



# Broward Community College

## Course Outline

STATUS:   A  

COMMON COURSE NUMBER:   EEC 1603  

COURSE TITLE:   Child Guidance  

CREDIT HOURS:           3          

**CONTACT HOURS BREAKDOWN:**

Lecture/Discussion           48          

Lab   

Other   

Contact Hours/Week           3          

**CATALOG COURSE DESCRIPTION:**

Prerequisite:   None

Corequisite:   None

This course provides child guidance and group management techniques to foster the development of self-esteem, self-control, and social skills in young children.

General Education Requirements - Associate of Arts Degree, meets Area(s):  
 General Education Requirements - Associate in Science Degree, meets Area(s):

**UNIT TITLES:**

1. The Nature of the Young Child
2. Teacher-Child Relationships
3. Teachers and Parents as Partners in the Guidance System
4. Establishing the Environment
5. Aggressive and Anti-Social Behavior
6. Disruptive Behavior
7. Destructive Behavior
8. Emotional and Dependent Behavior
9. Participation in Social and School Activities
10. Eating Behaviors
11. Theoretical Approaches to Child Guidance

## **I. Course Overview:**

Upon successful completion of this course, the students should be able to discuss the need for the development of self-esteem and positive self-concept on the part of the young child.

## **II. Units:**

### **Unit 1. The Nature of the Young Child**

#### General Outcome:

- 1.0 The students should be able to discuss the need for the development of self-esteem and positive self-concept on the part of the young child.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Explain the development of self-concept and its effect on a young child's action.
- 1.2 Identify the characteristics of self-esteem and effective techniques to nurture its development.
- 1.3 Demonstrate skill in fostering self-control in the young child.
- 1.4 Recognize the social and emotional needs of children from birth to eight years.

## Unit 2. Teacher-Child Relationships

### General Outcome:

- 2.0 The students should be able to demonstrate an understanding of the teacher-child relationship.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Demonstrate appreciation and respect for the individual child.
- 2.2 Identify the dynamics of the preschool group milieu.
- 2.3 Demonstrate an ability to communicate effectively with honesty, empathy, trust and warmth.
- 2.4 Demonstrate skills in interacting with children in problem situations.
- 2.5 Demonstrate the ability to anticipate and prevent problem behavior.

### 3. Teachers and Parents as Partners of the Guidance System

#### General Outcome:

- 3.0 The students should be able to demonstrate an understanding of the need to work with parents to solve behavioral problems.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Demonstrate an understanding of the distinct roles played by the teacher and parent in guiding children's behavior.
- 3.2 Identify methods of working effectively with parents to solve problem behavior.
- 3.3 Identify basic policies for dealing with parents.
- 3.4 Discuss teacher-parent communication networks.
- 3.5 Explain effective techniques for parent conferences involving children with behavior problems.
- 3.6 Identify appropriate referrals for parents of children with difficult behavior problems.

## Unit 4. Establishing the Environment

### General Outcome:

4.0 The students should be able to develop multi-dimensional approaches to classroom management.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

4.1 Plan efficient routines and transitions to minimize problems.

4.2 Set up physical space in a classroom in a manner to minimize confrontations.

4.3 Demonstrate the ability to set limits and use clear statements in establishing behavioral expectations.

4.4 Identify curriculum practices which will foster group living skills.

## Unit 5. Aggressive and Anti-Social Behavior

### General Outcome:

5.0 The students should be able to develop skills to foster social learning.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 5.1 Identify examples of aggressive and anti-social behavior.
- 5.2 Explain differing theoretical approaches to dealing with aggressive and antisocial behavior.
- 5.3 Discuss how to apply theoretical approaches to dealing with these problems.

## Unit 6. Disruptive Behavior

### General Outcome:

- 6.0 The students should be able to demonstrate a knowledge of setting effective limits for a child.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 6.1 Identify examples of disruptive behavior.
- 6.2 Demonstrate a variety of approaches based on behavior theory to extinguish or redirect this problem behavior.
- 6.3 Discuss appropriate responses to specific types of disruptive behavior and appropriate follow up.
- 6.4 Identify methods of ensuring consistency of all personnel in dealing with disruptive behavior.

## Unit 7. Destructive Behavior

### General Outcome:

7.0 The students should be able to demonstrate an ability to work with young children exhibiting destructive behavior.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

7.1 Identify types of destructive behavior commonly demonstrated by young children.

7.2 Show a variety of approaches that may be effective in dealing with destructive behavior.

## Unit 8. Emotional and Dependent Behavior

### General Outcome:

8.0 The students should be able to demonstrate skill in working with examples of emotional and dependent behavior.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

8.1 Identify nine types of emotional and dependent behavior commonly found in early childhood classrooms.

8.2 Demonstrate an understanding of different types of approaches to dealing effectively with these behavior problems.

8.3 Discuss the effect of the child's developmental age on behavior seen in the classroom setting.

## Unit 9. Participation in Social and School Activities

### General Outcome:

9.0 The students should be able to deal effectively with children not participating in school activities.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 9.1 Identify examples of non-participation in social and school activities during the early years.
- 9.2 Demonstrate the ability to utilize a variety of approaches to encourage participation in social and school activities.
- 9.3 Discuss the role the physical environment plays in encouraging participation in school activities.

## Unit 10. Eating Behaviors

### General Outcome:

10.0 The students should be able to help children demonstrating eating disorders.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

10.1 Identify examples of particular eating behaviors.

10.2 Demonstrate a variety of approaches to deal effectively with eating disorders.

## Unit 11. Theoretical Approaches to Child Guidance

### General Outcome:

11.0 The students should be able to demonstrate an ability to apply theoretical approaches to classroom management.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 11.1 Identify the humanistic approach to classroom management and its proponents.
- 11.2 Demonstrate an ability to utilize the humanistic approach to solve particular behavioral problems.
- 11.3 Identify the democratic approach to classroom management and its proponents.
- 11.4 Demonstrate an ability to utilize the democratic approach to solve particular behavioral problems.
- 11.5 Identify the behaviorist approach to behavioral management and its proponents.
- 11.6 Demonstrate an ability to utilize the behaviorist approach to solve particular behavioral problems.
- 11.7 Identify the cognitive approach to classroom management and its proponents.
- 11.8 Demonstrate an ability to utilize the cognitive approach to solve particular behavioral problems.