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Early Care, Education and Family Studies (ECEP) 1654 Discipline Techniques for School-Age Children and Adolescents (1 Unit) CSU

[formerly Early Childhood Education 1654; Early Childhood Education 18D]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Total Hours: 16 hours lecture

Catalog Description: This course is designed to assist child care providers and teachers in dealing with challenging behaviors in the school age child and adolescent. This course will cover the possible reasons for behavior, and strategies for assessing, preventing and addressing them. Special attention will be given to challenges specific to this age group, as well as how to develop a school culture that promotes respect of individual and collective needs and abilities.

Type of Class/Course: Degree Credit

Textbook:

Gartrell, Dan. *A Guidance Approach for the Encouraging Classroom*. 6th ed. Boston: Cengage, 2014. Print.

Faber, Adele, and Elaine Mazlish. *How to Talk so Teens will Listen and Listen so Teens will Talk*. New York: Scribner, 2012. Print.

Course Objectives:

By the end of the course, a successful student will be able to

1. Describe challenges school age children and adolescents face,
2. explain strategies for resolving conflicts among children and adolescents
3. assist children in developing empathy and respect toward each other,
4. develop skills for assessing developmental needs and relationships,
5. identify programs and curricula designed for teaching and encouraging prosocial behavior,
6. analyze and demonstrate appropriate responses to conflict and challenging behaviors, and
7. demonstrate how to create a school climate respectful of individual needs, abilities and culture.

Course Scope and Content:

Unit I Developmental Needs and Issues of School Age Children and Adolescents
 A. Theory

- B. Developmental Issues
- C. Risky Behavior, Peer Pressure, Moral Development, Stress and Self Esteem

Unit II Foundations of a Guidance Approach and Discipline

- A. The Guidance Tradition
- B. Discipline Techniques
- C. Consequences that are Respectful

Unit III Building the Encouraging Classroom and Respectful School Climate

- A. Creating a Climate for the Encouraging Classroom
- B. Programs and Resources
- C. The Role of the Teacher and Parent
- D. Communication between Home and School

Unit IV Solving Problems in the Encouraging Classroom

- A. Guiding Children to Problem Solve
- B. Teaching Conflict Resolution Skills
- C. Respectful Consequences
- D. Natural and Logical Consequences
- E. Including Children and Adolescents

Learning Activities Required Outside of Class

The students in this class will spend a minimum of 2 hours per week outside of the regular class time doing the following:

1. Designing and using activities from the workbooks
2. Completing required reading
3. Writing in their journals

Methods of Instruction:

1. Films of videos when available
2. Workshops
3. Visiting specialists
4. Class presentations
5. Readings and evaluations
6. Peer interactions and problem solving

Methods of Evaluation:

1. Written assignments, including
 - a. journal entries
 - b. self-assessment inventory on class presentations
2. Skill demonstrations, including
 - a. presentations
3. Other examinations, including
 - a. essay

b. oral

Supplemental Data:

TOP Code:	130550: The School Age Child
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE