

COURSE OUTLINE

Interaction Techniques

Course Description

CD 225. Interaction Techniques with Young Children. 3 hours credit. This course will enable the student to apply effective and creative guidance techniques while creating a positive early childhood learning environment. The student will be able to establish positive social expectations for a group of children and effectively evaluate and manage difficult behaviors based on children's individual needs and developmental abilities in cooperation with the children's families and relevant professionals.

Course Relevance

An understanding of behavior and guidance techniques will enable students to establish healthy productive, positive relationships with young children in their care, the children's parents, and the students' colleagues. The course information is applicable to home and family settings as well as professional settings.

Required Materials

Miller, D.F. (2007). *Positive child guidance*, (5th ed.). Albany, NY: Delmar Publishing.

Saifer, S. (2003). *Practical solutions to practically every problem*. St. Paul, MN: Redleaf Press.

Supplemental Materials

Kansas Licensing Regulations for Child Care Centers
Core Competencies for Early Childhood academic requirements

Learning Outcomes

The intention is for the student to be able to:

1. Develop appropriate skills in child observation and assessment.
2. Recognize and support cultural differences and diverse family structures in the community and reflect those in an early childhood program.
3. Implement developmentally appropriate interactions

Learning PACT Skills that will be DEVELOPED and/or documented in this course:

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

Analytical Thinking Skills

1. Problem Solving
 - Through observations and analysis of young children in early childhood settings, students will develop their ability to identify problem behaviors and analyze appropriate interventions to address the misbehaviors.

Communication Skills

2. Creation and delivery of messages
 - Through the creation of a family welcome packet for an early childhood program, students will design developmentally appropriate guidance expectations.

Major Summative Assessment Tasks

These learning outcomes and the primary PACT skills will be demonstrated by:

1. Preparing delivery of an oral presentation on an early childhood behavioral issue.
The presentation includes summary of text reading, internet search, interviewing/observation professionals or peers in the field, or observation of children in the real world.
2. Preparing of a welcome packet that includes a guidance philosophy, family and staff collaboration plan, and behavior expectations and goals appropriate for young children.

Course Content

- I. Themes - Key recurring concepts that run throughout this course:
 - A. The quality of children's care and experiences in the first years will lay the foundation for their emotional, social, physical, and cognitive development for the remainder of their lives
 - B. Proactive teaching can develop pro-social children
 - C. Adult's positive communication and behavior impact children's development
- II. Issues - Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Parent's lack of knowledge about child development and appropriate learning experiences
 - B. Childcare providers viewed as babysitters
 - C. Discipline versus punishment in managing children's behavior
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Developmentally appropriate behavior expectations
 - B. Proactive rather than reactive teaching
 - C. Teachers as resource and referral sources for parents
 - D. Application and reinforcement of consistent behavioral standards
- IV. Skills - Actions that are essential to achieve the course outcomes:
(The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri second edition.)

Content Area III: Child Observation and Assessment

Level 1

- a. Acknowledges that children develop at their own level.
- b. Assists with collection of information about each child's development.
- c. Maintains confidentiality between the program and the child's family.

Level 2

- a. Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situations.
- b. Collects and organizes information about each child.
- c. Follows appropriate procedures of child observation.

- d. Communicates observation in written and oral form.

Level 3

- b. Continually observes children, analyzes and evaluates findings, and applies this knowledge to practice.
- c. Applies basic elements of child development theory to observation.
- d. Selects appropriate assessment methods.
- e. Explains the importance of ongoing assessment to staff and families.

Content Area IV: Families and Communities

Level 2

- f. Respects and supports cultural differences and diverse family structures.

Level 3

- c. Strives to ensure that community diversity and cultures are reflected in program.

Content Area VI: Interactions with Children

Level 1

- a. Avoids actions that would cause physical and emotional harm.
- b. Provides appropriate supervision.
- c. Interacts in a manner reflecting respect for self and others.
- d. Cares for children based on positive, warm, nurturing relationships.
- e. Uses positive behavior guidance.
- f. Addresses problem behavior or situation, rather than labeling the child.

Level 2

- a. Modifies play no longer appropriate for the learning environment.
- b. Establishes and communicates limits for acceptable behavior.
- c. Responds to children's behavior in ways that encourage self-control.
- d. Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
- e. Follows a variety of positive direct and indirect guidance methods and avoids negative methods.
- f. Provides an environment that helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.
- g. Builds a trusting relationship with children, providing physical and emotional security.
- h. Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
- i. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.

Level 3

- a. Demonstrates realistic expectations about children's attention spans, interests, social abilities, and physical needs.
- b. Helps children establish classroom rules.
- c. Identifies strategies that involve children in establishing guidelines and limits for behavior.
- d. Relates guidance practices to knowledge of children's personalities and levels of development.

- e. Recognizes and responds to individual behavioral problems related to developmental or emotional stress.

Learning Units

- I. New roles and responsibilities in child rearing
 - A. Short-term objectives for child guidance
 - B. Long-term goals for child guidance

- II. Understanding children's typical ages and stages
 - A. Infants (birth to 12 months)
 - B. Toddlers (12 months to 3 years)
 - C. Preschoolers (3 to 5 years)
 - D. Early school-agers (5 to 8 years)
 - E. Older school-agers (9 to 12 years)

- III. Serving culturally diverse children and families
 - A. Understanding dynamics of cultures
 - B. Understanding children and families in their context
 - C. Prejudice, racism, and discrimination
 - D. Cultural sensitivity and differences

- IV. Understanding the reasons for problem behavior
 - A. Defining problem behavior
 - B. Stages and components of moral development in young children
 - C. Methods of support
 - D. Underlying causes of problem behavior

- V. Guidelines for effective guidance
 - A. Ignore mildly annoying behavior that is neither harmful nor unfair
 - B. Immediately interrupt behavior that is harmful or unfair
 - C. Assertively shape positive behavior

- VI. Planning the pro-social environment
 - A. Key elements
 - B. Setting the stage
 - C. The nurturing social environment
 - D. Nurturing adult interaction

- VII. Positive communication
 - A. Building a foundation
 - B. Addressing underlying feelings
 - C. Characteristics of assertive communication
 - D. Characteristics of nonproductive communication
 - E. Managing the positive confrontation

- VIII. Nonverbal cues and appropriate consequences

- A. Cues and body language
 - B. Helping children resolve problems independently
 - C. Logical and natural consequences
 - D. External reinforcement
- IX. Addressing unproductive patterns of behavior
- A. Reacting to needs—Maslow’s hierarchy
 - B. The no-lose method of conflict resolution
 - C. Dreikur’s mistaken goals
 - D. Attention-seeking behavior
 - E. Controlling behavior
 - F. Disruptive behavior
 - G. Withdrawn, passive behavior
 - H. Screening for developmental “red flags”
- X. Taking a new look at children
- A. Identifying personal biases
 - B. The observation sequence
 - C. Observation strategies
- XI. Culturally sensitive guidance
- A. Historical perspectives
 - B. The child in society
 - C. Preparation for participation in a democracy
 - D. The strain of changing disciplinary traditions
 - E. Cultural influences on child rearing
 - F. Preparing children for the realities of an adult world
 - G. Parent expectations related to social and economic settings
 - H. Philosophies of guidance

Learning Activities

Independent and collaborative learning activities will be assigned to assist the student to achieve the intended learning outcomes through lecture, instructor led discussion, guest speakers, group activities, and other assignments at the discretion of the instructor.

Grade Determination

The student will be graded on completion of learning activities and assessment tasks. Grade determinants may include the following: daily work, student projects, student presentations, class participation, and other methods of evaluation employed at the discretion of the instructor.

