

EDPS 277: Nurturing and Guiding the Young Child

Purdue University North Central

Education Department

Spring, 2011



I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.

Dr. Haim Ginott

Instructor Information

Dr. Mary Jane Eisenhauer

Assistant Professor, Early Childhood Education

Phone: 785.5637

Email: meisenhauer@pnc.edu

Office: Tech 310

Course Information

3 credit hours

Thursdays, 11:00 a.m. – 1:50 p.m.

TECH 214

Office Hours: Wed, 10 – noon; Thurs 9
– 11 am; and by appointment.

Course Description: Students will explore the connection between developmental needs of young children and best practices for guidance. Methods for management in early care and education settings to promote pro-social behaviors.

Course Readings:

Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York: Harper Collins.

In addition to the required text for this course, there will be articles, websites and other readings posted on Blackboard. Students are required to keep up with the reading outside of class. See bibliography for recommended supplemental readings.

Course Materials

You will need to subscribe to TaskStream, an online assessment tool. Go to www.taskstream.com and click on subscribe. Follow the directions to enroll for a subscription. We will use Blackboard for all course tools, resources and information.

Learning Goals:

The candidate will:

- Describe the integrative nature of children's social-emotional development;
- Explain the principles underlying theories of child guidance;
- Compare research-based guidance practices;
- Reflect on one's childhood experiences as they relate to developing competence, autonomy and self-control and the impact that has one's own philosophy;
- Develop a philosophy of child guidance that incorporates strategies for use with children in early care and education settings.

Course Requirements

- Complete the **assigned readings** before class meetings.
- **Participate** in class each week with thoughtful, relevant contributions that demonstrate your evolving understanding of the course content. This includes, and is not limited to, discussions, written work, small group projects, and in-class assignments. Students are expected to conduct themselves in a professional manner and to respect all members of the classroom community.
- Engage in **Self-Reflection**, considering your beliefs about guidance of young children, your role in nurturing pro-social behaviors and the factors that influence your relationships with children and families.
- Attend and actively participate in a professional development experience, "**Small Steps Big Success**" sponsored by Success by 6. Complete a written summary and reflection.
- Complete a **Book Review** from the list provided in class using the course framework and guiding principles.
- Collaborate with classmates to develop an exploration of **Challenging Behaviors**.
- Complete a project to synthesize and integrate your **Guidance Philosophy**.

*Additional **individual or class projects** related to the course content that may be assigned. Specific guidelines and rubrics for the components of each requirement will be provided.

Teacher Responsibilities in the Learning Process:

It is expected that I will be prepared each week to create an environment conducive to the learning process. In addition, I have tried to create active learning activities and to provide classroom experiences that I believe will enhance the educational experiences of all students.

Student Responsibilities in the Learning Process:

It is expected that you will come to class prepared to participate in the learning process. An example of being prepared is that you complete readings before the class meeting and are ready to ask relevant questions. Learning is social and best learned in a community of learners. We, including myself, are all teachers and learners in the educational process. Your contribution to your classmates' learning is considered an integral part of this course.

ADA

If you have a disability and will need accommodations, let me know by the second week of classes. Please provide appropriate documentation and request accommodations with the Disability Services Coordinator, LSF 029, 785-5374.

Professional Behaviors:

The Early Childhood Education program at PNC adheres to the NAEYC Code of Ethical Conduct and Education Department Professional Behaviors and Dispositions. Your demeanor, attendance, punctuality, attitude, preparedness, as well as your willingness to grow and learn reflect your professionalism and readiness to be an early childhood educator. The teacher education faculty prepares you to enter a very important profession. Failure to comply with the following behaviors will lead to a Professional Progress Report which can result in the development of a remediation plan and possible removal from the program. These behaviors apply to your interactions with all faculty, staff, and students at both Purdue North Central and in all teaching placements.

Professionalism: Demonstrates acceptable professional behaviors and appearance/hygiene.

Preparedness: Is prepared for each class.

Flexibility: Demonstrates flexibility regarding course content, class scheduling, and other changes deemed necessary by professor.



Attendance: Purdue’s attendance policy states that students are expected to be present for every meeting of the classes in which they are enrolled. You are expected to attend all class sessions, to arrive on time, and to actively participate in discussions and activities. Arriving late and/or leaving early is considered both unprofessional and as an absence. Students are responsible for any materials (announcements, notes, handouts, etc.) they miss due for any reason. Simply stated, if you are not in class, you cannot participate. **You will be allowed one absence for illness.** As a professional courtesy, please call or send an email to meisenhauer@pnc.edu or call 219.785.5637 before the class session you will be missing.

