

**GRANDE PRAIRIE REGIONAL COLLEGE**  
**EARLY CHILDHOOD DEVELOPMENT DEPARTMENT**  
**GUIDING CHILDREN'S BEHAVIOR**

**CD 1370**

**COURSE OUTLINE**

**WINTER 2007**                      January to February, 2007

**CLASS TIME:**                      Friday 9:00 to 11:00

**CLASS LOCATION:**              **A203**

**CREDITS:**                              1 (15 hours)

**INSTRUCTOR:**                      Terrah Lindsay B.Sc., M.S.  
**OFFICE:**                              E401 (back corner)  
**PHONE:**                              539-2047    538-3872 (home)  
**EMAIL:**                              [tlindsay@gprc.ab.ca](mailto:tlindsay@gprc.ab.ca)  
**OFFICE HOURS:**                  TBA or by appointment or students are welcome to drop by.

*Please feel free to call me at home: although I work part-time at the college, I like to be accessible on a full-time basis!*

**COURSE DESCRIPTION**

This course examines the adult's role in supporting children as they learn socially appropriate behaviors. The major focus is strategies for positively Guiding children's behavior while supporting their social and emotional development.

**PREREQUISITES:**

Note: Credit will be granted for CD1010 or the combination of CD1370 and CD1011

**TEXT:**

A course package (Guiding Children's Behavior) is available at the bookstore.

**TEACHING METHODS**

Lectures will incorporate A.V. materials, discussion based on handout and text readings, and in- and out-of-class activities and assignments.

**OBJECTIVES**

On successful completion of this course, you should be able to:

- . Discuss the differences between discipline, punishment and guidance
- . Describe the different adult styles of interacting with and guiding children
- . Identify factors that contribute to children's behavior
- . Describe strategies for creating positive interpersonal environments
- . Describe preventative guidance strategies
- . Implement positive guidance strategies

## **GRADING POLICY**

A final grade of "D" must be obtained in order to pass this course. The final grade is based on:

**Attendance/Participation (10%)**

**Assignments (90%)**

Assignments and final grades will be based on the following 4-point grading system:

Grade	Descriptor
A + A	Excellent
A - B+	First Class Standing
B B -	Good
C + C C -	Satisfactory
D + D	Poor
F	Failure

## **ATTENDANCE/PARTICIPATION**

Students are required to attend class (including coming on time), be "actively" engaged in class lecture and discussion, and participate in small group activities. Absences from 20% and over of the class hours will result in a grade of 0 for attendance/participation.

## **ASSIGNMENTS**

A variety of learning tasks to be completed in- and out-of-class will be assigned during the semester. These will contribute to 60% of the final grade. One final assignment will contribute to 30% of the final grade. An assignment package will be provided in the first full week of classes.

Assignments are due in-class or before 4:30 on the assignment due date. Late assignments will be deducted an initial 5% and 1% per day including weekends. Assignments will receive a grade of 0% after 10 days late

All work should be typewritten (or neatly handwritten in dark ink) and double-spaced. Points will be deducted or the work may be required to be rewritten when there is significant spelling or grammatical errors. Refer to the College calendar and the E.C.D. Student Handbook for assignment submission guidelines.

Graded assignments will normally be returned within two weeks.

### **CLASS POLICIES**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect.

The student must be familiar with the E.C.D. Student Handbook and student rights and responsibilities found in the College calendar.

Changes to this course outline will be discussed with you in class.

## TOPICS

The following topics although not necessarily in order, will be covered.

### I. The Goals of Guiding Children's Behavior

- A. Punishment/Discipline/Guidance
- B. Different approaches to discipline

### II. Creating a Positive Social and Emotional Environment

- A. Personal attitudes, actions, reactions

### III. Influences on Children's Behavior

- A. Developmental Issues
- B. Unmet needs
- C. Adult Expectations
- D. Social Learning

### IV. Preventing Inappropriate Behavior

- A. Understanding child development
- B. Appropriate physical environments, schedules, and curriculum
- C. Setting and maintaining limits
- D. Providing choices

### V. Positive Guidance Strategies

- A. Ignoring
- B. I-messages
- C. Redirection
- D. Consequences
- E. Problem Solving

### VI. Challenging Behaviors

- A. Sharing/ Turn taking
- B. Whiny/Clingy behavior
- C. Temper Tantrums
- D. Swearing

### VII. Aggressive Behaviors

- A. Biting
- B. Hostile/Instrumental/Accidental aggression

## CLASS SCHEDULE

Jan. 5 Influences on Children's Behavior pg. 1 - 4

Jan. 12 Adult Styles of Discipline/Interacting pg. 5- 18  
Punishment/Discipline/Guidance Loving Smacks (v)  
Time-out (appropriate guidance?)

