

# Child Guidance

## Class

CDEC 1319

An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences.

**Co-Requisites and Pre-Requisites:** Passage of background check is required for this course.

## Course Learning Objectives

1. Summarize theories related to child guidance.
  - a. Outline a variety of guidance techniques to use with different age of children based on developmental needs and abilities.
  - b. List characteristics of positive interactions and supportive relationships with children at different stages of development.
  - c. Contrast positive and negative forms of guidance.
  - d. Summarize children's social development.
2. Explain how appropriate guidance promotes autonomy, self-discipline, and lifelong social skills in children.
  - a. Describe development of self-concept and self-esteem.
  - b. Discuss the process of emerging self-discipline.
  - c. List positive social behaviors which should be encouraged in classroom settings.
  - d. Explain how positive guidance promotes growth and development.
  - e. Describe development of moral competence in children.
  - f. Explain the role of indirect guidance techniques in classroom management.
3. Recognize the impact and influence of families and culture in guiding children.
  - a. Discuss anti-bias curriculum goals.
  - b. Describe how cultural differences affect guidance.
  - c. Discuss the role of culture in children's interactions and responses to conflict.
  - d. Describe the importance of working with parents to solve guidance issues.
  - e. Discuss family issues which may influence children's behaviors and ways to assist children in coping with these stressful or frightening situations.
4. Promote development of positive self-concept and prosocial behaviors in children.
  - a. Discuss how a teacher's guidance techniques affect children's self-esteem.
  - b. Demonstrate techniques teachers can use to facilitate positive social interactions among children.
5. Apply appropriate guidance techniques to specific situations relating to children's behaviors.
  - a. Observe and record children's behavior using anecdotal records.
  - b. Give examples of individualized behavior plans that classroom teachers may be given to implement with children who have special needs.
  - c. Demonstrate appropriate ways of communicating with children (e.g., active listening, "I" messages, positive statements, etc.).
  - d. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.
  - e. Provide environments and learning experiences that promote development of children's trust, autonomy (e.g., decision-making, self-assessment and self-help skills, etc.), initiative, industry, and identity.
  - f. Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors (e.g., biting, hitting, tantrums, inappropriate language, high activity level, etc.).
  - g. Recognize true problem behaviors and identify professional resources for specific developmental or family needs.
6. Demonstrate skills in helping children resolve conflicts.

- a. Support a classroom culture that fosters trust, caring, cooperation, responsibility and leadership.
- b. Implement principles of conflict resolution.
- c. Demonstrate teamwork skills when guiding children.

### **Required Textbooks**

Marion, M. C. (2019). *Guidance of young children* (10th ed.). Pearson.

NAEYC (National Association for the Education of Young Children). 2022. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC.

### **Evaluation Standards**

Grades will be taken at the discretion of the instructor. Semester grades are based on the following:

Attendance/Participation/Discussions	25%
Assignments	35%
Projects & Assessments	40%

At the end of the semester, you will receive a letter grade based on the following averages:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 0 – 59%

### **Disabilities**

#### **ADA Statement:**

Any student with a documented disability (e.g. learning, psychiatric, vision, hearing, etc.) may contact the Office on the Weatherford College Weatherford Campus to request reasonable accommodations. *Phone:* 817-598-6350  
*Office Location:* Office Number 118 in the Student Services Building, upper floor. *Physical Address:* Weatherford College 225 College Park Drive Weatherford, TX.

### **Academic Integrity**

Academic Integrity is fundamental to the educational mission of Weatherford College, and the College expects its students to maintain high standards of personal and scholarly conduct. Academic dishonesty of any kind will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials including unauthorized use of Generative AI. Departments may adopt discipline specific guidelines on Generative AI usage approved by the instructional dean. Any student who is demonstrated to have engaged in any of these activities will be subject to immediate disciplinary action in accordance with institutional procedures.

#### **Lab Fee**

None