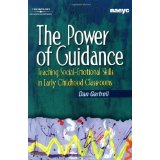
**Early Childhood, P-3 Positive Guidance and Discipline**

**Course Syllabus**

**Course Information**

A. Number: ECED 103

B. Credits: 3

C. Prereq: none

Coreq: ECED 104

D. Time/location: T R 1:00-2:20 Education Bldg. 114

E. This course is offered Winter Quarter – 2016/2017

**Personal Information**

A. Instructor: Linda Bone

B. Office: Education Bldg. Room 125

C. Office Hours: Tues., Thurs., and Fri. 1-3:00

D. Telephone: Office: (406) 275-4770; Home: (406) 883-0123

E. E-mail: linda\_bone@skc.edu

**Required Materials**

A. *The Power of Guidance* by Dan Gartrell ISBN 1-4018-4856-7

B. 1 ½ inch binder with dividers

C. Handouts available from the instructor

**Description**

Positive Guidance and Discipline enables students to utilize a variety of positive guidance techniques while working with young children which are relevant to the developmental levels and needs of the children, encourage cooperation, problem solving and conflict resolution skills, and promote positive emotional development (including self-concept and self-esteem) within children. Students are also introduced to strategies to involve parents in the guidance process.

Prereq: none

Coreq: ECED 104

**Course Objectives**

Students will:

A. Describe the factors that influence a child’s behavior and apply methods of how to address these influences

B. Utilize a variety of guidance techniques and assessment strategies

C. Demonstrate a variety of strategies to teach problem solving skills

D. Design an individual or classroom-based case study

E. Connect guidance techniques to the development of social and emotional skills

|  |  |
| --- | --- |
| InTASC Principles and PEPP Standards | Assessments |
| PEPPS 10.58.531(m) *utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology* | Candidate will demonstrate competency of this standard through a guidance plan based upon a case study. |
| InTASC Principle 1: *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*  *Educ. Division Conceptual Framework Guiding Principle: A* |

Cultural Relevancy

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructors such as the talking circle.

Student Objectives:

1. Students will examine the inter-relatedness of guidance practices and principles with the cultures of the Salish and Kootenai Tribes;
2. Students will apply information from the course in their work with children from similar and diverse cultures in order to enhance children’s development of self-esteem, self-concept and social skills.

Critical Thinking

This course will encourage critical thinking skills by having students apply and critique information.

Student Objectives:

1. Students will apply information learned in class to improve their work with parents, children and other professionals;
2. Students will compare, analyze and evaluate guidance theory and practices within a cultural context;
3. Students will analyze and assess their own skills and abilities in guiding children’s behavior.

**Course Requirements**

A. Attendance, participation, and reflection on in-class activities, readings, and discussions.

B. Chapter reflections on assigned reading

C. Complete 8 weekly assignments

D. Summary project – Case Study\*\*

E. Organized Binder complete

Assignments marked with an \*\* designate the assignments that should be saved for your early childhood portfolio.

**Credit Hours**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 10 week term will approximate:

3 hours/week classroom or direct faculty and group activities

6 hour/week of out-of-class time, including homework each week

**Grading System**

1. An incomplete grade (“I”) is NOT an option with the exemption of an extreme

emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

2. The following is a breakdown of how grades are earned

Grading will be based on the percentage of total points earned for course assignments. All assignments will be turned in at the beginning of class on Mondays according to the weekly assignment sheet. Please communicate with me if you are having difficulties with your class assignment so I can work with you.

Class attendance: 5 pts/class for 20 classes = 100 pts 500-450 = A

Chapter reflections on assigned reading: 10 pts x 10 chapters = 100 pts 449-400 = B

\* Case Study: 200 points = 200 pts 399-350 = C

Assignments (8 assignments x10 points) = 80 pts 349-300 = D

Organized and complete Curriculum notebook = 20 pts Below 300 = F

**Total points: = 500 pts**

**Tutors are available for students! Please contact the instructors if you have any questions or need for a tutor.**

**Other Class Information**

#### Attendance

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to duplicate outside of class. Therefore, it is required that students participate in all class sessions. Participation is graded at 5 pts per day. An opportunity for make-up work is provided on an individual basis for **emergency situations**. Communication with the instructor is very important in this class.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. I will make every attempt to be fair. If you contact me, I will work with you. If you fail to do so, points will be adjusted accordingly.