A-Absence

0-1 A	2 A	3 A	4 A
15 pts	8 pts	3 pts	0 pts

Respect: Treats others with courtesy, respect and open-mindedness.

Integrity/Honesty: Acknowledges the work of others and protects confidential information. Does not engage in any activities that have been deemed unethical or dishonest according to Purdue North Central Student Handbook.

Stays Informed: Reads the Elementary Education information on the web, referring to it regularly in order to remain informed of responsibilities to the Elementary Education Program process.

Safe and Responsible: Agrees to act in a safe and responsible manner, avoiding any action that might put others at physical and/or emotional risk.

Problem Solver: Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.

Accepts Feedback: Is receptive to constructive comments, implements changes, and seeks feedback from others.

Cheating and Plagiarism

Although the learning activities for this course are not conducive to cheating and plagiarism, academic misconduct is taken very seriously. The following statement is from the student handbook:



Student Academic Misconduct Statement

Source: Regulations Governing Student Conduct, Disciplinary Proceedings and Appeals, Section B, Paragraph 1.2a

The following actions constitute misconduct for which students may be subject to administrative action or disciplinary penalties:

- a. Dishonesty in connection with any University activity. Cheating, plagiarism, and knowingly furnishing false information to the University are examples of dishonesty. The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghostwritten papers, the use of substitutes for taking examinations, the use of illegal crib sheets, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.

Course Assessment:



Attendance, Professionalism, Participation	15 pts
Success by 6 Written Summary & Reflection	15 pts
Book Review	15 pts
Group Project: Challenging Behavior Scenarios	25 pts
Final Project: Guidance Philosophy	<u>30 pts</u>
TOTAL	100 pts
Extra Credit: Poster for Early Childhood Conference	10 pts

Please note: Late assignments will not be accepted.

Specific rubrics for each assignment will be given. Evaluation of written assignments will be based on content as well as the use of Standard English, correct grammar and spelling. Academic papers should be typed (double-spaced, one inch margins, black ink). It is absolutely required that you provide thorough citations for any resources you use. Use a style guide for consistency in grammar, bibliographic citations, and reference listings (APA preferred).

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

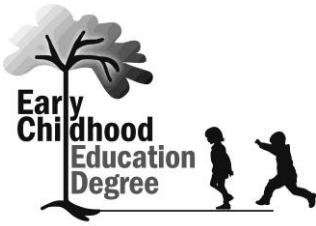
Suggested Bibliography:

- Balaban, N. (2006). *Everyday goodbyes: Starting school and early care. A guide to the separation process*. New York: Teachers College Press.
- Copple, C. & Bredekamp, S. (eds.). (2009). *Developmentally appropriate practice in early childhood programs*. (3rd ed.). Washington, DC: NAEYC.
- Epstein, A. S. (2009). *Me, you, us: Social-emotional learning in preschool*. Ypsilanti, MI: High Scope Press.
- Flicker, E.S. & Hoffman, J.A. (2006). *Guiding children's behavior: Developmental discipline in the classroom*. New York: Teachers College Press.
- Hyson, M. (2003). *The emotional development of young children: Building an emotion-centered curriculum*. (2nd ed.). New York: Teachers College Press.
- Kaiser, B. & Rasminsky, J.S. (2006). *Challenging behavior in young children* (2nd ed.). Boston: Allyn & Bacon.
- Kemple, K.M. (2003). *Let's be friends: Peer competence and social inclusion in early childhood programs*. New York: Teachers College Press.
- Keyser, J. (2006). *From parents to partners: Building a family-centered early childhood program*. Washington, DC: NAEYC.
- Koplow, L. (2002). *Creating schools that heal: Real-life solutions*. New York: Teachers College Press.
- Levin, D.E. & Carlsson-Paige, N. (2006). *The war play dilemma: What every parent and teacher needs to know*. (2nd ed.). New York: Teachers College Press.
- Marion, M.C. (2007). *Guidance of young children* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Mercer, J. (2005). *Understanding attachment: Parenting, child care, and emotional development*. Westport, CT: Praeger Publishing.
- Riley, D., San Juan, R.R., Klinkner, J., Ramminger, A. (2008). *Social & emotional development: Connecting science and practice in early childhood settings*. St. Paul, MN: Redleaf Press.
- Rogovin, P. (2004). *Why can't you behave? The teacher's guide to creative classroom management, K – 3*. Portsmouth, NH: Heinemann.
- Sigsgaard, E. (2005). *Scolding: Why it hurts more than it helps*. New York: Teachers College Press.
- Stone, J.G. (1978). *A guide to discipline* (Rev. ed.). Washington, DC: NAEYC.

