

Course Syllabus

Course: **CDEC 1319-271 ~ Child Guidance**
Semester: Spring 2023
Instructor: Cherri Stallings, Adjunct Faculty
Class Times: Tuesday 6:00 – 8:50
Office: Lubbock CTE Center
Office hours: Tuesdays 5:00 pm, 8:30pm and By appointment
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"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 1166.271 PRACTICUM

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

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

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

1. Summarize theories related to child guidance.

- Outline guidance techniques to use with different age children based on developmental needs and abilities.
- List the characteristics of positive/supportive interactions with children at different stages of development.
- Contrast positive and negative forms of guidance.
- Summarize children's social development.

2. Explain how guidance promotes autonomy, self-discipline and pro-social skills.

- Describe development of self-concept and self-esteem.
- Discuss the process of emerging self-discipline.
- List the positive social behaviors which should be encouraged in classroom settings.
- Explain how positive guidance promotes growth and development.
- Explain the role of indirect guidance techniques in classroom management.

3. Recognize the importance of families and culture in guiding children.

- Discuss anti-bias curriculum goals.
- Describe how cultural differences affect guidance.
- Discuss the role of culture in children's interactions and responses to conflict.
- Describe the importance of working with parents to solve guidance issues.
- Discuss family-issues which may influence children's behaviors and ways
- Assist children in coping with stressful or frightening situations.

4. Promote development of positive self-concept and pro-social behaviors in children.

- Discuss how a teacher's guidance techniques affect children's self-esteem.
- 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.

- Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs.

- b. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.
- d. Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors (biting, hitting, tantrums, inappropriate language, high activity level, etc.)
- e. Recognize true problem behaviors and identify professional resources for developmental or family needs
- f. Demonstrate skills in helping children resolve conflicts

Evaluation Methods

- 1. Attendance & Participation in discussion
- 2. Weekly reading assignments
- 2. Completion of weekly assignments
- 3. Effective Transitions Project
- 4. Midterm and Final Exam

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.

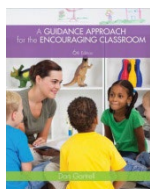
Resources	Systems	Thinking Skills
Information	Technology	Personal Qualities
Interpersonal Skills	Basic Skills	

Verification of Workplace Competencies

Students will complete a project on Effective Transitions. A copy will be included in the student's **Professional Portfolio** during the CDEC 1292 capstone course.

Specific Course Information

Text and Materials



A Guidance Approach for the Encouraging Classroom / Edition 6

Dan Gartrell (2014)

Wadsworth Cengage Learning ISBN: 1133938930

Computer Requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:

<http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

FREE Office 365 for students <https://www.microsoft.com/en-us/education/products/office>

Adobe Acrobat Reader - <https://get.adobe.com/reader/>

Attendance Policy

Students are expected to be punctual and to attend all classes. 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 three absences from class may result in withdrawal of the student from class. Two incidences of arriving late and/or leaving early will be counted as 1 absence.

Attendance records will be considered in the computation of final grades. Last drop date for the college is **April 27, 2023**.

Assignment Policy

All assignments will be completed and/or submitted in Blackboard. Assignments are due on the dates specified in the course calendar, by 11:59pm. Late assignments will be docked 10% of the value per week, unless prior arrangements have been made with instructor.

Please do not wait until the last minute to turn in assignments, or you may have problems.

Grading Policy

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

Attendance/Class Participation	
15 @ 25 points	375 points
Weekly Activities (10 @ 12.5)	125 points
Mid Term Exam	150 points
Effective Transitions Project	200 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

NOTE: Students must earn a **C** or above for course to be applied to a Child Development certificate or degree.

Communication Policy

- ➡ Primary communication between instructor and students in this course should take place through **Blackboard Mail**.
- ➡ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College 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 Child Guidance: Question about Assignment 1*
 - ➡ **Students may expect instructor responses to email messages within 48 hours.**

Student Conduct

Students are expected to follow the standards of student conduct as defined in SPC Student Guide. See 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: [Policy and Procedure Manual](#) 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.

COURSE OUTLINE

- | | |
|---|--|
| I. Part One: Foundations of a Guidance Approach | c) Leadership Communication with the Group |
| a) The Guidance Tradition | d) Leadership Communication with the Individual |
| b) Child Development, Brain Development, and Guidance | |
| c) Mistaken Behavior: Understanding Conflicts, Aggression, and Challenging Behavior | III. Part Three: Solving Problems in the Encouraging Classroom |
| d) Guidance in the Classroom | a) Conflict Management |
| II. Part Two: Creating the Encouraging Classroom | b) Problem Solving Mistaken Behavior |
| a) Organizing the Encouraging Classroom | c) Guidance through Intervention |
| b) Managing the Encouraging Classroom | d) Liberation Teaching: |
| | e) A Guidance Response to Violence in Society |

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.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

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.

F-17 Integrity/Honesty–chooses ethical courses of action.

National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

- 2a: Know about, understand and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

- 5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



January 2023

- ☐ I have reviewed the syllabus for this course and understand the requirements as described.
- ☐ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature

Date

No signature needed. There will be a syllabus survey in Blackboard where you will agree to the above statements.