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.

NAEYC GUIDELINES ADDRESSED

1. Promoting Child Development and Learning
Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
   a. Knowing and understanding young children’s characteristics and needs
   b. Knowing and understanding the multiple influences on development and learning
   c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

2. Building Family and Community Relationships
Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.
   a. Knowing about and understanding family and community characteristics
   b. Supporting and empowering families and communities through respectful, reciprocal relationships
   c. Involving families and communities in their children’s development and learning

3. Observing, Documenting, and Assessing to Support Young Children and Families
Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.
   a. Understanding the goals, benefits, and uses of assessment
   b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
   c. Understanding and practicing responsible assessment
   d. Knowing about assessment partnerships with families and other professionals
4. Teaching and Learning
Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

a. Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

b. Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children’s development and learning.

c. Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

d. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

5. Becoming a Professional
Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

a. Identifying and involving oneself with the early childhood field

b. Knowing about and upholding ethical standards and other professional guidelines

c. Engaging in continuous, collaborative learning to inform practice

d. Integrating knowledgeable, reflective, and critical perspectives on early education

e. Engaging in informed advocacy for children and the profession

Course Objectives:

Knowledge

1. Acquire knowledge on theories of guidance and discipline for young children.
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.
3. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning. (3.d, 4.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 (3.a, 3.b, 3.c, 3.d, 4.a)

Performance (Skills)

1. Demonstrate ways that teachers can contribute to self regulation development. (3.b, 4.a)
2. Develop and implement an integrated curriculum that focuses on children’s guidance and discipline needs and interests. (3.b,4.a)
3. Create, evaluate, and select developmentally appropriate materials, equipment, and environments and integrate learning experiences and guidance and discipline. (3.a, 3.b, 3.c, 4.a)
4. Develop positive and supportive relationship with children through individual and
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. (3.d, 4.a)
6. Establish positive, collaborative relationships with families. (3.d)

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. (3.d)
2. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (3.a, 3.b, 3.c)
3. Develop and use authentic, performance-based assessments of children’s learning to assist in planning and to communicate with children and parents. (3.a, 3.b, 3.c, 3.d, 4.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. (3.a, 3.b, 3.c, 4.a)

Texts, Readings, and Instructional Resources:

Required Text:

Additional Recommended Reading:
Web Resources:

DEC – Division of Early Childhood
ECTA – Early Childhood Teachers Association
NAECTE – National Association of Early Childhood Teacher Educators
NCCA -National Child Care Association
NACCP – National Association for Child Care Professionals
Nevada Department of Education
Nevada Head Start Association
Division of Child and Families
Nevada PEP Parent training & information center for families who have children with disabilities
The Nevada Registry
NAEYC – National Association for the Education of Young Children
NevAEYC – Nevada Association for the Education of Young Children

Administrative Requirements:

All assignments will be due on the assigned day unless arrangements have been made with the professor. Late assignments will not be accepted. Submit all assignments via Web Campus in .pdf format.

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. 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

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<th>Grade</th>
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<td>59 or less</td>
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Assignments, Evaluation Procedures, and Grading Policy

Academic Requirements

1. **Educator Guidance Interviews**    Due Sept. 16, 30, & Oct. 28 at 11:59 pm
   The objective of the guidance interview is to explore educator perceptions and practices relating to management of classroom and individual behavior.
   Arrange to interview three (3) experienced early childhood educators (at least three years of professional experience in an early childhood classroom). Prepare specific questions relating to the guidance and discipline of young children. Utilize the Guidance Interview Questions included in this syllabus. Any additional questions must be approved by the instructor prior to conducting the interviews. The interview report should include: (1) the questions you asked; (2) your findings; and (3) how the information will impact your practice. Students will prepare and submit a two-page discussion per interview. *Instructor comments will be provided for Interviews 1 & 2. A grade will be given upon completion of the 3rd interview report.
   Upload each assignment to WebCampus in .pdf format.
   (25% of final grade).

2. **Parent Newsletter**    Due Oct. 14 at 11:59 pm
   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.
   Upload each assignment to WebCampus in .pdf format.
   (20% of final grade)

3. **Classroom Management Plan**    Due Nov. 11 at 11:59 pm
   Students will create a classroom management plan that 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.
   Upload each assignment to WebCampus in .pdf format.
   (10% of final grade)

4. **Pro-Social Behavior Unit Plan**    Due Dec. 9 at 11:59 pm
   **Primary Assignment**
   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).
   Upload each assignment to WebCampus in .pdf format.
   (35% of final grade)
5. **Student Participation**

Students are expected to participate in the discussion forum on Web Campus. One original discussion post is due each Wednesday. Two original discussion replies are due each Friday. Discussion post topics and instructions are located in the course modules on Web Campus.

**Directions for Discussion:** In 3-5 paragraphs—a single paragraph includes about 5 sentences—discuss THREE points of interest from the above readings and/or videos. You must reference the article and/or video by title and author or link. Your discussion post must be clear, well written, free of grammatical errors, and professional (no text messaging language, slang, or jargon).

**Directions for Discussion Reply:** In at least 1 paragraph respectfully reply to two of your classmates’ discussion post. Each reply must address the views of your classmates. You may state whether you agree or disagree with your peer, however, you MUST give reasons for your position. You may also comment on your classmate’s view and discuss how the information is beneficial to you or others.

Discussions must be posted in the WebCampus Discussion forum.
(10% of final grade)
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<th>Readings</th>
<th>Activities</th>
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<td>Syllabus Article</td>
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<td>Introduction Post Pre-Test Survey Post-Test 1</td>
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<td>Finals Week</td>
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Disability 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.

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the Curriculum Materials Library (CML – CEB 101), or the Office of the Dean of the College of Education (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright.

Religious Holidays
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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The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

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.
Guidance Interview Questions

1. How many years have you worked with young children in early childhood programs?

2. What age group do you typically work with? (infant/toddler, preschool, kindergarten/grades 1 or 2)

3. Which limits or rules do you consider essential for any classroom?

4. How do you introduce young children to the limits of the classroom?

5. How do you phrase limits for young children?
## ECE 456
Guidance and Discipline in Early Childhood Programs Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (5 points possible)</th>
<th>Completeness of Information (20 points possible)</th>
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<td>Exceeds Expectations</td>
<td>Clear and logical sequence/order</td>
<td>Provides significant information</td>
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<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>Appropriate grammar and spelling</td>
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<td>Meets Expectations</td>
<td>Somewhat logical sequence/order</td>
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<td>Difficult to follow</td>
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<td>Minimal grammar and spelling errors</td>
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<td>Below Expectations</td>
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<td>Poor grammar and spelling</td>
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