

Course Syllabus

Course: **CDEC 1319.200 ~ Child Guidance**
 Semester: Fall 2017
 Class Times: Tuesday 6:00 – 8:50
 Instructor: Cherri Stallings
 Office: Reese Campus - Building 5
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 Email: cstallings@southplainscollege.edu
 Office hours: By appointment

“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

Course description

This course is an exploration of guidance strategies for promoting pro-social behaviors with individual and groups of children. The emphasis is on positive guidance principles and techniques, family involvement and cultural influences. Practical application through direct participation with children is required.

*Co-requisite course CDEC 1166.200 PRACTICUM

Student Learning Outcomes - *See STANDARDS page following course information.

	NAEYC Standards	NAEYC Supportive Skills
Describe theories related to child guidance	4a	SS2 SS3
Explain how guidance promotes autonomy, self-discipline, and pro-social skills	4b	
Identify familial and cultural influences on child guidance	4c	
Apply guidance techniques	4d	

Course Objectives SCANS (C) and Foundations (F) Skills attached.

- 1. Summarize theories related to child guidance.**
 - a. Outline guidance techniques to use with different age children based on developmental needs and abilities.
 - b. List the characteristics of positive/supportive interactions with children at different stages of development.
 - c. Contrast positive and negative forms of guidance.
 - d. Summarize children’s social development.
- 2. Explain how guidance promotes autonomy, self-discipline and pro-social skills.**
 - a. Describe development of self-concept and self-esteem.
 - b. Discuss the process of emerging self-discipline.
 - c. List the positive social behaviors which should be encouraged in classroom settings.
 - d. Explain how positive guidance promotes growth and development.
 - e. Describe development of moral competence in children.
 - f. Explain the role of indirect guidance techniques in classroom management.
- 3. Recognize the importance of families and culture in guiding children.**
 - a. Discuss anti-bias curriculum goals.
 - b. Describe how cultural differences affect guidance.
 - c. Discuss the role of culture in children’s interactions and responses to conflict.
 - d. Describe the importance of working with parents to solve guidance issues.
 - e. Discuss family-issues which may influence children’s behaviors and ways
 - f. Assist children in coping with stressful or frightening situations.
- 4. Promote development of positive self-concept and pro-social behaviors in children.**
 - a. Discuss how a teacher’s guidance techniques affect children’s self-esteem.
 - b. Demonstrate techniques teachers can use to facilitate positive social interactions among children.
- 5. Apply appropriate guidance methods to specific situations relating to children’s behaviors.**
 - a. Observe and record children’s behavior using anecdotal records.

- b. Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs.
- c. Demonstrate appropriate ways of communicating w/children. (active listening, I-messages, positive statements)
- d. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.
- e. Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors (biting, hitting, tantrums, inappropriate language, high activity level, etc.)
- f. Recognize true problem behaviors and identify professional resources for developmental or family needs
- g. Demonstrate skills in helping children resolve conflicts

Evaluation of Course Competencies

- 1. Regular class attendance
- 2. Participation in class discussion and activities
- 3. Exams
- 4. Weekly assignments
- 5. Key Assessment ~ Effective Transitions
- 6. Minimum average score of 75%

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS & Foundations skills *See correlation to Course Competencies, and attached SCANS & Foundations Skills.

Resources	Systems	Thinking Skills
Information	Technology	Personal Qualities
Interpersonal Skills	Basic Skills	

Verification of Workplace Competencies

Students will complete a Key Assessment on Effective Transitions. Key Assessment will be included in student's professional portfolio.

Specific Course Information

Text and Materials



Guidance of Young Children, 8th edition
 Marian Marion (2011)
 Pearson Publishing ISBN: 0137034024

Attendance Policy

- Students are expected to be punctual and attend all classes. Attendance records are a component of final grades.
 - Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
 - More than 3 absences may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
 - Students are responsible for staying informed of all announcements that are made during class periods, whether or not they are present when the announcement is made.
- ➔ In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. **Last day to drop classes is November 16, 2017.**

Assignment Policy

The student is responsible for reading and being prepared for each class. All written work is to be turned in on the due date. Late assignments will receive a deduction of 10% each week, up to two weeks. Assignments later than 2 weeks will not be accepted, unless specific arrangements have been made with the instructor.

