



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 49 Number	(2) Guidance for Young Children Title	(3) 3 Units
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(4) Lecture / Lab Hours:	(8) Classification:
Total Course Hours	
Total Lec hours: 3.00	Degree applicable: X
Total Lab hours:	Non-degree applicable:
Total Contact hours: 54.00	Basic skills:
Lec will generate <u>0</u> hour(s) outside work.	(9)RC Fulfills AS/AA degree requirement: (area)
Lab will generate <u>0</u> hour(s) outside work.	General education category:
(5) Grading Basis: Grading Scale Only	Major: CHILD DEVELOPMENT PARAPROFESSIONAL
Pass/No Pass option X	Certificate of: CHILD CARE FOR SCHOOL-AGE CHILDREN/TEACHER EARLY INTERVENTION ASSISTANT PARAPROFESSIONAL
Pass/No Pass only	Certificate in:
(6) Advisories:	(10)CSU Baccalaureate: X
Eligibility for English 125	(11)Repeatable: (A course may be repeated three times) 0
Eligibility for English 126	
(7) Pre-requisites(requires C grade or better):	
Corequisites:	

(12) Catalog Description:
 This course explores effective strategies for guiding children's behavior in the Early Care and Education environment. Establishing a pro-social environment, developing positive relationships, and maintaining a healthy schedule will be emphasized. Attention will be given to guidelines for discussion of behavioral issues of concern, the teacher's role in supporting children through emotional difficulties, and the needs of children at risk.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. apply skills of observation to assess children's behavior.
- II. formulate guidance strategies to meet the needs of typical and atypical children in the Early Care and Education environment using theory and current guidance practices.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. gain insight into child development theories and guidance.
- II. identify major factors affecting different types of behavior.
- III. demonstrate skills of critical observation of children, applying knowledge of theory and methods of guidance in a classroom setting.
- IV. recognize techniques and strategies for promoting prosocial behaviors in young children.
- V. recognize the role preventative strategies play in classroom management.
- VI. understand the importance of problem-solving with children.

IV. COURSE OUTLINE:

Lecture Content:

- A. Child Development Theory and Guidance
 - 1. Behaviorist
 - 2. Psycho-analytic
 - 3. Vygotsky: The role of the adult
 - 4. Piaget
 - 5. Gardner's theory of multiple intelligences

- 6. Developmental appropriate practices based on child's age
- 7. Brain research
- B. Children and Prosocial Behavior
 - 1. Developing prosocial behavior
 - 2. Teachers as models
 - 3. Prosocial guidance
- C. Setting up the Environment
 - 1. Child-center classrooms
 - 2. Physical arrangement
 - 3. Organizing the environment
 - 4. Developmentally appropriate materials and equipment
 - 5. Outdoor environment
 - 6. The teacher's role in the environment
 - 7. Modifying the environment
- D. Positive Preventive
 - 1. Establishing routines
 - 2. Managing transitions
 - 3. Enforcing rules
 - 4. Setting limits
 - 5. Consistency/predictability
- E. Incorporating Positive Guidance Techniques
 - 1. Active listening
 - 2. Negotiation
 - 3. Affirmations
 - 4. Problem-solving
 - 5. Redirection
 - 6. Positive reinforcement
- F. Assessing Behavior
 - 1. Types of behavioral assessment techniques
 - 2. Observation and recording
 - 3. Behavior plans
 - 4. Resources and referrals
- G. Behavior Management
 - 1. Behavior modification plans
 - 2. Older children
 - 3. Children with special needs
- H. Promoting Family Involvement
 - 1. Understanding differences in culture and lifestyles
 - 2. Parent conferences
 - 3. Parent involvement
 - 4. Parent education
- I. Identifying stressors, effects of event trauma, disrupted early relationships
 - 1. Attachment
 - 2. Brain development and emotional brain centers
 - 3. Indicators of stress
 - 4. Interventions
 - a. Therapeutic teaching
 - b. Therapeutic environment
 - c. Reflective teaching
- J. Working with atypically developing children
 - 1. Learning behaviors
 - 2. Teaching strategies
 - 3. Responsive caregiving
 - 4. Modifying the environment

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:
and/or

1. Recommended - Darla Ferris Miller *Positive Child Guidance*, ed. 6th Wadsworth , 2009, ISBN: 9781435418592
and/or
2. Recommended - Hearron, P. *Guiding Young Children*, Merrill/Prentice Hall, 2008,

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
 Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

In order for teachers to work effectively with children and their families the role of culture in relationship to guidance will be explored.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)	X	d) written homework
	b) term or other paper(s)		e) reading reports
X	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:

1. writing critiques of assigned readings.
2. write a behavior assessment and strategy plan.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)	X	d) laboratory reports
	b) quizzes	X	e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

1. Apply course material to in-class discussions.
2. Based on observations design a guidance plan relating theory to practice.

C. Skill demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
X	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

1. Observe child and create a behavior plan using age-appropriate guidance strategies.
2. Apply course material to in-class discussions.

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining

- student final grades.
- 30% Writing
- 25% Skills demonstration
- 25% Problem solving
- 20% Exam

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	<u> </u>
Reference materials	<u> X </u>	<u> </u>
Instructor-prepared materials	<u> X </u>	<u> </u>
Audio-visual materials	<u> X </u>	<u> </u>

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	<u> </u>
Text is used in a college-level course	<u> X </u>
Used grading provided by publisher	<u> </u>
Other: (please explain; relate to Skills Levels)	<u> </u>

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u> </u>	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials
 Recommended - Darla Ferris Miller *Positive Child Guidance*, ed. 6th Wadsworth , 2009, ISBN: 9781435418592
 Recommended - Hearron, P. *Guiding Young Children*, Merrill/Prentice Hall, 2008,

Comments:

- This course requires special or additional library materials (list attached).
- X This course requires special facilities:
Child Development Lab School

Attached Files:

<p>BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><u> X </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u> X </u> Applying word analysis skills to reading in context.</p> <p><u> X </u> Using adequate basic functional vocabulary skills.</p> <p><u> X </u> Using textbook study skills and outlining skills.</p> <p><u> X </u> Using a full range of literal comprehension skills</p> <p>and</p> <p>basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> 1. Students will read textbook and engage in class discussion based on the content. 2. Students will read and outline guidance procedures found in the textbook. 3. Students will read case studies and evaluate the effectiveness of the procedures used.

(eligibility for English 125)
 (as outcomes for English 252)

Writing complete English sentences and avoiding errors most of the time.

Using the conventions of English writing: capitalization, punctuation, spelling, etc.

Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.

Expanding and developing basic sentence structure with appropriate modification.

Combining sentences using coordination, subordination, and phrases.

Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

1. Students must write reading reports.
2. Students will observe classroom behaviors and record in anecdotal records.
3. Students will write a behavior plan based on observations.

Check the appropriate spaces.

Eligibility for Math 101 is advisory for the target course.

Eligibility for English 126 is advisory for the target course.

Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites