**MASTER COURSE OUTLINE**

Prepared By: Jenny Nighswonger                                  Date: February 2019

**COURSE TITLE**

Guiding Behavior

**GENERAL COURSE INFORMATION**

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| Dept.: EDUC& | Course Num: 130 | (Formerly: EDUC 102 ) |
| CIP Code: 13.1210 | Intent Code: 21 | Program Code: 402 |
| Credits: 3 | | |
| Total Contact Hrs Per Qtr.: 33 | | |
| Lecture Hrs: 33 | Lab Hrs: | Other Hrs: |

Distribution Designation: General Elective (GE)

**COURSE DESCRIPTION** (as it will appear in the catalog)

Examine the principles and theories promoting social competence in young children and creating safe learning environments.  Develop skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences. Course may include fieldwork.

**PREREQUISITES**

None

**TEXTBOOK GUIDELINES**

Marion, Marian (2015) *Guidance of Young Children, 9th edition.* Or other appropriate texts as recommended by Washington State Certificate Work Group committee.

**COURSE LEARNING OUTCOMES**

*Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills.*

Outcomes are aligned with the Washington State Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children standards.

1. Identify developmentally appropriate individual and group behaviors of children.
   **Core Competencies**: VI: Interactions: 3e-Relates guidance practices to knowledge of personalities and development, 2b-Modifies play no longer appropriate.
   **NAEYC:** 1a: Knowing and understanding young children's characteristics and needs, 1b: Knowing and understanding the multiple influences on development and learning, 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
2. Describe positive guidance techniques for children
   **Core Competencies:** VI: Interactions: 2- Follows a variety of positive direct and indirect guidance methods and avoids negative.
   **NAEYC**: 4b: Knowing and understanding effective strategies and tools for early education, 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.
3. Develop ways to respond to children with positive, respectful, culturally responsive interactions.
   **Core Competencies:** VI: Interactions: 2g-Provides an environment that helps each child to know, accept, and take pride in him/herself and to develop a sense of independence and belonging.

**NAEYC:** 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.

4. Plan an environment supportive of young children's development with focus on attachment, self-help, relationship building, and exercising of executive function.
   **Core Competencies:** VI: Interactions: 2e-Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group member.
   **NAEYC:** 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

5. Articulate strategies to promote social and emotional competence and positive sense of self.
   **Core Competencies:** VI: Interactions: 2d-Responds to children's behavior in ways that encourage self-control, 2i-Uses strategies to assist children in learning emotions in positive ways, solve problems and make decisions.
   **NAEYC:** 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children, 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.

6. Explain strategies for professional interactions with families and staff, reflecting confidentiality, respect, and a positive approach to guidance.
   **Core Competencies:** VI: Interactions: 2j-Communicates with families regarding areas of concern, developing cooperative strategies to manage problems. IV: Family and Community Partnerships: 3c-Recognizes that information on cultural and family beliefs about child-rearing is learned.
   **NAEYC:** 2b: Supporting and engaging families and communities through respectful, reciprocal relationships, 2c: Involving families and communities in their children's development and learning.

7. Compare and contrast at least three approaches to guiding behavior.
   **Core Competencies:** II: Curriculum & Learning Environment: Promoting Social/Emotional: 2g-Supports children's development of self-awareness and identity, VI: Interactions: Group experiences: 2e-Encourages positive relationships, communication, and guidance strategies including problem solving and negotiation.
   **NAEYC:** 4b: Knowing and understanding effective strategies and tools for early education, 5a: Understanding content knowledge and resources in academic disciplines, 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.

## INSTITUTIONAL OUTCOMES
IO1     **Communication**: Students will be able to communicate clearly and effectively within a workplace context

## COURSE CONTENT OUTLINE
1. A Teacher's Role in Guiding Children
2. Theoretical Foundations of Guidance
3. Understand Child Development: A Key to Guiding Children Effectively
4. Supportive Physical Environments: Indirect Guidance
5. Positive Guidance and Discipline Strategies: Direct Guidance
6. Using Observation in Guiding Children
7. Self-Esteem and Moral Identity
8. Feelings and Friends: Emotional and Social Competence
9. Resilience and Stress in Childhood
10. Aggression and Bullying in Young Children
11. Minimizing Challenging Behavior
12. Apply Your Knowledge: Guiding Children during Routines and Transitions
13. Apply Your Knowledge: Use the Decision-Making Model of Child Guidance

## DEPARTMENTAL GUIDELINES *(optional)*
Course may include, but not limited to the following activities:
1. Student presentations on various topics outlined in textbook
2. [Washington State Early Learning Guidelines](#)
3. Summaries of articles from professional journals, magazines, or websites
4. Quizzes/assessments of student's knowledge

5.  Observations in early learning environments
6.  Conduct Ages and Stages Social Emotional (ASQ-SE) screening tool
7.  Interviews of early childhood professionals
8.  Reflections of student learning
9.  Review of NAEYC Code of Ethical Conduct
10. Review of Washington State Core Competencies for Early Care and Education Professionals
11. [Early Learning Guidelines for Infants and Toddlers: Recommendations for States, Zero to Three](#)
12. [Promoting Social and Emotional Competence Resources: Infant/Toddler Training Modules Center for Social Emotional Foundations for Early Learning](#)
13. [Promoting Social and Emotional Competence, Resources: Preschool Training Modules Center for Social Emotional Foundations for Early Learning](#)
14. Video clips to reinforce specific skills


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**DIVISION CHAIR APPROVAL**                                         **DATE**