

EDU 241
ADULT-CHILD RELATIONS

COURSE DESCRIPTION:

Prerequisites: High school diploma or GED

Corequisites: None

This course covers self-concept and effective, active listening skills in positive one-to-one interactions with individuals and groups of children. Emphasis is on self-concept development and effective communication techniques used with children. Upon completion, students should be able to identify principles underlying self-concept and demonstrate effective listening and communication skills adults use with children. Course Hours Per Week: Class, 2. Semester Hours Credit, 2.

COURSE OBJECTIVES:

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

- a. Discuss the role of adult-child interaction in developing trust, attachment/separation, self-esteem, self-control, social interactions and social skills.
- b. List the benefit for children when parents and teachers work together collaboratively.
- c. Identify strategies to use in establishing a partnership between home and the child care center/school.
- d. Teach children to interact and celebrate their own family and cultural heritage and take pride in who they are.
- e. Teachers and children to experience the diverse culture of people they meet, so they learn to understand and respect the cultural background and uniqueness of others.
- f. Apply problem solving techniques to help children learn to accept responsibility and communicate with each other.
- g. Apply such problem solving procedures as active listening, negotiation, setting limits, affirmations and modification of the environment.
- h. Model behaviors that will teach the young child to respect their own feelings and expose them to ways to cope with those feelings.
- i. Discuss strategies to respond to young children so that they develop self-esteem.
- j. Provide developmentally appropriate activities that allow children to develop personal and cultural identities.
- k. Define affirmations.
- l. Define the different types of affirmations and how to use them as tools to make children feel good about themselves.
- m. Set up an environment that teaches young children self-direction, self-control, and independence, and that enhances the child's self-concept.

OUTLINE OF INSTRUCTION:

- I. Families of very young children
 - A. Description of family structures
 - B. Literature, books, toys and other resources celebrating all kinds of families
 - C. Culturally diverse childrearing
 - 1) Discipline techniques

- 2) Family patterns that affect guidance and discipline
 - 3) Attachment and separation
 - 4) Socialization
 - 5) Gender differences - boys and girls
- D. Parent-teacher partnerships

II. Problem solving philosophy

A. Active listening

- 1) Acknowledging children's feelings
- 2) Interpreting and reflecting the child's feelings
- 3) Active listening for infants, toddlers, and preschoolers

B. Negotiate

- 1) Negotiating with infants, toddlers, and preschoolers
- 2) What is negotiation?
- 3) The roles of the teacher in negotiations
- 4) Negotiation with special behaviors
 - (a.) Anger
 - (b.) Aggression
 - (c.) Fighting
 - (d.) Biting
- 4) Steps of negotiation

C. Setting limits

- 1) Rules versus limits
- 2) Limits for infants, toddlers and preschoolers
- 3) Guidance's for setting limits
- 4) I messages
- 5) Consequences & contingencies
- 6) Teachers role
- 7) Self-control

D. Modifying the environment

- 1) Child proofing
- 2) Simplifying and enriching
- 3) Restricting or limiting
- 4) Infants, toddlers, and preschoolers environments
- 5) Developmentally appropriate activities, materials and interaction

E. Affirmations

- 1) Defining affirmation
- 2) Guidelines for giving affirmations
- 3) Affirmations as tools for teachers
- 4) Affirmations in the classroom
- 5) Using affirmations to promote problem solving vs. competition

F. The teacher's role

- 1) Facilitator
- 2) The teacher child-ratio
- 3) Modification of the environment
 - (a.) Child centered classroom
 - (b.) Child centered outdoor space
- 4) Role model

G. Social sensitivity and self-control and discipline

H. Problem solving and self-esteem

I. Self-concept

III. The curriculum

- A. Child-centered curriculum
 - 1) Open-ended learning
 - 2) Problem solving
- B. Play
- C. Creativity
- D. Diversity in the curriculum

IV. Training teachers for problem solving

- A. Applying the philosophy
 - 1) On the job training
 - 2) Individual conferences
 - 3) Monitoring and training experienced teachers
- B. Staff meetings
 - 1) Role playing
 - 2) Games and activities
 - 3) Discussing problems
- C. Learning to talk to parents

REQUIRED TEXTBOOKS AND MATERIALS:

Reynolds, Eleanor. Guiding Young Children, A Child-Centered Approach. Mayfield Publishing Company, Mountain View, CA.

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.