CURRICULUM GUIDE

FOR

THREE YEAR DIPLOMA IN TEACHING

Guiding Behaviour

EARLY CHILDHOOD

JOINT BOARD OF TEACHER EDUCATION

2008
Introduction

Managing a group of young children in a day care or school setting is widely recognized as one of the most challenging tasks faced by early childhood caregivers and teachers. This is not surprising in view of the fact that such a group comprises individual children with distinctly different personalities, abilities, needs, expectations, and who come from homes and communities that are equally different in their values and socio-cultural practices. This course supports the view that managing children in the group setting, is primarily about guiding them positively toward the gradual development of their human potential. We agree with Hildebrand and Hearron (1999) that guidance is “a concept that is broader than discipline or behaviour management. Guidance is more than getting children to do what we want them to do today; it is helping them to become everything they can become for all of their tomorrows” (Preface, v). The caregiver/teacher has the tremendous responsibility of guiding children’s development in developmentally appropriate ways that help them to acquire positive self-concepts, learn self-control, self-efficacy, independence and pro-social skills. This course will enable the student teacher to increase understanding of young children’s development and behaviour patterns as well as knowledge of appropriate approaches and strategies to support positive and developmentally appropriate child guidance practice.

Rationale

To be able to guide child development effectively and appropriately, early childhood practitioners must have sound knowledge and understanding of typical patterns of development and behavioural expectations of young children. In addition, they must be able to observe children carefully in order to become sensitive to their individual differences, needs and unique characteristics. Effective guidance of children is influenced by the quality of relationships promoted within
the group setting. Many potentially negative behavioural issues can be minimized within learning environments that are carefully planned and where children feel secure, accepted and loved. This course focuses on very practical aspects of guiding children’s behaviour and provides activities and opportunities for the student teacher to reflect on his/her own attitudes and values as well as to observe children, interact with them and practice various positive strategies of child guidance within the group setting.

**General Objectives**

This course is intended to assist student teachers to:

1. gain awareness of some theoretical models that have influenced child guidance approaches
2. acquire knowledge and understanding of developmentally appropriate principles of child guidance
3. understand the critical importance of using child development knowledge as the basis for developmentally appropriate guidance practices
4. increase awareness of the various factors that influence children’s behaviours, e.g. home and school environment etc.
5. gain a thorough knowledge of the range of pro-social/positive and challenging/negative behaviours often displayed by children in the early childhood years
6. demonstrate skills and competencies in guiding children’s development toward pro-social/positive behaviours
7. demonstrate skills and competencies in classroom management aimed at minimizing children’s challenging/negative behaviours
8. appreciate the value of reflective practice relative to their own guidance approaches and attitudes
Scheme of Assessment

Course work (2 Assessment tasks)
Weight: 50%

Tasks:
1. Reflective Journal 30%
2. Case Study 20%

OR

3. Positive guidance Booklet 20%

Written examination

Weight: 50%
Title: Guiding behaviour in early childhood
Time: 2 ½ Hours
Rubric: Choose any 2 from 5 essay items
UNIT 1: Some theoretical perspectives and principles of child guidance

Number of hours: 6

Instructional Objectives:

At the end of the unit student teachers should be able to:
1. demonstrate knowledge and awareness of selected theoretical models that have influenced approaches to child guidance
2. discuss critically the perspectives of each model presented
3. define and explain the meaning of the terms “guidance” and “positive guidance” relative to developmentally appropriate practice
4. ………identify the main elements of developmentally appropriate child guidance

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| **1.1. Models of Child Guidance** | **Required preparatory readings:**
| • Rogerian (Carl Rogers) | 1. Marion: Ch.10 |
| • Adlerian (Alfred Adler) | 2. Matalon: Ch. |
| • Social learning theory (Albert Bandura) | **Guided by the tutor, students can:**
| • Conditioning (B.F.Skinner) | • Form four small groups to discuss the major principles of the Skinnerian, Rogerian, Adlerian, and Social Learning models of child guidance (one model per group). Prepare a list of principles for each model and share and compare these in the whole group, guided by the tutor |
| • Comparison of the models | • Individually reflect on the principles discussed relative to your own personal beliefs about child development and child guidance and share in class |

| 1.2. Developmentally appropriate child guidance | **Preparatory Readings:**
| • Definition of ‘guidance’ | 1. Gartrell: Ch.2 & Ch.3 |
| • Definition of ‘positive guidance’ (health vs. sickness approach) (‘mistaken’ vs. ‘mis’- behaviour) | 2. Gartrell: Appendix, (175-184) |
| | • Discuss the chapters you have read and share understandings of the meaning of guidance and positive guidance. Provide a few examples of your own |
| | • Share your views on the ‘health’ vs. ‘sickness’ approach and the ‘mistaken’ vs. ‘mis’-behaviour concept |
• **Goals of guidance:**
  - self-direction/self-control
  - healthy relationships
  - self-actualization
  - resilience

• **Elements of positive guidance:**
  - child development knowledge
  - close observation of children individually and as group members
  - promotion of desirable values
  - focus on positive behaviours
  - deal appropriately with challenging behaviours

