

Three Rivers Community College
ECE K190 Early Childhood Education Behavior Management
Course Syllabus

Jennifer DeFrance, MA Ed.

jdefrance@trcc.commnet.edu

Phone Number: 860 - 383 - 5214

Office Number: C110

Office Hours: Posted outside my office.

Monday and Wednesdays or by appointment

Course Description:

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

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 Texts:

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

Additional readings will be assigned throughout the semester.

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:

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 will count as one missed class. For each class missed ten points will 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.

The student is responsible for all materials covered in class as well as the assignments. If a student misses a class, it is the student's responsibility to get the notes from another student. **Do not** contact the Instructor and ask for a review of the class. Learn to rely on your syllabus and / or another student. You may want to share your contact information with other students to help facilitate this process.

Active participation in class discussions and activities is required. Students are expected to complete assigned readings prior to class and come to class prepared to discuss them. Students **must utilize the Blackboard Learning System**, to review course materials, correspond with the Instructor and other Students, 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. *Yes - grades are important. They allow you to advance to other classes, graduate, and eventually get a great job. However, the value of learning itself is so important. Acquiring knowledge, especially about a subject you are passionate about, is very empowering. Learning for the sake of learning increases your confidence and in fact makes you want to learn more. Thus it's important to participate, get involved in class discussions and ask questions.*

As part of the course, students may be required to spend additional time observing and/or working with children in actual or simulated child development settings.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important.

Students are urged to devote their time and energy to fulfilling stated class requirements. Extra credit points will be considered if a student 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.

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

It is assumed that all assignments will be completed and turned in on time. Fifteen 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.

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 are a cause for students being asked to leave the class.

If you have problems with the course or material, please see me or call to arrange for an appointment. Students 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.

Students 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 Student Services Counselors (Disabled Student Counselor). Appropriate accommodations will be provided to students who have completed this procedure.

This syllabus is subject to change. Any changes will be announced in class. *Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding student conduct and the disciplinary code.*

Points given for requirements are as follows:

Practitioner Interview Assignment	100 points
Individualized Behavior Plan Assignment	100 points
First Test (Chapters 1 - 4)	50 points
Second Test (Chapters 5 - 9)	75 points
Third Test (Chapters 10 - 12)	75 points
Attendance	50 points
Participation (<i>article reviews included</i>)	50 points
Total:	500 points

Final Grade:

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

		A	94 - 100	A-	90 - 93
B+	87 - 89	B	83 - 86	B-	80 - 82
C+	77 - 79	C	73 - 76	C-	70 - 72
D+	67 - 69	D	63 - 66	D-	60 - 62
F	under 59				

*Under a microscope we are all made of the same basic stuff.
But from a unique combination of flesh and blood, mind and spirit,
comes a unique human being,
each with a special talent.*

Taken from Why I Teach.