Prefix & Number: ECE 456
Title: Positive Discipline in Early Childhood Programs
Credit: 3 hours
Semester/Time/Location: Fall 2015 CEB218 Wed.4:00-6:45 p.m.
Instructor: Dr. Claire Tredwell, Ph.D.
Office Location: LBECEC 125 UNLV/CSUN Preschool
Office Hours: By Appointment
Telephone/Email: 895-1322    claire.tredwell@unlv.edu

Prerequisite Course(s): none

Course Description:
This course will explore current research and approaches in managing and guiding young children’s behavior in early childhood programs. Guidance and discipline is considered within a framework of child development and developmentally appropriate practice. Methods including theoretical approaches, respecting diversity, understanding vulnerabilities, and analysis of discipline problems will be covered.

Course Objectives:

InTASC Standards Addressed:
Standard 1.0   Learner Development
Standard 2.0   Learning Differences
Standard 3.0   Learning Environments
Standard 4.0   Content Knowledge
Standard 5.0   Application of Content
Standard 6.0   Assessment
Standard 7.0   Planning for Instruction
Standard 8.0   Instructional Strategies
Standard 9.0   Professional Learning and Ethical Practices
Standard 10.0  Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:
Standard 1: Promoting Child Development and Learning
Standard 2: Building Family and Community Relationships
Standard 3: Observing, Documenting, and Assessing to Support Young Children
Standard 4: Using Developmentally Effective Approaches
Standard 5: Using Content Knowledge to Build Meaningful Curriculum
Standard 6: Becoming a Professional
Standard 7: Field Experiences
Knowledge

(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Acquire knowledge on theories of guidance and discipline for young children. \textit{InTASC3k, NAEYC4.b, NAEYC4.c}

2. Use knowledge of typical sequential development of self-regulation to identify individual differences of young children in their development and demonstrate an understanding of the conditions that affect children’s affective development. \textit{InTASC1d, NAEYC4.b, NAEYC4.c}

3. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning. \textit{InTASC1g, InTASC2k, NAEYC3.d, NAEYC4.a}

4. Observe, record, and assess young children’s development and learning and engage children in self-assessment for the purpose of planning appropriate programs for individuals. \textit{InTASC6b, InTASC6d, NAEYC3.a, NAEYC3.b, NAEYC3.c, NAEYC3.d, NAEY4.}

Performance (Skills)

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in manner that ensures that all students are learning.)

1. Demonstrate ways that teachers can contribute to self-regulation development. \textit{InTASC2a, InTASC2b, NAEYC3.b, NAEY4.a}

2. Develop and implement an integrated curriculum that focuses on children’s guidance and discipline needs and interests. \textit{InTASC4b (NAEYC3.b, NAEY4.a)}

3. Create, evaluate, and select developmentally appropriate materials, equipment, and environments and integrate learning experiences and guidance and discipline. \textit{InTASC6g, InTASC6h NAEYC3.a, NAEYC3.b, NAEYC3.c, NAEYC4.a}

4. Develop positive and supportive relationship with children through individual and group guidance. \textit{InTASC1b, InTASC8b, NAEYCE4.a}

5. Incorporate knowledge and strategies from multiple disciplines
into the design of intervention strategies and integrate goals from IEP’s and IFSP’s into daily activities and routines.

InTASC5b, InTASC5e, NAEYC3.d, NAEYC4.a

6. Establish positive, collaborative relationships with families.

InTASC3a, NAEYC3.d, NAEYC4.a

Disposition(s)

(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth, guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Respect parents’ choices and goals for children and communicate effectively with parents about curriculum and children’s progress. InTASC3n, NAEYC3.d)

2. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. InTASC6q, NAEYC3.a, NAEYC3.b, NAEYC3.c

3. Develop and use authentic, performance-based assessments of children’s learning to assist in planning and to communicate with children and parents. InTASC6t, InTASC6u, NAEYC3.a, NAEYC3.b, NAEYC3.c, NAEYC3.d, NAEYC4.a)

4. Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. InTASC6t, NAEYC3.a, NAEYC3.b, NAEYC3.c

Texts, Readings, and Instructional Resources:

Required Text:


Additional Recommended Reading:

Assignments, Evaluation Procedures, and Grading Policy

Academic Requirements

1. **Classroom Management Plan ~ Due October 14, 2015**
   Students will create a classroom management plan which will identify concrete plans for supporting the guidance of young children through the transitions and activities of a full day early childhood program. The management plan will include: (1) a daily schedule, (2) a listing of guiding regulations for the classroom environment, (3) planned activities or routines for daily transitions. The plan should be no more than three pages in length. Appropriate reference of guiding activities must be included. (10 points)

2. **Parent Newsletter ~ Due November 18, 2015**
   Students will create a newsletter for parents to communicate the importance of supporting young children through clear expectations. The newsletter should focus on a specific age group (i.e., toddler, 3 year old, Kindergarten age, etc.) and address a variety of common guidance strategies (i.e., giving choices, advising children in advance of changes to activities, etc.) to encourage understanding of guidance strategies utilized in an early childhood setting. At least three different activities appropriate for providing guidance at home should be included. All newsletters should be comprehensive in scope, aesthetically pleasing, include language appropriate for the target audience of parents and families. Share your newsletter with your classmates by posting it in the discussion tab on webcampus. (30 points)

3. **Salient Point Discussions ~ Due September 16, October 7, November 4**
   For each Part I, II, III of the text, students will identify and discuss one or two salient (particularly noticeable, striking, or relevant) points. Each point identified will be discussed in terms of the importance for supporting positive behavior in child care programs. The following questions should be answered for each identified point: (1) what is the point of importance for you? and (2) how might the point influence your actions when guiding children? Each discussion must be at least 300 words in length. Post your discussion for your classmates to view via the discussion tab. Discussions must be posted
in order to be graded. (6 points for first discussion, 16 points for second discussion, and 8 points for third discussion for a total of 30 points).