• **Reflective Practice**

• Brainstorm & create a list of characteristics that you think are most important for young children to develop

• Compare these with the four goals of guidance cited in your text readings. Share and discuss your personal understandings of the meaning of each of the goals, providing practical examples

• Examine the five listed elements of positive child guidance. Using flip charts or chalk board, create a column for each element and brainstorm and list reasons why each is an important aspect of the guidance process

• Discuss the six child guidance episodes presented on pages 3-4 of Chapter 1 (Hildebrand et al), and answer the questions posed regarding how you would deal with each situation

• **Comment reflectively in your journal on the following:**

  **Journal entry#1**
  - which of the principles from the four models discussed in unit 1.1 do you support and why?
  - which of the principles do you disagree with and why?
  - are all the principles you support consistent with developmentally appropriate child guidance practice?
  - If you have doubts about the previous question, what aspects of your guidance approach do you need to reconsider?
  - What action can you take to improve on the inappropriate approaches?
UNIT 2: Key Considerations in Planning for Positive Guidance

Number of Hours: 12

Instructional Objectives:

At the end of the unit student teachers should be able to:

1. apply their knowledge of child development in appropriately identifying characteristic stage related behaviours among young children

2. identify and describe children’s positive or pro-social behaviours as well as negative or challenging behaviours and reflect on own personal responses to such behaviours

3. recognize how various factors influence children’s behaviour, e.g. individual temperament, home and school environment, caregiver practices, child’s sense of self and self esteem

4. identify and reflect on how personal (student teacher’s) values might impact on positive guidance of children

5. demonstrate understanding of the need to guide children individually and as members of a group

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<td>2.1. Understanding stage related behaviours:</td>
<td>Required preparatory readings:</td>
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<tr>
<td></td>
<td>1. Hildebrand and Hearron: Chs 6,7,&amp;8</td>
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<td></td>
<td>2. Marion: Ch.6. &amp; Ch.9</td>
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<td>- <strong>Pro-social behaviours:</strong></td>
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<td>- What do we mean by pro-social behaviour?</td>
<td>- Observe closely a small group of children at play; make notes on behaviours that you could label as <em>pro-social</em> and those you would label as <em>challenging</em>.</td>
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<td><em>(Examples: sociable, active, curious/exploring, self-directed, creative, independent, responsible, talkative, playful, sharing, sympathetic, courteous etc)</em></td>
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<td>- What pro-social behaviours can we reasonably expect young children to learn at different stages?</td>
<td>- Share and discuss your observations in class, agree on suitable definitions of <em>pro-social</em> and <em>challenging</em> behaviours</td>
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<td>- Brainstorm to add to what you already observed, other achievable pro-social behaviours in young children at different stages from 2 to 8 years. Create a list for circulation</td>
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- **Challenging (mistaken) behaviours**

  - What do we mean by “misbehaviour” or “mistaken” behaviour?

- Types of challenging behaviours:
  (aggression, bullying, teasing, name-calling, destroying property, attention-seeking, news carrying, whining, lying/fantasy, quiet/withdrawn, thumbsucking, nailbiting, biting, masturbation, etc)

- When can challenging behaviours be regarded as positive? (draw on child development knowledge of stage related behaviours)

- Do you agree with the concept that misbehaviour is in fact mistaken behaviour? Share views with each other in a class forum.

- Which challenging behaviours in children do you find it most difficult to deal with? Why?

- **Individually, reflect on the behaviours you have identified as most challenging. Select two of these that challenge you most and write about them in your journal as follows:**

  **Journal entry#2**
  - Label and description of each of the two behaviours
  - why you are so disturbed by these behaviours
  - what emotions surface when you encounter these behaviours
  - how you generally respond to these behaviours in children
  - how developmentally appropriate is your response
  - if you consider your response inappropriate, what specific steps should you take toward improving in this regard

- Discuss types of challenging behaviours that can lead to positive outcomes for children e.g. Why is the ‘terrible two’s’ a critical stage in social development?
### 2.2. Some factors that influence child behaviour and guidance:

- **Temperament:**
  - definition
  - three basic temperamental styles (easy, slow-to-warm-up, difficult) and their influence on child guidance

- **Child’s sense of self & self esteem**
  - How positive self-esteem and feelings of competence foster children’s pro-social behavior

- **Parent/caregiver guidance approaches:**
  - authoritarian, authoritative, permissive guidance approaches and their effect on child behaviour

### The school and home environment:

**School/daycare:**
- physical arrangement
- time organization/schedule
- curriculum, activities, materials
- staffing
- safety etc.

**Home:**
- materials
- siblings
- space
- adults
- safety etc.

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### Required preparatory readings:

1. Hildebrand & Hearron, Chs: 1, 2, 4, 6
2. Marion Ch. 4, 6
3. Gartrell Ch. 5

Role play short scenarios or analyze case studies involving early childhood teachers/caregivers interacting with children who represent the three temperamental types. Discuss how the individual child’s temperament can affect relationships with others.

