie *Journey Toward the Caring Classroom: Using Adventure to Create Community*. 2nd ed., Project Adventure, Inc., 2013.
3. Gibbs, Jeanne *Guiding Your School Community to Live a Culture of Caring and Learning*, Center Source Systems, LLC., 2007.
4. Project Adventure *Silver Bullets: A REVISED GUIDE TO INITIATIVE PROBLEMS, ADVENTURE GAMES, AND TRUST ACTIVITIES*. 2nd ed., Project Adventure Inc., 2013.

X. OTHER MATERIALS REQUIRED OF STUDENTS: