CDEC 1319 Child Guidance online Fall 2025



INSTRUCTOR CONTACT INFORMATION

Instructor: Sharon Kruger, M.Ed.

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Office Phone: 409-241-3163
Office Location: MC 231

Office Hours: See Starfish for Available Office Hours

CREDIT

3 Semester Credit Hours

MODE OF INSTRUCTION

Hybrid-Online component face to face class is TBD face to face or virtual Blackboard Kaltura Collaboration

PREREQUISITE/CO-REQUISITE:

none

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.

COURSE OBJECTIVES

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

Student Learning Outcomes (SLOs)

- Developmentally appropriate behavior in children and youth
- Using the Pyramid Model to assess program and staff practices
- Promoting healthy development and preventing challenging behavior challenges
- Effective collaboration with professionals and families to best support children's and youths' development and behavioral needs

CORE OBJECTIVES

 Identify and differentiate behaviors in young children by using observation, developmental knowledge, and reflection to recognize developmentally appropriate, concerning, and unsafe behaviors.

- Demonstrate knowledge of the Pyramid Model framework by explaining the use of universal, targeted, and intensive supports to promote social-emotional development and prevent or address challenging behaviors. Apply family-centered communication strategies by engaging in respectful dialogue, supporting collaborative behavior
- planning, and incorporating tools like IEPs, IFSPs, and universal screening.
- Design and support responsive environments and positive guidance strategies that use environmental, sensory, and peer supports to foster emotional well-being and reduce behavior challenges.
- Evaluate and implement program-wide practices and leadership strategies that
 promote staff development, model effective interventions, and establish policies that
 support a positive and inclusive climate for children and families.

REQUIRED TEXTBOOK AND MATERIALS

This course will be using the **Virtual Lab Schol (VLS)** online courses on Managing Challenging Behavior. VLS is a website developed by the Ohio State University early childhood experts to support the needs of the military-affiliated childcare programs.

<u>Required:</u> a laptop or device to allow you to access required material on LIT Blackboard and to access the Virtual Lab School online course material.

Supplemental resource (optional) How to Talk So Little Kids Will Listen: A Survival Guide to Life with Children Ages 2 to 7 ISBN: 9781501131639

All course materials will be provided on the Blackboard LMS system.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the <u>Academic Calendar</u>. <u>If you stop coming to class and fail to drop the course</u>, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

Discussion Boards

Students are expected to participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.

Late Discussions will receive a grade reduction. I take late work for 4 days past the due date.

Response Times

I expect to respond to your emails within 24 to 48 hours. All discussion posts/responses, homework, quizzes, and assignments are usually graded by the day after the due date.

Course Instructor Evaluation

Instruction as well as student performance is subject to evaluation. Procedures for instructor evaluation will be provided near the end of this course via email from Lamar Institute of Technology. Save a screenshot of your instructor's evaluation completion page and upload it to the appropriate spot for extra credit.

COURSE EVALUATION

Grading Policy and Evaluation

ASSIGNMENTS	% of total grade
discussion posts (complete on topic or incomplete)	15%
respond to discussion posts (complete on topic or incomplete)	
Assignments (Homework) written answers to questions about the reading	10%
Quiz: open book quiz Quiz: video quizzes	15%
Journal	10%
Project 1	10%
Project 2	10%
Project 3	10%
Project 4	10%
Project 5	10%
TOTAL	100%

Instead of taking a final exam, you will complete five projects (presentation) that will be submitted at different times during the semester.

A 90 to 100%

B 80% and less than 90%

C 70% and less than 80%

D 60% and less than 70% F 0% and less than 60%

MAKE-UP WORK

I take late work for 4 days past the due date at a 25% penalty. If you see that you cannot meet the due dates, please contact me before your work is late. Accommodation can be made for events beyond the student's control.

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at

http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty.

AI STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignment appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own, original work, unless otherwise specified. Students should contact their instructor with any questions as to acceptable use of AI / ChatGPT in their courses.

You are responsible for the content of any work submitted for this course. Use of artifical intelligence (AI) to generate a first draft of text is permitted, but you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. Utilize them with caution.