Students must keep cell phones in the **off** position during class. If students must leave a phone on in case of emergency situations, they must notify the instructor and take the cell outside of the classroom.

\*As stated in the Student Handbook, page 24, Section VI – Good Things to Know, Item 5, “Child must be supervised at all times when on campus. Children are not allowed in classrooms, while class is in session. Please do not leave them unattended in the lounge or hallways.”

Late Assignments

The issue of late assignments is an on-going problem for the student and the instructor.  An important aspect of being a teacher is to be professional.  One of the many responsibilities of a professional is to meet deadlines.  Think of your assignment due dates as deadlines.

Late assignments will not receive full credit; 10% per day will be deducted on all late assignments.  There are two deadlines this quarter where late assignments may not be turned in after the due dates.  Week 6 is considered **Mid-Quarter Deadline**.  Any late assignments assigned and due up to Week 6 must be turned in by this date.  No credit if they are not.  Week 10 at the beginning of class is the **Final Deadline** for the second set of late assignments unless otherwise arranged on an individual basis with the instructor.

In-class assignments may not be made up outside of class.

Failure to come to class, participate and present assignments on their due date will be considered late assignments.

Please communicate with me if you are having difficulties with your class assignment so I can work with you.

# Reasonable Accommodations

Accommodations are provided for eligible students with students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact Students may contact the College’s Disability Officer, Linda Pete @

406.275.4968 or consult the SKC web page for Students with Disabilities for more information.

Student Support

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you “disappear” from class or they are concerned about your attendance and performance). James Steele, SKC Retention Coordinator at 275-4928, Email: [retention@skc.edu](mailto:retention@skc.edu)

Tutors are available for students! Please contact the instructor if you have any questions or need for a tutor.

Syllabus Statement  
Title IX: The U.S. Department of Education’s Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered **“Responsible Employees”** which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

|  |  |
| --- | --- |
| Center for Prevention and Wellness  Agnes Kenmille Building  Building #51 406.275.4913 or 406.275.4744 | SAFE Harbor  Advocacy Services  24-Hour Advocacy   406.676.0800 |

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

**POSITIVE GUIDANCE AND DISCIPLINE**

**COURSE OUTLINE**

This outline is subject to change according to class needs.

Week 1 Course Introduction: Building Community

Guidelines and expectations: Class Agreement

Lab expectations and handouts

**Assignments:**

* **Read Chapters 1 and 2 in text; complete reflections**
* **Complete Self-evaluation**

Week 2 Guidance and Child Development

Strategy: “One Arm Rule, Proximity”

**Assignments:**

* **Read Chapters 3 and 4 in text; complete reflections**
* **#1. Practice the One Arm Rule and evaluate how it went**
* **Complete Sections 1 and 2 of the Case Study**

Week 3 Mistaken Behavior

Strategy: “Tell, Show, Help, and Praise”

**Assignments:**

* **Read Chapters 5 and 6 in text; complete reflections**
* #**2. Practice the Tell Show Help Praise method and evaluate its success**
* **Complete Section 3 of the Case Study**

Week 4 Beyond Time Out

Strategy: “Choices”

Creating Classroom Guidelines

**Assignments:**

* **Read Chapters 7 and 8 in text; complete reflections**
* **#3. Utilize Choices and evaluate the results**
* **Complete Section 4 of the Guidance Plan**

Week 5 Leadership Communication

Strategy: “I Noticed” statements

Class Meetings

**Assignments:**

* **Read Chapter 9 and 10 in text; complete reflections**
* **#4. Practice using encouragement through I Noticed statements**
* **Complete Section 5 of Guidance Plan**
* **All late assignments for first half must be turned in on Monday**