**INTASC Principles and NAEYC Standards Addressed in
this Course**

NAEYC Initial Licensure Standards	INTASC Principles									
	1. Making Content Meaningful	2. Human Development & Learning	3. Diverse Learners	4. Instructional Strategies	5. Motivation & Management	6. Communication	7. Instructional Planning	8. Assessment of Student Learning	9. Reflection & Professional Development	10. Collaboration
1. Promoting Child Development & Learning 1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments		X *	X *							
2. Building Family & Community Relationships 2a. Knowing about and understanding family characteristics 2b. Supporting and empowering families and communities through respectful, reciprocal relationships 2c. Involving families and communities in their children’s development and learning			X *				X *			X *
4. Teaching and Learning 4a. Connecting with children & families 4b. Using developmentally effective approaches						X * *				X * *
5. Becoming a professional 5a. Identifying and involving oneself with the early childhood field 5b. Knowing about and upholding ethical standards and other professional guidelines 5d. Integrating knowledgeable, reflective, and critical perspectives on early education								X * * *	X * * *	

X = aligned; * = aligned, with a primary emphasis



Class Schedule EDPS 277 (Thursdays, 11:00 a.m. – 1:50 p.m.)

This is a tentative schedule and subject to change. Additional readings announced in class.

Week/ Date	Topic	Readings	Assignments
1 Jan 13	Course Introduction What is social-emotional development? What experiences and beliefs do I bring to this?		
2 Jan 20	Foundations: The Guidance Tradition What are the values underlying the guidance of children?	<i>"Developmental Discipline"</i> <i>"What is S-E learning?"</i>	
3 Jan 27	Guiding Principles: How are these principles applied in early care and education?	<i>"Chapter 3"</i> <i>"You Got It"</i>	Self-Reflection
Jan 31 6:30 pm	Small Steps Big Success <i>The Great Discovery: Searching Beyond Behavior and Toddlers to Uncover Meaning</i>		
4 Feb 3	Child Development: Social-Emotional Development	<i>Mind in the Making</i>	
5 Feb 10	What are the essential life skills?		
6 Feb 17	In what ways can I support children's development?		
Feb 21 6:30 pm	Small Steps Big Success <i>Managing Challenging Behaviors in Children with Special Needs: Does "Special Needs" Mean Special Privileges?</i>		
7 Feb 24	The Environment: Nurturing Positive Relationships	<i>Mind in the Making</i>	
8 Mar 3	No on-campus class meeting. Work Time: Book Review		Book Review
9 Mar 10	Spring Break – No Class Meeting		
10 Mar 17	What is an appropriate structure to promote social-emotional development? How do I encourage development through play? What are the classroom applications?	<i>"Use the Environment"</i> <i>"Kindness in a Jar"</i> <i>"Building an Encouraging Classroom"</i>	
11 Mar 24	Problem Solving Challenging behavior or mistaken behavior?	<i>"A Different Look"</i> <i>"Helping Young Children Deal with Anger"</i>	Extra Credit Assignment
Mar 28 6:30 pm	Small Steps Big Success <i>Thinking Outside the Box: Looking Beyond What You Know</i>		
12 Mar 31	What are appropriate intervention strategies?	<i>"When Young Children Bite"</i> <i>"Democratic Discipline"</i>	
13 Ap 7	Small Group Work Time: Challenging Behavior Scenarios		Last chance: Sby6 Summary & Reflection

14 Ap 14	How do I work with families when problem solving?	TBA	Challenging Behavior Scenario
15 Ap 21	Putting the pieces together.		Challenging Behavior Scenario
16 Ap28	Reflection What is my role in nurturing and guiding young children's development?		
April 30 8:30 am - 4:30 pm	PNC's 5th Annual Early Childhood Conference: I Spy Success		
May 5	Final Exam Week - Guidance Philosophy (Key Assignment submitted to Taskstream)		

