

**Southeast Missouri State University
Course Syllabus**

Department of Human Environmental Studies Course No. CF 200

Title of Course Constructive Guidance and Discipline New Spring 2012

I. Catalogue Description and Credit Hours of Course

Examines the essentials of guidance in children's development, factors which influence guidance, major positive strategies for guiding children and youth. (3)

II. Prerequisite(s)

CF 120 The Child: Conception to Adolescence

III. Objectives of the Course

- A. Identify influences on children's behavior and explain the process for enhancing children's self-discipline and moral autonomy.
- B. Describe and assess children's levels of cognitive, social, and emotional development and their understanding of rules and responses to authority.
- C. Explain and formulate positive, preventive discipline strategies through supportive design of physical and emotional environments and developmentally appropriate curricular experiences.
- D. Utilize observation as a method to identify the causes of children's behavior and as a method for designing effective guidance plans.
- E. Explain and apply guidance theories and evidence-based discipline interventions to identify causes of children behavioral problems.
- F. Apprise and apply guidance techniques for assisting children who experience stressful outcomes that make them vulnerable to social-emotional difficulties and behavioral problems.

IV. Student Learning Outcomes

- A. The student will identify influences on children's behavior.
- B. The student will identify children's levels of cognitive, social, and emotional development.
- C. The student will identify and explain positive, preventive discipline strategies.

V. Expectations of Students

- A. Demonstrate comprehension of course content on examinations.
- B. Participate in class discussions.
- C. Apply class content to problem solving situations.
- D. Satisfactory completion of all course projects.

VI. Course Outline

- A. Adults' Roles in Guiding Children
 - 1. The goals of discipline: Defining guidance—discipline versus punishment
 - 2. Adult-child interaction: Major dimensions of care-giving styles and discipline philosophies
 - a. Authoritative style

45 Hours

4

- b. Authoritarian Care-giving style
 - c. Permissive Care-giving style
 - 3. Basic processes adults use to influence children

- B. Theoretical Foundations of Child Guidance 3
 - 1. Theories focusing on the systems in which children develop
 - 2. Theories focusing on how children construct ideas
 - 3. Theories focusing on psychological, emotional, and social learning needs

- C. Understanding Child Development and Its Importance in Guiding Children 3
 - 1. The role of cognition, perception, and memory in children’s interpretation and understanding of rules
 - 2. Social cognition: How children think about others; egocentricity
 - 3. Stages of perspective taking skills, self-control, and prosocial behavior

- D. Indirect Guidance: Supportive Physical Environments and Programs to Prevent Children’s Behavior Problems 3
 - 1. Theoretical foundations for early childhood classroom design
 - 2. Guidelines for developmentally appropriate physical environments for children: Infancy through primary years
 - 3. Making children’s experiences meaningful
 - a. Children’s interests
 - b. Integrated curriculum and using time wisely
 - c. Real experiences and real materials

- E. Direct Guidance: Positive Guidance and Discipline Strategies 3
 - 1. Discipline and positive guidance descriptions and explanations
 - 2. Beliefs about discipline and their influence on adult choices about discipline strategies
 - 3. Debate about corporal punishment

- F. Analyzing Children’s Behaviors: Using Observation in Guiding Children 4
 - 1. Assessment and its role in guiding children’s behaviors
 - 2. Reasons for observing children’s behavior
 - 3. Practical methods for observing children’s behavior to discover the cause

- G. Self-Esteem, Moral Identity, and Self-control 4
 - 1. Parts of the self and building blocks of self-esteem
 - 2. Moral identity and understanding rules and limits
 - 3. Supportive social context and practices that help children develop authentic and healthy self-esteem

- H. Understanding Children’s Emotional and Social Competence and Their Impact On Children’s Challenging Behaviors 3
 - 1. Factors that contribute to development of resiliency in children
 - 2. Types and sources of stressors and their impact on children
 - 3. Guidelines for helping children cope with stress

- 4. Behaviors of traumatized children
 - a. Child abuse and neglect signs
 - b. Reporting protocols

- I. Resilience and Stress in Childhood and Their Roles in Children’s Challenging Behaviors 4
 - 1. Reflection
 - 2. Journaling
 - 3. Disposition to nurture curiosity
 - 4. Observation skill improvement

- J. Aggression and Bullying in Children 4
 - 1. Theories of aggression and its purposes: How children learn to be aggressive
 - 2. Bullying: Characteristics of bullies and their victims
 - 3. Strategies for dealing with bullying and other forms of aggression

- K. Minimizing Challenging Behaviors 4
 - 1. Challenging behavior and its roots
 - 2. Specific challenging behaviors and common forms of behavior modification strategies
 - 3. Persistent behavior challenges and at-risk children
 - a. Oppositional defiant children and youths
 - b. Children and youths with conduct disorder
 - c. Attention deficit hyperactivity disorder
 - d. Sensory deficits and challenging behaviors

- L. Guiding Children During Routines and Transitions 3
 - 1. Large group versus small groups
 - 2. Assisting children to deal with daily and life transitions
 - 3. Using direct and indirect guidance during routines and transitions

- M. Analyzing Discipline Problems: Finding the Causes
 - 1. Decision-making Model of child guidance and its steps
 - 2. Using the Decision-making Model in everyday discipline encounters
 - 3. Developing guidance plans

VII. Textbooks

Fields, M. V. (2011). *Constructive Guidance and Discipline*. (5th ed.) New York, NY: Prentice Hall.

VIII. Basis for Student Evaluation

Class participation in activities and discussions	10%
Assignments/projects: analysis of research articles; class presentations	25%
Research paper/book review	15%
Exams	50%

Grading Scale

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

The weights of evaluation criteria may vary at the discretion of the course instructor.

IX. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>