

Guiding Young Children
ECED 1120
3 credit hours

Instructor: Kelli Williams-Page

Class Time: 3:00 PM – 4:15 PM

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[About Me.htm](#)

Email: kwilliamspage@unm.edu

Office Hours: By appointment or via Zoom

Class Meeting Days: Tuesdays and Thursdays

Class Time: 3:00 PM – 4:15 PM

Class Location/Room: Health Sciences Room 103

Section: 501 CRN: 58992

Term/Semester: Spring 2023

Course Description: This course explores various theories of child guidance and the practical application 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 Goals/Student Learning Outcomes/Objectives:

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. <https://www.rec9nm.org>

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 <https://www.newmexicokids.org>)

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

Required Materials:

Miller, D. F. (2023). *Positive child guidance* (9th ed.). Cengage.
Bring textbook or e-text to each class.

Technology Requirements:

- Internet access (preferably high speed)
- Latest Microsoft Office Suite (free downloads for UNM students
<http://it.unm.edu/software/index.html>)
- Virus protection (free download from <http://it.unm.edu/download/sep/index.php>)
- Adobe Reader (free download from <https://get.adobe.com/reader/>)
- UNM Net ID and E-mail (accessible <https://netid.unm.edu/>)
- Audio and Video capabilities

COVID-19 Health and Awareness: UNM is a mask-friendly community; however, masks are not required at this time. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). If you are experiencing COVID-19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days and isolate yourself from others, per the [Centers for Disease Control \(CDC\) guidelines](#). If you need to stay home, please contact me at 505-453-1810; I can work with you to provide alternatives for course participation and completion. UNM

faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

Support located at the UNM Albuquerque Main Campus:

Student Health and Counseling (SHAC) at (505) 277-3136. If you have active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.

LoboRESPECT Advocacy Center (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506.

Support: Contact me at 505-453-1810 or contact Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu (505) 277-3506.

COURSE ASSIGNMENTS AND SCHEDULE*

- See the description of the assignments following the schedule.
- *Subject to change at the instructor’s discretion

Date/Week	Topics/Activities	Due Today
Week 1	Communication/Language (A7, A10, E3)	

<p>Tuesday, January 17th</p>	<ul style="list-style-type: none"> • Introductions • Getting to Know You questionnaire • Syllabus Review • Developmentally Appropriate Practice (DAP) • Create an acronym dictionary • How to create class rules <p><i>Read Ch. 1 for Thursday</i></p> <p><i>Getting to Know You questionnaire due on Thursday</i></p>	
<p>Thursday, January 19th</p>	<p>Chapter 1: Why Guidance Matters</p> <ul style="list-style-type: none"> • Introduce Children’s Literature assignment • Create a personal value statement • Developmentally Appropriate Practice (DAP) • Selecting Classroom Materials and Planning the Schedule • Chapter 1 Video Quiz/Knowledge Check <p><i>Read Ch. 2 for next week</i></p>	<p>Discuss Chapter 1</p> <p>Getting to Know You questionnaire due</p>
<p>Week 2</p>	<p>Building Relationships (B1, C1, A6)</p>	
<p>Tuesday, January 24th</p>	<p>Chapter 2: Historical Perspectives and Guidance Theories</p> <ul style="list-style-type: none"> • Historical Perspectives • Guidance Theories <p><i>Read Ch. 3 for next week</i></p>	<p>Discuss Chapter 2</p>

Thursday, January 26 th	<ul style="list-style-type: none"> • Create Graphic Organizer to Organize Theorists' Theories • Chapter 2 Video Quiz/Knowledge Check <p><i>Read Ch. 3 for next week</i></p>	
Week 3	Building Relationships (B1, C1, A6)	
Tuesday, January 31 st	<p>Chapter 3: Understanding Children's Behaviors</p> <ul style="list-style-type: none"> • Introduce Positive Guidance/Challenging Behavior Assignment • Typical Ages and Stages • Key Characteristics of Infant Development 	Discuss Chapter 3
Thursday, February 2 nd	<ul style="list-style-type: none"> • Concerns of Toddler Development • Aspects of Preschoolers' Development • Features of Early School Agers' • Features of Older School-Agers' 	
Week 4	Building Relationships (B1, C1, A6)	
Tuesday, February 7 th	<p>Chapter 3: Understanding Children's Behaviors –continued</p> <ul style="list-style-type: none"> • Toddlers, Preschoolers, and Early School-Agers (5 – 8 years) and Older School-Agers (9 -12 years). Each group will present their section. <p><i>Each group will present on Thursday.</i></p> <p><i>Read Ch. 4 for next week</i></p>	

Thursday, February 9 th	<ul style="list-style-type: none"> Chapter 3 Video Quiz/Knowledge Check <p><i>Read Ch. 4 for next week</i></p>	Present a 5 – 10 minute presentation regarding your section (3-4, 3-5, or 3-6 & 3-7)
Week 5	Family Collaboration (C4, C7, A6)	
Tuesday, February 14 th	<p>Chapter 4: How to Observe Children</p> <ul style="list-style-type: none"> Observing children Exit Ticket <p><i>Read Ch. 5 for next week</i></p> <p><i>Positive Guidance/Challenging Behavior Assignment Check-up 1</i></p> <p><i>Choice 1, Check-up 1- Identified a video to observe AND have identified the challenging behavior to address – due Thursday</i></p> <p><i>Choice 2, Check-up 1- Identified two people to interview – due Thursday</i></p>	Discuss Chapter 4
Thursday, February 16 th	<ul style="list-style-type: none"> Observing children - strategies Chapter 4 Video Quiz/Knowledge Check <p><i>Read Ch. 5 for next week</i></p>	<p>Positive Guidance/Challenging Behavior Assignment-Choice 1, Check-up 1: Identified a video to observe AND have identified the challenging behavior to address</p> <p>Choice 2, Check-up 1: Identified two people to interview</p>

Week 6	Family Collaboration (C4, C7, A6)	
Tuesday, February 21 st	<p>Chapter 5: Serving Culturally Diverse Children and Families</p> <ul style="list-style-type: none"> • Funds of Knowledge • Culturally Appropriate Literature <p><i>Bring a young children's book to class on Thursday</i></p>	Discuss Chapter 5
Thursday, February 23 rd	<ul style="list-style-type: none"> • Examine young children's book • SIOP – Sheltered Instruction Observation Protocol 	Bring in young children's book for Children's Book Analysis
Week 7	Family Collaboration (C4, C7, A6)	
Tuesday, February 28 th	<p>Chapter 5: Serving Culturally Diverse Children and Families – continued</p> <p><i>Read Ch. 6 for next week</i></p>	
Thursday, March 2 nd	<ul style="list-style-type: none"> • Chapter 5 Video Quiz/Knowledge Check <p><i>Read Ch. 6 for next week</i></p>	
Week 8	Family Collaboration (C4, C7, A6)	
Tuesday, March 7 th	<p>Chapter 6: Understanding Children with Ability Differences</p> <ul style="list-style-type: none"> • Special Education Acronyms https://dpi.wi.gov/sped/about/acronyms • Acronym List 	Discuss Chapter 6 Acronym List

	<p><i>Read Ch. 7 for after Spring Break</i></p> <p><i>Positive Guidance/Challenging Behavior</i> <i>Check-up 2 on Thursday-</i> <i>Choice 1, Check-up 2- Identified two skills the child needs to enhance his/her interactions with others.</i> <i>Choice 2, Check-up 2- Interviewed two people AND have begun comparing their approaches to challenging behavior.</i></p>	
Thursday, March 9 th	<ul style="list-style-type: none"> • Guiding Children’s Behavior (KWL) • Chapter 6 Video Quiz/Knowledge Check <p><i>Read Ch. 7 for after Spring Break</i></p>	<p>Positive Guidance/Challenging Behavior Assignment-Choice 1, Check-up 2- Identified two skills the child needs to enhance his/her interactions with others.</p> <p>Choice 2, Check-up 2- Interviewed two people AND have begun comparing their approaches to challenging behavior.</p>
Spring Break- March 13th – 17th		
Week 9	Guidance Techniques (E3, E7)	

Tuesday, March 21 st	<p>Chapter 7: Designing Developmentally Appropriate Environments Inside and Out</p> <ul style="list-style-type: none"> • Introduce Classroom Arrangement Assignment • Classroom Transitions • Exit Ticket <p><i>Read Ch. 8 for next week</i></p>	Discuss Chapter 7
Thursday, March 23 rd	<ul style="list-style-type: none"> • Chapter 7 Video Quiz/Knowledge Check <p><i>Read Ch. 8 for next week</i></p>	
Week 10	Behavior Support Strategies (E3, A7, F9)	
Tuesday, March 28 th	<p>Chapter 8: Building Relationships through Positive Communication</p> <ul style="list-style-type: none"> • Promoting Guidance (KWLQ) • Establishing Positive Relationships <p><i>Children's Literature Presentations due Thursday</i></p>	Discuss Chapter 8
Thursday, March 30 th	<ul style="list-style-type: none"> • Children's Literature Presentations 	Children's Literature presentation due
Week 11	Behavior Support Strategies (E3, A7, F9)	
Tuesday, April 4 th	<p>Chapter 8: Building Relationships through Positive Communication – continued</p>	

	<ul style="list-style-type: none"> • I Messages • Crucial Conversations <p><i>Read Ch. 9 for next week</i></p> <p><i>Positive Guidance/Challenging Behavior Assignment Check-up 3 on Thursday-</i></p> <p><i>Choice 1, Check-up 3 – Do you have a plan for how you will help the child with the skills to enhance his/her skills with others? Due Thursday</i></p> <p><i>Choice 2, Check-up 3- Have you identified similarities and differences in the interviewees' approaches? Have you thought about how their decisions will affect you? Due Thursday</i></p>	
<p>Thursday, April 6th</p>	<ul style="list-style-type: none"> • Chapter 8 Video Quiz/Knowledge Check <p><i>Read Ch. 9 for next week</i></p>	<p>Positive Guidance/Challenging Behavior Assignment Check-up 3-</p> <p>Choice 1, Check-up 3 – Do you have a plan for how you will help the child with the skills to enhance his/her skills with others?</p> <p>Choice 2, Check-up 3- Have you identified similarities and differences in the interviewees' approaches? Have you thought about how their decisions will affect you?</p>

Week 12	Behavior Support Strategies (E3, A7, F9)	
Tuesday, April 11 th	<p>Chapter 9: Fundamental Causes of Positive and Negative Behavior</p> <ul style="list-style-type: none"> • Developing Moral Development • Underlying Causes of Problem Behavior (Website Scavenger Hunt) http://disciplinehelp.com/ <p><i>Read Ch. 10 for next week</i></p> <p><i>Classroom Layout Assignment - Due Thursday</i></p>	Discuss Chapter 9
Thursday, April 13 th	<ul style="list-style-type: none"> • Discuss Classroom Layout designs (Review Chapter 7) • Chapter 9 Video Quiz/Knowledge Check <p><i>Read Ch. 10 for next week</i></p>	Classroom Layout Assignment Due
Week 13	Behavior Support Strategies (E3, A7, F9)	
Tuesday, April 18 th	<p>Chapter 10: Effective Guidance Interventions</p> <ul style="list-style-type: none"> • When is Guidance Intervention Not Appropriate? • Evaluate Strategies to Remove Causes of Problem Behavior Use http://disciplinehelp.com/ website to help identify causes, understand effects and avoid mistakes. <p><i>Read Ch. 11 for next week</i></p>	Discuss Chapter 10

Thursday, April 20 th	<ul style="list-style-type: none"> Chapter 10 Video Quiz/Knowledge Check <i>Read Ch. 11 for next week</i>	
Week 14	Behavior Support Strategies (E3, A7, F9)	
Tuesday, April 25 th	Chapter 11: Mistaken Goals, Motivation, and Mindfulness- continued <ul style="list-style-type: none"> Signs of Child Abuse and Neglect Different Punishment and Positive Guidance 	Discuss Chapter 11
Thursday, April 27 th	<ul style="list-style-type: none"> Maslow's Theory of Motivation 	
Week 15	Behavior Support Strategies (E3, A7, F9)	
Tuesday, May 2 nd	Chapter 11: Mistaken Goals, Motivation, and Mindfulness –continued <ul style="list-style-type: none"> Behavior Support Strategies <i>Positive Guidance/Challenging Behavior Assignment- Due Thursday</i>	
Thursday, May 4 th	<ul style="list-style-type: none"> Positive Guidance Presentations Chapter 11 Video Quiz/Knowledge Check 	Positive Guidance/Children's Behavior Assignment Presentations due
Week 16		
Tuesday, May 9 th	<ul style="list-style-type: none"> Positive Guidance Presentations (if not completed last week) 	

*Subject to change at the instructor's discretion

Assignments: All assignments are due on time.

