**DEVELOPMENT AND GUIDANCE OF CHILDREN AND ADOLESCENTS**

**Cuiting Li, Ph.D**

**Summer 2019**

**Class Schedule: Contact Information:**

**On-line May 28 – June 21 Office hours: by appointment**

**Office: CPS 238c; 715-346-4082 Email:** [**cli@uwsp.edu**](mailto:cli@uwsp.edu)

**REQUIRED MATERIALS:**

**Textbook:**

Miller, Darla Ferris. (2013). Positive Child Guidance (7th Ed.) . Clifton Park, NY: Thomson Delmar Learning.

Rathbone, B.H., Baron, J.B., (2015). *What Works with Teens (1st Ed.).* Oakland, CA: New Harbinger Publications, Inc.

**Optional Text:** Various items will be posted on **D2L** ; frequent access is expected.

**Course Description:** Students will learn how adults and children affect each other in the home and school environment. Emphasis is placed on guidance that is developmentally appropriate.

**Course Objectives:** Upon completion of this course, students will achieve the following objectives regarding parent/child relationships and teacher/child relationships:

1. Explain the major concerns regarding adult and child relationships and how families, schools, peers, and the larger society impact the quality of these relationships.

2. Apply the meaning of guidance and discipline, and facilitate developmentally appropriate practice when interacting with children and adolescents

3. Devise desired outcomes in the adult/child relationship for children and for adults.

4. Illustrate the benefit of human development theories and research findings on adults who work with children and adolescents in multiple contexts, especially the family and school.

5. Compare the factors relevant in working with families with diverse backgrounds and predict how this knowledge shapes the quality of the professional relationship.

6. Analyze the consequences of healthy relationships and generate what means adults can use to facilitate positive/healthy relationships with children and adolescents.

**COURSE MODULES**

1. Chapter 4
2. Chapter 1
3. Chapter 2 &3
4. Chapter 5 &6
5. Chapter 7
6. Chapter 8
7. Chapter 9
8. Chapter 10
9. Chapter 11 Addiction; Suicide
10. Stages of development
11. Work with teens: Authenticity; Respect; Change; Acceptance, Predictability; Kindness,

**INSTRUCTIONAL STRATEGIES:**

During the four-week session, we will be utilizing D2L. On the course’s D2L page under ‘Content,’ you can find the syllabus, assignments, as well as required readings that correspond to each module. These additional readings are meant to help you understand the material more fully, as well as supplement the chapter readings with additional information. In addition, on D2L you will also find discussion forums, journals, and the ‘Drop Box’, where you will upload all of your assignments. The course provides a number of activities and assignments that will allow students to work individually, to share ideas with others and engage in private reflection in ways that promote a richer understanding of the course content. Students will be expected to thoroughly prepare for class assignments by reading the assigned readings in advance so that they are prepared to engage fully during on-line discussions.

**READING ASSIGNMENTS:**

Class exercises are based on the assumption that assigned readings have been completed in advance, and successful participation will require that students are familiar with those readings. The readings will serve as the primary basis for the specific course discussions; as such it is essential that all students read assigned readings prior to each week’s discussions.

**GRADING:**

**Components Points Score Grade**

Self Introduction 5

Anecdotal records 30 94% and above A

Case study paper 50 90% - 93 % A-

Child Assessments Assignment 20 87% - 89% B+

Chp 4 homework 10 83% - 86% B

Chp 1 homework 20 80% - 82% B-

Chp 2&3 homework 30 77% - 79% C+

Chp 5&6 homework 20 73% - 76% C

Chp 7 homework 30 70% - 72% C-

Chp 8 homework 10 67% - 69% D+

Chp 9 homework 10 60% - 66% D

Chp 10 homework 10 Below 60% F

Chp 11 homework 25

Child Development 30

Working with teens 60

Quizzes 130\_\_\_\_\_\_\_\_

**Total** 490

Video 50

Total (HD666) 540

**COURSE REQUIREMENTS**

Throughout the seven-week session, you will complete **chapter** **assignments** as well as **on line discussions** and **journaling** designed to assess your knowledge of course material and apply what you have learned. The format of each assignment varies: in some cases you will be asked to submit a paper, complete a specific activity, reflect on how you would respond in specific situations, analyze the facility of an after school program, etc.

