CHLD 220 Course Outline as of Fall 2016

CATALOG INFORMATION

Dept and Nbr: CHLD 220   Title: EFFECTVE GUIDNC/DISCIPLN
Full Title: Effective Guidance and Discipline
Last Reviewed: 2/13/2023

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00		Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00		Lab Scheduled	0	6	Lab Scheduled	0
			Contact DHR	0		Contact DHR	0
			Contact Total	2.00		Contact Total	35.00
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00   Total Student Learning Hours: 105.00

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: CHILD 220

Catalog Description:
This course explores practical application of effective discipline tools for guiding the behavior of children from birth through adolescence in family and group settings.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: This course explores practical application of effective discipline tools for guiding the behavior of children from birth through adolescence in family and group settings. (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:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Describe the multiple influences on children's behavior.
2. Create developmentally based goals for children's behavior.
3. Develop strategies for effective guidance and discipline of children.
4. Demonstrate diverse guidance and discipline techniques that effectively support behavioral goals for children.

Objectives:
Upon completion of this course, the students will be able to:
1. Describe and explain children's behavior in the context of development, temperament, culture, and environment.
2. Examine and identify individual discipline style.
3. Communicate clearly using "I messages," reflective listening, and constructive feedback.
4. Demonstrate the use of encouragement to reinforce children's behavior.
5. Describe reasonable consequences of children's behavior.
6. Determine the most effective approaches to guide and support a child's behavior using problem solving techniques.

Topics and Scope:

I. Influences on Children's Behavior
  A. Overview of developmentally based behavior from birth to adolescence
  B. Individual styles and temperament
  C. Institutional, community, school/childcare and family environments
  D. Understanding children's needs
  E. Emotional responses including stress, anger and fear
II. Discipline Styles
  A. Individual reactions and responses to children's behavior
  B. Adult self-regulation, stress and anger
  C. Cultural origins of discipline style

III. Tools for Effective Discipline and Guidance
   A. Communication
   B. Encouragement
   C. Co-regulation
   D. Reasonable and realistic limits
   E. Natural and logical consequences
IV. Conflict Resolution
   A. Problem solving in the moment
   B. Goals for long-term solutions
   C. Prevention strategies
V. Goals for Children's Behavior
   A. Self-regulation
   B. Responsibility
   C. Pro-social behavior
   D. Atypical development

Assignment:

Assignments may include:
1. Read handouts, (approximately 10-15 pages per week).
2. Written analysis of in class-scenarios, article/handout responses, book report (a total of 5 - 8 papers, 1 - 5 pages each).
3. In-class problem solving of guidance and discipline scenarios.
4. Term project (observation and analysis of guidance and discipline issues), (1 paper, 3-5 pages).

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 analysis of in-class scenarios, article/handout responses, book report, term project	Writing 40 - 70%

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

In-class problem solving of guidance and discipline scenarios	Problem solving 20 - 40%

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

None	Skill Demonstrations 0 - 0%

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

None		Exams 0 - 0%

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

Attendance and participation		Other Category 10 - 20%

Representative Textbooks and Materials:
Loving Your Child is Not Enough: Positive Discipline That Works by Nancy Samalin, Martha Moraghan Jablow, Revised edition, Penguin Books (1998 - a classic)
Positive Discipline by Jane Nelsen Ed.D., Revised and updated version, Ballantine Books (2006 - a classic)
Instructor prepared materials