

**CHLD 185.4 Course Outline as of Fall 2017****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:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>

**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
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Other Category 10 - 30%
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**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