4. **Pro-Social Behavior Unit Plan ~ Primary Assignment ~ Due Dec. 2**

Students will identify a child who is experiencing some difficulty demonstrating appropriate behavior in an early childhood program. All activities and strategies should be developmentally appropriate for the targeted age group and must reflect a clear and logical sequence/progression of the child’s development.

The Pro-Social Behavior Plan will include: (1) observational assessments, (2) goals for behavioral change based on the assessments, (3) strategies for implementing the behavioral goals, (4) assessment methods for effectiveness of strategy implementation, (5) evaluation and reassessment plans, and (6) a reflective piece (your thoughts on the use of the plan in your future teaching). Group Share in class.

(30 points)

**Administrative Requirements**

All assignments will be due on the assigned days unless arrangements have been made with the professor. If the assignment is late and no arrangements have been made, one point will be deducted for each day an assignment is late.

**Administrative Requirements:**

1. Attendance and participation in learning activities (in class and outside of class) that includes discussion, role-play and simulations, individual and collaborative learning/problem solving processes.
2. All assignments are due on the day indicated in the course schedule. One point will be deducted for each day an assignment is late. Missed assignments cannot be made up and will result in a score of 0 (zero).
3. A grade of “incomplete” will be granted only if the student has:
   a. Completed 75% of the course,
   b. Earned a grade of “C” or better at the time the incomplete grade is requested
   c. The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
   d. The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is not grading penalty for completing the course by the agreed upon date.
4. All assignments MUST be typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).

**Grading Policy**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<td>B+</td>
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<td>B</td>
<td>83 – 86</td>
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<td>D-</td>
<td>60 – 62</td>
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<td>F</td>
<td>59 or less</td>
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ECE 456  Fall 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/ Videos</th>
<th>Assignments</th>
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</table>
| August 26  | Course Introduction  
Introduction to Guidance and Discipline                                | Syllabus review               | Read Chapters: 1, 2                             |
| Sept. 2    | Considering the affect of physical and emotional development on child behavior | Chapters: 1, 2                | Read Chapters 3, 4                             |
| Sept. 9    | Considering the affect of cognitive and social development on child  
Creating environments that prevent discipline problems                   | Chapters 3, 4  
ITERS/ECERS  
Pyramid model               | Read Chapters: 5, 6           |
| Sept. 16   | Planning programs that prevent discipline problems  
Teaching desirable behavior through modeling                                  | Chapters: 5, 6                | Read Chapters: 7, 8  
Salient Point Part I  
Discussion Due Today         |
| Sept. 23   | Effective discipline through effective communication  
Helping children understand and accept limits                                  | Chapters: 7, 8                | Read Chapters: 9, 10                             |
| Sept. 30   | Managing behavior externally  
Punishment versus discipline                                                  | Chapters: 9, 10               | Read Chapters: 11, 12                             |
| Oct. 7     | Childlike behaviors  
Immaturity  
Unmet needs                                                                  | Chapters: 11, 12  
Data Collection               | Read Chapter 13  
Salient Point Part II  
Discussion Due Today         |
| Oct. 14    | Meeting Diverse Needs                                                   | Chapter 13                     | Read Chapter 14  
Classroom Management Plan Due |
| Oct. 21    | Stress and Vulnerabilities                                              | Chapter 14                     | Read Chapter 15                                  |
| Oct. 28    | Analyzing Discipline Problems                                           | Chapter 15                     | Salient Discussion Part III Due Today           |
| Nov. 4     | Behavior Plans                                                          |                                | Newsletter Due                                  |
| Nov. 11    | HOLIDAY  NO CLASS                                                       |                                |                                                  |
| Nov. 18    | Positive Behavior Supports                                              |                                |                                                  |
| Nov. 25    | No Class: Research Day                                                  |                                |                                                  |
| Dec. 2     | Behavior Unit Plan Share  
Case reviews                                                                        |                                | Prosocial Behavior Unit Plan Notebook Due       |
Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. “If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0866 or TDD 895-0652.

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It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

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Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
## Pro-Social Behavior Unit Plan Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (10 points possible)</th>
<th>Completeness of Information (20 points possible)</th>
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<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Clear and logical sequence/order</td>
<td>Provides significant information</td>
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<tr>
<td></td>
<td>Easy to follow</td>
<td>All major components are described and discussed; goals and objectives, skills to be developed, content, lesson plans, evaluation, hands on activities, developmentally appropriate activities</td>
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<td>Typed</td>
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<td>Appropriate grammar and spelling</td>
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<tr>
<td><strong>Meets Expectations</strong></td>
<td>Somewhat logical sequence/order</td>
<td>Provides significant information</td>
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<tr>
<td></td>
<td>Difficult to follow</td>
<td>Major components are described and discussed with 5 of the 7 identified criteria listed above complete in depth</td>
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<td>Typed</td>
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<tr>
<td></td>
<td>Minimal grammar and spelling errors</td>
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<tr>
<td><strong>Below Expectations</strong></td>
<td>No logical sequence/order</td>
<td>Information is missing</td>
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<tr>
<td></td>
<td>Poor grammar and spelling</td>
<td>Major components are discussed with more than 5 of the identified criteria listed above missing in the description</td>
</tr>
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