

Virginia Western Community College

CHD 205

Guiding the Behavior of Young Children

Prerequisites

None

Course Description

Explores positive ways to build self-esteem in children and help them develop self-control. Presents practical ideas for encouraging pro-social behavior in children and emphasizes basic skills and techniques in classroom management.

Semester Credits: 3

Lecture Hours: 3

Required Materials

1. Textbook
2. Internet access
3. Canvas

Textbook:

Guidance of Young Children, 9th ed, by Marian Marion, Merrill Publishing Co., 2015. ISBN 978-0-13-342722-6.

Other Required Materials: None

Course Outcomes

At the completion of this course, the student should be able to:

1. Promote and understand social and emotional development in young children.
2. Create positive and nurturing relationships with each child based on respect, trust, calm approaches, respect for diversity and acceptance of individual differences in ability levels, temperament, and other characteristics.
3. Use strategies which support and facilitate a sense of community within the classroom, such as conflict resolution and class meetings.
4. Use various forms of verbal and nonverbal communication frequently with children, and respond to children as individuals as well as to the group as a whole.
5. Use guidance practices that are respectful, meet the emotional needs of individual children, clearly communicate expectations for appropriate behavior, promote prosocial behaviors, prevent and minimize behavioral challenges through careful planning of the learning environment, curriculum, and teacher guidance.
6. Build positive, collaborative relationships with children's families with regard to guiding behaviors.
7. Understand the role of family, environment, culture, and society on child behavior.
8. Become familiar with and be able to explain behavioral theory as it applies to young children and guidance in the classroom.
9. Practice and reflect on guidance strategies, thereby continuing to develop a personal teaching philosophy and style.
10. Understand and practice assessment, observation, and evaluation strategies, both formal and informal. Use outcomes to best determine strategies and interventions.
11. Learning standards as they relate to child behavior and guidance; the Virginia Foundation Blocks, the Child Development Milestones, the Virginia Standards of Learning and Core Competencies for Early Childhood Professionals.
12. Students will define self-regulation in young children and describe strategies that can be used in an early childhood classroom to aid children in their ability to self-regulate.
13. Students will describe strategies for working with young children with challenging behavior, including prevention skills, replacement skills, and the use of visual strategies in the early childhood classroom.

Topical Description

1	Introduction to the course & the child's perspective
2	A Teacher's role in guiding children
3	Theoretical Foundations of child guidance
4	Understanding child development
5	Supporting physical environments
6	Time outs, why not?
7	Corporal punishment
8	What is punishment vs. guidance?
9	Positive guidance and discipline strategies
10	Guiding children during routines and transitions
11	Using observation in guiding children
12	Self Esteem and Moral Identity
13	Feelings and Friends

Notes to Instructors (portfolio requirements)

1. Students must complete a philosophy of guidance statement.