

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
ACADEMIC AFFAIRS

Course Number: CHLD-225 Department: Early Childhood Education

Course Title: Dynamics of Child Behavior Semester: Fall Year: 2009

| Course Objective | Competencies |
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| 1. To become acquainted with a range of observation and recording techniques applicable to the Early Childhood classroom. | 1. Describes and discusses the strengths and limitations of checklists, time and event sampling, and anecdotal running records. |

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| <p>2. To gain an understanding of the observation and recording skills necessary for the effective observation and recording of childhood behavior</p> <p>3. To develop an awareness of the dynamics of the development of self identity in young children and a familiarity with strategies to enhance said process.</p> | <ol style="list-style-type: none"> 1. Cites information records should contain 2. Uses developmental norms and modes of behavior to record child observations 3. Comments on both verbal and non-verbal communication of children 4. Records children's behavior in relation to trust level, to autonomy, to initiative, and to peers 5. Records interactions with regard to nature of the interactions and includes qualitative information 6. Records children's language and its relationship to actions 7. Records actual observed behaviors; inferences are absent <ol style="list-style-type: none"> 1. Discusses the evolution of self identity from infancy through early childhood 2. Administers, for a single child, and evaluative checklist for self identity and skill development describing behavior in clear, concrete language 3. Suggests developmentally appropriate strategies to enable the observed child to develop heightened self identity |

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| <p>4. To develop competency of observation, understanding and planning with regard to emotional, social, motor and creative development</p> | <ol style="list-style-type: none"> 1. Writes evaluative reports describing a child's areas of strengths and confidence and areas needing strengthening. 2. Develops strategies and activities to be offered in child care situations to promote growth in self-regulation of behavior through guidance. 3. Evaluates the effectiveness of strategies and activities suggested. |
| <p>5. To explore the development of pro-social behaviors in individuals and the positive discipline aspects of group management</p> | <ol style="list-style-type: none"> 1. Cites the strategies used and expected behavioral outcomes when adults model positive, expected behaviors 2. Plans and implements intervention strategies that promote pro-social behaviors in individual children. 3. Uses group management strategies that foster cooperation, appreciation, and initiative 4. Enumerates teacher behaviors and environmental factors that are crucial to productive group management in the early childhood classroom |

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| <p>6. To gain an understanding of strategies for effective guidance of individual children and groups of young children</p> | <ol style="list-style-type: none"> 1. Defines play as it relates to productive behavior 2. Enumerates principles and goals of intervention with children experiencing difficulty being members of the group 3. Identifies teacher behaviors crucial to managing group of young children: roles of player, scribe, facilitator 4. Describes group management strategies of positive reinforcement, shaping and modeling, cueing, and successive approximations 5. Enumerates differences between discipline and punishment and can cite reasons punishment is unacceptable 6. Explain teacher's role as identifying expected behaviors, providing instruction and a model for those behaviors, planning for their occurrence in the classroom and reinforcing the behaviors when they occur 7. Prescribes use of renewal time to allow redirection for children. Seldom, if ever, uses time out strategy. |

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| <p>7. To develop an awareness of teacher behavior that fosters young children's ability to solve problems and take responsibility for their own behavior</p> | <ol style="list-style-type: none"> 1. Identifies the components of a problem-solving philosophy 2. Recognizes and plans for a problem-solving environment 3. Demonstrates the use of the process called active listening 4. Describes the process and steps for negotiating with young children 5. Cites strategies that guide children into effectively negotiating for themselves 6. Lists and describes techniques for setting limits and establishing behavioral guidelines 7. Enumerates teacher behaviors and environmental factors that are crucial to productive group management in the early childhood classroom |
| <p>8. To analyze various approaches to managing behavior in an early childhood classroom</p> | <ol style="list-style-type: none"> 1. Researches various behavior management theories and discusses same with classmates |
| <p>9. To plan effective intervention programs based on analysis of children's behavior</p> | <ol style="list-style-type: none"> 1. Establishes clear and relevant goals related to assessment results 2. Plans intervention strategies that promote pro-social behaviors |

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| 10. To develop an awareness and understanding of the influences of family and diversity when considering behaviors of young children. | Recognizes, understands, and appreciates the diversity of families and its influences in the classroom. Determines appropriate and professional strategies for empowering families and children. Establishes shared goals for behavior management that include communication with families. |