

Guiding Young Children (3 credit hours)
ECED 1120.550
CRN 50535
UNM-Valencia/BHS Dual Credit
Spring 2022
January 18-May 13

Instructor: Teresa Goodhue. MA Education
Class Time: Concurrent with your usual class period
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Office: A 142D
Office Hours: Monday through Thursday 3:00-4:00 and by appointment

Textbook Not Required

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

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 can affect your final grade. If you cannot attend class, I expect you to still turn work in by email.

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 percentage 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. Your IEP coordinator will provide me with a copy of your IEP 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 at UNMVC. For more information phone 925-8907.

Grading

Attendance/Participation 30%

Weekly Assignments 30%

(See the Course Outline for due dates)

Life Skills Presentation 40%

(See the Course Outline for due dates)

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 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.

ECED 1120
Guiding Young Children
Course Outline

Week One

1/18-1/21 Antibias Environment (Chapter 4)

Week Two

1/24-1/28 Culturally Responsive Care and Education

Week Three

1/31-2/4 Environments for Communication (Chapter 25)

Discussion: How do you behave in different environments (places)?

Assignment: Analyze the different environments we discussed and write about how the environment affects your behavior. Consider the following:

- What are the subtle hints given that determines your behavior? For example, the soft music playing as we enter church and wait for the sermon to begin is “telling” us to be quiet and patient.
- What are the overt hints given? For example, we enter the library and see a sign

Due 2/12

Week Four

2/7-2/11 Patience or Understanding (Chapter 1)

Discussion: How would you describe patience? How would you describe understanding?

Assignment: According to the author what is the difference between patience and understanding. Also, why is it important to utilize one approach over the other?

Due 2/19

Week Five

2/14-2/18 Misbehavior or Mistaken Behavior

Discussion: Describe a time you were accused of misbehavior when you didn't know what was expected from you.

Assignment: According to the author what is the difference between misbehavior and mistaken behavior? Why should educators be aware of the different levels of mistaken behavior?

Due 2/26

Week Six

2/21-2/25 Beyond Discipline to Guidance

guidance?

Discussion: How would you define discipline? How would you define

Assignment: What are the 5 misunderstandings about guidance?

Due 3/5

Week Seven

2/28-3/4
Out

Using Guidance to Build an Encouraging Classroom: Beyond Time-

Discussion: Were ever put in time-out? How did it feel? Did it work?

Assignment: What are the 5 teacher communication skills recommended by the author?

Due 3/12

Week Eight

3/7-3/11

Democratic Life Skill 1: Finding Acceptance as a Member of the Group and as a Worthy Individual

Discussion: How do you participate/get your point across when you are in groups?

Assignment: Begin your final presentation using the information from the article. The presentation isn't due until 5/14. You will, however, turn in a "rough draft slide." **Due 3/26**

Spring Break: March 14 through March 20**Week Nine**

3/21-3/25

Democratic Life Skill 2: Expressing Strong Emotions in Non-hurting Ways

Discussion: Have you ever experienced strong emotions and reacted in a way you regretted?

Assignment: Work on slide 2 of your presentation. "Rough Draft" slide **due 4/2.**

Week Ten

3/28-4/1

Democratic Life Skill 3: Solving Problems Creatively, Independently and in Cooperation with Others

Discussion: Can you remember a time(s) you solved a problem creatively, independently or in cooperation with others?

Assignment: Work on slide 3 of your presentation. "Rough Draft" slide **due 4/9.**

Week Eleven

4/4-4/8
Others

Democratic Life Skill 4: Accepting Unique Human Qualities in

Discussion: Can you remember the first time you understood difference in others?

Assignment: Work on slide 4 of your presentation. "Rough Draft" slide **due 4/16**

Week Twelve

4/11-4/15

Democratic Life Skill 5: Thinking Intelligently and Ethically

Discussion: What are the challenges of teaching someone the difference between right and wrong?**Assignment:** Work on slide 5 of your presentation. "Rough Draft" slide
due 4/23**Week Thirteen**

4/18-4/22

Using Guidance to Maintain an Encouraging Classroom: Four Intervention Strategies

Discussion: How would you describe conflict resolution?**Assignment:** How does the author describe classic conflict management?**Due 4/30****Week Fourteen**

4/25-4/29

Sustaining the Encouraging Classroom: Class Meetings

Discussion: Did a teacher, in your past or present, have regular class meetings to discuss classroom dynamics/problems, etc.?**Assignment:** What are the 3 types of meetings the author describes?**Due 5/7****Week Fifteen**

5/2-5/6

Guidance with Boys in Early Childhood Classrooms

Discussion: Do you think the educational setting (classroom) is harder or easier for young boys?**Assignment:** According to the author, how can a teacher make the environment more encouraging for boys?**Due 5/14****Week Sixteen**

5/9-5/13

No New Assignments

Due 5/13

- Guidance with Boys in Early Childhood Classrooms (Last week's assignment)
- Democratic Life Skills Presentation