

CHLD 88B: POSITIVE BEHAVIOR MANAGEMENT

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	2
Hours:	2 lecture per week (24 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Demonstrate effective age appropriate strategies when addressing behaviors and conflict resolution scenarios.
- Investigate the probable causes of behavior as it relates to culture, family values, and environment.

Description

Introduction to a range of positive guidance techniques that can be used with infants, toddlers, pre-school, and school-aged children. Emphasis on selection of appropriate positive guidance strategies to meet the needs of each individual child.

Course Objectives

The student will be able to:

1. Identify principles of child guidance.
2. Analyze age appropriate guidance techniques to use with children from ages infancy through school age.
3. Investigate the probable causes of behavior as it relates to culture, family values, second language acquisition and environment.
4. Identify the nine temperament traits of children (Chess/Thomas).
5. Create pro-social environments that encourage positive behavior.
6. Demonstrate effective age appropriate strategies when addressing conflict resolution scenarios.

Course Content

1. Identify principles of child guidance
 - a. The child's development
 - b. Child guidance as a process with long and short goals
 - c. Child guidance as a working partnership between parent and child
 - d. Child guidance as a working partnership between teacher and child
2. Analyze age appropriate guidance techniques to use with children ages infancy through school age
 - a. Discuss how children grow and develop
 - b. Setting limits
 - c. Teaching conflict resolution and problem solving to children

- d. Active listening
 - e. Natural and logical consequences
 - f. "I" messages
 - g. Observation
 - h. Redirection
 - i. Brainstorming
 - j. Praise vs. encouragement
3. Investigate the probable causes of behavior as it relates to culture, family values, second language acquisition and environment
 - a. Understand culture without stereotyping
 - b. Stages of parenthood
 - c. Parenting styles—authoritarian, authoritative and permissive
 - d. Knowledge of culturally diverse guidance strategies
 - e. Recognition of gender differences related to behavior
 - f. Awareness of one's own family culture and how it influences the way one relates to children
 - g. Create strategies to meet the developmental needs of children acquiring second language acquisition
 4. Identify the nine temperament traits of children (Chess/Thomas)
 - a. Describe accommodations for made for behavioral differences of individual children
 - b. Goodness of fit and parenting and teaching styles
 - c. Matching guidance strategies to child's temperament
 - d. Meeting children's needs through classroom environment, teacher interactions and daily schedule
 5. Create pro-social environments that encourage positive behavior
 - a. Social problem solving and conflict resolution opportunities
 - b. Providing for child-choice and child-initiated opportunities
 - c. Designing physical environment that allows for group interaction
 6. Demonstrate effective age appropriate strategies when addressing conflict resolution scenarios
 - a. Explain the definitions of discipline and guidance
 - b. Define discipline vs. punishment
 - c. Goal of discipline to achieve self-control
 - d. Define self-esteem, self-concept and self-discipline
 - e. Avoidance of labels and comparison and competition

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught online, the student will need regular access to a well-running computer with a webcam and the ability to run a recent version of the Chrome browser and its extensions.
2. For all methods of course delivery, the student needs an email address.

Method(s) of Evaluation

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

Written assignments
 Observation assignments
 Quizzes
 Role playing of guidance scenarios
 In-class reflections

Collaborative learning
Small group exercises

Method(s) of Instruction

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

Lecture
Discussion
Cooperative learning exercises
Oral presentations
Demonstration

Representative Text(s) and Other Materials

Miller, Darla J.. Positive Child Guidance, 9th ed.. 2022.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading and study of the text
2. Reading and written response to quiz questions, assignments and relevant articles and observations
3. Written in-class reflections of lecture content, role playing activities and homework assignments

Discipline(s)

Child Development/Early Childhood Education