

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 162**COURSE TITLE:** Observing and Guiding Child Behavior**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course explores various behavior management techniques, interpersonal communication, ideas and suggestions to assist caregivers in guiding children's behavior. Application of developmental, cultural and communication principles in combination with observation of real situations is the mode of study of this course. The focus will be on children from birth through age 10. The course can be used to meet degree and certificate requirements for Child Development and the Master Teacher Permit requirement if taken with Child Development 160 and 161.

REQUISITES:**Advisory:**

ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4
&
ENGL 043 with a grade of "C" or better, or equivalent or Assessment Skill Level W4

FIELD TRIP REQUIREMENTS: May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Describe, in writing, the philosophy and procedures of various child care centers or settings and the program's effect on a child's behavior management.
2. Identify and interpret, by observing and utilize by participating in child care centers or settings, some discipline styles and methods which assist a care giver in guiding a child's behavior.
3. Describe and contrast developmental principles significant in behavior management.
4. Describe and contrast, through written observations, behavior management techniques as applied to various situations and developmental levels of children.
5. Describe and show how interpersonal communication tools are used in guiding different child behavior patterns.
6. Appraise and evaluate developmental, environmental, cultural and interpersonal communication factors which can affect behavior and effectiveness of guidance techniques.
7. Develop, in writing, a personal behavior management plan for a child between the ages of birth-10.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Introduction to guiding a child's behavior in various settings
 - A. Significance of the philosophy of the child care center or setting on behavior management
 - B. Program factors of the child care center or setting which affect a child's behavior
 - C. Styles of discipline incorporated by adults guiding children
 - D. Significant concepts of discipline methods
 - E. Guidelines of observation and participation in child care centers or settings
- II. Development principles significant in behavior management
 - A. Infancy/Toddler
 1. Bonding
 2. Attachment
 3. Autonomy
 4. Separation anxiety
 - B. Early Childhood
 1. Independence
 2. Negativism
 3. Language
 - C. Middle Childhood
 1. School achievement, skill development and self-esteem
 - D. Peer and family relationships and cultural implications
 - E. Stress and frustrations
- III. Understanding and managing emotional factors which affect behavior
 - A. Understanding anger in the adult and child
 - B. Expressing feelings
 - C. Preventing tantrums
 - D. Management of tantrums
 - E. Balance of praise and criticism
 - F. Building positive emotional environments
 - G. Importance of stress management for adults and children
 - H. Importance of maintaining mutual regard and respect for all
- IV. The role of physiology in guiding behavior
 - A. Nutrition
 1. Meal routines
 2. Food effect on behavior
 - B. Sleep
 1. Sleep time routines
 2. Cultural practices
 3. Developmental sleep needs
 - C. Sexuality
 1. Developmental issues
 2. Gender issues
 3. Cultural implications
- V. Environmental and cultural aspects of behavior management
 - A. Impact of environment and culture on behavior
 - B. Daily routines
 1. Annoying habits
 2. Bothersome behaviors
 - C. Sibling rivalry
 - D. Morals and manners
- VI. Interpersonal communication as a tool in guiding behavior
 - A. Patterns and styles of communication
 - B. Understanding and applying proxemic communication
 - C. Creative ways to build self esteem and communicate behavior expectations

- D. Importance of choosing and being consistent in using key words
- E. Roles and responsibilities of communicators in interpersonal interactions
- F. Recognizing negative communication patterns
- G. Recognizing cultural and environmental effect on communication and child guidance
- VII. Discipline for special times and special children
 - A. Family crisis
 - B. Family events and holidays
 - C. Children with special needs
- VIII. Creating a behavior management plan
 - A. Environmental, developmental and cultural factors
 - B. Behaviors to be corrected
 - C. Communication style to be emphasized

B. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

- I. Appropriate readings may include but are not limited to the required text and:
 - II. 1. Child development journals such as Young Children.
 - III. 2. Collections of articles such as Annual Editions of Early Childhood Education.
 - IV. 3. Articles from family magazines such as Parents Magazine.
 - V. 4. Paciorek, Karen M. and Joyce H. Munro, ed., Annual Editions of Early Childhood Education, Connecticut, Duskin/McGraw.Hill, 1997-8 or current
 - VI. 5. Current periodicals, such as:
 - A. a. Young Children. New York. N.A.E.Y.C.
 - VII. b. Parents Magazine, New York, Gruner+Jahr U.S.A. Publishing Co.

C. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Critical thinking assignments may include but are not limited to:
 - II. 1. Describe, analyze and compare various communication and behavior management styles of child care specialists.
 - III. 2. Analyze interactions between children and adults using theories of development and behavior.
 - IV. 3. Analyze and compare environmental and cultural factors which can affect behavior.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Outside class assignments may include, but will not be limited to, such activities as:
 - II. 1. Reading and writing assignments as specified in the course syllabus.
 - III. 2. Observations involving behavior management in child care settings.

E. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. appropriate writing assignments may include but are not limited to:
 - II. 1. Keeping journals of participation time during observations of child care settings and/or writing critiques of programs and philosophies.
 - III. 2. Problem-solving of a variety of behavior management situations and various developmental levels.
 - IV. 3. Preparation of a Personal Behavior Management Plan.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Evaluation may be based on a variety of factors as determined by the instructor, which may include,

but are not limited to:

A. Objective examinations that test for definitions and major discipline concepts, philosophy and procedures of child care centers and settings and concepts of communication involved with behavior management. Writing assignments on observations and readings related to Child Development.: Personal Behavior Management Plan Supervised participation in child care settings ;participation is evaluated by instructor. Class participation

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

* Methods of instruction may include, but are not limited to:

- * 1. Lecture and visual aids.
- * 2. Discussion and problem solving performed in class.
- * 3. Quiz and examination review performed in class.
- * 4. Demonstration and application of concepts in a child care setting.
- * 5. Guest speakers

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Miller, Darla. Positive Child Guidance, 2nd ed. Albany, Delmar, 1995,
2. Sears, William & Martha Sears. The Discipline Book, Little Brown & Co., 1995,

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

- 1.

ORIGINATOR: Curricunet Version 2

CO-CONTRIBUTOR(S)

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