|  |  |
| --- | --- |
| **Anecdotal Records (30 points)** | Observe ONE child for six hours, one hour each time, two hours each week for three weeks. Students need to write minimum 5 records for each hour, totally 30 records minimum. They are due every Tuesday and Thursday of the first three weeks of class. |
| **Case study paper (50 points)** | Describe the child on the basis of anecdotal records in physical development, cognitive development, explain the child with theories. |
| **Assessment of the child observed (20 points)** | Choose an assessment of the child you observed for anecdotal records from the list provided, then compare the results with your case study paper analysis. |
| **Chp4 Comparing observing methods (10 points)** | Using table format, compare the different observing methods and show the similarities and differences among them. |
| **Chp 1 Identifying goals (10 points)** | Read story on Page 12 Discuss do you agree with Elena’s strategy? What are the goals of Elena for the twins? From her goals, is she a good mother? |
| **Chp2&3 homework (15 Points)** | Explain the cases with theories. |
| **Chp 5&6 homework (10 points)** | Identify discriminating strategies to treat children/adolescents with cultural or ability differences; list appropriate methods to treat people of difference. |
| **Chp7 homework: prosocial activities(15 points)** | Create three activities, differentiated by age, to promote prosocial behavior. |
| **Chp 8 homework (10 points)** | Watch the video, then analyze if her communication is effective or not and why? |
| **Chp 9 homework: (15 points)** | Share examples of two negative/dysfunctional/inappropriate behaviors (one example on one behavior). |
| **Chp10 homework (10 points)** | Powerpoint P21 (last page) positive guidance: please identify the guiding method in each statement. Eg. First one use affective method. |
| **Chp 11 homework**  **(15 points)** | What should be done at different levels to stop bullying (administrator, teacher, peers, individual, parents)? |
| **Discussions (60 Points)** | **Some Modules**, you will participate in an online discussion regarding the topic of that week. The discussion format will encourage students to analyze alternative ways of thinking and assist students in exploring their own experiences. Please visit the discussion forums and post regularly.  Requirements:  o At least **two** responses are required per discussion forum  o Answer the discussion forum question/prompt  o Reply to a peer’s initial post  o Respond to any classmate who replies to your initial post  o Build on themes and ideas to further the conversation and create meaningful interaction  o Incorporate evidence of understanding of readings |
| **Journal Assignments (90 points)** | You will write three written reflection regarding your learning experience to promote self-analysis, reflection, and synthesis of new information. Journal posts are private between the instructor and the student. Journal entries should address key points in the Module. In the journal the knowledge in the chapter should **be applied to real life, confirming a real life practice and change/challenge existing practice and propose a new change**. Please note, only journals that include thoughtful reflection regarding prompt will receive credit for completing the assignment. |
| **Group Illustration**  **(150 points)** | 3 illustrations. Each group work on one topic, each individual give examples on topics assigned, post the example and explanation on D2L discussion for other students to view, covering key points, and have minimum 3 references. |
| **Arrangement Assignment (HD666 only) (50 points)** | Develop your own positive guidance mini-manual and collection of educational materials or educational games for children of ages you are interested in. |

