



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

**COURSE:** CD 35                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2023                      **CURRICULUM APPROVAL DATE:** 4/11/2023

**SHORT TITLE:** POSITIVE BEHAVIOR

**LONG TITLE:** Establishing Positive Behavior in the Classroom

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54
		Total Learning Hrs:	162	

#### **COURSE DESCRIPTION:**

Introduces the student to realistic and effective strategies for guiding all young children's behavior. This course demonstrates best practices for establishing and maintaining age and developmentally-appropriate productive behaviors among all children in a classroom setting.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

#### **GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

#### **SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Develop strategies and personal communication skills that build positive relationships with children, parents and paraprofessionals.
2. Identify and develop strategies for positive approaches to reduce or eliminate challenging, destructive and maladaptive behaviors in children.
3. Design and modify classroom environments to support and encourage adaptive and cooperative behaviors in all children.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Define what is meant by developmentally appropriate practice.
2. Explain how observation can be used to support positive guidance.
3. Recognize and describe classroom "layouts" (both indoor and outdoor) that encourage/nurture/support physical, social/emotional, and cognitive development and/or appropriate behaviors.
4. Describe four effective guidance interventions.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 4/11/2023

12 Hours - Introduction. Preparing for Positive Guidance

Content: Why Guidance Matters; Historical Perspectives and Guidance Theories; Understanding Children's Behavior

Discuss why positive child guidance training is important for parents, caregivers, and teachers. Identify and describe the sources of and reasons for children's behavior. Describe a child's behavior in the following stages: infant, toddler, preschool, early school-age, and older school-age.

12 Hours - Valuing the Uniqueness of Each Child

Content: How to Observe Children; Serving Culturally Diverse Children and Families; Understanding Children with Ability Differences

Discuss observation strategies. Explain how one's culture affects early social and emotional development. Describe how culture shapes guidance and the importance of respecting cultural differences. Explain how one can guide children with ability differences. Identify how various health conditions affect behavior.

2 Hours - Midterm Exam.

14 Hours - Preventing Behavior Problems

Content: Designing Developmentally Appropriate Environments Inside and Out; Building Relationships through Positive Communication; Fundamental Causes of Positive and Negative Behaviors

Explain how attentive listening nurtures a sense of belonging. Describe a variety of non-verbal methods of communication. Discuss how children learn right from wrong (moral development). Describe various methods to support children's moral development. Define negative behavior and state the underlying causes of problem behavior.

12 Hours - Positive Interventions. Project Presentations.

Content: Effective Guidance Interventions; Mistaken Goals, Motivation, and Mindfulness

Define the difference between punishment and guidance. Discuss mindfulness practices and strategies. Discuss Maslow's hierarchy of emotional needs that motivate behavior. Present project to the class.

2 Hours

Final Exam

## **METHODS OF INSTRUCTION:**

Lecture, discussion, multi-media, observation, small group activities.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours 24

Assignment Description

Out of Class Assignments: Self-esteem group activity. Vocabulary worksheets. Group discussion activity. Observation and summary. Practical application case. Read Chapters 1, 2, 3.

Required Outside Hours 24

Assignment Description

Out of Class Assignments: Observation and summary. Complete practical application case from the textbook. Read Chapters 4, 5, 6.

Required Outside Hours 30

Assignment Description

Out of Class Assignments: HW - Classroom observation and teacher interview with recommendations paper. HW - Design a teacher workshop on developing communication skills for effective guidance. Study for midterm and final exam.

Required Outside Hours 30

Assignment Description

Out of Class Assignments: Course project: observation, recommendations, and mock parent conference. Response paper from video/discussion. Complete practical application case from the textbook. Read Chapters 10 and 11.

**METHODS OF EVALUATION:**

Writing assignments

Evaluation Percent 50

Evaluation Description

40% - 60% Written homework, Term paper

Objective examinations

Evaluation Percent 25

Evaluation Description

15% - 35% True/False, Multiple Choice, Completion

Other methods of evaluation

Evaluation Percent 25

Evaluation Description

15% - 35% Observations, Interviews.

**REPRESENTATIVE TEXTBOOKS:**

Darla Ferris Miller. Positive Child Guidance, 12th Edition. Boston, MA: Cengage Learning, 2022.

ISBN: 978-0134895024

Reading Level of Text, Grade: 12th Verified by: Claire Boss

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200870

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000456069

Sports/Physical Education Course: N

Taxonomy of Program: 130500