



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**INTERACTION TECHNIQUES WITH YOUNG CHILDREN  
CHC5715 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either Freshman or Sophomore year.

**Catalog Description:**

**CHC 5715 - INTERACTION TECHNIQUES WITH YOUNG CHILDREN (3 hrs)**

This course provides a background for dealing with the behavior of young children. Theoretical approaches are explored to help students establish effective techniques.

**Prerequisites:**

No prerequisites required for this course.

**Controlling Purpose:**

This course is designed to help the student deal with the behavior of preschool children and the guidance they need to interact effectively with children in their care.

**Learner Outcomes:**

Upon completion of this course, the student will help individuals reflect on the process of guiding young children. To help students understand that interaction with children does not “happen by magic,” but develops when a self-responsible adult accepts the responsibility that goes along with having or working with children. To understand that a child exists in several different “systems”, each of which affects the child’s behavior.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

**Evaluation Key:**

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been

achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

**UNIT 1: BUILDING BLOCKS OF DEVELOPMENTALLY APPROPRIATE CHILD GUIDANCE**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain developmentally appropriate child guidance.
						Summarize the positive cognitive accomplishments of the first 3 Piagetian stages.
						List and describe strategies to help children remember.
						Define temperament.
						Analyze case studies on developmentally appropriate child guidance.

**UNIT 2: ADULT STYLES OF CAREGIVING**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Name and describe three styles of caregiving.
						Identify major differences between types of permissiveness.
						Describe negative discipline strategies.
						Explain how each style may affect a child's development.
						List processes through which adults influence children.

**UNIT 3: POSITIVE DISCIPLINE STRATEGIES.**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define discipline.
						Define positive and negative discipline.
						Explain how to use positive discipline strategies
						Demonstrate how to use positive discipline strategies
						Analyze case studies and determine how positive discipline strategies could be used.

**UNIT 4: MANAGEMENT OF PHYSICAL ENVIRONMENT FOR CHILDREN**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify characteristics of a good classroom.
						Give a rationale for each type of classroom activity area.
						Discuss how to create an attractive, sensory-rich activity area and set up boundaries
						List criteria for developmentally appropriate activities.

**UNIT 5: HELPING CHILDREN DEVELOP POSITIVE SELF-ESTEEM**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define self-esteem
						Tell how adult acceptance and support affect child's self-esteem
						Analyze case-studies for practice that enhance or demean self-esteem

**UNIT 6: ANGER MANAGEMENT**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define anger
						Identify interactions that might elicit anger.
						Give examples of developmentally appropriate strategies that help children manage anger.

**UNIT 7: COPING WITH AGGRESSION IN CHILDREN**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define aggression.
						Explain age and gender differences in aggression.
						Design examples of specific practices that prevent or control aggression.

**UNIT 8: CONCERN FOR OTHERS**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define prosocial behavior.
						Identify types of prosocial behaviors.
						Explain the benefits of encouraging prosocial behavior.
						Observe developmentally appropriate strategies that foster prosocial behavior

## UNIT 9: THEORIES AND THEIR STRATEGIES

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define terms associated with Adlerian, Rogerian and social learning models.
						List the major principles of the 3 models.
						Examine strategies used in each model.

## UNIT 10: THE DECISION-MAKING MODEL OF CHILDREN GUIDANCE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the decision-making model to child guidance.
						Inspect a case study to determine how to use the decision-making model.
						Summarize the benefits of using the decision-making model.
						Compose a guidance plan intended to solve discipline dilemmas.

## UNIT 11: TRADITIONAL CLASSROOM DISCIPLINE VERSUS CONFLICT RESOLUTION AND GUIDANCE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define traditional discipline and how it is based on criticism of children
						Explain guidance, conflict, resolution and alternatives on how to guide children properly.
						Discuss traditional discipline and how it punishes children for having problems they cannot solve
						Consider guidance and how it teaches children to solve their problems in socially acceptable ways

## UNIT 12: MISBEHAVIOR OR MISTAKEN BEHAVIOR

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain how misbehavior implies wrongdoing for which a child must be punished.
						Point out how children are innately good and need to be guided and encouraged in that direction.
						Understand that adults view children as overall good but are little people who have much to learn
						Utilize the three levels of mistaken behavior: strong-needs behavior, socially influenced behavior, and experimentation behavior.

## UNIT 13: BEYOND DISCIPLINE TO GUIDANCE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the five misunderstanding about guidance
						Relate the fact that guidance is not just reacting to problems.
						Design a program in which guidance is synonymous with education
						Separate implementing guidance practices on paper to actually using practices working with teachers, parents, and administration

### Projects Required:

### Textbook:

Contact Bookstore for current textbook.

### Materials/Equipment Required:

None

### Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.