

ECME 115
Guiding Young Children
ECME 115.501
CRN 53657
UNM-Valencia
Fall 2015
August 17-December 2

Instructor: Teresa Goodhue, MA Education
Class Time: Mondays and Wednesdays 6:00-7:15pm
Room: A140
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Office: LRC 107
Office Hours: Monday through Thursday 2:15-4:15pm

Textbook Required

Gartrell, Dan. *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. Belmont, CA: Delmar Cengage Learning, 2004. Print.

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.

Grading

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|---|------|
| Attendance | 20% |
| Reading Reflection Journal 1 | 20% |
| Reading Reflection Journal 2 | 20% |
| Annotated Bibliography of Social/Emotional Issues | 20% |
| Read Aloud 1 | 10% |
| Read Aloud 2 | 10% |
| Total | 100% |

Percentages and Grade Equivalent

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|------------------|-----------------|-----------------|-----------------|---------------|
| 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 2014-2016 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 (11)

ECME 115
Course Outline

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

Note: BBL refers to readings posted on Black Board Learn (learn.unm.edu). Chapter readings come from our text, "The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms".

Week 1

- 8/17 **Syllabus, Expectations and Introductions**
Read BBL: Developmentally Appropriate Practice (DAP) in Early Childhood Programs Serving Children from Birth through Age 8. RRJ: How can DAP help us to be more understanding of our students and guide them more effectively?
- 8/19 **DAP for Guidance**
Read BBL: Democratic Life Skill 1. RRJ: What are the two parts of Democratic Life Skill 1 and how are the two parts linked?

Week 2

- 8/24 **Implementing Democratic Life Skill 1 in the Classroom**
Read BBL: Democratic Life Skill 2. RRJ: What is the teacher's role in guiding children to attain Democratic Life Skill 2?
- 8/26 **Implementing Democratic Life Skill 2 in the Classroom**
Read BBL: Democratic Life Skill 3. RRJ: How does play promote problem solving?

Week 3

- 8/31 **Implementing Democratic Life Skill 3 in the Classroom**
Read BBL: Democratic Life Skill 4. RRJ: Explain what "the power of silence" means. How can it undermine Skill 4?
- 9/2 **Implementing Democratic Life Skill 4 in the Classroom**
Read BBL: 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 4

- 9/7 **Labor Day. No class today.**

- 9/9 **Implementing Democratic Life Skill 5 in the Classroom**
Read chapter 1. RRJ: After reading chapter 1, do you find that you are more patient or understanding?

Week 5

- 9/14 **Patience or Understanding: What is the difference?**
Read chapter 2. RRJ: After reading chapter 2, what is the difference between misbehavior and mistaken behavior?
- 9/16 **Misbehavior or Mistaken Behavior: What is the difference?**
Read chapter 3. RRJ: Briefly describe the Six Key Guidance Practices
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Week 6

9/21

Beyond Discipline and Guidance

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

9/23

The Guidance Premise

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

Week 7

9/28

Using Guidance to Build an Encouraging Classroom

Read chapter 6. RRJ: Briefly describe classic conflict management, guidance talk, comprehensive guidance and class meetings.

9/30

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 8

10/5

Sustaining the Encouraging Classroom

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

10/7

Guidance with Boys in Early Childhood Classrooms

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

Week 9

10/12

Reading Reflection Journal 1 Due**Societal Violence and Guidance: Liberation Teaching**

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

10/14

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

Read BBL: Guidance with Girls. RRJ: Describe the strategy used by the teacher to resolve the conflict between the boys and girl in the scenario.

Week 10

10/19

Guidance with Girls

Read BBL: From Rules to Guidelines: Moving to the Positive. RRJ: Describe the problem with rules and the purpose of guidelines.

10/21

From Rules to Guidelines

Read BBL: Aggression the Prequel: Preventing the Need. RRJ: Describe the neuroscience of attachment and how chronic high stress can lead to aggression.

Week 11

10/26

Preventing the Need for Aggression

Read BBL: Children Who Have Serious Conflicts: Pt. 1 Reactive Aggression. RRJ: Briefly describe the three steps or stages Charlane experienced and employed to help Jamal manage his aggression.

10/28

Children Who Have Serious Conflicts: Part 1

Read BBL: Children Who Have Serious Conflicts: Pt 2 Instrumental Aggression. RRJ: How is instrumental and reactive aggression similar? How do they differ? What are 4 measures a teacher can employ to reduce instrumental aggression?

Week 12

11/2

Children Who Have Serious Conflicts: Pt 2

Read BBL: Fostering Resilience: Teaching Social-Emotional Skills. RRJ: Briefly describe attachment/relationships, initiative, and self-regulation

11/4

Fostering Resilience

Week 13**Reading Reflection Journal 2 Due**

11/9

Read Aloud

11/11

Read Aloud

Week 14

11/16

Read Aloud

11/18

Read Aloud

Week 15

11/23

Read Aloud

11/25

Read Aloud

Week 16**Annotated Bibliography Due**

11/30

Class Celebration
