



EDEC 3404 Child Guidance (2-4)
Summer Semester

Instructor Information

<i>Instructor:</i>
<i>Email:</i>
<i>Office Voice Mail Line:</i>
<i>Campus office hours:</i>
<i>Virtual Office Hours:</i>

Course Description

This course provides a framework for guiding children’s social development and learning. It provides developmentally appropriate methods for guiding children and effective strategies for facilitating positive social interactions. Emphasis is placed on how to help children develop social competence and positive feelings about themselves and how to work with children and families as part of this guided approach. This course includes field-based assessments.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Discuss how developmentally appropriate practices support the development of social skills in an integrated curriculum
2. Identify teacher practices that contribute to positive verbal environments.
3. Describe the nature of play and how it relates to social competence.
4. Explain what structuring in the physical and emotional environment are and how it can enhance children’s social competence, independence, self-esteem and self-regulation.
5. Create a physical environment that fosters social competence and prevents or diminishes undesirable behaviors.
6. Design, implement, and evaluate strategies for crisis prevention and intervention.

Pedagogy and Professional Responsibilities (PPR):

Knowledge	Skills
Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.18	Standard 1: 1.1,1.2,1.3,1.4,1.5
Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23	Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21

	Standard 3: 3.1, 3.2, 3.3
--	-------------------------------------

Textbook

Kaiser, B. and Rasminsky, J. S. (2017). *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively*. Pearson ISBN 10: 0-13-380266-3

Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Points are awarded as follows:

Iris-Early Childhood Behavior Management- 50 pts
 Reflective Checklists (2) – 50 points each
 Guiding Young Children's Behavior Module (2)- 50 points each
 The Functional Assessment A-B-C Chart – 50 points
 Positive Support Plan – 50 points
 Lesson Plan: Bullying- 50 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- [Science of Teaching Reading](#)
- [EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

Course Technology

Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

Student Responsibilities and Class Policies:

Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbook*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Field Experiences

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131, Midland, Texas 79705, (432) 685-4781, tbaker@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a "Notice of Accommodations" letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

Course Schedule

This course is offered over 6 weeks. This is an estimate and is subject to the instructor's discretion and may be changed.

Week/ Student Learning Outcome(s) (SLO)	Readings and Preparation for this week's class:	In Class Activities	Assignment (Points)	Due Date
1 SLO: 2	<ul style="list-style-type: none"> • Introductions • What Is Challenging Behavior (<i>Ch. #1</i>) 	<ul style="list-style-type: none"> • Syllabus • Course Expectations 	<ul style="list-style-type: none"> • Introduction • Iris-Early Childhood Behavior 	Monday by midnight

Week/ Student Learning Outcome(s) (SLO)	Readings and Preparation for this week's class:	In Class Activities	Assignment (Points)	Due Date
	<ul style="list-style-type: none"> Risk Factors (<i>Ch. #2</i>) 	<ul style="list-style-type: none"> Ethics and Dispositions Field Experience Assignments Understand and explain several theories of aggression. Identify some ways that culture influences behavior. Discuss the importance of knowing the environmental risk factors that children may be dealing with and how these issues may affect their behavior. 	Management (50 pts)	
2 SLOs: 1, 2, 4	<ul style="list-style-type: none"> Resilience (<i>Ch. #3</i>) Behavior and the Brain (<i>Ch. #4</i>) Preventing Challenging Behavior: The Social Climate (<i>Ch. 7</i>) 	<ul style="list-style-type: none"> Describe several factors that foster resilience. Use practices that promote resilience in the classroom. Understand the influence of toxic stress on executive function. <p>Discuss some of the ways that genes can affect the brain and behavior.</p>	<ul style="list-style-type: none"> Reflective Checklist: Social Climate (50 pts) 	Monday by midnight
3 SLOs: 1, 2, 3, 4, 5	<ul style="list-style-type: none"> Relationship, Relationship, Relationship (<i>Ch. #5</i>) 	<ul style="list-style-type: none"> Explain the importance of attachment and its influence on a child's behavior. 	Guiding Young Children's Behavior Module (50pts)	Monday by midnight

Week/ Student Learning Outcome(s) (SLO)	Readings and Preparation for this week's class:	In Class Activities	Assignment (Points)	Due Date
	<ul style="list-style-type: none"> • Opening the Cultural Door (<i>Ch. #6</i>) • Preventing Challenging Behavior: Physical Environment, Routines and Transitions, Curriculum and Teaching Strategies (<i>Ch. #8</i>) 	<ul style="list-style-type: none"> • Develop meaningful relationships with children. • Describe the role culture plays in their lives and in the lives of the children they teach. 		
4 SLOs: 1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Preventing Challenging Behavior: Physical Environment, Routines and Transitions, Curriculum and Teaching Strategies cont. (<i>Ch. #8</i>) • Guidance (<i>Ch. #9</i>) 	<ul style="list-style-type: none"> • Create a predictable day using schedules, procedures, and transitions. • Describe several curricula and how they reduce problem behavior. • Explain the basic philosophies of guidance and what makes a strategy effective. • Describe and select strategies that work alone or together to respond to a child's challenging behavior. 	Reflective Checklist: Routines and Transitions (50 pts) Guiding Young Children's Behavior Module (50pts)	Monday by midnight
5 SLOs: 1, 2, 3, 4	<ul style="list-style-type: none"> • Functional Assessment and Positive Behavior Support (<i>Ch. #10</i>) • The Inclusive Classroom (<i>Ch. #11</i>) 	<ul style="list-style-type: none"> • Conduct a functional assessment in order to identify the function of a child's challenging behavior. 	<ul style="list-style-type: none"> • The Functional Assessment A-B-C Chart (50 pts) • Create a Positive Behavior Support Plan (50 pts) 	Monday by midnight

Week/ Student Learning Outcome(s) (SLO)	Readings and Preparation for this week's class:	In Class Activities	Assignment (Points)	Due Date
		<ul style="list-style-type: none"> • Develop a positive behavior support plan that will help a child learn appropriate ways to meet her needs • Describe how to prevent challenging behavior in an inclusive classroom. • Respond effectively to challenging behavior in a child with a disability 		
6 SLOs: 2, 4, 5, 6	<ul style="list-style-type: none"> • Working with Families and Other Experts (<i>Ch. # 2</i>) • Bullying (<i>Ch. #13</i>) 	<ul style="list-style-type: none"> • Explain the difference between bullying and other aggressive behaviors. • Identify children who are at risk of engaging in bullying behavior and those who may be targeted. 	<ul style="list-style-type: none"> • Lesson Plan: Bullying (50 pts) • Field Experience Reflective Journal: (100 pts) 	Monday by midnight

Please note that the instructor reserves the right to change the syllabus.