*Learning assignment #1 and #2 due: Jan. 19*

Jan. 19 The Framework of Appropriate Guidance pg. 19 - 31

Jan. 26 Choices and Limits pg. 32 - 37

*Learning assignment #3 due: Feb. 2*

Feb. 2 Ignoring, Reinforcing, pg. 38 - 39  
Redirection, I-messages pg. 32 - 35

Feb. 9 Consequences pg. 36 - 41

*Learning assignment #4 and #5 due: Feb. 16*

Feb. 16 Problem Solving pg. 41 - 44  
Supporting Children in  
Resolving Conflicts (v)

March 2\* Annoying and Aggressive Behaviors pg. 45 - 61  
Change \*Class will be Wednesday, February 28 from 1:00 - 3:00  
*Learning assignment #6 due: March 1 by 9:00 am*

*Final assignment due March 1 by 9:00 am*

CD 1370

## Guiding Children's Behavior

### Learning Assignment #1

Due: January 19

Read the letter to the editor below. Respond to the writer explaining the difference between positive discipline (guidance) and punishment. Describe why punishment is not appropriate.

#### CHILDREN NEED MORE DISCIPLINE

*The news today just sickens me. When I see pre-teen children being charged with things like stealing, assault and even pimping, I know that something is wrong with our society. Children today can do almost anything they want and then get away with it. They just laugh at the law. They don't respect authority. Parents today are afraid to discipline their children in case they're charged with child abuse. Our children need to be disciplined from a very early age. They need to suffer consequences for their actions. We should start by bringing corporal punishment back into the schools and by encouraging parents to punish children when they break rules or don't do what they're told.*

*B. Weston,  
Nanaimo, B.C.*

CD 1370

## Guiding Children's Behavior

### Learning Assignment #2

Due: January 19

#### TIME-OUT

*A new caregiver has recently been hired to work with you in your nursery school program. It was her second day of work and one of the children was kicking down other children's block structures. The children were upset and called for a teacher to make him stop. Your co-worker went over to the group, took the child by the hand, and said, "If you can't play nicely with the other children, you can't play at all." Taking him to the art table, when there were no other children, she said, "You sit here for 5 minutes and think about how you can play more nicely with the other children". You were very uncomfortable with her handling of the situation, but did not intervene. You decided that you would talk to her at a quiet time during the day about appropriate guidance strategies.*

Write, in point form, what you would tell your co-worker about the use of time-out.

**CD 1370**

**Guiding Children's Behavior**

**Learning Assignment #3**

**Due: February 2**

**BITING**

Read the articles *"Reality Bites: Biting at the Center - Part 1"* and *"Reality Bites (Frequently): Biting at the Center - Part 2"*

1. Describe the reasons for children's biting.
2. Describe the impact biting has on staff, parents, and directors.
3. Describe what caregivers should do when children bite.
4. Describe what caregivers should not do when biting occur.
5. Prepare a one page handout that helps parents in your program understand your philosophy, policies and practices regarding biting.

**CD 1370 Guiding Children's Behavior**  
**Learning Assignment #4**  
**POSITIVE DISCIPLINE STRATEGIES**  
**Due: February 16**

*Read the following scenario (Adapted from Marion, 1999)*

*Jenny, 6 years old, and Mom went to the store to buy a backpack for Jenny. They were in a hurry, and had just enough time to pick out the backpack and still get to a doctor's appointment. Mom could afford to buy a backpack but nothing else before she was paid again, but she forgot to tell Jenny about the hurried nature of the shopping trip and was too embarrassed to say that she had so little money. At the store, Jenny started the "Look-Mommy-I want-that-WHY-can't-I have-it" game. Mom, can I get the lunch box, like my new backpack!?" "Jenny, stop it. No lunch box". Why Mom?" At this point, Jenny increased her whining, and her mother, covering embarrassment with anger, responded with, "Shut up, Jenny!" Jenny then seemed to lose control and started crying. Mom grabbed her wrist, yanked her around, and yelled. "Knock it off, Jenny or you'll get what's coming to you!" (Jenny's mother typically uses corporal punishment when she is very angry).*

**Help Jenny's Mom learn to set limits.**

- 1 Suggest 2 limits that Jenny's mom could set before going to the store. Be specific and follow the guidelines for good limit setting.
- 2 Tell mom the limit she could state when Jenny started whining in the store.

**Help Jenny's Mom ignore behavior**

- a) *Explain why it would be appropriate to ignore Jenny's whining and arguments once appropriate limits had been clearly stated.*
- b) Tell Jenny's mom how to effectively use the ignoring strategy in this case. Describe the essential things you would tell her to do, or not to do.

**Help Jenny's Mom use an I message**

- a) Show Jenny's mother how to use an I-message by writing exactly what you think she should say.

**Help Jenny's Mom use a logical consequence**

- a) *What were Jenny's mother's expectations about Jenny's behavior while they were shopping?*
- b) Jenny's mom should restate this expectation/limit and the logical consequence by saying this to Jenny.

**Help Jenny's Mom use choice**

- E. Identify two possible choices that Jenny's mom could give Jenny.  
(Keep in mind what Jenny mother expects Jenny to do)

**CD 1370 Guiding Children's Behavior**  
**Learning Assignment #5**  
**Due: February 16**

**PROBLEMS AND SOLUTIONS**

Help the adults in each of the following situations use the specific suggested strategy.

**Cami walked over to the piano and started to bang on the keys. Her teacher called out, "Stop banging on the piano!"**

My solution. I think that this teacher would be helpful and effective by telling Cami what to do instead of what not to do. This teacher can be positive, polite, and firm as she says, "

**Ed and Jim rode their trikes at breakneck speed and their teacher said, "Stop driving so fast!"**

My solution. This teacher would be more helpful and effective by telling the boys what to do rather than what not to do. I suggest that she say, " . . .

**Melanie is getting a snack ready with three preschoolers in the kitchen. She has one banana and asks, "Who would like a banana?" They all reply "Me!"**

My solution. This caregiver would be more helpful and effective if she offers a choice that is satisfactory to everyone. I suggest that she say, " . . .

**Tim's' parents had been sitting in the booth at Burger Palace for 15 minutes. They had finished eating and were talking to each other. Three-year-old Tim wiggled off the bench, and around, and then crawled under the table. His dad scooped him up and told him, "Now, you sit here and be quiet." Five minutes passed, and Tim, who had missed his morning nap, started screaming in frustration. His dad grabbed Tim's arm to try to quiet him, but Tim continued screaming.**

My solution. I would change this situation by . . . (Decide whether you will increase options, decrease options or change the physical environment remembering that Tim needs constant adult supervision. Explain what you would say and do).

**John, 4 years old, has been working for 20 minutes in the sandpile constructing a "canal" for water (he has not water yet) when you glance over and notice that he is tossing sand into the air.**

My solutions. In addition to stating a safety limit, I would change this situation by . . .



CD 1370

## Guiding Children's Behavior

### Learning Assignment #6

Due: March 1

Four-year-old Donna wanted to sit on the yellow carpet square at circle tie. When she saw that Linda was already sitting on the yellow square, Donna sat down right next to Linda and started to bump her. "Stop it," said Linda. Donna did not stop. In fact, she bumped Linda even harder and pushed her off the yellow carpet square.

1. Why is Donna's behavior aggressive?

## CD 1370 Guiding Children's Behavior Final Assignment

**Due: March 1**

A. Read the following scenario.

Identify all the possible factors that may contribute to the children's behavior in this scenario (5 points)

Identify the specific ways this caregiver was ineffective in guiding the children's behavior (3 points)

Describe appropriate strategies that could be used in the situation to prevent the problem from occurring (3 points) and to resolve the immediate situation (3 points)

The caregiver has planned a water play experience for her group of 13 to 19 month old toddlers. It is the middle of the morning when she pulls the water table into the room and begins to fill it with a large pitcher. The toddlers excitedly gather around the water table as she is filling it. As the water is being poured in, they begin splashing and laughing.

The caregiver says, "Quit splashing, you guys. Quit splashing. You're getting water all over the place." The children pause for a second and resume their splashing. "Hey, hey, hey"! What did I just tell the boys not to do, Sharon? You're getting soaked. Stop splashing or you won't be allowed to play," says the caregiver. She stops filling the water table, leaves the area, and returns with a basket of water shirts.

The floor is covered with water and most of the children's clothing is now wet. As she struggles to put a water shirt on one of the children, the caregiver says, "Quit splashing, you guys. I've told you no more splashing. Sharon! Stop splashing!" Clearly exasperated, the caregiver loudly says, "No more splashing! Sharon, you aren't listening. I told you to stop and you're being bad. Now you can't play here." Grabbing Sharon's arm, she leads her away from the table to another areas of the room. Sharon begins to cry.

