

# North Central **Michigan College**

NCMC MASTER COURSE SYLLABUS FOR YEARS: 2001-2003

DIVISION/AREA: Natural Sciences, Health & Human Services    DEPARTMENT: Early Childhood Education

AREA DEAN: Timothy Dykstra, Ph.D.

ORIGINATOR: Jo-Anna Kolodziej

TOTAL HOURS OF INSTRUCTION:                      Lecture: 3                      Lab: 0                      Total Contact Hours: 48

COURSE NUMBER: ECE 130

CREDIT HOURS: 3

COURSE TITLE: Child Guidance and Communication Skills

TRANSFERABLE TO: WMU: ECE130+ECE282= ED 350, LSSU: ED 105,

PREREQUISITE (S)/COREQUISITE (S)/ADVISORY: None

CATALOG DESCRIPTION: Study of the theoretical foundations of Child Guidance and discipline with an emphasis on the practical application of child guidance techniques. Topics covered include family systems theory, individual and group management techniques for infancy through school age, non-verbal communication, issues of diversity, and problem-solving skills. Note: *This course satisfies the training requirement for the CDA Credential competency goals III: To support social and emotional development and provide positive guidance and, IV: To establish positive and productive relationships with families.*

## GENERAL EDUCATION OUTCOMES OR OCCUPATIONAL PROGRAM OUTCOMES

Meets ECE outcomes/competencies:

- Utilize strategies that are sensitive to issues of diversity to establish and maintain positive guidance and productive relationships with families and the community.
- Understand and apply the principles of child growth and development and use of observation/assessment tools to ensure program development in support of children's physical, intellectual, and socio-emotional needs.

COURSE OBJECTIVES & OUTCOMES: Upon successful completion of this course, the student will:  
Understand and apply positive guidance strategies and maintain productive relationships with families.

- Distinguish between guidance, discipline, and punishment.
- Write a personal guidance philosophy.
- Summarize the philosophical contributions of psychodynamic, social, cognitive-developmental, behaviorist, and ecological theories to child guidance.
- Explain 3 indirect ways to influence child behaviors.
- Describe three socioemotional characteristics of each developmental stage: infants and toddlers, preschoolers, and school-age children.
- Describe three developmentally appropriate guidance techniques for each stage: infants and toddlers, preschoolers, and school-age children.
- Define inductive guidance, setting limits, distraction/redirection, natural and logical consequences, active listening, problem solving, and "I messages".
- List ten possible causes of problem behavior in children.
- List ten child behaviors that irritate or frustrate adults.
- Explain the influence of social/cultural/gender context on child behaviors.
- Explain dysfunctional family dynamics and appropriate support services for intervention.

- Explain how non-verbal communication influences adult/child interactions and teacher decision making.
- Describe three appropriate group management techniques for an early childhood setting.

METHODS OF INSTRUCTION: Lecture, class discussion, videos, and hands-on activities.

METHODS OF EVALUATION: Papers, worksheets, project, attendance and participation.

REQUIRED TEXTS: (Representative List)

*Guiding Young Children in a Diverse Society*, by Ann Gordon and Kathryn Williams Browne.

*How to Talk so Kids Can Learn At Home and In School*, by Adele Faber and Elaine Mazlish

Non verbal Communication Reading Packet

Optional supplementary Materials: Young Children Journal

Reasonable accommodations may be provided for students with documented physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the Education Opportunity Program (EOP) at (231) 348-6687 to arrange services for this course.

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TIME ALLOWANCE AND SEQUENCE OF INSTRUCTION: 16 Weeks

Week 1	Overview/Pre Inventory
Week 2	Understanding Children and Behavior. Family Systems worksheet.
Week 3	Theories of Guidance and Discipline. Personal Reality Paper.
Week 4	Guidance Techniques.
Week 5	Issues of Diversity: Family, Culture, Gender, Ability.
Week 6	The Very Young Children (birth – 2 years). Family Systems worksheet due.
Week 7	Guiding the Preschool Child. Nonverbal Immediacy.
Week 8	The School age Child. Non verbal classroom activities/handouts. Chapter Worksheets due.
Week 9	How to Deal With Feelings
Week 10	Skills to Invite Cooperation
Week 11	Pitfalls to Punishment. Meyers Briggs Personality profiles.
Week 12	Spring break
Week 13	Problem solving skills. Role-play. Presentations
Week 14	Use of Praise. Journal Reaction Paper due.
Week 15	Dysfunctional Family Dynamics. Family roles. Presentations. Portfolios due.
Week 16	Exit Interviews. Post Inventory. Return Portfolios.

APPROVED FOR ADOPTION BY THE CRD/AP COMMITTEE ON \_\_\_\_\_