COURSE INFORMATION

COURSE TITLE
ECE103: Guidance Strategies for Young Children

COURSE DESCRIPTION
Explores guidance theories, applications, goals, and techniques, as well as factors that influence behavioral expectations of children. This course includes classroom management and pro-social skills development of young children in early childhood (EC) program settings. This course addresses children ages birth through 8 years.

CREDIT HOURS
3.0

CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

REQUIRED READINGS

Links to each required reading or resource are found within the Read/View section of each module. Directions for what sections or pages to read are found in the description below each reading.

LIBRARY ACCESS

You will need your student ID Number (Your S#) to login to the CCCOnline Library in order to gain access to some of the readings and videos in this course.

COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES

The competencies you will demonstrate in this course are as follows:

A. Explain guidance theories: developmental, behavioral, maturational and constructivist.
B. Design social-emotional goals and objectives for individual children and groups of children in early childhood programs.
C. Apply child development knowledge to guidance techniques.
D. Explain the influences of culture and family systems on the child’s behavior.
E. Identify components of evidence-based guidance techniques.
F. Explore personal attitudes toward children’s behavior.
G. Identify and apply techniques that facilitate pro-social skill development in young children with and without exceptionalities.
H. Identify components for creating a supportive and inclusive classroom community.
I. Explore teacher attributes that support effective guidance of young children.
J. Analyze and apply credible sources for evidence-based practices related to guidance.
K. Analyze and apply knowledge of individual children’s strengths and interests as well as the value of everyday routines, relationships, activities, and natural environments to facilitate child engagement in EC program settings.
L. Develop an understanding of evidence-based guidance practices for all children in EC program settings.
M. Identify strategies for working collaboratively with families and other professionals.

**NAEYC Standards**

This course is aligned with the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards.

The module outcomes that will permit you to demonstrate course competencies are:

**Module 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>1 Describe behavior (including challenging behavior) typical for children at various developmental levels.</td>
<td>C</td>
</tr>
<tr>
<td>2 Identify young children’s characteristics and needs.</td>
<td>B</td>
</tr>
<tr>
<td>3 Identify diverse family and community characteristics.</td>
<td>D</td>
</tr>
<tr>
<td>4 Apply a broad repertoire of developmentally appropriate teaching approaches.</td>
<td>E</td>
</tr>
<tr>
<td>5 Apply pedagogically relevant strategies that support environments, interactions, and experiences, which foster positive brain development and emotional competence.</td>
<td>I</td>
</tr>
<tr>
<td>6 Design materials and learning opportunities that demonstrate acceptance of diverse student populations.</td>
<td>H</td>
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</tbody>
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## Module 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>1 Identify theories and theorists of child growth and development.</td>
<td>A</td>
</tr>
<tr>
<td>2 Describe the individuality of child growth and development including environmental, linguistic, and cultural influences.</td>
<td>D</td>
</tr>
<tr>
<td>3 Apply current research on the importance of early experiences in the development of the whole child, with particular emphasis on social, emotional, and brain development.</td>
<td>J</td>
</tr>
<tr>
<td>4 Discuss the value of family, and engaging in communications with families, and incorporating relevant information for planning purposes.</td>
<td>K</td>
</tr>
<tr>
<td>5 Discuss positive relationship techniques and supports to ensure that children have frequent opportunities to interact with early childhood professionals, other adults, and peers in respectful and meaningful ways.</td>
<td>B</td>
</tr>
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## Module 3

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Apply knowledge about children with special needs to ensure inclusion and accessibility of learning environments and experiences.</td>
<td>G</td>
</tr>
<tr>
<td>2 Develop experiences and environments which promote social skills and appropriate behaviors for all children.</td>
<td>B</td>
</tr>
<tr>
<td>3 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem-solving, and self-regulation.</td>
<td>I</td>
</tr>
<tr>
<td>4 Implement a culturally responsive family and program communication system in which families can access information on their children's developmental learning progress.</td>
<td>M</td>
</tr>
<tr>
<td>5 Identify principles and strategies to support effective classroom and behavior management.</td>
<td>J</td>
</tr>
<tr>
<td>6 Review strategies to use with young children and families to support language and cultural diversity.</td>
<td>H</td>
</tr>
</tbody>
</table>

## Module 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Apply current child development research and theory to meet the needs of children and families.</td>
<td>H</td>
</tr>
<tr>
<td>2 Implement accommodations and modifications for children with unique and diverse needs.</td>
<td>G</td>
</tr>
<tr>
<td>3 Design experiences and consistent environments which promote social skills and appropriate behaviors for children.</td>
<td>B</td>
</tr>
<tr>
<td>4 Identify effective communication strategies with ECE professional and families regarding concerns with a child's behavior.</td>
<td>M</td>
</tr>
<tr>
<td>5 Develop cooperative strategies to manage challenging behaviors.</td>
<td>C</td>
</tr>
<tr>
<td>6 Identify strategies to promote positive self-concept and identity in children that promote self-help and problem-solving skills.</td>
<td>I</td>
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## Module 5

