

GRANDE PRAIRIE REGIONAL COLLEGE  
EARLY CHILDHOOD DEVELOPMENT DEPARTMENT

GUIDING CHILDREN'S BEHAVIOR  
CD 1370

COURSE OUTLINE

WINTER 2009                      January 6 to March 6, 2009  
CLASS TIME:                      Friday 9:00 to 11:20  
CLASS LOCATION:                A203  
CREDITS:                          1 (15 hours)  
INSTRUCTOR:                      Terrah Lindsay B.Sc., M.S.  
    OFFICE:                        E401 (back corner)  
    PHONE:                        539-2047    538-3872 (home)  
    EMAIL:                        [tlindsay@gprc.ab.ca](mailto:tlindsay@gprc.ab.ca)  
    OFFICE HOURS:                Tuesday/Thursday 9:00 - 10:00  
    OR by drop-in and/or appointment.

*I work part-time which means I am frequently away from my office. I check my e-mail on a daily basis.*

**COURSE DESCRIPTION**

This course examines the adult's role in supporting children as they learn socially appropriate behaviors. The major focus is strategies for positively guiding children's behavior while supporting their social and emotional development.

**PREREQUISITES:**

Note: Credit will be granted for CD1010 or the combination of CD1370 and CD1011

**TEXT:**

A course package (Guiding Children's Behavior) is available at the bookstore.

**TEACHING METHODS**

Lectures will incorporate A.V. materials, discussion based on handout and text readings, and in- and out-of-class activities and assignments.

## **OBJECTIVES**

On successful completion of this course, you should be able to:

- . Discuss the differences between discipline, punishment and guidance
- . Describe the different adult styles of interacting with and guiding children
- . Identify factors that contribute to children's behavior
- . Describe strategies for creating positive interpersonal environments
- . Describe preventative guidance strategies
- . Implement positive guidance strategies

## **STUDENT EVALUATION**

LEARNING ACTIVITIES	15%
ASSIGNMENTS	
Assignment #1	15% January 23
Assignment #2	15% February 12
Final assignment	30% March 9
Observation	10% February 27
QUIZ	15% March 6

Assignments and final grades will be based on the following 4-point grading system: A letter grade of "D" is required to pass this course.

Letter Grade	Numerical Grade	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

## **ATTENDANCE/PARTICIPATION**

Students are required to attend class (which includes coming on time),

be "actively" engaged in class lecture and discussion, participate in small group activities and read assigned readings.

Absences from 20% and over of the class hours will result in a grade of 0 for attendance/participation.

### **LEARNING ACTIVITIES**

A variety of learning tasks to be completed in class and handed in at the end of each class will be assigned during the semester.

### **ASSIGNMENTS**

These will contribute to 70% of the final grade. One final assignment will contribute to 30% of the final grade. An assignment package is included.

Assignments are due in-class or before 4:30 on the assignment due date. Late assignments will be deducted an initial 5% and 1% per day including weekends. Assignments will receive a grade of 0% after 10 days late

All work should be typewritten (or neatly handwritten in dark ink) and double-spaced. Points will be deducted or the work may be required to be rewritten when there is significant spelling or grammatical errors. Refer to the College calendar and the E.C.D. Student Handbook for assignment submission guidelines.

Graded assignments will normally be returned within two weeks.

### **CLASS POLICIES**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect.

The student must be familiar with the E.L.C.C. Student Handbook and student rights and responsibilities/code of conduct found in the College calendar.

Changes to this course outline will be discussed with you in class.

## TOPICS

### I. Influences on Children's Behavior

- A. Age and Developmental Issues
- B. Temperament
- C. Basic Human Needs
- D. Physical Environment
- E. Social Environment
- F. Adult Interactions: Permissive, authoritarian, or authoritative?

### II. An Introduction to Punishment/Discipline/Guidance

- A. Punishment/Discipline/Guidance
- B. Time out - punishment or guidance?
- C. Punishment by rewards

### IV. Guidance: the building blocks

- A. Build positive relationships with children
- B. Models appropriate social behavior.
- C. Understanding child development
- D. Plan an empowering, stimulating, appropriate, physical environment.
- E. Plan an appropriate program: schedules, routines and transitions

### V. Positive Guidance Strategies

- A. Being Positive
- B. Selective Ignoring
- C. Setting appropriate limits
- D. Providing choices
- E. I-messages
- F. Redirection
- G. Consequences
- H. Problem Solving/conflict resolution tools

### VI. Challenging Behaviors

- A. Sharing/ Turn taking
- B. Whiny/Clingy behavior
- C. Temper Tantrums
- D. Swearing
- E. Biting

## CLASS SCHEDULE

<b>Jan. 9</b>	Influences on Children's Behavior Adult Styles of Interacting	pg. 1 - 4 pg. 5- 7
<b>Jan. 16</b>	Punishment/Discipline/Guidance. Time-out (appropriate guidance?)	pg. 8- 18 Loving Smacks (v) pg. 16 - 18
<b>Jan. 23</b>	Guidance: the building blocks. Positive relationships, child development, environment and program	pg. 19 - 31
	<b><i>Learning assignment# 1 due</i></b>	
<b>Jan. 30</b>	Positive Guidance Strategies Being Positive, Ignoring, Limits	pg. 32 - 39
<b>Feb. 6</b>	Positive Guidance Strategies Choices, Redirection, I-messages	pg. 32 - 39 pg. 35 - 44
<b>Feb 12.</b>	<b><i>Learning assignment # 2 due</i></b>	
<b>Feb. 13</b>	<b><i>No class</i></b>	
<b>Feb. 20</b>	<b><i>Reading week</i></b>	
<b>Feb. 27</b>	Positive Guidance Strategies Consequences, Problem Solving	pg. 45 - 54
	<b><i>Observation assignment due</i></b>	
<b>March 6</b>	Challenging Behaviors	pg. 41 - 52 Supporting Children in Resolving Conflicts (v)

***QUIZ 9-10:00***

***Final assignment due March 9 by 9:00 am***

## CD 1370 Guiding Children's Behavior

### Learning Assignment #1

Due: January 23

Adult Interactions: Permissive, authoritarian, or authoritative?

Punishment/Discipline/Guidance

Time out

Part one. Adult Interactions: Permissive, authoritarian, or authoritative?

Decide how the different styles of caregiving would be applied in this situation.

Several of the children in the preschool class have colds and are not using tissues. They rub their noses on their hands or on their sleeves.

The authoritarian caregiver would . . . . .

The permissive caregiver would . . . .

The authoritative caregiver would . . . .

Part two. Punishment/Discipline/Guidance

Read the letter to the editor below. Using the knowledge you have gained so far in this course, write a 2 page response to this writer. Show how he has confused discipline with punishment, and explain why discipline, not punishment is needed. Your paper must refer to the definitions and goals of discipline and punishment and the impact on children of the three different styles of caregiving.

#### CHILDREN NEED MORE DISCIPLINE

*The news today just sickens me. When I see pre-teen children being charged with things like stealing, assault and even pimping, I know that something is wrong with our society. Children today can do almost anything they want and then get away with it. They just laugh at the law. They don't respect authority. Parents today are afraid to discipline their children in case they're charged with child abuse. Our children need to be disciplined from a very early age. They need to suffer consequences for their actions. We should start by bringing corporal punishment back into the schools and by encouraging parents to punish children when they break rules or don't do what they're told.*

*A. Weston,  
Nanaimo, B.C.*

Part three. Time-out

The questions below are based on the reading The Low Down on "Time-Out" (CNY, 2004). Please answer each question as carefully and thoroughly as possible.

1. How does our understanding of discipline and punishment shape our responses to children's behavior?

2. What do the authors mean when they stress that all behavior is COMMUNICATION?
3. According to the authors, what is the purpose of time-out?
4. The focus of time-out should be on helping children learn to control their \_\_\_\_\_, communicate their \_\_\_\_\_, and behave in an \_\_\_\_\_ way (page 2).
5. Why should a "time-out chair" never be used?
6. When should a time-out end?
7. Why is important to "name" the child's feelings when discussing her behavior with her?
8. Why is it inappropriate to use statements such as "Are you ready to be nice now?"
9. List 5 limitations of time-out when it is used as punishment.
10. Time-out is used when a child is already out of control emotionally or behaviorally. List 3 strategies adults can use to prevent or stop the child from reaching the "out-of-control" state.

## CD 1370 Guiding Children's Behavior

### Learning Assignment #2

Due: February 12

Guidance: the building blocks  
Positive Guidance Strategies

#### Part one:

#### Read the following scenario.

Identify all the possible factors that may contribute to the children's behavior in this scenario (5 points)

Identify the specific ways this caregiver was ineffective in guiding the children's behavior (3 points)

Describe appropriate strategies that could be used in the situation to prevent the problem from occurring (3 points) and to resolve the immediate situation (3 points)

*The caregiver has planned a water play experience for her group of 13 to 19 month old toddlers. It is first thing in the morning when she pulls the water table into the room and begins to fill it with a large pitcher. The toddlers excitedly gather*

*around the water table as she is filling it. As the water is being poured in, they begin splashing and laughing.*

*The caregiver says, "Quit splashing, you guys. Quit splashing. You're getting water all over the place." The children pause for a second and resume their splashing. "Hey, hey, hey"! What did I just tell the boys not to do, Sharon? You're getting soaked. Stop splashing or you won't be allowed to play," says the caregiver. She stops filling the water table, leaves the area, and returns with a basket of water shirts.*

*The floor is covered with water and most of the children's clothing is now wet. As she struggles to put a water shirt on one of the children, the caregiver says, "Quit splashing, you guys. I've told you no more splashing. Sharon! Stop splashing!" Clearly exasperated, the caregiver loudly says, "No more splashing! Sharon, you aren't listening. I told you to stop and you're being bad. Now you can't play here." Grabbing Sharon's arm, she leads her away from the table to another areas of the room. Sharon begins to cry.*

**Part two:**

*Read the following scenario (Adapted from Marion, 1999)*

*Jenny, 6 years old, and Mom went to the store to buy a backpack for Jenny. They were in a hurry, and had just enough time to pick out the backpack and still get to a doctor's appointment. Mom could afford to buy a backpack but nothing else before she was paid again, but she forgot to tell Jenny about the hurried nature of the shopping trip and was too embarrassed to say that she had so little money. At the store, Jenny started the "Look-Mommy-I want-that-WHY-can't-I have-it" game. Mom, can I get the lunch box, like my new backpack!?" "Jenny, stop it. No lunch box". Why Mom?" At this point, Jenny increased her whining, and her mother, covering embarrassment with anger, responded with, "Shut up, Jenny!" Jenny then seemed to lose control and started crying. Mom grabbed her wrist, yanked her around, and yelled. "Knock it off, Jenny or you'll get what's coming to you!" (Jenny's mother typically uses corporal punishment when she is very angry).*

**Help Jenny's Mom learn to set limits.**

Suggest 2 limits that Jenny's mom could set before going to the store. Be specific and follow the guidelines for good limit setting.

Tell mom the limit she could state when Jenny started whining in the store.

**Help Jenny's Mom ignore behavior**

Explain why it would be appropriate to ignore Jenny's whining and arguments once appropriate limits had been clearly stated.

Tell Jenny's' mom how to effectively use the ignoring strategy in this case. Describe the essential things you would tell her to do, or not to do.

**Help Jenny's Mom use a logical consequence**

What were Jenny's mother's expectations about Jenny's behavior while they were shopping?

Jenny's mom should restate this expectation/limit and the logical consequence by saying this to Jenny.

**Help Jenny's Mom use choice**

Identify two possible choices that Jenny's mom could give Jenny.

(Keep in mind what Jenny mother expects Jenny to do)

Part three.

Help the adults in each of the following situations use the specific suggested strategy.

**Cami walked over to the piano and started to bang on the keys. Her teacher called out, "Stop banging on the piano!"**

My solution. I think that this teacher would be helpful and effective by telling Cami what to do instead of what not to do. This teacher can be positive, polite, and firm as she says, "

**Ed and Jim rode their trikes at breakneck speed and their teacher said, "Stop driving so fast!"**

My solution. This teacher would be more helpful and effective by telling the boys what to do rather than what not to do. I suggest that she say, "...

**Melanie is getting a snack ready with three preschoolers in the kitchen. She has one banana and asks, "Who would like a banana?" They all reply "Me!!"**

My solution. This caregiver would be more helpful and effective if she offers a choice that is satisfactory to everyone. I suggest that she say, "...

**Tim's' parents had been sitting in the booth at Burger Palace for 15 minutes. They had finished eating and were talking to each other. Three-year-old Tim wiggled off the bench, and around, and then crawled under the table. His dad scooped him up and told him, "Now, you sit here and be quite." Five minutes passed, and Tim, who had missed his morning nap, started screaming in frustration. His dad grabbed Tim's arm to try to quiet hi, but Tim continued screaming.**

My solution. I would change this situation by ... (Decide whether you will increase options, decrease options or change the physical environment remembering that Tim needs constant adult supervision. Explain what you would say and do).

**John, 4 years old, has been working for 20 minutes in the sandpile constructing a "canal" for water (he has not water yet) when you glance over and notice that he is tossing sand into the air.**

My solutions. In addition to stating a safety limit, I would change this situation by . . .

## CD 1370 Guiding Children's Behavior

### Final Assignment

Due: March 9

(includes challenging behaviors and guidance strategies)

#### Challenging behaviors

Temper tantrums

The use of inappropriate language

Conflicts that involve sharing.

Biting

For each of the topics there is material in your readings packages and specific articles that address each of these behaviors. Find and read this information.

\*assignments from CD 1370 Distance Package, 2007

#### Guidance Strategies

### PART ONE CHALLENGING BEHAVIORS

#### Tantrums

*Taming Temper Tantrums* (Oesterreich, 1995)

Read the following scenario:

*Two-year-old Natalie's parents told her teachers that she frequently threw temper tantrums so violent that she eventually threw up. Sure enough, after three weeks in school, Natalie wanted a toy that another child was playing with. When told that she would have to wait her turns, she threw herself on the ground and began screaming, flailing her arms and kicking her legs. After a few moments, she sat up, still screaming and flailing, but watching to see if anyone cared. Eventually, she threw up. (Cherry, 1983).*

1. Why might Natalie be behaving in this way? /2
2. What might be your starting point in trying to eliminate or alleviate the problem behavior (i.e. What might you look for?) /2
3. What specific guidance strategies might you use to reduce or eliminate this behavior? Why do you think these might work? /3

## **The use of inappropriate language**

*Shocking Language* (Center for Community Inclusion and Disability Studies, 2006)

*Read the following scenario: Four-year-old Eileen has had considerable experience in child care. Her mother has worked since Eileen was one month old, leaving her first at the infant-toddler centre and now at the adjacent child care center. Eileen is the youngest of five children, with two brothers in their teens, a sister in fourth grade, and a brother in second grade. Eileen is assertive and talkative at school. Recently, she has added a variety of inappropriate words to her vocabulary, which is growing increasingly more colorful. When Eileen becomes upset, she uses such words to express her feelings. At other times, she inserts them into normal conversation usually smiling as she does so.*

*The teachers have conveyed their displeasure with Eileen's language by saying, "Don't use that work, Eileen, It's not nice." That has not, however, affected her behavior. Eileen still uses inappropriate language, and some of the other children are now picking up some of her words. The teachers fear that they will soon be having complaints from parents.*

1. Why do you think Eileen is using inappropriate language? What goals might she have? /2
2. Explain what is wrong with the approach used by the teachers. /2
3. Identify the specific guidance strategies you would use to help Eileen learn to use more appropriate language. Why do you think these might work? /2

## **Conflicts that involve sharing.**

*How to Encourage Children to Become Sharing People* (Hickey, n.d.)

Read the following scenario.

