## CHLD 185.3 Course Outline as of Fall 2023

# CATALOG INFORMATION

Dept and Nbr: CHLD 185.3        Title: GUIDANCE/DISC PRE/EP
Full Title: Guidance & Discipline Techniques-Preschool & Early Primary
Last Reviewed: 2/27/2017

| 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 85.3

**Catalog Description:**
This course explores positive, age-appropriate child guidance and discipline approaches based on contemporary research and child development theory for teachers working with children ages 3-6. Students review guidance techniques and explore strategies that effectively support the child in managing his/her behavior.  Topics include principles of effective communication, child development and behavior, appropriate limits and rules, and problem solving and consequences

**Prerequisites/Corequisites:**

**Recommended Preparation:**
Eligibility for ENGL 100 or ESL 100; and Course completion of CHLD 10

**Limits on Enrollment:**

**Schedule of Classes Information:**
Description: This course explores positive, age-appropriate child guidance and discipline approaches based on contemporary research and child development theory for teachers working with children ages 3-6. Students review guidance techniques and explore strategies that effectively support the child in managing his/her behavior.  Topics include principles of effective

communication, child development and behavior, appropriate limits and rules, and problem solving and consequences (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100; and Course completion of CHLD 10
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. Identify and describe the diverse influences that impact the behavior of 3 - 6 year old children.
2. Compare and contrast various theories of guidance and discipline.
3. Demonstrate an understanding of methods and strategies that support the development of pro-social behavior.

**Objectives:**
Upon completion of this course, students will be able to:
1. Describe behavioral characteristics of the 3 - 6 year old 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 age-appropriate guidance techniques and disciplinary methods.

**Topics and Scope:**

I. Understanding 3 - 6 year old Children's Behavior
   A. Domains of development
      1. Physical
      2. Cognitive/Language
      3. Social-emotional
   B. Environmental factors
   C. Individual styles and temperament
   D. Emotional and social needs
   E. Cultural influences

II. Guidance 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
III. Development of Guidance Practices and Techniques
   A. The teacher's role
   B. The classroom environment
   C. Peer influences
   D. Specific techniques
      1. Limit setting
      2. Redirecting
      3. Distraction
      4. Active problem-solving
      5. Negotiating
      6. Active listening
      7. Positive reinforcement
      8. Natural and logical consequences
IV. Adult Collaboration in Guidance and Discipline
   A. Communicating with parents
   B. Collaborating with other teachers
   C. Working with specialists and community agencies
   D. Using individual behavior plans

## Assignment:

Assignments may include but are not limited to:
1. Reading of text and instructor prepared materials (approximately 200 pages total)
2. In-class reflective writing
3. Homework: problem solving exercises on discipline scenarios
4. Article response papers (2-4 papers of 1-2 pages each)
5. Participation in small group activities and discussions
6. Group role playing
7. Field observation and written case study of children in a classroom setting (3-5 pages)
8. Essay and/or short answer exam

## 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.

| | |
|---|---|
| Case study, article response papers, in-class reflective writing | Writing 10 - 20% |

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

| Homework: problem solving exercises | | Problem solving 20 - 40% |
|---|---|---|

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

| Role-playing, field observation | | Skill Demonstrations 20 - 40% |
|---|---|---|

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

| Essay and/or short answer exam | | Exams 10 - 20% |
|---|---|---|

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

| Class participation | | Other Category 10 - 30% |
|---|---|---|

**Representative Textbooks and Materials:**
Guiding Young Children: A Problem Solving Approach. 4th ed. Reynolds, Eleanor. McGraw-Hill. 2005 (classic)
A Guidance Approach for the Encouraging Classroom. 6th ed. Gartrell, Dan. Cengage Learning. 2013
Instructor prepared materials