

J. Sargeant Reynolds Community College
Course Content Summary

Course Prefix and Number: CHD 205

Credits: 3

Course Title: Guiding the Behavior of Children

Course Description: Explores the role of the early childhood educator in supporting emotional and social development of children, and in fostering a sense of community. Presents practical strategies for encouraging prosocial behavior, conflict resolution and problem solving. Emphasizes basic skills and techniques in child guidance. Lecture 3 hours per week.

General Course Purpose: To familiarize the student with the development and range of typical childhood emotions and behavior and provide the student with practical techniques for helping to guide young children's behavior in positive ways.

Course Prerequisites and Co-requisites:

None

Student Learning Outcomes:

Upon completing the course, the student will be able to

- a. Describe the developmental characteristics of the whole child: physical, cognitive, social, emotional, and language;
- b. Design and implement observation and planning strategies for supporting children's social development;
- c. Identify the differing needs of children in their various developmental stages as related to behavior;
- d. Demonstrate strategies that promote prosocial development in children;
- e. Analyze the impact of individual, family, and community influences in guiding children's behavior;
- f. Identify and implement strategies for recognizing and mitigating the manifestations of stress in children;
- g. Select strategies to assist and support parents of children with exceptional needs;
- h. Identify the characteristics of abused children and abusive adults; and
- i. Identify and apply learning standards as they relate to child guidance and early childhood education: the Virginia Foundation Blocks, the Child Development Milestones, and Core Competencies for Early Childhood Professionals.

Major Topics to Be Included:

- a. Direct and indirect methods for guiding child behavior
- b. Techniques for enhancing self-esteem and self-control in young children
- c. Knowledge and practice of professional standards of conduct
- d. Sources of information regarding developmental assessment and referral for children with special needs
- e. Community resources for supporting children and families

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