Course Description: An exploration of guidance strategies for promoting pro-social behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement and cultural influences.

Semester Hours: 3

Lecture/Lab Hours: The class meets for two (2) lecture hours per week and three (3) hours labs will be assigned by instructor. Lab attendance is required for this course. Student will be dropped after three (3) consecutive absences. Student will be dropped after three (3) consecutive absences.

Prerequisite: Introductory

Textbook: **Guidance of Young Children**, 8th Ed. Marion, Pearson

Student Learning Outcomes: Upon completion of this course, the student will be able to:
1. Summarize theories related to child guidance. *1, 2, 4,5,7,9
2. Explain how appropriate guidance promotes autonomy, self-discipline and life-long social skills in children. *1, 2, 4,5,7,8,9,11
3. Recognize the impact and influence of families and culture in guiding children. *1, 2, 4, 5, 6, 7, 8, 9, 11
4. Promote development of positive self-concept and pro-social behaviors in children. *1, 2,4,5,6,7,8,9
5. Apply appropriate guidance techniques to specific situations relating to Children’s behaviors.*1, 2,3,4,5,7,8,9
6. Demonstrate skills in helping children resolve conflicts. *1,2,4,5,6,7,8,9

Evaluation Method: Will be based on the following criteria:
- Daily assignments 30%
- Tests and Final 30%
- Lab 20%
- Teacher Evaluation 15%
- Attendance 5%

A 100-90 Points, B 89-80 Points, C 79-70 Points, D 69-60, F 59 & below

The course grade is comprised of both lecture and lab. Failure to do lab assignments, including excessive absence from lab, may result in the student being dropped from the course.

Student Contribution: Each student is expected to spend three (3) hours per week preparing for class. Attendance is crucial for the success in this course. Student must be self-motivated for the success of this class.

Status Competencies: The Secretary’s Commission on Achieving Necessary Skills (SCANS) has identified 1) reading, 2) writing, 3) mathematics, 4) speaking & listening, 5) thinking skills, 6) personal qualities, 7) resources, 8) interpersonal skills, 9) information, 10) systems, and 11) technology. Asterisk and number indicate one or more of SCANS competencies.
COMPETENCY PROFILE
CDEC 1319 – CHILD GUIDANCE
Competencies

Directions: Evaluate the student, using the rating scale below. Check the appropriate number to indicate the degree of readiness rather than the grade given in class.

RATING SCALE:
4 SKILLED - can work independently with no supervision.
3 MODERATELY SKILLED - can perform job completely with limited supervision.
2 LIMITED SKILL - requires instruction and close supervision.
1 NO SKILL - no experience or knowledge in this area.

Name: ______________________

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<tr>
<th>Rating</th>
<th>LEARNING OUTCOMES</th>
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<td>1</td>
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<td>3</td>
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<tr>
<td>1. Summarize general theories related to child guidance. *1,2,4,5,7,9</td>
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<td>a. Describe a variety of guidance techniques to use with different age children based on developmental needs and abilities. *1,2,4,5,6,7,8,9</td>
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<td>b. Describe the characteristics of positive interactions and relationships with children at different stages of development.*1,2,4,5,6,7,8,9</td>
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<td>2. Explain how appropriate guidance promotes, autonomy, self-discipline and life-long social skills in children. *1,2,4,5,7,8,9,11</td>
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<td>a. Discuss the process of emerging self-discipline. *1,2,4,5,6,7,8,9</td>
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<td>b. Explains positive discipline and guidance and their role in growth and development. *1,2,4,5,6,7,8,9</td>
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<td>c. Describe the development of moral and self-direction in children. *1,2,4,5,7,9</td>
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<td>3. Promote development of positive self-concept and pro-social behaviors in children. *1,2,4,5,6,7,8,9,11</td>
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<td>a. Discuss children's social development. *1,2,4,5,7,9</td>
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<td>b. Explain how a teacher's guidance techniques affect children's self-esteem. *1,2,4,5,7,9</td>
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<td>c. Describe techniques teachers can use to facilitate positive social interactions among children. *1,2,4,5,7,9</td>
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Skilled- can work independently with no supervision
Moderately skilled- can perform job completely with limited supervision
Limited skill- requires instruction and close supervision
No skilled - no experience or knowledge in this area

1. Reading 6. Personal Qualities 11. Technology
2. Writing 7. Resources
3. Mathematics 8. Interpersonal Skills
4. Speaking and Listening 9. Information
5. Thinking Skills 10. Systems
### Learning Outcomes