- Read Chapter 2 (Hildebrand etc) then engage in class discussions focusing on the questions in the Apply your knowledge and Reflecting on Key Concepts sections.

- Review parenting approaches covered in Child Development course and discuss their relevance to the teachers’ classroom guidance approaches.

- Observe a young child in a home or school setting. Assess how the arrangement of furniture/equipment or play materials makes it hard or easy for the child to behave appropriately. Make notes on your observations for sharing in class.
- **Teacher’s values orientation**
  - Definition of term ‘values’
  - Examples of value orientations (e.g. independence, aesthetics, health, freedom, individuality, authority etc.)
  - How values influence the child guidance process

- Student teachers share their personal understandings of what the term ‘values’ means to them. Reflect on and share some of their own personal values

- **Student teachers think about, and write reflectively in their journals using the following guidelines:**

  **Journal entry#3:**
  - Think about a teacher who you admire and want to emulate. What are his/her admirable values?
  - In what positive ways have you been influenced by the values of this teacher?
  - Think about two of your own values and how these could impact on your approach to child guidance
  - Identify one instance when your personal values has clashed with that of another person’s (student, teacher, friend, parent)
  - How might you reconcile these value differences?

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Read Hildebrand and Hearron- Ch.3
UNIT 3: Practical Strategies to Support Positive Guidance & Classroom Management

Number of hours: 12

Instructional Objectives:

At the end of the unit student teachers should be able to:

1. apply knowledge and skills in using *indirect* guidance approaches
2. apply knowledge and skills in using *direct* guidance approaches
3. create appropriate environments to support positive guidance and classroom management
4. demonstrate ability to use conflict management skills appropriately with individuals and groups of children
5. use appropriate guidance strategies in particular situations of challenge
### CONTENT

#### 3.1. Indirect Guidance

- definition of ‘indirect guidance’
- environmental (indirect) aspects of guidance:
  - time scheduling
  - time management
  - balance of activities
  - organization of space
  - managing transitions
  - safety
  - preparing children for change

### SUGGESTED ACTIVITIES

**Required preparatory readings:**

1. Hildebrand & Hearron: Chs. 4, 5

Student teachers can:

- **Observe carefully in an early childhood setting of choice, and evaluate how the schedule and balance of activities influence children’s behaviours:** e.g.
  - When do the children seem most engaged and on task?
  - What factors contribute to them being attentive and engaged
  - Describe two positive behaviours observed
  - When do the children display disruptive and challenging behaviour?
  - What factors give rise to such disruptive behaviours?
  - Describe two negative behaviours observed
  - What action could you take to reduce or prevent these negative & disruptive behaviours

**Journal entry #4**

- **Write up your observation responses in your journal**

N.B. Observations can be synchronized with the 2nd year teaching practice period
Direct guidance

- Definition of ‘direct guidance’
- Types of direct guidance:
  - **Physical Guidance e.g.** using body language, gesturing, attending to individual needs, demonstrating, leading, restraining, removing – *cool out time*
  
  - **Verbal guidance e.g.** listening, eye contact, short sentences, use positive terms and active verbs, give directions one at a time, state limits and rules clearly, give logical reasons for request, use logical consequences vs. punishment, use foresight, avoid competition
  
  - **Affective guidance e.g.** give positive attention, smiles, kind words, praised and approval, give honest feedback, help children describe/label their feelings, reinforce positive /desirable behaviours, observe and respond to children with care, limit or be careful with use of external rewards

Classroom observations

- Observe and record three examples of Physical guidance where the teacher helps, leads, or otherwise physically touches a child to help him/her follow a statement of guidance. Write what was said and done. Discuss the effect of the guidance on the child

- Observe and record three examples of verbal guidance used by the teacher. Write what was said and done. Evaluate the effects of the guidance on the child

- Observe, then record three examples of affective guidance used by the teacher. What was said and done? Evaluate the effects of the guidance

- Using the list of direct guidance techniques (see Review and Applications; p112, Chapter 5-Hildebrand et al), evaluate yourself On a 1-5 scale (5 is the highest). On which ones do you need more practice?
### Encouraging social problem solving in the classroom
- Classic conflict management
- Guidance talks
- Class meetings
- Comprehensive guidance
- The *Five finger formula* of conflict management:
  - cooldown (thumb)
  - identify the problem (pointer)
  - brainstorm solutions (tall guy)
  - go-for-it (ringer)
  - Follow up (pinky)

### Meeting special guidance needs
- meeting the needs of boys
- guidance of children experiencing grief and violence

### Required preparatory readings:
1. Gartrell: Chs. 6,7
2. Marion: Appendix p. 299-307

- Review the description of each problem solving strategy. Practice applying these in the classroom setting during your 2nd year teaching practice experience

### Required preparatory readings:
1. Gartrell : Chs 8, 9

- Engage in class debate on the topic: *Boys need more specialized guidance techniques than girls*

- Identify and discuss the special needs of boys in the classroom setting. Come up with suggestions on how one particular classroom that you know might be made more “boy friendly”
REFERENCES


