Modesto Junior College
Course Outline of Record
CLDDV 121

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

CLDDV 121 Guidance of Young Children
3 Units

Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete CLDDV 101 and satisfactorily complete CLDDV 103 or (CLDDV 104 and CLDDV 105).

Introduction to positive guidance and discipline approaches in educational and family settings. Exploration of the underlying causes of misbehavior. Appropriate and effective techniques that support socio-emotional, cognitive, psychological, and physical health and development. Understanding of individual parent, teacher, and care giving styles and attitudes relative to behavior of children.

Three maximum completions.
Field trips might be required. (A-F or P/NP - Student choice) Lecture
Transfer: (CSU)

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Historical influences on families and educational programs (m.c.)
      i. Why behavior seems to have changed
      ii. Goals for children's behavior and learning
      iii. Role of adults in providing appropriate and effective environments
      iv. Educational practices relative to development, behavior, and learning
      v. Human psychology and universal needs for belonging and significance
      vi. Adlerian theory and programs
      vii. High demanding/high responsiveness
      viii. Socio-cultural context of children's experience (m.c.)
      ix. Techniques and skills which meet the needs of children in respectful and appropriate ways
         a. Positive discipline methods and skills
         b. Limit setting
         c. Training and teaching skills to children
      x. Educational expectations for children
xi. Interrelatedness of social-emotional and psychological well-being and cognitive and academic performance

xii. Methods that enhance learning outcomes for children

xiii. Supporting children with sensory regulatory based behaviors while orienting the other children in an inclusive setting (Early Intervention Core Competency, EICC)

xiv. Adapting behavior goals for children with disabilities and other special needs (EICC)

xv. **Second Completion:** Misbehavior and psychological needs of the misbehaving child

xvi. **Second Completion:** Adults role in “inviting” resentment and rebellion

xvii. **Second Completion:** Inviting cooperation and supporting children in the development of self-regulation skills

xviii. **Second Completion:** Relationship between social, emotional, and cognitive development and learning outcomes (mc)

xix. **Third Completion:** Applying techniques for respectful interaction (mc)

xx. **Third Completion:** Main goals of misbehavior and how the behavior indicates the psychological needs of the misbehaving child (mc)

xxi. **Third Completion:** Alternatives to “inviting” resentment and rebellion (mc)

xxii. **Third Completion:** Inviting cooperation and in supporting children in the development of self-regulation skills and critical thinking processes (mc)

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**B. ENROLLMENT RESTRICTIONS**

1. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50. and satisfactorily complete CLDDV 101 and satisfactorily complete CLDDV 103 or (CLDDV 104 and CLDDV 105).

2. **Requisite Skills**

   **Before entering the course, the student will be able to:**

   a. Comment and analyze reading selections in directed class discussion.

   b. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

   c. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);
d. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

C. HOURS AND UNITS

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<th>INST METHOD</th>
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<tr>
<td>Disc</td>
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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture/discussion
2. Experiential activities
3. Reflection
4. Group assignments
5. Audio visual media
6. In-class writing assignments
7. Written observations in educational settings
8. Assigned readings
9. Application of skills to observation of child behavior
10. Quizzes and exams
11. In class writing assignments/Weekly
12. Written observations in educational settings/4 per term
13. Application of skills/Weekly
14. Quizzes/6-8 per term
15. Exams/1 per term
16. Lecture/discussion
17. Guest speakers

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

a. Text reading and written outlines (weekly)

b. Book Report (1 per term)
c. Critical analysis assignments (2 per term)
d. Quizzes (4 per term)
e. Final presentation and exam (1 per term)

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Sample assignment
      Either observe or participate in a situation with a child or children that requires adult
      intervention. Record your experience by describing the mistaken behavior. What
      happened? Who was involved? How might other adults without knowledge of PD apply a
      strategy to this event? What would be the outcome? How would the child have felt? What
      might the child think? Finally, what would the child decide about their relationship with this
      person that would influence later behavior. Define effective adult responses and intervention
      to support the child’s learning and behavior improvement.

F. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:

      recognize behavior as important relational information which communicates the needs of the child in
      educational settings and in family environments. Students will be able to evaluate and apply appropriate
      and effective positive discipline approaches which will support the child in developing healthy and effective
      behaviors and learning skills that will enhance educational and social success.

   B. STUDENT LEARNING GOALS
      Mastery of the following learning goals will enable the student to achieve the overall course goal.

      1. Required Learning Goals
         Upon satisfactory completion of this course, the student will be able to:

         a. Review the meaning of misbehavior and document actual behavior interactions between
            children and adults. (m.c.)

         b. Recognize the role of the parent/teacher as one who supports children in learning skills that
            improve their social and educational experiences and outcomes.

         c. Recognize behaviors due to sensory regulation, anxiety, and processing difficulties and support
            children accordingly. (Early Intervention Core Competency, EICC)

         d. Apply positive and respectful methods in response to children’s behaviors. (m.c.)

         e. Analyze skills that help children improve their behavior and learning.

         f. Plan learning experiences that promote collaboration, critical thinking, problem solving,
            non-violence, and improvement in social interactions. (m.c.)

         g. Recognize the role of teacher perception of behavior in perpetuating challenging behavior.
            (EICC)

         h. Identify and respond to behavioral signals from child which indicates need for changes in support
            and intervention strategy to meet child’s developmental needs. (EICC)
i. Practice techniques that will enhance the learning environment and educational settings. (m.c.)

j. Second Completion:

k. Compare and contrast the meaning of misbehavior, psychological needs, sensory regulation and processing needs of the misbehaving child. (m.c.) (EICC)

l. Recognize the adult's role in “inviting” resentment and rebellion. (m.c.)

m. Develop further skill in inviting cooperation in supporting children in the development of self-regulation skills. (m.c.)

n. Articulate the relationship between social, emotional, and cognitive development and learning outcomes.

o. Third Completion:

p. Assess skills in applying techniques for respectful interaction. (m.c.)

q. Recognize the main goals of misbehavior and how the behavior indicates the psychological needs of the misbehaving child. (m.c.)

r. Practice alternatives to “inviting” resentment and rebellion.

s. Appraise individual ability in inviting cooperation and in supporting children in the development of self-regulation skills and critical thinking processes. (m.c.)

t. NOTE: All understanding and skill will improve with each repetition.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class discussions including small and large group experiences, quizzes, and reflections on current reading assignment, Application of skills through experiential activities in class, guest speakers, lecture, text, and audio visual media.

2. Critical thinking and writing in class, outside-of-class homework assignments including NAEYC position statement, chapter outlines, portfolio.

B. SUMMATIVE ASSESSMENT

1. Multiple choice and/or essay for mid-term and final examination

2. Research Paper

3. Small group presentations