



EDUCATION

PATHWAY: Early Childhood Education

COURSE: Introduction to Early Childhood Education

UNIT: Unit 10 ~ Guidance and Collaborative Relationships



INTRODUCTION

Annotation:

Teachers facilitate the development of social skills, self-control, and self-regulation in children by using positive guidance techniques, such as modeling and encouraging expected behavior, redirecting children to more acceptable activities, setting clear limits, and intervening to enforce consequences for unacceptable, harmful behavior.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 12 (50 min) periods

Author: Landis Dekle Hicks

Academic Review: Ben Tanner

Special Education Review: Lindsey Welborn

Additional Review: Rhonda Colwell

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU-IECE-5.

Students will demonstrate techniques for positive collaborative relationships with children.

- a. Explain the components of effective communication with children.
- b. Examine guidance approaches that include modeling, behavior modification, and cognitive and psychoanalytic approaches.
- c. Determine developmentally appropriate practices that promote self-discipline.
- d. Distinguish guidance strategies, including direct and indirect, that promote positive behavior in children.
- e. Determine the impact of negative guidance such as physical punishment and threats on children.
- f. Examine the impact of supervision on children's learning.
- g. Apply principles for working with children displaying negative behavior.

GPS Academic Standards:

ELA 9-12 W1

ELA 9-12 LSV1

ELA 9-12 RL5

SSPVB3: The student will identify abnormal behavior and treatment.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Pro-social behaviors have to be nurtured in an atmosphere of acceptance.
- According to Dreikurs, all children's misbehaviors stem from one of four underlying goals: attention, power, revenge, and inadequacy.
- In humanistic psychology, the basic, underlying tenet is mutual respect and acceptance between adult and child.
- Behavior management is based on the notion that children's behavior can be changed by changing the environment.
- An eclectic approach to guidance allows teachers to select those features of various approaches that work best for them.
- The long-range goal is for children to learn constructive ways of solving problems.

Essential Questions:

- What are some philosophies of guidance and how do you select one that works well for you and the children in your care?
- What techniques or guidance are available and how and when should these be used?
- How do you differentiate between behaviors that fall within the range of "normal" and ones that are so problematic that you should seek help?

- What factors affect children’s behavior?
- How can you help children deal with and learn alternative behaviors such as aggression, biting, and shyness?
- What behaviors do we expect of young children?

Knowledge from this Unit:

- Vocabulary Terms
- Goals of classroom guidance
- Guidance approaches
- Techniques for communicating with young children
- Effective methods of discipline

Skills from this Unit:

- Identify goals of classroom guidance
- Describe effective techniques for communicating with young children
- Distinguish between punishment and positive discipline
- Distinguish between effective and ineffective methods of discipline
- Describe ways in which caregivers can guide children’s emotional, social, and moral development
- Suggest approaches for guiding especially troubled children



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary: Inductive reasoning, active listening, consequences, I-message, positive discipline, positive reinforcement, redirection, self-discipline, guidance, aggression, attachment disorders, biblio-therapy, cuing, logical consequences, sensory deficit, successive approximations, and you-message.
4. Guest speakers: EBD teacher, assistant principal in charge of discipline, school resource officer, administrator or counselor from alternative school (5 – a. – g.).
5. Stage a situation where several students “act out” while another student is leading a lesson or activity. Reflect. (5 – a. b. d. g.)
6. Observe in a lab setting to identify classroom management techniques. Possibly even complete a frequency count or running record. Discuss findings and/or write a reflective essay. (5 – b. c.)
7. Video bad behavior. Model effective and ineffective methods and techniques to handle the behaviors. Use video broadcast to view and critique. Students write a one page summary of the effective methods and why they worked. (5 – g.)
8. View *The Spanking Controversy* video and debate physical (corporal) punishment. (5 – e.)
9. Use a folder to hold a problem behavior scenario on paper. The folder is passed to all small groups. Group responds with chosen technique for handling the problem; write answer on piece of paper; paper is placed in group envelope which is attached to inside of envelope. After all folders have circulated all groups, instructor reads the responses and class votes on best response. (5 – b. f.)
10. Observe adults dealing with children’s behavior in public settings, such as a store, restaurant, or supermarket. Make notes on the situations, the responses, and the outcomes. Analyze what you observed. Describe in writing two positive situations observed. What made them positive? Describe two negative situations. Recommend a positive approach that would have been more effective. (5 – d. – g.)
11. Write and illustrate a story for preschoolers that focus on how two children solved a problem or resolved a conflict. Keep the story simple and brief enough to hold children’s interest. If possible, use a tape recorder or video camera to record self as you read (or pretend to read) the story to a group of children. Follow the guidelines for good communication. (5 – b. c.)

12. Ask two student volunteers to play the part of preschool children and stage a conflict. Demonstrate or have another student demonstrate how a caregiver might help them resolve the conflict, following guidelines. (5 – b. c. d. f.)
13. The professional journals from NAEYC such as Young Children have an abundance of articles on guidance and discipline. Use jig-saw or pair share techniques for reviewing, discussing and writing reviews. (5 – a. – g.)
14. “Facing The Challenge” 2 disc set, DVDs & Trainer guides are excellent resources for showing a module then having interactive discussion with the class. The training guides also have extending activities. (5 – a. – g.)
15. “Guiding Children” Microsoft PowerPoint Presentation is a very thorough PowerPoint that can be purchased and used as a sounding board for discussion. (5 – a. – g.)
16. The “Guidance Game” PowerPoint can be used as review, introduction, or motivational activity. (5 – a. – g.)
17. Supplemental Resource (must be purchased): Re Conscious Discipline[®] is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline[®] has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. The DVD has 9 workshops; the CD Rom has extensive hand outs and supplemental material. The series can be purchased at www.beckybailey.com.

Attachments for Learning Experiences:

[Guidance Game powerpoint](#)

Notes & Reflections:

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



UNIT RESOURCES

Web Resources:

- www.beckybailey.com

Materials & Equipment:

- “Facing The Challenge” 2 disc set, dvds & Trainer guides, Devereux Foundation, www.devereuxearlychildhood.org/videos
- “Guiding Children” Microsoft Powerpoint Presentation, CEV 70013, 800-922-9965, www.cevmultimedia.com

Textbooks:

Beginnings and Beyond 7
Working With Young Children 13, 14, 15
The Child Care Professional 15
Foundations of Early Childhood Education 3, 5
Introduction to Early Childhood Education 15

Related Videos:

- “101’s Guide to Positive Discipline” 2-video-Set, Old Dominion University, www.dl.odu.edu/101s
- “Give Yourself a Hand: Guidelines for Successful Group Times” video, Educational Productions
- “Discipline: Teaching Limits With Love” video, I Am Your Child video series
- “Touch A Heart, Teach A Mind” video, www.beckybailey.com, 800-842-2846

Related Computer Program:

- “Correcting Problem Behavior” MB&A Training on Demand CD, 877-655-7139

Professional Resource for Instructor:

- Behavior Guidance for Infants & Toddlers, Honig, Southern Early Childhood Association
- The Power of Guidance, Gartrell, NAEYC & Thomsom Delmar Learning
- Learning to Listen, Listening to Learn, Jalong, NAEYC #2008
- Preschool Classroom Management, Warner & Lynch, Gryphon House

What 21st Century Technology was used in this unit:

- Slide Show Software
- Interactive Whiteboard
- Student Response System
- Web Design Software
- Animation Software
- Email

- Graphing Software
- Calculator
- Desktop Publishing
- Blog
- Wiki
- Website

- Audio File(s)
- Graphic Organizer
- Image File(s)
- Video
- Electronic Game or Puzzle Maker