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify current research and pedagogy to support environments, interactions, relationship-building, and experiences, which foster social and emotional competence.</td>
<td>J</td>
</tr>
<tr>
<td>2 Apply the NAEYC Code of Ethics.</td>
<td>L</td>
</tr>
<tr>
<td>3 Develop cooperative strategies with ECE professionals and families to manage challenging behaviors.</td>
<td>I</td>
</tr>
<tr>
<td>4 Develop classroom management strategies for children to prevent challenging behaviors and promote positive behaviors.</td>
<td>F</td>
</tr>
<tr>
<td>5 Identify variations of cultural roles of family members in their children's growth, development, and learning.</td>
<td>D</td>
</tr>
<tr>
<td>6 Identify the ways in which child observations and assessments are used to adjust and individualize instruction.</td>
<td>L</td>
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GRADING AND EVALUATION

METHODS

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

GRADING POLICIES

This is not a self-paced course. The expectation of the ECE/EDU program at CCCOnline is that students will meet assignment due dates. Late assignments will not be accepted without prior approval. Therefore, it is expected that you contact your instructor prior to when the deadline has lapsed. There may be exceptions due to special circumstances such as medical emergency, military deployment, or in some legal cases. In these rare situations, it is at the instructor’s discretion to accept late work or make modification to the course schedule. If you become ill, or have scheduling or computer problems that would keep you from participating in the course activities for an entire week.

Extra credit is not offered.

All Assignments are due at 11:59 PM (Mountain Time) on the due date listed on the Schedule. All work must be submitted by the last day of class. Work will not be accepted after the last day of the course.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Discussions (11 @ 20 points each)</td>
<td>220</td>
<td>28%</td>
</tr>
<tr>
<td>Quizzes (2 @ 30 points each)</td>
<td>60</td>
<td>8%</td>
</tr>
<tr>
<td>Assignments (9 @ various points for each)</td>
<td>515</td>
<td>64%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>795</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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Grading Scale

A = 90 to 100%  B = 80 to 89%  C = 70 to 79%  D = 60 to 69%  F = 59% and below

DISCUSSIONS

See guidelines and specific evaluation policies for discussions located within Course Rubrics section of the Start Here! Module. To earn full points for Discussion participation students must participate in discussions on three or more days as evidenced by the dates of Discussion points.
ASSIGNMENTS

Each Assignment has its own rubric that will be used for grading purposes. All rubrics are located within the Course Rubrics section of the Start Here! Module. Please review each rubric before completing the Assignments. Check the course schedule for final assignment due dates. Be sure to save copies of assignments submitted to the drop box, and copies of initial discussion postings and any comments. It is also advised to keep a copy of any email communications exchanged with your instructor. Murphy's Law of the Computer seems to be -- what can go wrong, will. In fact, it is advisable to make a backup copy of everything on a flash drive, or in the cloud at your student Office 365/One Drive.

ASSESSMENTS

There is one assessment in Module 2 and one quiz in module 4. Be sure to ask questions prior to the start of Module 2 or 4 assessments. Check the schedule for quiz final due date and scoring details.

COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

MODULE 1

Reading/Assignments/Exams Due Dates
Complete all Read/View Tasks
Week 1 Discussions:
1. Student Introduction
2. Understanding Challenging Behavior
Assignments: Building Relationships and Creating Supportive Environments
1. Hot Button
2. Reframing Assignment
Week 2 Discussion: Cultural Responsiveness and Effective Programs
Assignment: Reflective Inventory
MODULE 2

**Reading/Assignments/Exams**  
Complete all Read/View Tasks  
Week 3 Discussion: Zoning to Maximize Learning  
Week 4 Discussion: Brain Development  
Assignment: Personal Guidance Philosophy Project  
Complete Guidance Assessment #1

**Due Dates**

MODULE 3

**Reading/Assignments/Exams**  
Complete all Read/View Tasks  
Week 5 Discussion: The Encouraging Classroom  
Assignment: Class Meeting Lesson Plan Assignment  
Week 6 Discussion: Leadership Communication  
Assignment: Communication Brief: Family Teacher Partnership Assignment

**Due Dates**

MODULE 4

**Reading/Assignments/Exams**  
Complete all Read/View Tasks  
Week 7 Discussion: Embedding Teaching and Learning - The Teaching Loop  
Assignment: Building Cooperation with Families Assignment  
Week 8 Discussions:  
1. Deciding to Intervene and Follow Up Strategies  
2. Optional: Sharing Social Stories  
Assignment: Social Story Assignment  
Complete Guidance Assessment #2

**Due Dates**

MODULE 5

**Reading/Assignments/Exams**  
Complete all Read/View Tasks  
Week 9 Discussion: Redirecting Behavior  
Assignment: NAEYC Class Reflection  
Week 10 Discussion: Bullying in the Early Childhood Classroom  
Assignment: ABC Observation Assignment

**Due Dates**

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