

ECED-2300: CHILD BEHAVIOR AND GUIDANCE

Cuyahoga Community College

Viewing: ECED-2300 : Child Behavior and Guidance

Board of Trustees:

May 2021

Academic Term:

Fall 2021

Subject Code

ECED - Early Childhood Education

Course Number:

2300

Title:

Child Behavior and Guidance

Catalog Description:

Examination of positive strategies to guide young children, based on developmentally appropriate practices. Emphasis on preparing, organizing, and maintaining physically and psychologically safe environments that support children's pro-social behavior. Course study includes appropriate behavioral expectations based on child development, strategies for guiding behavior that supports children's emerging self-control and social and emotional development, and the consequences of stress and trauma on child development and behavior. Skills strengthened include observing and assessing child behavior as well as setting appropriate limits. Observations in a childcare center required.

Credit Hour(s):

3

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

ECED-1010 Introduction to Early Childhood Education: Children's Development and Programs and ENG-1010 College Composition I.

Outcomes

Course Outcome(s):

Use data and information collected through observation and documentation to understand the basis of children's behavior.

Objective(s):

1. Recognize the role of the family in guidance and discipline issues.
2. Describe the impact of the classroom environment on children's behavior.
3. Reflect on observed behavior of children and teachers to assess the effectiveness of guidance strategies.

Course Outcome(s):

Support children's diverse needs by interpreting and applying knowledge of child growth and development.

Objective(s):

1. Describe child development in relation to behavior and guidance techniques.
2. Identify stressful situations for young children.
3. Identify community resources to support teachers, families, and children with difficult or challenging behaviors.

4. Discuss the impact of a child's social and emotional growth on his/her behavior.
5. Identify and discuss the theories/theorists related to guidance and discipline.
6. Apply key concepts of brain-based research to the implementation of appropriate guidance strategies and to the development of appropriate learning environments for children.

Course Outcome(s):

Integrate and use a variety of evidence-based, responsive, and respectful guidance strategies.

Objective(s):

1. Discuss techniques to manage violent and difficult behaviors in the classroom.
2. Scaffold children's developing ability to solve their own problems.

Methods of Evaluation:

1. Analysis of written observations of young children
2. Analysis of direct guidance situations
3. Oral reports
4. Written reports
5. Quizzes/examinations/final

Course Content Outline:

1. Child development
 - a. Theory
 - i. Piaget
 - ii. Erikson
 - iii. Brain Based Research
 - iv. Lev Vygotsky
 - b. Developmental stages
 - c. Individual abilities
 - d. Temperament
 - e. Impact of stress and violence
2. Role of the teacher
 - a. Congruency between authentic values and behavior
 - b. Establishment of positive and supportive relationships
 - c. Self-reflection
 - d. Understanding child development
 - e. Designing an appropriate environment
 - f. Selecting appropriate materials
 - g. Communicating with parents
3. Theories and approaches of child guidance and discipline
 - a. Humanistic Theory
 - i. Carl Rogers
 - ii. Thomas Gordon
 - b. Social Discipline Theory
 - i. Alfred Adler
 - ii. Rudolf Dreikurs
 - c. Psychosocial Theory
 - i. Lev Vygotsky
 1. Scaffolding
 2. Zone of Proximal
 - ii. Erik Erikson
 1. Ages and stages
 - d. Behaviorist Theory
 - i. Albert Bandura
 - ii. B. F. Skinner
4. Defining developmentally appropriate guidance strategies
 - a. Age appropriate
 - b. Individually appropriate

- c. Culturally appropriate
- d. Social and cultural student and family structures
- e. Demonstration of sensitivity
- f. Respect for diversity
- 5. Guidance and discipline strategies
 - a. Active listening
 - b. I-messages
 - c. Limit-setting
 - d. Logical and natural consequences
 - e. Problem solving
 - f. Redirection
 - g. Recognition rather than praise
- 6. Observation and recording strategies
 - a. Running record
 - b. Checklist
 - c. Anecdotal record
 - d. Rating scale
 - e. Time sampling
- 7. Classroom management and prevention techniques
 - a. Physical classroom arrangement
 - i. Space
 - ii. Materials
 - iii. Arrangement and organization of activity centers/areas
 - b. Scheduling
 - i. Large blocks of time
 - ii. Transitions
 - iii. Balance of active and quiet play
 - c. Group management
- 8. Pro-social development
 - a. Emotional development
 - b. Social development
 - c. Conflict resolution
- 9. Challenging behaviors
 - a. Destructive
 - b. Aggressive
 - c. Non-participant
 - d. Special needs
 - i. ADHD
 - ii. Drug and alcohol exposure
 - iii. Severe behavior disorders
- 10. Discipline policies and procedures
 - a. Philosophy
 - b. Policies
 - c. Eclectic
- 11. Assessment tools
 - a. Portfolios
 - b. Standardized assessment tests
 - c. Case studies
- 12. Family involvement
 - a. Communication
 - b. Goal setting
 - c. Referral and resources
 - d. Diversity and conflict management

