

CHLD 185.3 Course Outline as of Fall 2017**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:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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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
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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