B. Read the following scenario.

Identify all the possible factors that may contribute to the children's behavior in this scenario (4 points)

Identify the strategies that could be used to help the children achieve more socially acceptable behavior. (4 points)

Provide 2 limits that the caregivers should begin to use in this program. Provide the exact words the caregivers should use. (4 points)

The 3-5 year old children in the program climb on and off the tables and often take it a step further by standing on and leaping off the tables. Toys are thrown from the shelves onto the floor and the children climb over or into the shelving units where they "hide" from their teachers or the other children. Running in the room is common. Pushing each other onto the floor in their games of chase is often part of the game. Children are frequently crying, either from hurt or from frustration and the noise level in the room is extremely high. The two adults in the room spend most of their time either reading with the children in the book center or engaging in routines such as preparing for and clearing away snacks and meal or assisting children in the bathroom. Occasionally, one of the adults will call out to the children to "Be careful" or "Stop that".

C. Read the following scenario.

A group of children at the snack table are laughing at the antics of 4 year old Jory who is standing beside his chair shouting, "Poop, poop, poop, poopy bum bum". Everybody's go a poopy bum." The caregiver approaches, a stern expression on her face "Jory," she says, "in this program we do not use those kinds of words. They are not funny. You are not ready to be with the other children at the snack table. Go wait in the book centre until these children are finished, then you can have you snack." To the other children she says, "Jory is being silly. I know that you can act much better than that. Show Jory how he should behave at snack time."

What is the child's goal? (1 point)

Describe why the caregiver's strategy is ineffective (3 points).

Identify what the caregiver might do and say in this situation to be more effective (2 points)

D. For each of the following scenarios:

Identify the guidance strategies you might use (1 point)

Specifically describe what you will do and say. Write the exact words you will use.

1. Anthony, a 10-month old, pulls Jessica's hair.
2. You have made a poster about buildings and have put it on one wall of the block center. Tim (3 years old) rips it off the wall, crumples it up, and throws it on the floor.
3. You have announced clean-up time and the children who were playing in the block center have left the area and scattered through out the room
4. Five year old Rachael left the puzzle she had been working on to get a drink of water. Sandra sat in Rachael's' chair and began putting the puzzle together. Rachael returned and declared that the puzzle was hers. The girls had a conflict over the puzzle and each became angry.
5. Five year old Jeremy is throwing sand at the other children outside. You have reminded him of the limit and the reason for it but h has ignored you.
6. Elaine, who is almost 2, is playing at the puzzle table. She is slipping the puzzles pieces into her picket. You have already told her twice to keep the pieces on the table so they won't get lost, but she continues to slip them into her pocket.

7. As you scan the room, you see John and David hanging on to a truck, both shouting, "I had it first!" and "I can keep it until I'm done with it".
  8. Three year old Kim is stubbornly refusing to get ready to go outside. She is kicking her feet, screaming, and refusing your attempts to get her dressed and ready to go out with the group.
  9. You have just seen Nathan push and bump his way across one of the climbing structures outside at recess. Mattie bruised her elbow when she slammed against a bar after Nathan bumped her.
  10. The children in the block center were playing smoothly with one another until Kyle joined the group and took a block from Joel's structure. Joel reacted by slugging Kyle and screaming at him.
  11. Four year old Daniel is excitedly pedaling around the course you have set up outside on the playground. He crashes his tricycle into Amanda's as he turns the corner, knocking her off her tricycle.
  12. Camille is racing toward other children on their bikes, stopping just short of them as he gets close.
  13. Daniel is pedaling furiously toward a child who has stopped. Prior to this, he knocked another child off a trike when he deliberately rammed it with his.
  14. Susan has just torn Sarah's painting and Sarah is crying.
  15. Three year old Jeanine will only interact with you and not the other adults in the room and insists that you sit with her in the book center and read to her one story after the other. If you leave the book center, she follows you around the room, refusing to let you play with the other children.
- E. A frustrated parent of a five year old child in you program has approached you asking what she should do to get her child to put her trike away and not leave it in the driveway. Offer this mother your practical and realistic suggestions for guiding her child. (4 points)
- F. A parent has told you that you must give her child rewards (stickers, stars for her good behavior. Explain to this parent your viewpoint on the use and effectiveness of these types of rewards (4 points).