

**CHLD 220 Course Outline as of Spring 2025****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:**

In this course, students will explore practical applications of effective discipline strategies for guiding and managing positive behavior of children from birth through adolescence in family and group settings. Topics of culture and diversity will center and inform practice around guidance and discipline techniques that effectively support behavioral goals for children.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

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

Description: In this course, students will explore practical applications of effective discipline strategies for guiding and managing positive behavior of children from birth through adolescence in family and group settings. Topics of culture and diversity will center and inform practice around guidance and discipline techniques that effectively support behavioral goals for children. (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. Understand developmentally- and culturally-based goals for children's behavior.
2. Develop strategies for effective guidance and discipline of children.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Understand children's behavior in the context of development, temperament, culture, and environment.
2. Examine and identify age-appropriate goals for scaffolding social skills.
3. Communicate clearly in the early care and education setting using reflective listening and constructive feedback.
4. Determine the most effective approaches to guide and support a child's behavior using culturally relevant problem guidance strategies.
5. Understand the role of relationships in scaffolding children's social and emotional development.
6. Partner with families in supporting behavioral goals for children.

**Topics and Scope:**

I. Influences on Children's Behavior

- A. Overview of neurodevelopmentally based behavior from birth to adolescence
- B. Individual learning styles, atypical development, and temperament
- C. Institutional, community, school/childcare, and family environments
- D. Understanding children's developmental needs
- E. Emotional responses including stress, anger, and fear

II. Discipline Styles

- A. Overview of theoretical concepts
  - B. Individual reactions and responses to children's behavior
  - C. Adult self-regulation, self-reflection, and reflective practice
  - D. Cultural origins of discipline style
- III. Tools for Effective Discipline and Guidance
- A. Nonviolent communication
  - B. Designing age appropriate "yes" environments
  - C. Co-regulation
  - D. Setting reasonable and realistic limits
  - E. Natural and logical consequences
- IV. Conflict Resolution
- A. Problem solving in the moment
  - B. Goals for long-term solutions rooted in cultural relevance
  - C. Prevention strategies
- V. Goals for Children's Behavior
- A. Self-regulation
  - B. Responsibility
  - C. Pro-social behavior
  - D. Overall health and wellness

**Assignment:**

1. Reading: text and or supplemental assigned literature (approximately 10-15 pages per week)
2. Writing assignments (5-8 papers, 500-1000 words each) may include:
  - A. An analysis of in-class scenarios
  - B. Article responses
  - C. Book reports
3. Term project: child observation paper with analysis and development of guidance and discipline goals (750-1250 words)
4. In-class problem solving of guidance and discipline scenarios
5. Participation: in-class discussions on scope specific topics.

**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.

Writing assignments, term project
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Writing 40 - 70%
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**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
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Problem solving 20 - 40%
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**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:**

Positive Child Guidance. 8th ed. Miller, D. Ferris. Cengage Learning. 2016 (classic).

Positive Discipline. Nelsen, Jane Ed.D. Ballantine Books. 2006 (classic).

Instructor prepared materials