

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 12/8/15

4. Department/discipline: Early Childhood Development

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Positive Child Guidance
Abbreviated course title (25 characters or less): _____

7. Course Designator: CDEV 8. Course Level: 1230

9. Number of Credits: Lecture 2 Lab 1

10. Control Number (on site) 24 Control Number (online) _____

11. Catalog/Course description:

This course provides students with an overview of major theories, principles, and techniques of positive discipline. We will also examine the adult's role and reflect on how our own unique experience with punishment, anger and control affect our discipline style. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting. (Prerequisite: Reading Score on the Accuplacer of 78 or completion of RDG 0095 and a Sentence Skills score of 61 or completion of ENGL 0092 or consent of instructor).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Reading Score on the Accuplacer of 78 or completion of RDG 0095 Efficient Reading II and a Sentence Skills score of 61 or completion of ENGL 0092 College Prep I or consent of instructor.

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Gartrell, Daniel. The Power of Guidance. Albany, New York. Delmar Publishers, 2004.

Kaiser, Barbara & Raminsky, Judy Sklar. Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively. Allyn & Bacon, 2003

Optional Text: Allen, K. Eileen and Marotz, Lynn R. Developmental Profiles Pre-Birth Through Twelve, 4E (SBN 0-7668-3765-3)

14. **Course Content** (Provide an outline of major topics covered in course)

1. Describe characteristics of physical environment
2. Relate environmental and developmental differences
3. Relate child interests, background, and environment
4. Identify environmental influences on learning and behavior
5. Observe child-directed opportunities
6. Define interest areas
7. Observe interest areas
8. Identify appropriate materials and equipment
9. Examine adult's role in classroom management and planning
10. Describe problem-prevention strategies for the physical environment
11. Describe problem-prevention strategies for the daily/weekly schedule
12. Describe problem-prevention strategies for the learning activities
13. Integrate interest areas and developmental needs
14. Describe social environment
15. Define guidance, discipline, and punishment
16. Correlate love, anger, and control with guidance strategies
17. Correlate self-control, compliance, and cooperation with guidance strategies
18. Examine intentional misbehavior, experimentation, and mistaken behavior
19. Examine historical and theoretical guidance approaches
20. Examine historical and theoretical approaches to environmental arrangement
21. Assess personal guidance beliefs and assumptions
22. Identify prohibited actions
23. Describe positive and supportive relationships with children
24. Describe distraction and redirection
25. Describe encouragement and recognition strategies
26. Describe positive communication strategies (I-messages, reflective/active listening)
27. Describe limit setting and limit statements
28. Describe problem-prevention strategies for the adult interactions
29. Describe natural and logical consequences
30. Describe problem-solving techniques
31. Encourage positive social interaction among children
32. Promote positive conflict resolution strategies
33. Promote development of self-control in children
34. Promote development of self-motivation in children
35. Promote development of self-esteem in children
36. Produce pro-social teaching tools
37. Demonstrate use of pro-social teaching tools
38. Examine behavior modification methods
39. Develop rules and expectations
40. Examine daily activities and routine
41. Describe developmentally appropriate sensory-motor learning environments
42. Describe developmentally appropriate cognitive learning environments
43. Describe developmentally appropriate social-emotional learning environments
44. Describe developmentally appropriate language learning environments
45. Describe developmentally appropriate creative learning environments
46. Describe individual/one-on-one activities and guidance techniques

47. Demonstrate individual/one-on-one activities and guidance techniques
48. Evaluate individual/one-on-one activities and guidance techniques
49. Describe group activities and guidance techniques
50. Demonstrate group activities and guidance techniques
51. Evaluate group activities and guidance techniques
52. Define behavioral terms and acronyms
53. Observe the integration of IEP/IFSP goals into daily activities and routines
54. Demonstrate individual guidance techniques] demonstrate group guidance techniques
55. Examine class and culturally relevant guidance strategies
56. Examine culturally responsive guidance strategies
57. Describe parent-staff coordination/consistency issues
58. Identify environment assessment criteria
59. Evaluate physical environment
60. Evaluate social environment
61. Modify or arrange interest areas
62. Examine storage, maintenance, and clean-up issues

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Research websites that give guidance/discipline advice for parents. (A)
2. Research common behavioral issues and recommended practices in addressing those issues. (A)
3. Use the ECIPs to design lesson plans for preschool children. (A)
4. Use the ECIPs to determine developmentally appropriate expectations for preschool children. (B)
5. Document the role the teacher plays in a developmentally appropriate classroom/care environment. (B)
6. Document the relationship between care/education environments and the behavior of children. (B)
7. Use functional behavioral assessments to recognize the reasons for children's behaviors. (C)

8. Summarize the concept of Mistaken Behavior. (C)
9. Compare and contrast expectations for children's behavior. (D)
10. Recognize the role culture plays in the socialization of children. (D)
11. Demonstrate professional oral and written communication skills. (B)
12. Demonstrate professional technical skills (A)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): _____