

**EDU 146
CHILD GUIDANCE**

COURSE DESCRIPTION:

Prerequisites: High school diploma or GED and ENG 080 and RED 080 or satisfactory score on placement test

Corequisites: None

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, 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. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

At the completion of this course, the student will be able to:

- a. Understand and discuss the relationship between child development and behavior.
- b. Understand and discuss the major developmental theories on which we base our knowledge of children and their behaviors.
- c. Identify developmentally appropriate strategies for guiding children's personal and social development, and encourage positive social interactions.
- d. Demonstrate strategies and techniques that promote conflict resolution, problem solving, and negotiation.
- e. Foster and develop in young children a positive and realistic self-concept and self-esteem.
- f. Foster and develop in young children self-control, responsibility, self-discipline and self-motivation.
- g. Describe comprehensive strategies that prevent problems by accommodating the developmental and cultural characteristics of young children.
- h. Demonstrate direct and indirect ways to influence behavior.
- i. Describe a broad range of practical, effective, and flexible guidance strategies that are based on principles of positive communication.

OUTLINE OF INSTRUCTION:

- I. Understanding children's behavior
 - A. Typical ages and stages
 - 1) Infants (birth to 12 months)
 - 2) Toddlers and twos (12 months to 3 years)
 - 3) Preschoolers (3 to 5 years)
 - 4) Schoolagers (5 to 12 years)
 - B. The development of the social-emotional-intellectual self
 - C. Building a positive foundation for positive communication
 - 1) Effective listening
 - 2) Addressing feelings and emotions underlying communication
 - 3) Characteristics of assertive or productive communication
 - 4) Characteristics of non-productive communication
 - 5) Strategies for positive communication

- II. Major theorist and philosophies that contribute to positive child guidance
 - A. Jean Piaget
 - B. Erik Erikson
 - C. A.H. Maslow
 - D. Lawrence Kohlberg
 - E. Frederick Foebel
 - F. Maria Montessori
 - G. Theodore Dreikurs
 - H. Developmentally appropriate practice (DAP)
 - 1) Developmentally appropriate practice and teacher-child relations
 - 2) Increasing appropriate practice to reduce mistaken behavior/misbehavior
 - 3) Developmentally appropriate activities, materials and routines
 - 4) Developmentally appropriate environments

- III. Guidance techniques
 - A. Indirect ways to influence behavior
 - 1) Creating an environment where expectations are clear
 - 2) Teacher-child ratio
 - 3) Temporal environment
 - 4) Developmentally challenging curriculum
 - 5) Play as curriculum
 - 6) Modifying and enriching the environment
 - 7) Teaching techniques
 - B. Direct ways to influence behavior
 - 1) Problem solving
 - 2) Problem solving procedures
 - (a.) Active listening
 - (b.) Negotiation
 - (c.) Setting limits
 - (d.) Modifying the environment
 - (e.) Affirmations

- (f.) Facilitating
 - (g.) Removing and sitting apart
 - 3) Distraction
 - 4) Redirection
 - 5) Natural and logical consequences
 - 6) Behavior modification
 - 7) Reinforcers
 - 8) “I” messages
 - 9) Managing transitions
 - C. Conflict resolution
 - D. Positive communication
 - 1) Effective listening strategies
 - 2) Strategies for positive communication
 - 3) Characteristics of non-productive communication
 - 4) Feelings and emotions of adults
 - 5) Feelings and emotions of infants, toddlers, and preschoolers
 - E. Encouraging self-control and self-discipline
 - F. The child’s development of self-esteem
- IV. Considering cultural differences
- A. Culturally diverse family, patterns and how they affect guidance and discipline
 - B. Diversity in the curriculum
 - C. Cultural influences on child rearing
 - D. Understanding cultural differences
 - 1) Honoring and respecting cultural differences
 - 2) The teachers role
 - E. Special needs issues
 - F. Gender issues

REQUIRED TEXTBOOKS AND MATERIALS:

Marion, Marian. Guidance of Young Children. 6th Edition. Merrill Prentice Hall. ISBN 9780130976215

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.