*"These are mine! I had them first!" Mrs. Sing turns around to see four-year-old Trudi fiercely protecting some blocks she had been building with. Trudi puts her arms around as many blocks as she can reach. Carson stands by rather bewildered, then says, "I want to play, too". Trudi replies, "You can't! I need all of them, and you can't have any!" Mrs. Sing puts her arm around Carson and says in a low tone, "come on now, Trudi. There are plenty of blocks. Let Carson play with some. "No!" shouts, Trudi, "They're mine!" Carson decides to take matters into his own hands. He picks up several stray blocks that are out of Trudi's reach and starts to stack them. Trudi kicks over the blocks Carson has just stacked, screaming "You can't have any! They're mine!" Mrs. Sing becomes stern and lectures Trudi about sharing. A few minutes later, she forcibly takes some blocks away from Trudi and moves these and Carson a few feet away. Trudi gets up and stamps away,*

*crying "I hate you! You took my blocks!" Mrs. Sing is unhappy with the outcome but does not know what else to do. Trudi is always unwilling to share.*

1. What did each child learn from this experience? /2
2. Explain what was wrong with Mrs. Sing's approach. /1
3. Explain exactly how you would use the "problem-solving approach" to help the children learn important social skills. /3

## **PART TWO GUIDANCE STRATEGIES**

### **A. Read the following scenario**

Identify all the possible factors that may contribute to the children's behavior in this scenario (4 points)

Identify the strategies that could be used to help the children achieve more socially acceptable behavior. (4 points)

Provide 2 limits that the caregivers should begin to use in this program. Provide the exact words the caregivers should use. (4 points)

*The 3-5 year old children in the program climb on and off the tables and often take it a step further by standing on and leaping off the tables. Toys are thrown from the shelves onto the floor and the children climb over or into the shelving units where they "hide" from their teachers or the other children. Running in the room is common. Pushing each other onto the floor in their games of chase is often part of the game. Children are frequently crying, either from hurt or from frustration and the noise level in the room is extremely high. The two adults in the room spend most of their time either reading with the children in the book center or engaging in routines such as preparing for and clearing away snacks and meal or assisting children in the bathroom. Occasionally, one of the adults will call out to the children to "Be careful" or "Stop that".*

**B For each of the following scenarios:**

Identify the guidance strategy(ies) you might use (1 point).

Specifically describe what you will do and say. Write the exact words you will use. (1 points).

1. Anthony, a 10-month old, pulls Jessica's hair.
2. You have made a poster about buildings and have put it on one wall of the block center. Tim (3 years old) rips it off the wall, crumples it up, and throws it on the floor.
3. You have announced clean-up time and the children who were playing in the block center have left the area and scattered through out the room
2. Five year old Rachael left the puzzle she had been working on to get a drink of water. Sandra sat in Rachael's' chair and began putting the puzzle together. Rachael returned and declared that the puzzle was hers. The girls had a conflict over the puzzle and each became angry.
3. Five year old Jeremy is throwing sand at the other children outside. You have reminded him of the limit and the reason for it but h has ignored you.
4. Elaine, who is almost 2, is playing at the puzzle table. She is slipping the puzzles pieces into her picket. You have already told her twice to keep the pieces on the table so they won't get lost, but she continues to slip them into her pocket.
5. As you scan the room, you see John and David hanging on to a truck, both shouting, "I had it first!" and "I can keep it until I'm done with it".
6. Three year old Kim is stubbornly refusing to get ready to go outside. She is kicking her feet, screaming, and refusing your attempts to get her dressed and ready to go out with the group.
7. You have just seen Nathan push and bump his way across one of the climbing structures outside at recess. Mattie bruised her elbow when she slammed against a bar after Nathan bumped her.
8. The children in the block center were playing smoothly with one another until Kyle joined the group and took a block from Joel's structure. Joel reacted by slugging Kyle and screaming at him.

9. Four year old Daniel is excitedly pedaling around the course you have set up outside on the playground. He crashes his tricycle into Amanda's as he turns the corner, knocking her off her tricycle.
10. Camille is racing toward other children on their bikes, stopping just short of them as he gets close.
11. Daniel is pedaling furiously toward a child who has stopped. Prior to this, he knocked another child off a trike when he deliberately rammed it with his.
12. Susan has just torn Sarah's painting and Sarah is crying.
13. Three year old Jeanine will only interact with you and not the other adults in the room and insists that you sit with her in the book center and read to her one story after the other. If you leave the book center, she follows you around the room, refusing to let you play with the other children.

**D** A frustrated parent of a five year old child in your program has approached you asking what she should do to get her child to put her trike away and not leave it in the driveway. Offer this mother your practical and realistic suggestions for guiding her child. (4 points)