

Three Rivers Community College

**ECE K190 Early Childhood Education Behavior management
Course Syllabus**

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Office Hours: By Appointment

Course Description:

Prerequisite: ENG* K101 eligibility or permission of the Program Coordinator based on ECE work experience. ECE* K101 and ECE 182.

This course is designed for early childhood education teachers, child care providers and directors. It will review the many behavior management and discipline strategies that are available to be used with young children. Discipline approaches that go beyond rules and punishment will be examined. Students will study and create an environment that leads to respect and self-discipline. Participants learn to analyze teaching/management styles so as to be able to incorporate the best techniques to help lead children to self-control.

Required Text(s):

Miller, Darla F. (2010). *Positive Child Guidance*. Belmont: CA. Wadsworth, Cengage Learning.
ISBN : 10:0-495-80770-2

Course Objectives:

- Develop an understanding of the diverse influences on child development and behavior.
- Increase understanding of child behavior (both typical and atypical) and the importance of building collaborations and promoting positive communications with families.

- Interpret behaviors and prepare a plan that promotes guidelines for effective guidance that adheres with best practices.

Course Outcomes:

- Students will apply knowledge and understanding of children birth through age eight, to create healthy, respectful, supportive and challenging learning environments (NAEYC Standard 1.c.).
- Knowing and understanding effective strategies and tools for early education and child behavior management (NAEYC Standard 4.b).
- Students will use observation and assessment skills of young children, to increase understanding of what are developmentally appropriate practices.
- Develop an understanding of being an early childhood professional by exploring ethical standards and professional guidelines (NAEYC Standard 6.b).

Policies:

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Candidates may utilize the Blackboard Learning System, to review course materials, and view articles and other materials for the course. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Two late arrivals or early departures may count as one missed class. For each class missed five to ten points may be deducted, upon the fourth absence you may be asked to withdraw from the class. Attendance is taken at the beginning of class. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class

candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on a one-on-one basis.

It is assumed that all assignments will be completed and turned in on time. Ten points will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated. Citations and references must be used to **acknowledge the source and avoid plagiarism.** Violations of academic integrity will be referred and dealt with in accordance with the college policy.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests is not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests. Cell phones, pagers, ipods, and other similar devices must be turned off during class. Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.

As part of the course, candidates may be required to spend additional time observing and/or working with children in actual or simulated child development settings. The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the Instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

Candidates with disabilities who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Candidate Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

Points given for requirements are as follows:

Please use this as a tool to keep a record of your progress in this course.

Assignment	Points	Due Date	Grade Received
Family Interview/Social History Assignment	100		
Individualized Behavior Plan Assignment	100		
Article Review/Presentation	50		
First Test(Chapters 1-4)	50		
Second Test (Chapters 5 – 9)	50		
Third Test (Chapters 10 – 12)	50		
Attendance	50		
Participation	50		
Total	500		

Final Grade:

To determine your final grade take the total number of points and divide by five.

A	96 - 100	A-	90 - 95	B-	80 - 82
B+	87 - 89	B	83 - 86	C-	70 - 72
C+	77 - 79	C	73 - 76	D-	60 - 62
D+	67 - 69	D	63 - 66		
F	under 59				

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Course Content and Study Guide

Week	Activities / Assignments	Reading	Key Concepts
8/26 & 8/28	Introductions Review Course Syllabus Review Article Review /Presentation Format		confidentiality participation professionalism
8/30	Review Family Interview/Social History Assignment	Chapters 1 & 2	child guidance active listening modeling family structures stages of development Piaget 's stages of cognitive development Erikson's stages of psychosocial development Authoritarian style Permissive style Authoritative style
9/2	No Class Monday Article Review: Presenter: Presenter:	Chapter 3	Culture Cultural bias Cultural context Ethics Unconditional acceptance Discrimination Negative stereotyping Authentic learning Emotional intelligence Social intelligence
9/9	Article Review: Presenter: Presenter:	Chapter 4	Misbehavior Inappropriate behavior Problem behavior socialization

9/16	<p>Article Review:</p> <p>Presenter:</p> <p>Presenter:</p> <p>Handout Test One (9/20)</p>		
9/23	<p>Test One Due (9/23)</p> <p>Article Review</p> <p>Presenter:</p> <p>Presenter:</p>		
9/30	<p>Family Interview/Social History Assignment Due</p> <p>Article Review:</p> <p>Presenter:</p> <p>Presenter:</p>	Chapter 5	<p>Age-typical behavior</p> <p>redirection</p> <p>prevention techniques</p>
10/7	<p>Review Behavior Plan Paper Assignment</p>	Chapter 6 and 7	<p>conflict resolution</p> <p>anti-social behavior</p> <p>control of error</p> <p>Montessori</p> <p>child-initiated</p> <p>active listening</p> <p>Assertive communication</p>

10/14	Article Review: Presenter: Presenter:	Chapter 8	behavior modification consequences reinforcement nonverbal communication natural consequence punishment vs. guidance
10/21	Article Review: Presenter: Presenter:	Chapter 9	mistaken goals snowball effect
10/28	Test Two(Chapters 5 – 9)		
11/4	Article Review: Presenter: Presenter:	Chapter 10	assessment anecdotal record qualitative information observation
11/11	No Class Monday Behavior Plan Assignment Due		

11/18		Chapter 11	democracy guidance theories
11/25	No Class Wednesday		
12/2	Article Review: Presenter: Presenter:	Chapter 12	disabilities fight or flight response accommodations executive function
12/9	Test Three		
12/16			

