

Child Guidance (CDEC 1319)

Credit: 3 semester credit hours

Prerequisite/Co-requisite: N/A



Course Description

An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences. Practical application through direct participation with children.

Required Textbook and Materials

1. *Positive Child Guidance* by Darla Ferris Miller, 6th edition. Wadsworth Cengage Learning Publishers.
 - a. ISBN number is 13: 9780495807704.

Course Objectives

Upon completion of this course, the student will be able to:

1. Summarize theories related to child guidance.
2. Explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children.
3. Recognize the impact and influence of families and culture in guiding children.
4. Promote development of positive self-concept and pro-social behaviors in children.
5. Apply appropriate guidance techniques to specific situations relating to children's behaviors and demonstrate skills in helping children resolve conflicts.

Course Outline

- A. Welcome to Course:
 1. Introduction of Faculty and Students
 2. Who am I?
 3. What am I doing here?
- B. LIT-ECDC
 1. Policies
 2. Academic Calendar
 3. Physical Facilities
- C. Introduction
 1. Child Rearing in Today's World
 2. Short-Term Objectives for Child Guidance
 3. Long-Term Goals for Child Guidance
 4. Children – Our Investments in the Future
 5. Committing to Become the Child's Resource Team
- D. Understanding Children's Behaviors

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1. Infants
 2. Toddlers
 3. Preschoolers
 4. Early School-Agers
 5. Older School-Agers
- E. Serving Culturally Diverse Children and Families
1. Cultural Influences on Child Guidance
 2. Understanding the Dynamic Nature of Culture
 3. Understanding Children and Families in the Context of Their Communities
 4. Prejudice, Racism, and Discrimination
 5. How can I spot Bias, Stereotypes, and Myths about Underrepresented Groups in Books and Other Media?
 6. What Things Should I know so I can Be More Considerate to People from Other Cultures?
 7. How Can I Learn to Be More Culturally Sensitive?
 8. Cultural Differences
- F. Understanding the Reasons for Problem Behavior
1. Defining Problem Behavior
 2. Stages of Moral Development in Young Children
 3. Components of Moral Development
 4. Methods of Support Children's Moral Development
 5. Temperament
 6. Underlying Cause of Problem Behavior
- G. Guidelines for Effective Guidance
1. Ignore Mildly Annoying Behavior That Is neither Harmful nor Unfair
 2. Immediately Interrupt Behavior That Is Harmful or Unfair
 3. What Do I Do about Biting?
 4. Questions about Sex-Related Issues
 5. Assertively Shape Positive Behavior
- H. Planning the Developmentally Appropriate Prosocial Environment
1. Prosocial Behavior
 2. Setting the Stage for Appropriate Behavior
 3. The Nurturing Social Environment
 4. The Nurturing Adult
 5. The No-Lose Method of Conflict Resolution
- I. Positive Communication
1. Building a Foundation for Positive Communication
 2. Addressing Underlying Feelings
 3. Positive Instructions versus Negative Commands
 4. Characteristics of Assertive Communication
 5. Characteristics of Nonproductive Communication
 6. Managing the Positive Confrontation
- J. Nonverbal Cues and Appropriate Consequences
1. Nonverbal Cues and Body Language
 2. Helping Children Independently Resolve Problems
 3. Logical and Natural Consequences
 4. External Reinforcement
- K. Misguided Behaviors and Mistaken Goals
1. Developing a Plan for Guidance
 2. Mistaken Goal Number One: Attention-Seeking Behavior
 3. Mistaken Goal Number Two: Controlling Behavior

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4. Mistaken Goal Number Three: Disruptive Behavior
5. Mistaken Goal Number Four: Withdrawn, Passive Behavior
6. Reacting to Needs – Maslow’s Hierarchy
7. Meeting Adult Needs
8. Do Behavioral Problems Indicate Child Abuse or Neglect?
9. Locating Community Resources
- L. Taking a New Look at Children
 1. Identifying Personal Biases
 2. The Observation Sequence
 3. Observation Strategies
- M. Historical Perspectives and Guidance Theories
 1. Historical Perspectives
 2. Philosophies of Guidance
 3. What Do Researchers Say about the Origin of Intelligence and Personality?
- N. Understanding Children with Disabilities
 1. Why Do We Need to Know about Disabilities?
 2. Physical Conditions That Affect Behavior

Grade Scale

1000-900=A

899-800 =B

799-700 =C

699-600 =D

599- 0 =F

Course Evaluation

Final grades will be calculated according to the following criteria:

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| 1. Attendance and Participation | 10% |
| 2. Written Assignments | 30% |
| 3. In Class Discussions | 20% |
| 4. Guest Speaker Summaries | 20% |
| 5. Article Summary and Presentation | 20% |

Course Requirements

1. Written assignments.
2. Article Summary and presentation.
3. In Class Debates.

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4. Speaker Summaries.

Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.
6. Attendance Policy. Two absences are allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a 5 point deduction from your final grade.
7. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

Course Schedule

Weeks	Topic	Reference
Week 1	Chapter 1: Introduction Paperwork/Class Introductions	pp. 1-21
Week 2	Chapter 2: Understanding Children's Behaviors	pp. 28-71
Week 3	Chapter 3: Serving Culturally Diverse Children and Families Written Assignment 1 Due	pp. 78-120
Week 4	Chapter 4: Understanding the Reasons for Problem Behavior Class Discussion 1	pp. 128-158

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Week 5	Chapter 5: Guidelines for Effective Guidance	pp. 163-184
Week 6	Chapter 6: Planning the Developmentally Appropriate Prosocial Environment	pp. 189-220
Week 7	Chapter 7: Positive Communication Written Assignment 2 Due	pp. 225-254
Week 8	Chapter 8: Nonverbal Cues and Appropriate Consequences Class Discussion 2	pp. 257-289
Week 9	Chapter 9: Misguided Behaviors and Mistaken Goals	pp. 294-314
Week 10	Chapter 10: Taking a New Look at Children	pp. 321-331
Week 11	Chapter 11: Historical Perspectives and Guidance Theories	pp. 336-354
Week 12	Chapter 12: Understanding Children with Disabilities Written Assignment 3 Due	pp. 358-397
Week 13	Special Topics-2 Guest Speakers	TBA
Week 14	Special Topics- Article Presentations Due Guest Speaker Summaries Due	TBA
Week 15	Special Topics- Article Presentations Due	TBA
Week 16	Special Topics- Article Presentations Due	TBA