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<td>1</td>
<td>4. Recognize the importance of families and culture in guiding children. *1, 2, 4, 5, 6, 7, 8, 9, 11</td>
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<td>2</td>
<td>a. Discuss anti-bias curriculum goals. *1, 2, 4, 5, 6, 7, 8, 9</td>
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<td>b. Describe how cultural differences affect guidance. *1, 2, 4, 5, 6, 7, 8, 9</td>
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<td>c. Discuss the role of culture in children’s interactions and responses to conflict. *1, 2, 4, 5, 6, 7, 8, 9</td>
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<td>d. Describe the importance of working with parents to solve guidance issues. *1, 2, 4, 5, 6, 7, 8, 9</td>
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<td>e. Discuss family issues which may influence children’s behaviors and ways to assist children in coping with stressful situations. *1, 2, 4, 5, 6, 7, 8, 9</td>
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<td>5. Apply appropriate guidance methods for specific situations relating to children's behaviors. *1, 2, 3, 4, 5, 7, 8, 9</td>
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<td>a. Explain the role of the adult in communicating with and guiding young children (i.e., active listening, 'I' messages, etc.). *1, 2, 3, 4, 5, 7, 8, 9</td>
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<td>b. Explain the role of indirect guidance techniques in classroom management. *1, 2, 3, 4, 5, 7, 8, 9</td>
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<td>c. Discuss family issues, which may impact children's behavior and ways to assist children in coping with these situations. *1, 2, 3, 4, 5, 7, 8, 9</td>
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<td>d. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning. *1, 2, 3, 4, 5, 7, 8, 9, 11</td>
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<td>e. Provide environments and learning experiences that promote development of children's autonomy (decision-making, self-assessment, and self-help skills, etc.). *1, 2, 3, 4, 5, 7, 8, 9</td>
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**No skilled -** no experience or knowledge in this area

1. Reading
2. Writing
3. Mathematics
4. Speaking and Listening
5. Thinking Skills
6. Personal Qualities
7. Resources
8. Interpersonal Skills
9. Information
10. System
11. Technology
### LEARNING OUTCOMES

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6. Demonstrate skills in supporting children to resolve conflicts. *1,2,4,5,6,7,8,9

   a. Support a classroom culture that fosters trust, caring, cooperation, responsibility, and leadership. *1,2,4,5,6,7,8,9

   b. List the principles of conflict resolution and the role of culture in children's interactions and responses to conflict. *1,2,4,5,6,7,8,9

   c. Recognize true problem behaviors and be able to identify helpful resources for dealing with these behaviors. *1,2,4,5,6,7,8,9

   d. Explain the importance of including parents when working with individual children's guidance problems. *1,2,4,5,6,7,8,9

   e. Demonstrate teamwork skills when guiding young children. *1,2,4,5,6,7,8,9

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1. Reading  6. Personal Qualities  11. Technology
2. Writing   7. Resources
3. Mathematics  8. Interpersonal Skills
4. Speaking and Listening  9. Information
5. Thinking Skills   10. Systems
ADA Statement: No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the College District, or be subjected to discrimination by the College District. Nor shall the College District exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. 42 U.S.C. 12132; 28 CFR 35.130(g).

See at: GL (Legal)

Special Needs Services: Students with special needs, including physical and learning disabilities, who wish to request accommodations in this course should contact the Student Development Office as soon as possible to make arrangements; this should occur no later than the second week of class or as soon as the student has the documentation on the disability and requested accommodation per a certified medical or psychological professional. In accordance with federal law, a student requesting accommodations must provide documentation of disability to the Student Development Advisor.

For more information, contact: in Alice at sdalice@coastalbend.edu; Beeville at sdbeeville@coastalbend.edu; Kingsville at sdkingsville@coastalbend.edu; and Pleasanton at sdpleasanton@coastalbend.edu.

Academic Dishonesty: Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College’s rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Coastal Bend College Policies FLB (Local) and FM (Local). Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

See at: FLB (Local) and FM (Local).

See the Student Handbook for further explanation of Scholastic Dishonesty.

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Coastal Bend College, its faculty, students and employees must comply with Copyright Law. Detailed information on Copyright Law and Intellectual Property Rights is available in Coastal Bend College Policy CT (Legal) and CT (Local).

Questions regarding this information should be directed to the Director of Library Services at: library@coastalbend.edu or the Office of Marketing and Public Relations at: socialmedia@coastalbend.edu.

Intellectual Property: Student /Third Party Works: Rights to copyrightable or patentable works created by a student or a third party, that is, not a College District employee, shall reside with the author/creator. Detailed information on Copyright Law and Intellectual Property Rights is available in Coastal Bend College Policy CT (Legal) and CT (Local).

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NOTE: The College website (www.coastalbend.edu) serves as the main source with the most current version of the Coastal Bend College Board Policies and the Coastal Bend College Catalog.

CIP Code Description: 19.0709 (Child Care Provider/Assistant)