

**Guiding Young Children (3 credit hours)**

**ECME 115.550**

**CRN 56161**

**UNM-Valencia/BHS Dual Credit**

**Spring 2016**

Instructor: Teresa Goodhue, MA Education  
Class Time: Arranged  
Room: Belen High School Day Care Center  
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Office: LRC 107  
Office Hours: Monday through Thursday 2:15-4:15

**Textbook Not Required**

Readings are posted on Blackboard Learn ([learn.unm.edu](http://learn.unm.edu))

**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**

I will be meeting students periodically throughout the semester. If you are absent on that day, you will lose 5 percentage points on attendance. You can, however, arrange to meet me at my office on the UNM-VC campus to make up the points.

### **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**

Attendance 20%

Reading Reflection Journal 1 25%

Reading Reflection Journal 2 25%

Annotated Bibliography 30%

*The Annotated Bibliography will consist of children's books that help them to develop socially and emotionally. An example is provided on Blackboard Learn.*

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 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**

**Week 1**

1/19-1/22      Reading Assignment: Developmentally Appropriate Practice (DAP) in Early Childhood Programs Serving Children from Birth through Age 8. Reading Reflection: How can DAP help us to be more understanding of our students and guide them more effectively?

**Week 2**

1/25-1/29      Reading Assignment: Democratic Life Skill 1. Reading Reflection: Briefly describe Life Skill 1. Next describe what the two parts of Democratic Life Skill 1 are and how the two parts linked.

**Week3**

2/1-2/5      Reading Assignment: Democratic Life Skill 2. Reading Reflection: Briefly describe Life Skill2. Next explain the teacher's role in guiding children to attain Democratic Life Skill 2.

**Week 4: I will be at BHS this week. I will explain in detail the Annotated Bibliography. You have no work due, but have your reading reflections with you so I can check your progress.**

2/8-2/12      Reading Assignment: Democratic Life Skill 3. Reading Reflection: Briefly describe Life Skill 3 and how it promotes problem solving?

**Week 5**

2/15-2/19      Reading Assignment: Democratic Life Skill 4: Reading Reflection: Briefly describe Life Skill 4. Next explain what "the power of silence" means. How can it undermine Skill 4?

**Week 6**

2/22-2/26      Reading Assignment: Democratic Life Skill 5: Reading Reflection: Briefly describe Life Skill 6. Next describe the "executive function" of the brain and how it develops in the young brain. How does it facilitate Democratic Life Skill 5.

**Week 7: Reading Reflection Journal 1 Due. Have at least one bibliography entry for me to check.**

2/29-3/4      Reading Assignment: Guidance with Girls. Reading Reflection: Describe the strategy used by the teacher to resolve the conflict between the boys and girl in the scenario.

**Week 8**

3/7-3/11      Reading Assignment: From Rules to Guidelines: Moving to the Positive. Reading Reflection: Describe the problem with rules and the purpose of guidelines.

**Spring Break: March 14-18**

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**Week 9**

3/21-3/25

Reading Assignment: Aggression the Prequel: Preventing the Need. Reading Reflection: Describe the neuroscience of attachment and how chronic high stress can lead to aggression.

**Week 10**

3/28-4/1

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

**Week 11**

4/4-4/8

Reading Assignment: Children Who Have Serious Conflicts: Pt 2 Instrumental Aggression. Reading Reflection: 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**

4/11-4/15

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

**Week 13**

4/18-22

**Reading Reflection Journal 2 Due**

Continue working on Annotated Bibliography

**Week 14**

4/25-4/29

Continue working on Annotated Bibliography

**Week 15: Annotated Bibliography Due**5/2-5/6

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