Week 6 Conflict Management/Problem Solving

Teaching Social skills

Special Topics in guidance

Encouragement vs. Praise

Strategy: “Five Finger Formula”

**Assignments:**

* **#5. Create a poster to teach children the Five Finger Formula for problem solving (p. 82)**
* **Complete Sections 6 and 7 of Guidance Plan**

Week 7h Mistaken Behavior

Logical Consequences

Strategy: using “I” messages

**Assignments:**

* **Read handout and complete a reflection**
* **#6. Practice using I Messages and evaluate the results**
* **Complete Section 8 and 9 of Guidance Plan**
* **Complete Guidance Plan is due on Monday**

Week 8 Intervention

Functional Behavioral Assessments

Guidance Techniques for Strong-Needs Mistaken Behavior

Developing Children’s Self-Esteem activity

**Assignments:**

* **Read handout and complete a reflection**
* **#7. Develop an activity plan to enhance children’s self-esteem and prepare to teach lesson to class**
* **#8 Present activity plan to increase self-esteem**
* **If needed, revised Guidance Plan is due on Monday**

Week 9 Developmentally Appropriate Practices and Guidance

Using the guidance principles for training and communication

Read and discuss Chapter 11 during class

**Assignment:**

* **All late assignment for second half must be turned in on Monday**
* **Binder checkout**

Week 10 Discuss Guidance Plans

Construct a “Talking Stick” for use in a talking circle

Celebrate our learning

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guidance Plan

ECED 103

1. Child information for Case Study points \_\_\_\_\_/10

2. Hypothesis Statement points \_\_\_\_\_/40

Description of challenging behavior = 10 pts.

Predictors of challenging behavior = 10 pts.

Purpose of the behavior = 10 pts.

Maintaining consequences =

3. Prevention Strategies points \_\_\_\_\_/30

Changes to the setting = 10 pts.

Changes to the antecedents = 10 pts.

Give more help = 10 pts.

4. Replacement Skills points \_\_\_\_\_/40

Discuss what you want child to do instead = 10 pts.

Emphasize skills and strengths of child = 10 pts.

Teach new skills = 10 pts.

Change stimulation level = 10 pts.

5. Response points \_\_\_\_\_/30

Quickly recognize appropriate behavior = 10 pts.

Plan for ignoring challenging behavior = 10 pts.

Strategies to encourage child to complete a task = 10 pts.

6. What Do You Want to Achieve and When points \_\_\_\_\_/20

Write goals in measurable terms = 10 pts.

Use child’s name = 10 pts.

7. Appearance of final copy points \_\_\_\_\_/30

Conventions = 10 pts.

Punctuation, word choice, sentence structure

Total \_\_\_\_\_\_\_/200

ECED 103

Positive Guidance and Discipline

Individualized Guidance Plan developed from a case study

TEP 1, InTASC Principle 1

TEP 1, Standard 1

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Create a guidance plan: an individualized plan developed from a case study of a child with challenging behaviors.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Unacceptable**  **(0)** | **Developing**  **(1)** | **Proficient**  **(2)** | **Exemplary**  **(3)** |
| **Principle 1. Learner Development:**  *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.* | Candidate is unable to summarize the child’s strengths and needs when creating a guidance plan.  Candidate shows little or no evidence of utilizing a broad set of developmentally appropriate teaching skills and strategies to support young learners. | Candidate uses a case study to gain information on a child’s behavioral strengths and needs, and summarizes this information in a Guidance Plan. Candidate is able to identify at least one potential reason or developmental influence for the behaviors, and create a positive plan for addressing the child’s behaviors. At least one positive strategy is included. Guidance plan includes limited information. | Candidate uses a case study to gain information on a child’s behavioral strengths and needs, including social and emotional development, and summarizes this information in a Guidance Plan. Candidate is able to identify at least 3 potential reasons for the behaviors, creates a positive plan for addressing the child’s challenges, and clearly links the child’s needs to the strategies. At least 3 positive strategies are included. Guidance plan is fully developed and includes all required information. | Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others. |

Score: \_\_\_\_\_\_\_\_\_\_\_\_