Positive Discipline in Early Childhood Programs

“PREPARING PROFESSIONALS FOR CHANGING EDUCATIONAL CONTEXTS”
Department of Educational and Clinical Studies
College of Education, University of Nevada, Las Vegas

Prefix & Number: ECE 456
Title: Positive Discipline in Early Childhood Programs
Credit: 3 hours
Semester/Time/Location: Fall 2016
Instructor: Jennifer Buchter MEd, MSW, LSW
Office Location: CEB-111
Office Hours: Tues 12-4, Wed 10-4, Thurs 12-7, Fri 8-2. Additional hours available by appointment
Telephone/Email: 895-1383 jennifer.buchter@unlv.nevada.edu
Prerequisite Course(s): ECE-299

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. 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. 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. InTASC1g, InTASC2k, NAEYC3.d, NAEYC4.a)


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. InTASC2a, InTASC2b, NAEYC3.b, NAEYC4.a)

2. Develop and implement an integrated curriculum that focuses on children’s guidance and discipline needs and interests. InTASC4B (NAEYC3.b, NAEYC4.a)

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

4. Develop positive and supportive relationship with children through individual and group guidance. 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 Week 10**
   
   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. (50 points)

2. **Parent Newsletter ~ Due Week 13**
   
   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. (100 points)

3. **Discussions ~ Posting --- Due by the end of each week except first discussion**
   
   **Initial Response:** Due Wednesdays 11:59
   **Response Posting:** Due Thursdays 11:59
   **Group Summary Postings:** Due Saturday 11:59
   
   For each chapter 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. (5 points for posting your discussion per week and 3 points for your response to another student’s posting per discussion), (15 discussions, yielding 130 points)

   **This assignment must be completed in your assigned group via the discussion icon/link. You will be assigned to a discussion group.**
Discussion participation must be completed the due date/times noted.

4. **A Problem to Solve: ---Due Sunday 11:59**
   For each, A Problem to Solve, students will answer and post on web-campus. Each posting must be at least 200 words in length. Discussion must be posted in order to be graded (2 points for posting response). Respond after listening to the powerpoint and reading the prescribed chapter. (10 postings yielding 20 points)

5. **Pro-Social Behavior Unit Plan ~ Primary Assignment ~ Due Week 16**
   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). Share your Pro –Social Behaviour Unit Plan with your classmates by posting it. (100 points)

6. **Midterm (100 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 and will not be accepted 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).
Performance Assessment and Grading Policy

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>475-500</td>
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<tr>
<td>A-</td>
<td>450-474</td>
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<td>B+</td>
<td>435-449</td>
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Weekly Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/ Videos</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Thinking About Guidance and Discipline</td>
<td>PPT 1</td>
<td>Read Chapter: 1, A Problem to Solve:</td>
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<td>Week 2</td>
<td>Physical and Emotional Development Affect Child Behavior</td>
<td>PPT 2</td>
<td>Read Chapter: 2, Discussion 1, A problem to Solve</td>
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<td>Week 3</td>
<td>Intellectual and Social Development Affect Discipline</td>
<td>PPT 3</td>
<td>Read Chapter: 3, Discussion 2, A Problem to Solve</td>
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<td>Week 4</td>
<td>Creating Environments That Prevent Discipline Problems</td>
<td>PPT 4</td>
<td>Read Chapter: 4, Discussion 3, Questions for Reflection</td>
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<td>Week 5</td>
<td>Planning Programs That Prevent Discipline Problems</td>
<td>PPT 5</td>
<td>Read Chapter: 5, Discussion 4</td>
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<td>Week 6</td>
<td>Teaching Desirable Behavior Through Example</td>
<td>PPT 6</td>
<td>Read Chapter: 6, Discussion 5, A Problem to Solve</td>
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<td>Week 7</td>
<td>Effective Discipline Through Effective Communication</td>
<td>PPT 7</td>
<td>Read Chapter: 7, Discussion 6, A Problem to Solve</td>
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<td>Week 8</td>
<td>Helping Children Understand and Accept Limits</td>
<td>PPT 8</td>
<td>Read Chapter: 8, Discussion 7, A Problem to Solve</td>
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<td>Week 9</td>
<td>Midterm</td>
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<td>Week 10</td>
<td>Beyond Behaviorism</td>
<td>PPT 9</td>
<td>Read Chapter: 9, Discussion 9, A Problem to Solve: Classroom Management</td>
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Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>PPT</th>
<th>Discussion</th>
<th>Plan</th>
</tr>
</thead>
</table>
| Week 11  | Punishment Versus Discipline        | PPT 10| Discussion 10  | Read Chapter: 10  
A Problem to Solve                      |
| Week 12  | Childlike Behaviors                | PPT 11| Discussion 11  | Read Chapter: 11  
A Problem to Solve                      |
| Week 13  | Unmet Needs                         | PPT 12| Discussion 12  | Read Chapter: 12  
A Problem to Solve  
Newsletter Due                          |
| Week 14  | Meeting Diverse Needs: Academic, Social, Cultural and Linguistic | PPT 13| Discussion 13  | Read Chapter: 13  |
| Week 15  | Stress and Vulnerabilities          | PPT 14| Discussion 14  | Read Chapter: 14  
Read Chapter: 15  
Pro-social Behavior Unit Plan          |
| Week 16  | Analyzing Discipline Problems       | PPT 15| Discussion 15  | Newsletter Due *|

SPECIAL NOTES

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves with 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. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC.
to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **September 12, 2016**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: [http://academicsuccess.unlv.edu/tutoring/](http://academicsuccess.unlv.edu/tutoring/).

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus
events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://www.unlv.edu/registrar/calendars](http://www.unlv.edu/registrar/calendars)
### 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Clear and logical sequence/order</td>
<td>Provides significant information</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>Typed</td>
<td></td>
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<tr>
<td></td>
<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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<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>
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<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>
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