JEFFERSON COLLEGE

COURSE SYLLABUS

ECE122

BEHAVIOR MANAGEMENT

3 Credit Hours

Prepared by:
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By: Stephanie Cage

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ECE122 Behavior Management

I. CATALOGUE DESCRIPTION

A. Prerequisite: ECE102 Introduction to Early Childhood Education; reading proficiency

B. 3 semester credit hours

C. Behavior Management is an examination of the guidance approach to discipline. Traditional disciplinary procedures of classroom behavior management will be evaluated up through the current evolvement and emphasis on developmentally appropriate guidance techniques. (F)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Analysis or Task</th>
<th>Assessment Measure</th>
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<tbody>
<tr>
<td>Analyze traditional behavior techniques</td>
<td>Discussion board Reflection</td>
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<tr>
<td>Identify the concept of mistaken behavior</td>
<td>Case study Quiz Reflection</td>
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<tr>
<td>Compare and contrast positive interactions between adult and child</td>
<td>Case study Reflection Observation report</td>
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<tr>
<td>Design a developmentally appropriate classroom which is conducive to positive guidance</td>
<td>Classroom design assignment Observation report</td>
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<tr>
<td>Create a daily schedule to support positive guidance techniques</td>
<td>Daily schedule assignment Observation report</td>
</tr>
<tr>
<td>Create a plan for communicating with families, peers, and professionals</td>
<td>Guidance plan Parent/teacher conference assignment</td>
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<tr>
<td>Apply positive guidance techniques</td>
<td>Observation report Discussion board Quiz</td>
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<tr>
<td>Analyze the relationship of outdoor play to behaviors in young children</td>
<td>Reflection</td>
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III. OUTLINE OF TOPICS

A. Understanding guidance
   1. Guidance vs. punishment
   2. What shapes your approach to guidance
   3. Cultural and individual variations
   4. Approach to guidance

B. Values as basis for guidance
1. Values and guidance
2. Values and professional standards
3. Values and evaluation
4. Reconciling value differences

C. Foundations of guidance
1. DAP expectations
2. Understanding family and cultural influences
3. Principles of development
4. Factors that influence development
5. Observation

D. Collaborating with families
1. DAP; family component
2. Strategies for building and maintaining relationships
3. Collaborating with families to help children
4. Strategies for supporting families as advocates

E. Positive guidance
1. Role of early childhood professionals
2. Child’s development of self
3. Appreciating positive behavior

F. Indirect guidance—role of environment
1. Indirect guidance
2. Managing space to support goals of guidance
3. Managing time
4. Managing energy

G. Direct guidance
1. Direct guidance
2. Planning ahead
3. Recovering from chaos

H. Guiding young children in personal caregiving routines
1. Importance of personal care routines
2. Goals of personal care routines
3. Coordinating with families

I. Guidance and curriculum
1. Goals for learning experience
2. Guiding child-directed activities
3. Adult-directed learning experiences

J. Guiding young children—outdoor play
1. Benefits of outdoor play
2. Outdoor environment
3. Teaching while supervising

K. Understanding and addressing challenging behavior
   1. Meaningfulness of behavior
   2. Preventing and reducing challenging behavior
   3. Addressing challenging behavior to promote self-management
   4. Creating a plan of action
   5. Children with disabilities

IV. METHODS OF INSTRUCTION

A. Case studies

B. Technology
   1. Internet
   2. Blackboard

C. Discussion boards

D. Field experience (observations)

E. Inquiry projects

IV. REQUIRED TEXTBOOK


VI. REQUIRED MATERIALS

A. Internet access

B. Blackboard

VII. SUPPLEMENTAL REFERENCES

A. Current library resources
   1. Books
   2. Periodicals

B. Internet sites

VIII. METHODS OF EVALUATION

A. Discussion boards
B. Observation reports
C. Case studies
D. Quizzes
E. Reflections
F. Classroom design
G. Daily schedule
H. Guidance plan
I. Parent conference assignment

IX. ADA-AA STATEMENT

Any student requiring special accommodations should contact the Americans with Disabilities Act Amendments Act (ADAAA) office at (636) 481-3169 or (636) 797-3000, x3169, and discuss accommodations with the instructor.

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84).