

Guiding Young Children
ECED 1120.501
CRN 50570
UNM-Valencia
Spring 2020
January 21-May 16

Instructor: Teresa Goodhue, MA Education
Class Time: Mondays and Wednesdays 4:30-5:45
Room: A127
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Office: LRC 107
Office Hours: Monday through Thursday 2:15-4:15 and by appointment

Textbook Required

Gartrell, D. (2004). *The Power of Guidance: Teaching social and emotional skills in early childhood classrooms*. Belmont, CA: Delmar Cengage Learning.

Gartrell, D. (2013). *Education for a Civil Society: How guidance teaches young children democratic life skills*. NAEYC

Course Description

This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

Course Competencies

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture and society. A.6
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10

- Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
- Recognize and respond to each child’s physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1
- Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
- Demonstrate the ability to incorporate the families’ desires and goals for their children into classroom or intervention strategies. C.7
- Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.3
- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning. E.7
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning. F.9

Attendance

Attendance is part of your final grade. Lack of attendance will affect your final grade. Further, the instructor can drop a student after four (4) absences.

Due Dates and Late Assignments

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 5 points will be deducted for every day that it is late.

Students with Disabilities and Special Learning Needs

Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910. If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Sexual Harassment

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Grading

Attendance	20%
Reading Reflection Journal 1	15%
Reading Reflection Journal 2	15%
Reading Reflection Journal 3	15%
Reading Reflection Journal 4	15%
Final Paper: Personal Philosophy Of Child Guidance	20%
Total	100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77	C+	69-66	D+
96-93 A	86-83 B	76-73	C	65-62	D
92-90 A-	82-80 B-	72-70	C-	61-59	D- 58-0 F

Dishonesty in Academic Matters

As stated in 2018-2019 UNM-Valencia Catalog:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University.

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Course Outline

All reading assignments should be completed before the class meets. All reading reflection journal (RRJ) entries should be completed by the due dates.

Week 1

1/22 Syllabus, Expectations and Introductions

Read chapter 1 in *The Power of Guidance: Teaching social-emotional skills in early childhood classrooms*. RRJ: After reading chapter 1, briefly describe the difference between patience and understanding when guiding young children?

Week 2

1/27 Patience or Understanding: What is the difference?

1/29 Employing Understanding in the Classroom

Read chapter 2. RRJ: After reading chapter 2, what is the difference between misbehavior and mistaken behavior?

Week 3

2/3 Misbehavior or Mistaken Behavior: What is the difference?

2/5 Developmental Milestones and Behavior

Read Chapter 3. RRJ: Briefly describe the six key guidance practices.

Week 4

2/10 Beyond Discipline and Guidance

2/12 Guidance Practices and Classroom Rules

Read chapter 4. RRJ: Briefly describe how to build partnerships with families and how it facilitates guidance in the classroom.

Reading Reflection Journal 1 due: Chapters 1-3 from “The Power of Guidance”

Week 5

2/17 Building Partnerships with Families

2/19 The Guidance Premise

Read chapter 5. RRJ: Briefly describe how one can create an encouraging program.

Week 6

2/24 Using Guidance to Build an Encouraging Classroom

2/26 Using Guidance to Maintain an Encouraging Classroom

Read chapter 7. RRJ: Briefly describe the class meeting: How is it run? What can be accomplished?

Week 7

3/2 Sustaining the Encouraging Classroom

3/4 The Encouraging Classroom (continued)

Read chapter 8. RRJ: Briefly describe intervention strategies that can reduce classroom conflicts.

Week 8

3/9 Guidance with Boys in Early Childhood Classrooms

3/11 The Importance of Play in Guidance

Read chapter 9. RRJ: Briefly describe the three-pronged approach to bully prevention.

Reading Reflection Journal 2 due: Chapters 4, 5, 7 and 8 from “The Power of Guidance”

Spring Break: 3/16 through 3/20

Week 9

3/23 Societal Violence and Guidance: Liberation Teaching

3/25 Anti-bias Education

Read chapter 10. RRJ: Briefly describe the crisis management techniques.

Week 10

3/30 Strong-Needs Mistaken Behavior: Strategies for Crisis Management and Comprehensive Guidance

4/1 Strong Needs Mistaken Behavior (continued)

Read Education for a Civil Society: How guidance teaches young children democratic life skills. Democratic Life Skill 1: RRJ: Describe Democratic Life Skill 1 and how it is used to guide children.

Week 11

4/6 Employing Democratic Life Skill 1 in the classroom

4/8 Guiding Young Children to Find a Place

Read Democratic Life Skill 2. RRJ: Describe Democratic Life Skill 2 and how it is used to guide children.

Reading Reflection Journal 3 Due: Chapters 9 and 10 from “The Power of Guidance” and Democratic Life Skill 1 from: “How Guidance Teaches Young Children Democratic Life Skills”

Week 12

4/13 Employing Democratic Life Skill 2 in the classroom

4/15 Guiding Children to Express Strong Emotions in Non-hurting Ways

Read Democratic Life Skill 3. RRJ: Describe Democratic Life Skill 3 and how it is used to guide children.

Week 13

4/20 Employing Democratic Life Skill 3 in the classroom

4/22 Accepting Unique Human Qualities in Others

Read BBL: Democratic Life Skill 4: RRJ: Explain what “the power of silence” means. How can it undermine Skill 4?

Week 14

4/27 Employing Democratic Life Skill 4 in the classroom

4/29 Life Skill 4 (continued)

Read Democratic Life Skill 5: RRJ: Describe the “executive function” of the brain and how it develops in the young brain and how it facilitates Democratic Life Skill 5.

Week 15

5/4 Employing Democratic Life Skill 5

5/6 Democratic Life Skill 5 (continued)

Due:

Reading Reflection Journal 4: Democratic Life Skills 2-5

Final Paper: Personal Philosophy of Child Guidance