



**DEPARTMENT OF HUMAN SERVICES**  
**COURSE OUTLINE – WINTER 2012**  
**CD1370 A3 GUIDING CHILDREN'S BEHAVIOUR 1**

**INSTRUCTOR:** Pat Caulfield                      **PHONE:** 780-539-2787  
Fontaine

**OFFICE:** H210                                      **E-MAIL:** pcaulfieldfontaine@gprc.ab.ca

**OFFICE HOURS:** By appointment on Mondays and Wednesdays

**PREREQUISITE(S)/COREQUISITE:** none

**REQUIRED TEXT/RESOURCE MATERIALS:** Martin, S., & Corson, P. (2007). *Intentional and relationship-based guidance*. Nelson Education: Toronto

(N.B. This textbook will also be used in CD1145)

**CALENDAR DESCRIPTION:** This course is designed to help students understand children's behavior and what it means to use a positive guidance approach in supporting children's social, emotional, and moral development. Environmental and developmental factors which influence behavior are examined, as are the principles of the guidance approach and ways in which these principles can be applied in early learning and child care settings.

**CREDIT/CONTACT HOURS:** 30 hours/ 2 credits (2-0-0)  
Tuesday and Thursday 10:00 – 11:20 Room L229

**DELIVERY MODE(S):** Class instruction will be a combination of lecture, class discussion and small group work. Audio-visual materials and additional readings will supplement the textbook.

**OBJECTIVES :** Upon successful completion of this course, the student should be able to:

- Explain how *guidance, discipline, and punishment* differ in goals and in practice.
- Discuss legislative policies and ethical practices relevant to guiding children's behavior.
- Explain how development influences behavior.
- Identify environmental factors that can influence children's behavior.
- Outline strategies practitioners can use to create positive interpersonal environments.
- Identify positive and respectful communication practices and attitudes in guiding children's behavior.
- Discuss developmentally appropriate, positive prevention strategies when guiding children's behavior

**TRANSFERABILITY:**

**Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

Early Learning and Child Care diploma graduates may be eligible for admission to a number of degree programs. Students interested in pursuing degree opportunities are advised to consult directly with the appropriate College or University, as transfer agreements vary from one institution to another. Please refer to the Grande Prairie Regional College information @ [www.gprc.ab.ca](http://www.gprc.ab.ca)

**GRADING CRITERIA:**

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

The last day to Withdraw with Permission from CD1370 is February 16, 2012

**EVALUATIONS: The student's final grade will be based on the following:**

Attendance and active Participation 10%

Assignments 30%

Quizzes 20% each x 3 = 60%

There are no formal examinations in this course.

Please refer to assignment package for detailed information. This will be distributed in the first full week of classes.

All assignments must include a title page in order to insure accurate assignment of mark.

### **Late Policy:**

Assignments are to be submitted by 4:30 p.m. on the due date. Unless arrangements have been made prior to the assignment due date late assignments will be docked an initial 5%, then 5% a week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.

All late assignments must be dated with the date they are being submitted, marked as a late submission and submitted directly to the instructor or the office staff in H206.

### **STUDENT RESPONSIBILITIES:**

Grande Prairie Regional College expects “student’s conduct to be in accordance with basic rights and responsibilities” <http://www.gprc.ab.ca/programs/calendar>

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

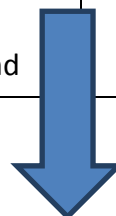
\*\*Note: all Academic and Administrative policies are available on the same page.


*How parents and teachers talk tells a child how they feel about him. Their statements affect his self-esteem and self-worth. To a large extent, their language determines his destiny. Haim Ginott*

## Course Schedule/Tentative Timeline:

This schedule is **tentative and subject to revision**. Changes to this schedule will be discussed in class. It is the responsibility of the student to keep up to date with revisions.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Quiz/Assignment</b>
Thursday, January 5	Introduction Personal reflection		
Tuesday, January 10	Defining Guidance	Pgs.77-79	
Thursday, January 12	Guidance, punishment and discipline		
Tuesday, January 17	Reasons to Guide Children	Pgs. 85-96	
Thursday, January 19	Effective Relationship based learning	Pgs. 85-96	
Tuesday, January 24	Library		
Thursday, January 26	Legislative Policies and Ethics	Alberta Child Care Policy Canadian Child Care Code of Ethics for Child Care Practitioners NAEYC Code of Ethics Rights of the Child and the UN Convention on the Rights of the Child First Nations Code of Ethics (Manitobachiefs.com)	
Tuesday, January 31	Development and Behaviour	Pgs. 54, 167- 168,123,196,11 and	



		213	
Thursday, February 2	Development and Behaviour	Pg. 83	
Tuesday, February 7	Environmental Factors Influencing Behaviour	Chapter 4 Pgs. 115-117,100, 126-, 132, 250 and pg 86	
Thursday, February 9	Environmental Factors Influencing behaviour		
Tuesday, February 14	Environmental Factors Influencing Behaviour		
Thursday, February 16	Creating Positive Interpersonal Environments	Pgs. 153-178 Pgs. 195-219	
Tuesday, February 21	<b>READING WEEK</b>	<b>NO CLASSES</b>	
Thursday, February 23	<b>READING WEEK</b>	<b>NO CLASSES</b>	
Tuesday, February 28	Creating Positive Interpersonal Environments	Pgs. 225-256	
Thursday, March 1	Respectful Communication		
Tuesday, March 6	Respectful Communication		
Thursday, March 8	Guidance Approach to Prevention and Intervention		
Tuesday, March 13	Guidance Approach to Prevention and Intervention		
Thursday, March 15	Guidance Approach to Prevention and Intervention		
Tuesday, March 20	Guidance Issues		
Thursday, March 22	Reflecting on Practice	Pgs. 317-341	
Tuesday, March 27			

