

Course Outline for ECD 74

CHILD GUIDANCE

Effective: Fall 2010

I. CATALOG DESCRIPTION:

ECD 74 — CHILD GUIDANCE — 2.00 units

This course introduces practical principles and techniques for developmentally and culturally appropriate guidance. Emphasis is on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion of the course, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution and develop self-control, self-motivation and self-esteem in children.

2.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

| | <u>MIN</u> |
|-----------------------|------------|
| Lecture Hours: | 36.00 |
| Total Hours: | 36.00 |

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. compare and contrast the major developmental theories of children and their behaviors;
- B. demonstrate developmentally and culturally appropriate strategies for guiding children's personal and social development, and encourage positive social interactions;
- C. describe a broad range of practical, effective and flexible guidance strategies that are based on principles of positive communication;
- D. demonstrate strategies and techniques that promote conflict resolution, communication, problem-solving and negotiation;
- E. identify strategies and techniques to foster a positive and realistic self-concept and self-esteem in young children;
- F. analyze strategies that prevent problems by accommodating the developmental, temperamental and cultural characteristics of young children.

V. CONTENT:

- A. Major theorists and philosophies that contribute to positive child guidance
 1. Erik Erikson
 2. A.H. Maslow
 3. Rudolf Dreikurs
 4. Attachment theorists
 5. Other relevant theorists
 6. Developmentally, Culturally and Linguistically Appropriate Practice
- B. Understanding all children's behavior including those with exceptional needs
 1. Attachment and development of relationships
 2. Goals for children's behavior and learning
 3. Changes in children's behavior over time
 4. The role of families, culture and temperament in children's behavior
 5. The development of the social-emotional self
- C. Influence of family, cultural and developmental differences
 1. Culturally diverse family patterns and how they affect notions of guidance and discipline
 2. Cultural influences on child rearing
 3. Understanding and incorporating cultural differences
 4. Developmental variations among children
 5. Children with exceptional needs
- D. Guidance strategies and techniques
 1. Indirect ways to influence behavior
 - a. Clear expectations
 - b. Teacher-child ratios
 - c. Temporal environment,
 - d. Curriculum
 - e. Non-verbal communication

2. Direct ways to influence behavior
 - a. Active listening
 - b. Negotiation
 - c. Setting limits
 - d. Modifying the environment
 - e. Giving affirmations
 - f. Logical consequences
 - g. Use of voice and body to communicate clear messages
3. Problem Solving and the role of adult bias

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** - Small and large group discussions
- C. Participation/Role Play
- D. Media
- E. **Written exercises and case studies** - Case Studies

VII. TYPICAL ASSIGNMENTS:

A. Reading and Writing 1. Write a research paper on the theories of Rudolf Dreikurs and his theory of "logical consequences." 2. Reflection Paper: What is the role of our culture in how we view child guidance? What are some cultural messages from your family that you see impacting your ideas around child guidance? B. Problem Solving 1. From the assigned textbook analyze methods that adults use to create a pro-social environment. From the case studies provided, develop a plan for engaging children in pro-social behaviors. 2. Select journal entry. Exam the roles and behavior of everyone involved including the environment, the adult and child. Identify the antecedents and consequences of the child's behavior. Develop a plan that will support each person to remediate the situation and maintain the child's self esteem.

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**

1. Frequency
 - a. Weekly assignments
 - b. 4 or more reflective journal entries
 - c. One mid-term examination
 - d. One final examination or project

IX. TYPICAL TEXTS:

1. Marion, Marion *Guidance of Young Children*. 7th ed., Merrill., 2007.
2. Miller, Darla Ferris *Positive Child Guidance*. 6th ed., Cengage Learning, 2009.
3. Nelson, Jane, EdD. *Positive Discipline*., Random House Publishing Group, 2006.

X. OTHER MATERIALS REQUIRED OF STUDENTS: