

Course Outline

COURSE: CD 35 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 05/08/2017

SHORT TITLE: POSITIVE BEHAVIOR

LONG TITLE: Establishing Positive Behavior in the Classroom

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Introduces the student to realistic and effective strategies for guiding all young children's behavior. This course demonstrates best practices for establishing and maintaining age and developmentally-appropriate productive behaviors among all children in a classroom setting. **ADVISORY:** Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Develop strategies and personal communication skills that build positive relationships with children, parents and paraprofessionals.

Measure of assessment: Written assignment, group activities, exam.

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Identify and develop strategies for positive approaches to reduce or eliminate challenging, destructive and maladaptive behaviors in children.

Measure of assessment: Written assignment, observations, course project, exam.

Year assessed, or planned year of assessment: 2018

Semester: Spring

3. Design and modify classroom environments to support and encourage adaptive and cooperative behaviors in all children.

Measure of assessment: Written assignment, exam.

Year assessed, or planned year of assessment: 2018

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 05/08/2017

12 Hours - Introduction. Preparing for Positive Guidance

Content: Why Guidance Matters; Historical Perspectives and Guidance Theories; Understanding Children's Behavior

Student Performance Objectives: Define what is meant by developmentally appropriate practice. Discuss why positive child guidance training is important for parents, caregivers, and teachers. Identify and describe the sources of and reasons for children's behavior. Describe a child's behavior in the following stages: infant, toddler, preschool, early school-age, and older school-age.

12 Hours - Valuing the Uniqueness of Each Child

Content: How to Observe Children; Serving Culturally Diverse Children and Families; Understanding Children with Ability Differences

Student Performance Objectives: Explain how observation can be used to support positive guidance. Discuss observation strategies. Explain how one's culture affects early social and emotional development. Describe how culture shapes guidance and the importance of respecting cultural differences. Explain how one can guide children with ability differences. Identify how various health conditions affect behavior.

15 Hours - Midterm Exam. Preventing Behavior Problems

Content: Designing Developmentally Appropriate Environments Inside and Out; Building Relationships through Positive Communication; Fundamental Causes of Positive and Negative Behaviors

Student Performance Objectives: Recognize and describe classroom "layouts" (both indoor and outdoor) that encourage/nurture/support physical, social/emotional, and cognitive development and/or appropriate behaviors. Discuss "positive requests versus negative commands" and giving "I Messages". Explain how attentive listening nurtures a sense of belonging. Describe a variety of non-verbal methods of communication. Discuss how children learn right from wrong (moral development). Describe various methods to support children's moral development. Define negative behavior and state the underlying causes of problem behavior.

12 Hours - Positive Interventions. Project Presentations.

Content: Effective Guidance Interventions; Mistaken Goals, Motivation, and Mindfulness

Student Performance Objectives: Describe four effective guidance interventions. Discuss the statement: "Can misbehavior be caused by mistaken goals?". Define the difference between punishment and guidance. Discuss Maslow's Hierarchy of Emotional needs that motivate behavior. Present project to the class.

2 Hours

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 24

Assignment Description: Out of Class Assignments: Self-esteem group activity. Vocabulary worksheets. Group discussion activity. Observation and summary. Practical application case. Read Chapters 1, 2, 3.

Required Outside Hours: 24

Assignment Description: Out of Class Assignments: Observation and summary. Complete practical application case from the textbook. Read Chapters 4, 5, 6.

Required Outside Hours: 30

Assignment Description: Out of Class Assignments: HW - Classroom observation and teacher interview with recommendations paper. HW - Design a teacher workshop on developing communication skills for effective guidance. Read Chapters 7, 8, 9. Study for midterm exam.

Required Outside Hours: 24

Assignment Description: Out of Class Assignments: Course project: observation, recommendations, and mock parent conference. Response paper from video/discussion. Complete practical application case from the textbook. Read Chapters 10 and 11.

METHODS OF INSTRUCTION:

Lecture, discussion, multi-media, observation, small group activities.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Written homework, Term paper

Objective examinations

Percent of total grade: 25.00 %

True/False, Multiple Choice, Completion

Other methods of evaluation

Percent of total grade: 25.00 %

Observations, Interviews.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Darla Ferris Miller. Positive Child Guidance, 8th Edition. Boston, MA: Cengage Learning,2016.

ISBN: 13:978-1305088993

Reading Level of Text, Grade: 12th Verified by: MS Word

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200870

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 35

Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000456069
Sports/Physical Education Course: N
Taxonomy of Program: 130500