Weekly Attendance, Professionalism, and In-Class Activities/Participation - weekly **100 points**

Attendance and participation (7.7 points for each class)

- Getting to Know You questionnaire due – January 19th
- Personal Value Statement
- Chapter 2 - Graphic Organizer
- Chapter 3 - Presentations
- Chapter 4 – Exit Ticket
- Chapter 5 – Funds of Knowledge
- Chapter 5 – Children’s Book Analysis
- Chapter 6 – Think, Pair, Share: Acronym List
- Chapter 6 – Guiding Children’s Behavior KWL
- Chapter 7 – Exit Ticket
- Chapter 8 - KWL(Q)
- Chapter 9 – Website Scavenger Hunt
- Chapter 10 – Discipline Help Website In-Class Assignment

Video Quiz/Knowledge Checks–weekly-5 points each x 11 = **55 points**

Positive Guidance/Challenging Behavior- Check up 1 - February 16th – **5 points**

Positive Guidance/Challenging Behavior- Check up 2 - March 9th - **5 points**

Children’s Literature Assignment presentation due - March 30th – **20 points**

Positive Guidance/Challenging Behavior- Check up 3 - April 6th – **5 points**

Classroom Arrangement/Floorplan – April 13th – **20 points**

Children’s Literature Collection
In-Class Book Presentations – April 27th – **20 points**

Positive Guidance/Challenging Behavior Presentation - May 4th - **20 points**

Total = 250 points

Percentages and Grade Equivalent			
100 – 97 A+	89 - 87 B+	79 - 77 C+	69 – 67 D+
96 - 93 A	86 – 83 B	76-73 C	66 – 63 D
92 – 90 A-	82 – 80 B-	72 – 70 C-	62 – 60 D-
			59 – 0 F

Description of Assignments:

Participation/Attendance:

100 points

Students are expected to attend all classes *punctually* and to participate fully in all activities. Participation is defined as being:

- Prepared for class (assigned materials should be read before class, and required materials for the day should be with you)
- Ready to actively engage in class discussions or activities
- Be fully present in class (respectfully engaging with the instructor and colleagues during discussions, lectures, and group work – avoid using class time for using social media, etc.)
- Arriving late to class or leaving early can result in an absence. Additionally, accumulated tardies can equal an absence. Being absent does NOT excuse assignments. If you are absent, it is your responsibility to upload your assignment in Canvas on or before the due date.
- It is your responsibility to sign in to the sign-in sheet for each class
- Please find a “buddy” in the class that can pick up handouts, etc., in the event you are absent.

In addition to the above information regarding the importance of attending class, several assignments (Video Quiz/Knowledge Checks, portions of the Classroom Layout Assignment, and other presentations) will be completed in class. These assignments are part of your participation grade and cannot be made up if you are absent except in extreme circumstances.

Video Quiz/Knowledge Checks:**55 Points**

Video Quiz//Knowledge Checks will be assigned in class on *most* Thursdays. Students will view a video in class and then answer the questions following the video *or* answer knowledge check questions from the chapter.

Children's Literature Collection:**20 Points**

Choose one book dealing with feelings, social skills, friendships, or other social emotional issues. Bring the book to read and share with the class and explain how you would use the book to teach social emotional skills. A Google doc will be provided to sign up for your book.

Due March 30th -See rubric for more details.

<https://www.weareteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills/>

<http://csefel.vanderbilt.edu>

Classroom Arrangement/Floorplan**20 Points**

Choose an early childhood education age range. Design a model indoor floor plan for an early childhood classroom. Bring a hard copy to turn in on April 13th.

You can use graph paper, one of the web templates listed, or another similar template website.

- Childhood classroom templates:

<https://www.kaplanco.com/resources/floorplanner.asp>

<https://www.communityplaythings.com/Inspiration/sample-classrooms>

Due April 13th

Positive Guidance/Challenging Behavior Assignment:**20 Points**

Choose ONE of the following-

Choice 1:

Observe a child who appears to have difficulty playing with others. Determine one or two skills the child needs to enhance his/her interactions with others. Make a plan for how you will help the child develop these skills. You will present your plan to the class. You can use

handouts, videos, a PowerPoint, or another creative way. The presentation should only last approximately ten minutes.

Final presentation due May 4th

See rubric for more details.

OR

Choice 2:

Interview two people (administrator, teacher, parent, etc.). Compare their approaches to addressing challenging behavior. Are they similar? Different? How will this information affect your decisions as a teacher/caregiver? You will present your plan to the class. You can use handouts, videos, a PowerPoint, or another creative way. The presentation should only last approximately ten minutes.

For both assignments, there will be three checkpoints along the way to check on your progress. The checkpoints will be worth 5 points each. **15 Points**

Final presentation due May 4th

See rubric for more details.

The instructor reserves the right to alter the elements of this Syllabus.