For this online course: In your submissions: Clearly state whether an AI tool was used or not. Name the specific tool (e.g., ChatGPT, Grammarly). Provide specific and relevant examples. Double check your submission to ensure there are no factual errors from AI. Edit and personalize AI suggestions to show student's own thinking.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability

requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the LIT Catalog and Student Handbook may be accessed at www.lit.edu. Please note that the online version of the LIT Catalog and Student Handbook supersedes all other versions of the same document.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ATTENDANCE POLICY

Internet usage- students are to use proper netiquette when participating in course email, assignment submissions and online discussions.

CLASSROOM ETIQUETTE for attending hybrid face to face sessions:

- > turn off all personal communication devices PRIOR to beginning of class period.
- > remove cell phone and/or musical device ear buds from ears.
- > do not pass notes.
- > do not eat candy and/or gum.
- > clear off tabletop/desk AND be prepared to take notes.
- > courtesy is expected during question-and-answer time.
- > throw trash away before and/or after class not during class
- > remove sunglasses, hats, and/or caps.
- > be respectful to others profanity and/or obscene language may be offensive to some people a difference of opinion is acceptable.
- > disruptive and rude behavior includes (but is not limited to!)
 - going through day planner, purse, and/or backpack/yawning/stretching/tapping w/pen
 - or pencil/crumpling up paper.

CLASSROOM ETIQUETTE for attending hybrid Kaltura Collaboration virtual sessions

>Log in a few minutes early to test your equipment (camera, microphone, internet connection), and have your course materials ready before class begins. This is important because punctuality and preparedness show professionalism and respect for the instructor and classmates, improving overall class flow.

>Unless instructed otherwise or you've made arrangements for privacy, turn on your camera during class. It helps build a stronger learning community and allows for better interaction. This is important because visual presence fosters accountability and engagement, and instructors can better gauge student understanding.

- > Keep your microphone muted unless you're speaking. Background noise can disrupt the class for everyone. This is important because muting your microphone minimizes distractions and keeps the focus on whoever is presenting or leading the discussion.
- > Use verbal or chat participation to ask questions, contribute to discussions, or respond to prompts. Passive attendance limits learning. This is important because active learning increases retention and helps instructors adjust pacing or clarify topics in real time.
- > Wear appropriate clothing, use a neutral background (or a professional virtual one), and **avoid multitasking during class.** This is important because maintaining a respectful and distraction-free learning environment supports a professional academic atmosphere.

Course Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Additionally, students are expected to:

- Log on at least three times a week on different days in order to completely weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus;
- Participate in the weekly threaded discussions;
- Cheating will not be tolerated

If you find that you cannot meet the class's minimum discussion requirements, please contact your instructor as soon as possible.

You should expect to spend 8 – 12 hours per work actively engaged within this course.

Course Requirement—

CHILD GUIDANCE (CDEC 1319) Fall 2025

Required Material: Virtual Lab School (VLS) Supporting Children with Challenging Behaviors online courses

Supplemental resource (optional) <u>How to Talk So Little Kids Will Listen: A Survival Guide to Life with Children Ages 2 to 7</u> ISBN: 9781501131639

week 1

Course introduction and policies

Guidance: An Introduction

Guiding children's behavior is an important part of the work that happens in your programs. Positive child guidance helps promote the social, emotional, and cognitive development of children across the age span. This lesson will define positive guidance, describe why it is important in your program, and discuss the role of culture and experiences on adults' understandings of guidance.

https://www.virtuallabschool.org/tcs/positive-guidance/lesson-1

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Week 2

Guidance Across Age Groups

All staff members will encounter behavior that challenges them from one time to another. Your role is to prepare staff members to understand the typical behaviors they might encounter and to help them know how to respond positively. This lesson will introduce you to behaviors that are typical of children at different stages. It will also help you observe and provide feedback on staff members' approaches to guidance for children of different ages.

https://www.virtuallabschool.org/tcs/positive-guidance/lesson-2

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Week 3

Environmental Supports for Guidance

The environment plays a major role in guiding children's behavior. An effective environment helps prevent challenging behaviors and helps children know they are safe and loved. You can help staff members learn to build supportive relationships, develop effective schedules and routines, and design learning spaces for engagement. This lesson will

provide an overview of several observation tools and will help you provide feedback on staff members' use of environmental strategies.