Resources

Beaty, Janice J. *Observing Development of the Young Child*. 8th ed. Englewood Cliffs, NJ: Prentice-Hall, 2013.

Cherry, Clare. (2002) *Please Don't Sit on the Kids*, Fearon Teacher Aids.

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Faber, Adele, and Elaine Mazlish. (2012) *How to Talk So Kids Will Listen and Listen So Kids Will Talk*, New York: Scribner.

Gartrell, D. (2013) *A Guidance Approach for the Encouraging Classroom*, Thomson/Delmar.

Gartrell, D. (2004) *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*, Thomson/Delmar.

Gartrell, Dan. (2020) *Guidance Guide for Early Childhood Leaders: Strengthening Relationships with Children, Families, and Colleagues*, St. Paul, MN: Redleaf Press.

Gordon, Ann, and Kathryn Williams-Browne. (1996) *Guiding Young Children in a Diverse Society*, Needham Heights, MA: Allyn and Bacon.

Healy, J.M. (1994) *Your Child's Growing Mind: A Practical Guide to Brain Development and Learning from Birth to Adolescence.*, Doubleday.

Kaiser, Barbara and Judy Sklar Rasminsky. (2021) *Addressing Challenging Behavior in Young Children: the Leader's Role*, Washington, D.C., NAEYC.

Kohn, Alfie. *Punished by Rewards: The trouble with gold stars, incentive plans, A's, praise and other bribes.* 25th anniversary. Mariner Books, 1999.

Kohn, Alfie. (2006) *Beyond Discipline: From Compliance to Community*, Association for Supervision and Curriculum Development.

Leise, Aerial. (2021) *The Play Prescription - Using Play to Internalize Behaviors*, St. Paul, MN: Redleaf Press.

Levin, D.E. (2003) *Teaching Young Children in Violent Times: Building a Peaceable Classroom.*, National Association for the Education of Young Children.

Marion, Marian. (2018) *Guidance of Young Children*, Boston; Pearson.

Miller, Darla F. (2015) *Positive Child Guidance*, Thomson/Delmar.

Mindes, Gayle, Harold Ireton, and Carol Mardell-Czundowski. *Assessing Young Children*. Albany, NY: Delmar, 1996.

National Institute of Child Health and Human Development and The National Black Child Development Institute, Inc. (2003) *An Activity Book for African American Families: Helping Children Cope with Crisis*, Child Health and Human Development and National Black Child Development Inst.

Reynolds, Eleanor. (2006) *Guiding Young Children: A Child-Centered Approach*, Mountain View, CA: Mayfield Publishing.

Stein, Kostelnik, and Whiren Soderman. (2017) *Guiding Children's Social Development and Learning*, Albany, NY: Delmar.

Sapolsky, R.M. (2002) *Why Zebras Don't Get Ulcers: An Updated Guide to Stress, Stress-Related Diseases and Coping*, W.H. Freeman and Company.

Sylvester, R. (1995) *A Celebration of Neurons: An Educator's Guide to the Human Brain*, Association for Supervision and Curriculum Development.

Statmen-Well, Katie. (2020) *Trauma Responsive Strategies for Early Childhood*, St. Paul, MN: Redleaf Press.

Schmidt, Christine A. (2019) *Developing Social Competency*, St. Paul, MN: Redleaf Press.

Wolfgang, Charles H., and Mary E. (1995) *The Three Faces of Discipline for Early Childhood: Empowering Teachers and Students*, Needham Heights, MA: Allyn and Bacon.

Top of page

Key: 1537