

CHLD 185.4 Course Outline as of Spring 2012**CATALOG INFORMATION**

Dept and Nbr: CHLD 185.4 Title: GUID/DISC SCHOOL AGE

Full Title: Guidance and Discipline Techniques in the School Age Setting

Last Reviewed: 4/18/2011

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	1.00	17.5	Lecture Scheduled	17.50
Minimum	1.00	Lab Scheduled	0	2	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1.00		Contact Total	17.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 35.00

Total Student Learning Hours: 52.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHLD 85.4

Catalog Description:

This course explores positive, age-appropriate child guidance and discipline approaches based on contemporary research, child development and appropriate regulations for teachers working in a school age setting. Students review guidance techniques and explore strategies that effectively support the child in managing his/her behavior. Principles of effective communication, child development and behavior, appropriate limits and rules, and problem solving and consequences are discussed.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:**Schedule of Classes Information:**

Description: This course explores positive, age-appropriate child guidance and discipline approaches based on contemporary research, child development and appropriate regulations for teachers working in a school age setting. Students review guidance techniques and explore

strategies that effectively support the child in managing his/her behavior. Principles of effective communication, child development and behavior, appropriate limits and rules, and problem solving and consequences are discussed. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

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

1. Describe behavioral characteristics of the school aged child in diverse settings.
2. Examine the factors contributing to a child's behavioral pattern.
3. Analyze the effectiveness of various guidance approaches.
4. Describe and demonstrate age-appropriate guidance techniques and disciplinary methods.

Topics and Scope:

1. Understanding School-Age Children's Behavior
 - A. Developmental Issues
 - B. Environmental Factors
 - C. Individual Styles and Temperament
 - D. Emotional and Social Needs
 - E. Cultural Influences
2. Guiding Behaviors
 - A. Discipline vs. Punishment
 - B. Developmentally Appropriate Guidance
 - C. The Language of Discipline
 - 1) Verbal
 - 2) Body Language
 - 3) Attitude
 - D. Rewards vs. Encouragement
3. Development of Guidance Practices and Techniques

- A. The Teacher's Role
- B. The Classroom Environment
- C. Peer Influences
- D. Limit Setting
- E. Redirecting
- F. Distraction
- G. Active Problem-solving
- H. Negotiating
- I. Active Listening
- J. Positive Reinforcement
- K. Natural and Logical Consequences
- L. Appropriate Regulations

Assignment:

1. Reading assignments--approximately 200 pages total
2. Written work (in-class and homework) and article responses (1-2 page summaries)
3. Participation in small group activities and discussions
4. Classroom demonstrations
5. Field observation and written case study of children in classroom settings (3-5 pages)
6. Essay and/or short answer exams

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, responses to reading, observations, case studies

Writing
20 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, class activities to determine appropriate guidance approaches

Problem solving
20 - 40%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, role-playing, problem solving in small groups

Skill Demonstrations
10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

Essay and/or short answer exams.

Exams
20 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation

Other Category 10 - 30%

Representative Textbooks and Materials:

Reynolds, Eleanor; Guiding Young Children: A Problem Solving Approach Fourth Edition; McGraw Hill Publishers; New York, NY; 2006

Gartrell, Dan; A Guidance Approach for the Encouraging Classroom; Wadsworth – Cengage Learning; Belmont, Calif. 2011