Grading Policy

Grades for this class will be determined by the following criteria:

Attendance/Class Participation	
15 @ 10 points	150 points
Weekly Activities (10 @ 25)	250 points
Mid Term Exam	150 points
Key Assessment	300 points
Final Exam	150 points
	1000 points

900-1000	90%	A
800-899	80%	B
750-799	75%	C
700-749	70%	D
699 & below		F

***Students must earn C or higher for course to be applied to Child Development degree or certificate.**

Communication Policy

Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

If you need to email the instructor you need to have the subject of the email to be CDEC 1319 Child Guidance followed by the subject of the email. Example: CDEC 1319.200 Child Guidance: Question about Assignment 1

Student Conduct

All students are expected to abide by the standards of student conduct as defined in SPC Student Guide pages 10-15. Please see last page of syllabus for signature form.

Campus Carry

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php) Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Special Requirements

- Cell phones must be turned off while class is in progress. This includes text messaging and any auditory alerts. Extenuating circumstances may be discussed with instructor prior to the class session.
- Students needing make-up work should see instructor before or after class. Class time will not be used for make up concerns.
- A student who finds it necessary to drop the course should discuss this with instructor, and follow through with the process. A student who simply stops attending may receive a final grade of **F** which negatively affects GPA.



COURSE OUTLINE

- I. A Teacher's Role in Guiding Children
 - a) Explain the two dimensions of caregiving styles.
 - b) Explain the nature of the authoritative, authoritarian, and permissive styles of caregiving
 - c) Identify basic processes adults use to influence children
- II. Theoretical Foundations of Child Guidance
 - a) Explain child guidance theory, which focuses on systems in which children exist.
 - b) Explain child guidance theory which focuses on how children construct knowledge
 - c) Explain child guidance theory which focuses on psychological, emotional, and social learning needs
- III. Understand Child Development: A Key to Guiding Children Effectively
 - a) Describe and explain children's development in areas such as perception, memory, or social cognition
 - b) Describe the development of self-control during the early childhood years.
 - c) Identify and describe different forms of prosocial behavior
- IV. Supportive Physical Environments: Indirect Guidance
 - a) Explain how early childhood classroom design affects children's development and behavior.
 - b) Discuss the guidelines for developmentally appropriate early childhood room design
 - c) Explain how a well-designed infant and toddler classroom benefits a very young child's cognitive development.
- V. Positive Guidance and Discipline Strategies: Direct Guidance
 - a) Discuss the concept of guidance and discipline
 - b) Describe and explain major positive guidance strategies
- VI. Using Observation in Guiding Children
 - a) Appreciate the role of assessment in early childhood education
 - b) Identify and explain the reasons for observing children's behavior
 - c) Identify and describe practical methods for observing children's behavior
- VII. Self-Esteem and Moral Identity
 - a) Explain the parts or components making up a child's self
 - b) Describe the building blocks of self-esteem
 - c) Recognize the effect of the social context on a child's self-esteem
 - d) Explain the concept of moral identity
 - e) Recognize and discuss practices that help children develop authentic self-esteem
- VIII. Feelings and Friends: Emotional and Social Competence
 - a) Describe emotional and social competence
 - b) Define social emotional learning (SEL) and explain its role in children's development
 - c) Describe strategies for supporting children's social emotional learning
- IX. Resilience and Stress in Childhood
 - a) Discuss the concept of resilience in young children
 - b) Identify and describe types of stressors and stress

- c) Explain different sources of stress for young children and how stress affects them
- X. Aggression and Bullying in Young Children
 - a) Explain the nature and purposes of aggression
 - b) Explain how children learn to be aggressive
 - c) Identify and describe strategies for preventing or reducing aggression
- XI. Minimizing Challenging Behavior
 - a) Identify and describe the roots of challenging behavior
 - b) Explain how teachers can support children with challenging behaviors
- XII. Apply Your Knowledge: Guiding Children during Routines and Transitions
 - a) Identify direct or indirect guidance strategies used during routines
 - b) Identify direct or indirect guidance strategies used during transitions
- XIII. Apply Your Knowledge: Use the Decision-Making Model of Child Guidance
 - a) Identify the building blocks of the decision-making model of child guidance.
 - b) Analyze a case study to determine how well a teacher has used the decision-making model.

ACCOMMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

SCANS COMPETENCIES

RESOURCES

- C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.
- C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

- C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking—generates new ideas.
- F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving—recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.
- F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

Supportive Skill #1: Self-assessment and self-advocacy

Supportive Skill #2: Mastering and applying foundational concepts from general education

Supportive Skill #3: Written and verbal communication skills

Supportive Skill #4: Making connections between prior knowledge/experience and new learning

Supportive Skill #5: Identifying and using professional resources



August 2017

I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development Program at South Plains College.

I have read the above syllabus for Child Development and understand the requirements.

Signature

Date