

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ECHD 404: Positive Child Guidance

**Created By: Maureen Maiocco, Ed.D.
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**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD
SPRING 2017
FALL 2018**

- A. **TITLE:** Positive Child Guidance
- B. **COURSE NUMBER:** ECHD 404
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall
- G. **COURSE DESCRIPTION:**
 This course provides students with an understanding of how to meet the needs of the developing young child, and the behavioral challenges typically associated with this unique stage of development. Students will examine acceptable methods and approaches to assist young children with problem solving skills and self-control that are positive and developmentally appropriate. The course will focus on individual and classroom strategies and solutions for establishing, and maintaining, a positive and cooperative classroom.
- H. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): ECHD 101; ECHD 131, PSYC 101; PSYC 220 or permission of instructor.
 b. Co-requisite(s): None
- I. **STUDENT LEARNING OUTCOMES:**
 By the end of this course, the student will be able to:

<i>Student Learning Outcomes [SLO]</i>	<i>PLO</i>	<i>GER</i>	<i>ISLO</i>
a. Examine and develop a behavior management plan for a child-center based classroom in accordance with state regulations.	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.	N/A	1-Communication [W] Written 5-Industry Professional Skills
b. Determine and create a set of behavior management guidelines for an early childhood classroom.	[3] Develop curriculum activities and create learning environments that support the development of children from infancy to age 5.		2-Critical Thinking [PS] Problem Solving
c. Evaluate disciplinary methods designed to best support the emotional and social competence of children from infancy – age 5.	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.		2-Critical Thinking [IA] Inquiry and Analysis
d. Identify, determine, and assess how the caregiver and environment affects and influences behaviors.	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.		4-Social Responsibility [ER] Ethical Reasoning

e. Develop and implement methods and strategies to ensure positive outcomes for common childhood behaviors.	[3] Develop curriculum activities and create learning environments that support the development of children from infancy to age 5.		1-Communication [W] Written 2-Critical Thinking [PS] Problem Solving
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J. APPLIED LEARNING COMPONENT: Yes

- Classroom/Lab

K. TEXTS:

Saifer, S. (2017). *Practical solutions to practically every problem: The survival guide for early childhood professionals*. St. Paul, MN: Redleaf Press.

L. REFERENCES:

Bilmes, J. (2012). *Beyond behavior management: The six life skills children need*. St. Paul, MN: Redleaf Press.

Cohen, D.H., Strem, V., Balaban, N., and Gropper, N. (2016). *Observing and recording the behavior of young children*. New York, NY: Teachers College Press.

Epstein, A.S. (2009). *Me, you, us: Social-emotional learning in preschool*. Ypsilanti, MI: High Scope Press.

M. EQUIPMENT: University Supplied Equipment

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS

- Quizzes
- Papers
- Projects
- Presentation
- Participation

P. DETAILED COURSE OUTLINE:

- I. Social-Emotional Development
 - A. Development: Ages & Stages [Infancy- age 5]
 - B. Emotional Development
 - C. Social Development

- II. Emotional Development
 - A. Developing Positive Self-Identify
 - B. Feeling Empathy
 - C. Developing a Sense of Competence
 - D. Recognizing and Labeling Emotions

- III. Social Development
 - A. Developing a Sense of Community
 - B. Engaging in Cooperative Play
 - C. Valuing Diversity
 - D. Resolving Conflicts

- E. Creating Rules
- IV. Intentional Teaching
 - A. Purposeful Planning
 - B. Classroom Layout and Design
 - C. Materials and Resources
 - D. Consistency in Caregiving
 - E. Schedules and Routines
 - F. Observation and Engagement
- V. Goal Setting
 - A. Bonding and Attachment
 - B. Sense of Belonging
 - C. Self-Regulation
 - D. Collaboration and Cooperation
 - E. Adaptability
 - F. Temperament
- VI. Problem-Solving
 - A. Effective Approaches
 - B. Structured Play
 - C. Strategies
- VII. Actions, Consequences, Reactions
 - A. Teacher Self-Awareness
 - B. Consistent and Predictable Outcomes
 - C. Humor, Joy, and Flexibility
- VIII. Daily Dilemmas: Anticipating and Preventing
 - A. Circle/ Group Time
 - B. Small / Large Group Instruction
 - C. Free Play
 - D. Mealtimes
 - E. Naptimes
 - F. Transitions
 - G. Outdoor / Recess
 - H. Arrival and Departure
- IX. Classroom Concerns
 - A. In Control vs. Controlling
 - B. Space, Aesthetics, Set-Up
 - C. Age Appropriate Lesson Planning
 - D. Multi-Age Groups
 - E. Field Trips
- X. Establishing Rules and Policies
 - A. Toys from Home
 - B. Morning Arrival
 - C. Accidents
 - D. Emergencies

- XI. Challenges
 - A. Disabilities, Abilities, Vulnerabilities
 - B. Problematic Behaviors:
 - Temper Tantrums / Whining
 - Active and Distracted
 - Dependent / Clingy
 - Biting
 - Hitting and Aggression
 - Tattling
 - Bullying
 - Fears / Insecurities

August 2018 MM