

**CDEC 1319
Child Guidance**

Western Texas College

- I. Basic Course Information
 - A. Course Description: An exploration of guidance strategies for promoting prosocial behaviors individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences.
 - B. Required Prerequisite: None
- II. Student Learning Outcomes
 - A. Describe theories related to child guidance
 - B. Explain how guidance promotes autonomy, self-discipline, and pro-social skills
 - C. Identify familial and cultural influences on child guidance
 - D. Apply guidance techniques
- III. Testing Requirements
 - A. The final exam must be proctored. (ask your instructor for more details)
 - B. Students will NOT be allowed to use their book and notes for the final exam
- IV. Major Course Requirements
 - A. Assignments 60%
 - B. Attendance 20%
 - C. Final 20%
- V. Information on Books
 - A. Required Book: Positive Child Guidance, 7th Edition Cengage Learning
- VI. Other Policies, Procedures and important dates. Please refer to the [WTC Catalog](#) for the following:
 - A. Campus Calendar
 - B. Final Exam Schedule
 - C. How to drop a class
 - D. Withdrawal Information
 - E. Student Conduct/Academic Integrity
 - F. Class Attendance
 - G. Student with disabilities
- VII. Course Content

Chapter 1	Why Guidance Matters	Child Rearing in Today's World Developmentally Appropriate Practice Positive Child Guidance
Chapter 2	Historical Perspectives and Guidance	Historical Perspectives Child in Society Philosophies of Guidance

Chapter 3	Understanding Children's Behavior	<p>Ages and Stages</p> <p>Infants (Birth to 12 months)</p> <p>Toddlers (12 months to 3 years)</p> <p>Preschoolers (3 to 5 years)</p> <p>Early School-Agers (5 to 8 years)</p> <p>Older School-Agers (9 to 12 years)</p>
Chapter 4	How to Observe Children	<p>Identifying Personal Biases</p> <p>Observation Sequence</p> <p>Observation Strategies</p>
Chapter 5	Serving Culturally Diverse Children and Families	<p>Culture</p> <p>Children and Families in their Communities</p> <p>Prejudice, Racism, and Discrimination</p> <p>Culture Shapes Guidance</p> <p>Respecting Culture</p>
Chapter 6	Understanding Children with Ability Differences	<p>Laws and Programs</p> <p>Physical Conditions Affect Behaviors</p>
Chapter 7	Designing Developmentally Appropriate Environments Inside and Out	<p>Nurture Appropriate Behavior</p> <p>DAP Environment</p> <p>Calm, Peaceful Classroom Atmosphere</p> <p>Outdoor Environment</p> <p>Nurturing Social Environment</p> <p>Nurturing Adult</p>
Chapter 8	Building Relationships through Positive Communication	<p>Foundation for Positive Communication</p> <p>Addressing Underlying Feelings</p> <p>Positive Instructions versus Negative Commands</p> <p>Assertive Communication</p> <p>Nonproductive Communication</p> <p>Conflict Resolution</p>
Chapter 9	Fundamental Causes of Positive and Negative Behavior	<p>Moral Development</p> <p>Defining Negative Behavior</p> <p>Temperament</p> <p>Problem Behavior</p>

Chapter 10	Effective Guidance Interventions	Behaviors Harmful or Unfair Behaviors Assertively Shape Positive Behavior Adapt
Chapter 11	Mistaken Goals, Motivation, and Mindfulness	Misbehavior Child Abuse or Neglect Meeting Adult Needs Punishment versus Guidance Consequences Maslow's Hierarchy Social-Emotional Intelligence
	Keeping Records	Anecdotal Records Running Account Time Sampling Event Sampling

Last Modified: January 10, 2017