**Scoring Guide for On-line Discussion**:

Your on-line written contributions will be graded based upon the following criteria. (See full rubric on D2L)

|  |  |  |
| --- | --- | --- |
|  | **5** | **4** |
| **Level Of Engagement In Class** | Discussion postings **actively stimulate and sustain** further discussion by **building** on peers’ responses including building a **focused argument around a specific issue** or posing a **new related question** or **making an oppositional statement supported** by personal experience or related research. | Discussion postings **contribute** to the class’ ongoing conversations as evidenced by **affirming statements** or references to relevant research or **asking related questions** or **making an oppositional statement supported** by personal experience or related research |
| **Etiquette in Dialogue with Peers** | Written interactions show **respect and sensitivity** to peers’ gender, cultural and linguistic background, political and religious beliefs | Written interactions **consistently** show **respect and interest** in the viewpoints of others. |
| **Quality of Writing** | Written responses are **mostly** **free of grammatical, spelling or punctuation errors**. Style of writing **facilitates communication** with others. | Written responses are **fairly free** of grammatical, spelling or punctuation errors. Style generally **facilitates communication** with others. |
| **Timeliness** | Consistently responds to postings of peers within the time frame specified. | Responds to most postings with the time frame specified. |

**Online Etiquette**

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended prior to posting the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

2. **Keep writing to a point and stay on topic**. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.

3. **Read first, write later.** It is important to read all posts or comments of students and the instructor within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.

4. **Review, review, then send.** There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.

5. **An online classroom is still a classroom.** Though the course may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors are as important as ever.

6. **The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.

7. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.

8. **If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.

9. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

10. As the reader, **give the author the benefit of the doubt**. If something seems hostile or offensive, before you leap to that conclusion, ask for clarification. Practice patience and courtesy. (When a misunderstanding occurs, acknowledge when you have been unclear, apologize, say what you meant more clearly, and put it behind you.)

11. **Use "please" and "thank you**". The power of these simple signs of respect and caring cannot be overstated.

12. **Practice random acts of kindness**. Think of what you can say (without being obsequious), that would brighten the recipient's day. It simply makes for a better experience for everyone, and as a bonus you may find that people pay better attention to what you have to say.

13. Above all, **remain polite and professional at all times**. Don't use offensive language, and don't be confrontational for the sake of confrontation. Treat all class members with respect and courtesy, and ask yourself, "Would I say this if we were sitting in a face-to-face classroom?" If the answer is no, rewrite and reread.

**Academic Integrity**

14. **Provide citations** for quoted materials or others' ideas, just as would be done in hard copy.

**NOTES TO STUDENTS**

* **Attendance:** Students are expected to participate in all on-line discussion boards and other class assignments during the prescribed time frame. Failure to participate will have an impact upon your grade in any missed assignments.
* Plagiarism, which is defined as the unacknowledged use of another’s words, writing or ideas as if they were one’s own, may result in an automatic “F.” Violations of Academic Honesty may also be subject to action by the Dean. See Student Handbook or College Catalogue for details. If you have questions on how to cite sources the UWSP College Library has links to assist you. Please go to <http://libraryguides.uwsp.edu/citation> for more information.
* DISABILITY ACCOMODATION: If you are a student with a documented disability and are interested in accommodations for this course, contact the Disabilities Services Advisor (Roxanne Schuster) in Disability and Assistive Technology Center in the LRC. Each student shall be expected to make timely and appropriate disclosure and requests to effectively set up services. All requests for services and disabilities documentation are confidential. If you have questions about services, accommodations, or documentation contact the Disabilities Services in LRC 609, 715-346-3365.

**Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Discussion topics for modules/** **Assignments** | **Readings** |
| May 28 | **Module 1: Observing Children**  This module explains how to observe children and how to write anecdotal records.  **Discussion:** Initial post due by Tuesday 11:30pm; comment posts due by Tuesday 11:30pm. Introduce yourself!  **Comparing observation methods Assignment, turn in dropbox by May 29, 11:30 pm.**  **Quiz.**  **Start Anecdotal record (Observe a child for 1 hour, 5 incidents, 5 comments). You need to observe the same child for minimum total of 6 hours, with minimum 30 incidents, 30 comments.**  **Anecdotal Record hour 1 due Thursday 11:30pm** | Chapter 4  PPT: observation |
|  |  |  |
| May 30 | **Module 2: Guidance Matters**  This module addresses the significance of guiding children, as well as the goals and objectives of the guidance.  **Discussion:** Initial post due by 1 pm May 31; comment posts due by 11:30 pm May 31.  • Read Practical application case on P12 and post your first discussion.  **Quiz** | P12. Practical application case  Chapter 1 |
|  |  |  |
| June 3 | **Module 3: Guidance Theories and Understanding Children’s Behavior**  This module introduces the change and development of the practice of guiding children and related theories and supporting philosophies.  **Discussion:** Initial post due by 11:30 pm June 2; comment posts due by 11:30 pm June4.  Give 2 resources and one example of the theory group you choose. Due 11:30 pm June 4.  **Quiz** | Chapter 2, 3  PPT  video:  Child Development Theorists: Freud to Erikson to Spock…and Beyond  <http://fod.infobase.com.ezproxy.uwsp.edu/PortalPlaylists.aspx?wID=102962&xtid=41255>  (if you can’t open the link, go to library page, search for the title of the video from Films on Demand) |
|  |  |  |
| June 5 | **Module 4: Culture and Ability Differences**  Examination of how different treatment based on culture, race, or ability differences can affect children negatively.  **Discussion:** Initial post due by June 6 11:30 pm; comment posts due by 11:30 pm June 6.   1. After watching the video, in groups, discuss strategies people use to discriminate others and what are the appropriate strategies treating children of cultural or ability differences.   **Quiz** | Chapter 5, 6  ppt  Video “Blue Eyed, Brown Eyed”/”A Class Divided”/ Anatomy of Prejudice: Jane Elliott's Seminar on Race  <http://fod.infobase.com.ezproxy.uwsp.edu/PortalPlaylists.aspx?wID=102962&xtid=41352> |
| **Dates** | **Discussion topics for modules** | **Readings** |
| June 7 | **Module 5: Developmentally Appropriate Environment**  This module examines designing and arranging environment for children with toys, programs, for positive development.  **Prosocial Activity Assignment**  **Quiz**  **Anecdotal Record hour 5 due Tuesday 11:30pm** | Chapter 7 |
|  |  |  |
| June 10 | **Module 6: Positive Communication**  Examines different types of communication and how it impacts the children’s relationship with peers and adults.  **Discussion:** Initial post due by June 9 11:30pm; comment posts due by June 10 11:30 pm.  <https://www.youtube.com/watch?v=YYukEAmoMCQ>  watch the video to discuss the if her communication is effective or not and why?  **Quiz** | Chapter 8 |
|  |  |  |
| June 11 | **Module 7: Fundamental Causes of Behavior**  Examination of the causes of positive and negative behavior and methods of solving the different problems.  **Discussion:** Initial post due by June 11, 1 pm; comment posts due by June 11, 11:30pm.  Share examples of two negative/dysfunctional/inappropriate behaviors (one example on one behavior). They can be your experience or story you heard, or watched in movies. Then analyze the underlying causes of it.  **Quiz** | Chapter 9 |
| June 12 | **Module 8: Guidance Interventions**  Examines the effective guidance strategies for different behaviors.  **Discussion:** powerpoint P21 (last page) positive guidance: please identify the guiding method in each statement. Eg. First one use affective method.  **Quiz** | Chapter 10  PPT |
|  |  |  |
| June 13 | **Module 9: Motivations and Mindfulness**  Examination of deeper reasons that children misbehave--mistaken goals, and importance of getting adults need taken care of.  **Discussion:** Initial post due by 1pm June 14; comment posts due by 11:30 pm June 14.  Watch video: dealing with bullying. Have you experienced any bully yourself? What should be done at different level to stop bullying?  Give one example for addiction and one example for suicide due by11:30 pm June 14.  **Quiz** | Chapter 11  Bully  Video: Dealing with Bullying  <http://digital.films.com/PortalViewVideo.aspx?xtid=42090> |
| June 17 | **Module 10: Child Development Stages:**  Giving an example to a milestone/trait to each stage (total 3 examples), due 11:30pm June 18th. | Authenticity; Respect; Change; Acceptance; |
| June 19 | **Module 11:Work with teens: Authenticity; Respect; Change; Acceptance; Predictability; Kindness;**  Introducing strategies and principles dealing with adolescents; suggestions to specific problems in adolescence.  Giving an real-life example to each strategy, due 11:30pm June 21st. | Predictability; Kindness; Addiction; Suicide |
| June 21 | **Case Study paper (for all) due 11:59pm, June 21**  **Arrangement Assignment (for graduate students only) due 11:30pm, June 21** |  |

