

ED 222: Constructive Discipline
CRN# 33589
Final: Tuesday, 2:30 – 4:20

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Office hours: M 3-4, Th 2:30 – 3:30, F 12-1

I. Course Description.

Focuses on supporting children's healthy social-emotional development to develop friendships, interact with teachers, and meet classroom expectations in developmentally appropriate ways. Students will explore the meaning of children's behavior. They will practice with social-emotional strategies which support emotional literacy and the management of big emotions. Students will develop behavior plans for teaching children new behavioral skills and supporting children with challenging behaviors.

II. Course Outcomes

Students will be able to:

- Create developmentally appropriate materials to support developing friendship skills of children.
- Apply developmentally appropriate teaching strategies to guide children's behavior.
- Develop a plan for supporting social-emotional development, teaching new skills, and preventing challenging behavior.

III. Required Text and Materials

Bilmes, Jenna (2004). Beyond Behavior Management, 2nd Ed. St. Paul, MN: Redleaf Press.

Here is a direct link to this book:

<https://ebookcentral.proquest.com/lib/linnbentonebooks/detail.action?docID=927899>

Course Packet purchased at the LBCC Bookstore. **(CP)**

IV. How to be SUCCESSFUL in this course:

- Show up to class. We do lots of hands-on learning experiences.
- Participate in classroom activities and conversations.
- Be open-minded.
- Look through and familiarize yourself with the course packet contents.
- Complete assignments on time. Type all assignments.
- Read weekly assignments and bring in Chapter Organizer Notes for Weekly Question.

VI. Expectations about your skills and abilities as a student:

- Attend consistently and on time.
- Participate as a team member. Help others learn and grow.
- Complete assigned readings in preparation for class. Bring required book and materials listed on course outline.
- Stretch a bit beyond your 'comfort zone'. Be open-minded.
- Use spell check when submitting assignments.

VII. Advice:

- Use your course packet as a resource. There is lots of helpful information in there about the class process and children's creativity.
- Apply what you are learning to the children in your life.
- Be prepared on presentation days.
- Be open-minded. Consider alternative perspectives.

VII. Grades will be based on the following required assignments:

Assignments	Total Pts	Your Points
Weekly Questions x 9	180	
Research Paper	150	
Friendship Skill Presentation (need rubric)	100	
Managing Stress	100	
Case Studies	100	
Understanding & Responding to Children's Behavior	100	
Scripted Story	100	
Teaching Replacement Skills	120	
Final	50	

Your total points:

Written assignments will be evaluated on the following:

- * Creativity; Detail and description; Clarity & Quality & Application of educational content to classroom experience and/or reading reflections.

Please see rubric below for additional guidance.

In-class Presentation (Friendship Skills) will be evaluated by your preparation, ability to be a ‘teacher’ and present to your group like if they were children (see rubric).

Late assignments will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction. M 3-4, Th 2:30 – 3:30, F 12-1

Week 1-4 assignments will not be accepted after Week 5.

Week 5-9 assignments will not be accepted after week 10.

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-11	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
What this means: Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.		What this means: Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.			What this means: Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.			What this means: Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.		What this means: Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome

A = 90-100%
900-1000

B = 80-89%
800-899

C = 70-79%
700-799

D = 60-69%
600-699

F = 59% or less
590 or less

Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.

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VII. Calendar /Course Outline

WHAT WE DO WHEN	Topic	Readings Due Today	Assignments Due Today
1	Positive Guidance & Brain Development		
2	Attachment & Child Trauma	Chapters 1 & 2	
3	Belonging: Friendship & Community	Chapter 3	Assignment #1: Research Paper
4 In-class Friendship Experience	Self-Regulation	Chapter 4	Assign #2: In-Class Friendship Learning Experience
5	Social-Emotional Skills; Managing Strong Emotions	Video: Dr. Bruce Perry; S-E Dev in ECE	Assign #3: Managing Stress
6	Collaboration; Conflict-Resolution	Chapter 5	
7	Contribution; Problem-Solving	Chapter 6	Assign #4: Case Studies
8	Understanding Behavior	Chapter 7	Assign #5: Understanding & Responding to Children’s Behavior
9	Comprehensive Guidance	Chapter 8	
10	Comprehensive Guidance; Teaching Replacement Skills	Article: The Role of Time-Out & Ta Guidance Manual, p. 24-33.	Assign #6: Scripted Story
11 Final: March 20th Tu 2:30 – 4:20	Tuesday 2:30 – 4:20		Assign #7: Teaching Replacement Skills

The instructor reserves the right to make changes in the course schedule

ED 222 – Additional Articles & Videos

Due Week 5	<p>For assignment #3: Managing Stress: Caring for Children and Yourself!</p> <p>Video: Bruce D. Perry: Social & Emotional Development in Early Childhood</p>
Due Week 10	<p>Article (CP): The Role of Time-out in a Comprehensive Approach for Addressing Challenging Behaviors in Preschool Children</p> <p>Online: Oregon Dept of Education, TA & Guidance Manual, Use of Physical Restraint and Seclusion, p. 24-33.</p>