EARLY CHILDHOOD MULTICULTURAL EDUCATION

ECME 115 Guiding Young Children (3 credit hrs.)

INSTRUCTOR: Gary Atias  737-6235   770-7669   atias@unm.edu  atiastao@msn.com

Office Hours: Tuesday, Wednesday, Thursday - 1:00 to 3:00 and by appointment

COURSE DESCRIPTION

This course explores various theories of child guidance and the practical application of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

REQUIRED TEXTS: (For sale at UNM-Taos on-line bookstore)


SUPPLEMENTAL TEXTS: (on loan from instructor) can be viewed by appointment

COURSE COMPETENCIES:

This course is part of the articulated Universal Catalogue of courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education’s Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture and society. A.6

Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10

Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1

Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1

 Demonstrate knowledge and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4

Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.7

Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in development positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.3

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning. E.9

"Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure that your needs are met in a timely manner. Handouts are available in alternate formats upon request." (ADA)

COURSE REQUIREMENTS

• **Attendance and participation** -- You are expected to attend class and actively participate in sharing your creative ideas, useful information, meaningful activities, appropriate classroom materials, books, professional journals, articles, etc. Please feel free to share your thoughts, comments, questions, ideas, frustrations and problems too. You are encouraged to get acquainted with other class members; they are a valuable resource for your learning. It is mandatory that you be courteous and respectful to everyone in class.
Students may be dropped from the course by the Instructor after a third absence. Third and fourth absences will only be allowed for good cause and must be followed by a two page report on the topic of the missed class, using the textbook chapter and the notes of at least two classmates. This must be done within two weeks of the absence. Any student with five absences, for whatever reason, will be dropped from the Course and given an "F". Be smart, come to class!

- **Textbook readings**— Weekly readings have been organized to coincide as much as possible with in-class content. In specific areas, however exact correspondence is not possible. To benefit most from the readings, it is recommended that you read the assignment during the week specified. Readings may come from the required text, supplemental texts, and class handouts and are to be completed prior to class.

- **Practice, Practice, Practice**; preferably in a setting with children where you can participate in observations and interactions which enable you to gain direct experience in understanding theories and the application of guidance techniques. Ten practice examples will be included in your portfolio. (see below)

- **Small group role plays** (two) where you will practice and refine the skills and techniques discussed in class. You will be asked to critique and provide constructive comments and questions to your classmates after their role play exercises.

- **Exams**: There will be a mid-term and final examination.

- **Professional Development Activity (PDA)**; attend the NMAEYC "Magic Years" Conference, "TECCN Meeting", "Child-Find" or any relevant in-service workshop, meeting or conference, and write a 1-2 page report on the experience (or use the form provided).

- **Written Assignments:**

  A) **Put all of your written assignments into a Portfolio or binder to include:**

  1) Eight class reflective Journals (1-2 pages each) turned in according to the course outline. A journal is an ongoing account of your learning experiences, interests, and curiosities. Through writing in your journal you will have an opportunity to think about class discussions and textbook readings and compare these to your own beliefs. Remember, I’m looking for your reaction to class, not a summary of what happened. Include topics such as how the class made you feel, what you agreed or disagreed with, what new questions were generated or how the class will change your future practice.

  2) Ten descriptions of your favorite practice/observation sessions. You will get a special handout on these and we will also discuss them in class.

  3) One Guest-Speaker review

  4) Video & Audio reviews

  5) Personal Philosophy on child guidance that includes your thoughts on special needs "inclusion" and cultural diversity. This will be discussed in class.
6) PDA documentation
7) Any make-up assignments
8) Completed Course Reaction form
9) Grade Sheet

**B) Research Paper:** 6-8 pages on a guidance issue of particular interest to you. You will present an oral summary of your paper in class. Specific guidelines are attached.

**Evaluation:**
This is a competency based course. Grading will be based on you’re attendance and performance. See "ECME 115 Grade Sheet" for grade criteria.

**Dropping the course:**
It is the student’s responsibility to drop a course. The instructor is not required, nor should be expected, to drop a student from the official roster. Do not assume that failing to come to class will result in your being dropped from the course.

**Due Process:**
If you have any problems in the class that cannot be directly handled by talking with the instructor, the appropriate person to contact is the Core Transfer Leader, Joel Whitehead.

**ADA (Americans with Disabilities Act):**
In accordance with university policy 231 and the Americans with disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation and who registers with Amie Chavez-Aguilar at Student Services (737-6200, aca@unm.edu). **It is imperative that you take the initiative to bring such needs to our attention, as the Instructor is not legally permitted to inquire.** Students who may require assistance in emergency evacuations should contact the Instructor as to the most appropriate procedures to follow.

**Academic Integrity**
The policy of the University of New Mexico -Taos is that academic honesty is one of the basic steps toward personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of evaluations, submitting work of another person or work previously used without informing the Instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog or online at http://taos.unm.edu.
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| 1/17/13 | Introductions  
Review Syllabus  
Influences on children's behavior |                   |                                  |
| 1/24   | Relevant Principles of Development  
Influences on children's behavior | Chapters 1 & 2    | Reflective Journal               |
| 1/31   | The Goals of Misbehavior  
Problem Ownership | Chapter 3 & 4     | Reflective Journal               |
| 2/7    | Communication Skills  
Building Relationships | Chapters 7 & 8    | Reflective Journal               |
| 2/14   | Responding to children's Emotions  
Emotional Intelligence. | Chapter 5         | Reflective Journal  
Research topic due               |
| 2/21   | Enhancing Play & Friendships  
Exploring Alternatives | Chapter 10 & 11   | Reflective Journal               |
| 2/28   | Structuring the Environment for success | Chapters 6        | Reflective Journal               |
| 3/14   | Review Session/ Midterm Exam  
**Role Play #1** |                   | Reflective Journal  
First 5 Practices Due             |
| 3/21   | Teaching Responsibility  
Children with Special Needs | Chapter 9         | No Journal Due Today             |
| 3/28   | Dealing with Aggression  
De-escalation  
**Guest Speaker: Daniel Ingroff** | Chapter 12        | Reflective Journal  
Guest Speaker Review              |
| 4/4    | Teaching with "Love & Logic"  
Audio: Jim Fay's Quick & Easy Classroom Interventions | Chapter 1         | Audio Review                      |
| 4/11   | **Video: Betsy Geddes Part I** | Chapter 2         | Video Review                      |
| 4/18   | **Video: Betsy Geddes Part II** |                   | Video Review Continued            |
| 4/25   | Review Session/Final Exam  
**Role-Play #2** |                   | Research Paper & Portfolios Due   |
| 15) 5/2 | Presentations Celebration |

Note: There will be a make-up class on 5/9 if we have a snow day.