**Case Study**

**Observation** is a crucial aspect to this course. Students will choose a specific child or adolescent in the school or home setting and are expected to interact with all the children and participate in the program accordingly. The child can be your own son or daughter, your student, your relative, your neighbor’s child etc. The age of the child can be from birth to age 18.

Students are expected to be with the child during their chosen time (minimum one hour each time) for a minimum of 6 hours in total. For your convenience, you can observe the child for one or several hours continuously but no more than three hours each time. Each hour you are required to write a minimum of five anecdotal records for the case study. These anecdotes are due twice every week (not later than noon Tuesday, Thursday) and will be worth **30**  points. You need to make changes according to my feedback. Anecdotal record for each hour is due on Tuesday and Thursdays of the week for the first three weeks of class. Anecdotes turned in beyond June 20 will not be given point credit.

**A Case Study Paper**: Students will choose one child to use for the basis of their case study. Attached are guidelines for writing case studies. Students will be evaluated based on the accuracy of their theory application, which is directly related to the thoroughness of their observations and anecdotal records.

Papers will vary in length due to the anecdotal records, but the theory application part should be approximately 2 type written/computer printed pages (font size 12). Papers are due 11:59 pm June 21. **Late paper will not be accepted.** Papers need to be turned in online.

Spelling and grammar should be correct. The paper should be written in third person and past tense. Avoid using slang and abbreviations. Avoid excessive use of quotes. Documentation of sources is essential. Documentation of theory references is required.

**CASE STUDY GUIDELINES\***

Each student is expected to do a case study of a child, applying the theories and ideas discussed in class. The written project should be professionally prepared in a narrative form (typed with evidence of proof reading). The length of document is determined by the quality of your work. Remember - all information is confidential about the child you observe. You must follow the policies of any program the child is attending during your observation regarding confidentiality and none of the information you record in your anecdotal records should be discussed outside of class**. Failure to maintain confidentiality will result in a failing grade for the course.**

The written case study should include the following:

a) Minimum of 25 anecdotes (approximately 5 per hour) – the anecdotes act as your documentation for the paper. They should be cited as references in the paper by number 1 through 25.

b) Description of the child’s Physical, cognitive, and social-emotional development.

**Physical development** - **possible areas to discuss include**:

- characteristics: appearance, height, weight, body proportion/size, and posture

- motor coordination: large and small muscle skills

-health: record of attendance, illness, fatigue & vitality

- nutrition and food habits

- rest

- physical skills: independence, skill with materials and equipment

- observation of how child seems to feel about physical appearance and skills

**Cognitive Development – possible areas to discuss include:**

- evidence of learning: concepts child understands

- language: use, creativity, and accuracy

- ability to reason and generalize

- creativity: originality vs. conformity with new situations, curiosity

- interest in various areas of classroom

**Social-Emotional Development – possible areas to discuss include:**

- interaction with children at school

- ability to control impulses

- ability to share, take turns, etc.

