

**CHLD 220 Course Outline as of Fall 2010****CATALOG INFORMATION**

Dept and Nbr: CHLD 220 Title: EFFECTVE CHLD DISCIPLINE

Full Title: Effective Child 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:**

<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:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and 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 personal discipline style.
3. Communicate clearly using "I messages", reflective listening, and constructive feedback.
4. Demonstrate the use of encouragement to reinforce children's appropriate behavior.
5. Describe reasonable consequences for children's behavior.
6. Determine the most effective way to guide a child's behavior using problem solving techniques.

### **Topics and Scope:**

1. Influences on Children's Behavior
  - A. Overview of age appropriate behavior from birth to adolescence
  - B. Individual styles and temperament
  - C. Cultural issues and environmental influences
  - D. Children's needs
2. Discipline Styles
  - A. Personal reactions and responses to children's behavior
  - B. Cultural origin of discipline style
3. Tools for Effective Discipline and Guidance
  - A. Communication
  - B. Encouragement
  - C. Reasonable and realistic limits
  - D. Appropriate consequences
4. Conflict Resolution
  - A. Problem solving in the moment
  - B. Goals for long-term solutions
  - C. Prevention strategies
5. Special Issues

- A. Understanding and dealing with anger
  - B. Responding appropriately to children's fears
  - C. Discipline responses for children with special development needs
6. Goals for Children's Behavior
- A. Self-esteem
  - B. Self-regulation
  - C. Responsibility
  - D. Pro-social behavior

### Assignment:

Assignments may include:

1. Read handouts, approximately 10-15 pages per week.
2. Written work including brief worksheets, responses to readings, and problem solving exercises.
3. Participation in small group activities, discussions and practice of discipline strategies.

### 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, Reading reports, Reading summaries

Writing  
10 - 30%

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

Homework problems, Activities/practice re: discipline strategies

Problem solving  
10 - 30%

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

Role-playing, problem solving in small groups

Skill Demonstrations  
20 - 40%

**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  
20 - 40%

### Representative Textbooks and Materials:

Instructor prepared materials

