

Washburn University

**ED 261VA Techniques in Early Childhood Guidance and
Classroom Management**

3 credits

Dr. Judith Lynne McConnell-Farmer, Professor

Fall, 2006

COURSE DESCRIPTION

In this course we will focus on the ways in which healthy development is fostered within developmentally appropriate child guidance. Techniques and typical guidance procedures appropriate for children from birth through age ten will be explored through readings, class discussion (within COMMUNICATE on HOMEPAGE), and observations in early childhood (birth-grade 3) classroom settings.

**DEPARTMENT OF EDUCATION DIVERSITY PROFICIENCIES AND
DIMENSIONS OF REFLECTION**

The Department of Education has a goal to educate Reflective Educators. Four of the six dimensions are addressed as follows:

1. **Reflection on self as an emerging, developing, and maturing professional**-class discussions and observations for the Case Study allow student to explore and challenge beliefs about the teaching of early childhood in today's classrooms.
2. **Reflection on the context of teaching and learning**-guided observations for the Case Study and discussions allow student to observe and reflect on various approaches to teaching that support learning in today's young students.
3. **Reflection on student differences**-readings, observations for the Case Study, and the Guidance-Relevant Video Paper assignment focus on diversity as it relates to learning abilities, gender issues, developmental levels, and cultural and social characteristics.

4. **Reflection on content**-assignments and activities require students to develop deep conceptual understanding of content so that they can successfully explain this same content to future students.

This course addresses the following Department of Education Diversity Proficiencies:

1. **Knowledge Construction**-readings on the topics of Chapter 2: "Understanding Child Behavior" and Chapter 3: "Understanding the Reasons for Problem Behaviors", guided observation assignment for the Case Study, the guidance-relevant video paper assignment, and discussions about how cultural assumptions influence the ways that knowledge is constructed in early childhood education guidance.
2. **Prejudice Reduction**-readings on the topics of Chapter 5: "Planning the Prosocial Environment" and discussions focusing on early childhood education classroom guidance and learning to modify offensive racial attitudes through education.
3. **Equitable Pedagogy**-readings on the topic of Chapter 10: "Serving Diverse Children and Families" and the Case Study assignment are able to match teaching styles to young students'

PHILOSOPHY

Teachers demonstrate an understanding of how individuals learn and develop intellectually, socially, and personally and provide learning opportunities that support this development. Teachers must be critical consumers of the literature, knowledgeable about their content, and ethical decision makers. In order to respond appropriately in all professional settings, teachers must also be reflective practitioners as described in the Washburn Reflective Teacher Model.

COURSE OBJECTIVES

Students will:

Develop and demonstrate a knowledge of typical and atypical child behavior in the United States and internationally.

Learn classroom management strategies to encourage pro-social behavior

Observe, record, and interpret a child's behavior; specify individual goals and strategies for achieving these goals, and evaluate process of a child

Student performance will be evaluated based upon:

Knowledge of guidance and classroom management in the United States and internationally as demonstrated in performance on quizzes and interpretation of observed behavior in classroom situations.

Specificity, accuracy, objectivity and sensitivity of observations of children's behavior as demonstrated in the guidance-relevant video paper and in the case study.

SELECT MISSION OF THE UNIVERSITY

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

ACADEMIC MISCONDUCT POLICY

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult

www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to:
www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

DISABILITY SERVICES

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate

documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

CENTER FOR UNDERGRADUATE STUDIES AND PROGRAMS (CUSP)

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising , Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

WITHDRAWAL POLICY

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

OFFICIAL E-MAIL ADDRESS

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding

academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

COURSE TEXTBOOK

Miller, D. F. (2004). 4th Ed. *Positive child guidance*. NY: Delmar Learning

TOPICS

Module 1: Introduction to the Course

Module 2: Understanding Child Behavior

Module 3: Understanding the Reasons for Problem Behaviors

Module 4: Guidelines for Effective Guidance

Module 5: Planning the Prosocial Environment

Module 6: Positive Communication

Module 7: Positive Action

Module 8: Addressing Persistent, Unproductive Patterns of Behavior

Module 9: Taking a New Look at Children

Module 10: Serving Diverse Children and Families

COURSE REQUIREMENTS

Assignments

Self Introduction Paper

Guidance-Relevant Video Paper

Case Study Paper

Course Reflection Paper

Quizzes

10 quizzes