https://www.virtuallabschool.org/tcs/positive-guidance/lesson-3

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Week 4

Promoting Guidance Through Interactions

Interactions are a simple yet effective way of building a positive approach to guidance in your program. This lesson will stress the importance of positive interactions and will describe effective responses to challenging behavior. It will also provide information on working with families around supporting their child's behavior.

https://www.virtuallabschool.org/tcs/positive-guidance/lesson-4

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

week 5

Supporting Children with Challenging Behaviors: An Introduction for Program Staff

This week, you will have an opportunity to reflect on how your beliefs affect your responses to children's behavior, learn a systematic way to ensure all children receive social-emotional support, and acquire strategies to ensure that children with behavior that is unresponsive to universal and targeted support get the help they need for optimal learning and development.

https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-1

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Weeks 6

Using the Pyramid Model to Promote Social and Emotional Learning

The Pyramid Model gives you an organized way to promote social-emotional development and prevent challenging behavior.

https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-2

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Final Project 1 DUE

Week 6 🖈 Final Project 1: Pyramid Model Poster



Create a poster, infographic, or slide deck that explains the three levels of the Pyramid Model (universal, targeted, and intensive supports). Include at least two strategies or tools at each level and a short example of how each one is used in a real classroom.

Weeks 7

Preventing Challenging Behaviors

In addition to the Universal Tiers of the Pyramid Model, there are universal caregiving strategies you can use to promote social-emotional learning and prevent challenging behavior in all children. In addition to these strategies, universal screening of all children helps you recognize potential challenges or concerns as early as possible.

https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-3

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

week 8

Using Targeted Supports

In this lesson, you will learn about targeted supports that may benefit some of the children in your care.

https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-4

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

week 9

Intensive Interventions

This lesson introduces the behavior support planning process and resources that can help children who are not responsive to universal and targeted supports.

https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-5

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Week 9 🏠 Final Project 2: My Ideal Supportive Classroom

Assignment

Design a classroom environment (poster, drawing, or digital layout) that supports social-emotional learning and prevents behavior issues.

Final Project 2

Week 10

Partnering with Families

This lesson will help you learn how to engage with families when there is a concern about behavior. You will learn how to develop trusting relationships, prepare for difficult conversations, and provide resources to support families.

https://www.virtuallabschool.org/focused-topics/supporting-children-with-challebehaviors/lesson-6

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Week 10 ద Final Project 3 How to Talk to Families About

Challenging Behavior

Choose ONE format:

Final Project 3

Infographic | Poster | Social Media Post |

Message to a New Teacher

week 11

Coaching and Creating Programs that Support All Children

Learn how to help staff differentiate between types of behaviors, use coaching strategies, model for staff, and support the implementation of behavior support plans.

https://www.virtuallabschool.org/focused-topics/supporting-children-with-challe behaviors/lesson-7

Discussion post(s)

Respond to discussion post(s)

Assignment(s) Journal(s)

Quiz on this week's material

Week 12

Supporting Inclusive Programs From an Administrative Perspective

This lesson describes the program administrator's role and offers reso strategies that help promote effective teamwork

around challenging behavior in child and youth programs.

https://www.virtuallabschool.org/focused-topics/supporting-children-withchallenging-behaviors/lesson-8

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Week 13 & 14

How to Talk so Little Kids will Listen and How to Listen so Little Kids will talk

This lesson identifies respectful and effective solutions to the unending challenges of guiding children's behavior.

All material to read will be in this week's Blackboard course. This week's course is based on the book How to Talk So Little Kids Will Listen: A Survival Guide to Life with Children Ages 2 to 7 ISBN: 9781501131639

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal(s)

Quiz on this week's material

Week 15

Summary of Child Guidance

Final Project 4 Due Week 15

the Project 4: Behavior Help – Share What Works



* Assignment Overview:

Final Project 4

You've learned a lot about guiding children's behavior in positive ways.

Now it's time to share what you've found helpful **outside of class**— on social media, in a favorite book, or from an online expert. In this final project, you will **find and write a recommendation of two trusted sources** that give useful advice for handling challenging behavior in young children.

Your sources can include:

- A favorite educator or parenting expert on Facebook, Instagram, or YouTube
- A children's behavior or parenting book you've read or researched

Week 15 ★ Final Project 5: Message to Myself – Child Guidance Reflection

Assignment

Write or record a message to your future self about what you learned in Child Guidance

Week 15