- ability to follow instructions

- how to react to others’ unfriendly behaviors

- positive and negative behaviors toward others

- peer acceptance: how do others (children and adults) see this child

- self-perception: perception of social abilities: acceptance of sex role

- evidence of happiness/unhappiness

- evidence of security/insecurity

- evidence of tension, fears, or withdrawal behaviors

- evidence of aggressive behavior

c) Specify and explain the **hard moments** of the child and identify a **pattern** of his/her behavior and the **best way to help him/her**.

d) **Application of one theory from book or class** (around 2 pages) – Choose one theory such as , Bronfenbrenner’s Ecological theory or Erikson’s Psychosocial theory to discuss this child’s development (i.e., what would this theorist say about this child, where would the child fit in the stage theory, how should the child be treated accordingly, make sure you back up your analysis with evidence from anecdotes).

e) **1st person summary**

(write a one page first person summary - as though you were the child describing yourself - if this is all someone read of your case study they should have some idea about who this child is).

* Format of paper: please use **Times New Roman Font, Size 12, double space, 1 inch Margin** with **page number** and **APA style** for references**.**
* **HD 666 students** need to apply **three** theories from the book and demonstrate an in depth thinking at a higher level.

**Child Assessment Assignment: Assessment tools** (Please choose one that fits the child you observe)

<https://pedstestonline.com/trial.php>

Ages and Stages Questionnaire: first level screening tool to determine which children need further evaluation to determine their eligibility for early intervention or preschool services.

ASQ (16 months)

<http://agesandstages.com/pdfs/asq3_english_16_month_sample.pdf>

ASQ (48 months)

<http://agesandstages.com/pdfs/asq3_english_48_month_sample.pdf>

ASQ (24-30 months Learning Activities)

<http://archive.brookespublishing.com/documents/asq-3-learning-activity.pdf>

Developmental milestones

<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Milestone checklist (0-5 yr)

<http://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf>

Utah Valley Pediatrics (surveys and questionnaires)

<http://www.uvpediatrics.com/health-topics/stage.php#ASQ>

Child Assessment (National Center on Child Care Quality Improvement)

<https://qrisguide.acf.hhs.gov/files/Child_Assessment.pdf>

Middle Childhood Development Assessment Guide

<https://www.samhsa.gov/sites/default/files/GPRA/ppw_middle-child.pdf>

Guidelines for Adolescent preventive services: parent/guardian questionnaire

<http://www.uvpediatrics.com/Docs/GAPSParenteng.pdf>

Younger adolescent questionnaire (11-14)

<http://www.uvpediatrics.com/Docs/GAPS11-14Eng.pdf>

Middle-older adolescent questionnaire (15-21)

<http://www.uvpediatrics.com/Docs/GAPS15-21Eng.pdf>

Adolescent health evaluation

<http://www.uvpediatrics.com/Docs/Adolescent_Health_Evaluation.pdf>

**Arrangement Assignment: (Graduate students only, 50 points) -** For this assignment you need to make a one minute video on the guiding strategies regarding certain behavior of the children or adolescents. You can use movies clips to demonstrate the behavior and you can briefly explain the reasons of the behavior. Then provide choices of strategies to change the behavior and demonstrate how to use them or introduce a game or activity to change the behavior. If the video is good enough, it will be available to public in the future.

You need to write a paper to explain and justify your video information.

1. Describe the issue, state the problem or concern and explain why it is important with the support of research.
2. Explain the nature of the issue and support it with research.
3. Use theory or research to justify why it works.

Hint: Choose a developmental age to focus on and then choose your topics or games/toys based on issues related to this age. Remember that APA style requires a reference page.

Please watch the link below on how to make a video for your arrangement assignment project.

<https://www.youtube.com/watch?v=8JTw2RpDo9o>

Arrangement Assignment is due on June 21. It will be graded on the following criteria:

1) Research based

2) Properly cited

3) Reference page

4) Written documentation of issue

5) Safety issues for the Childs age or stage of development

6) Age-developmental stage appropriateness

**CHANGES IN SYLLABUS:** I reserve the right to make changes regarding any of the above requirements in order to enhance the quality of student learning. I also reserve the right to modify the course outline in order to accommodate quest speakers, to adequately cover material, show newly discovered videos or DVD’s, or any other reason which may require such an adjustment.