



## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Human Growth and Development

**UNIT:** Developing Guidance Techniques



## INTRODUCTION

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**Annotation:**

Acceptable behavior does not come naturally to children. This is true whether it is putting toys away, getting along with others, or saying please and thank you. Children need to be taught what is acceptable, what is not acceptable, and what is expected of them. Effective guidance skills are necessary for effective teaching. Guidance consists of direct and indirect actions used by an adult to help children develop appropriate behavior patterns. Effective guidance should maintain children's self-esteem and produce a desired change in behavior.

**Grade(s):**

x	9 <sup>th</sup>
x	10 <sup>th</sup>
x	11 <sup>th</sup>
x	12 <sup>th</sup>

**Time:** 15 HRS

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**Academic Review:** Ben Tanner

**Special Education Review:** Lindsey Welborn

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

#### EDU-HGD-13:

**Students will identify developmentally appropriate guidance techniques.**

- a. Identify goals of effective guidance.
- b. Discuss and demonstrate verbal and non-verbal guidance techniques.
- c. Discuss and demonstrate direct and indirect guidance techniques.
- d. Summarize ways to promote a positive self-concept in each child.

### GPS Academic Standards:

- ELA9-12W3
- ELA9-12RL5
- ELA9-12C2
- ELA9-12LSV1
- ELA9-12LSV2
- MC3P1
- SSPVB3



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Effective guidance should maintain children's self-esteem and produce a desired change in behavior.
- Self-regulation and self-control are the long-term goals of guidance.
- Another goal of guidance is to promote pro-social behaviors among children.
- When guiding children's behavior, your actions should always promote a positive self-esteem in each child.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What are some direct and indirect guidance techniques?
- What are some verbal and non-verbal guidance techniques?
- What are some ways to promote a positive self-concept in each child?

### Knowledge from this Unit:

- Vocabulary Terms
- Importance of Developmentally Appropriate Practice

### Skills from this Unit:

- Identify goals of effective guidance
- Describe principles of direct and indirect guidance
- Explain various techniques for effective guidance
- Summarize ways to promote a positive self-concept in each child



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☒ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

### Assessment(s) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## **Sequence of Instruction**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary:
  - guidance
  - discipline
  - positive guidance
  - self-discipline
  - limits
  - positive reinforcement
  - redirection
  - direct guidance
  - indirect guidance
  - modeling
4. Have students role-play a situation in which three teachers are having a conversation while children are misbehaving or trying to get the teachers' attention. Ask students to reflect on the teachers' roles in the behavior of children. (13a)
5. As an experiment, display negative or frustrating behavior to your students when they arrive for class and keep up the behavior for five to ten minutes. Afterwards, explain to them that you were just modeling negative guidance. Survey the class to find out what effect your behavior had on each of them. (13b,c)
6. Have students divide into groups and prepare skits demonstrating the effects of various types of teacher behavior on children. Students may use the Internet to research the various types of teacher behavior and the effects on children. Students should present their skits with the class. (13b,c)
7. Have students list 10 of their personality traits. Students should then write a few paragraphs on how those traits may affect children. (13b,c)
8. Have students work with a partner and practice using verbal guidance by showing them how to do something such as putting a puzzle together. (13b)

9. Do the “DAP Role Play activity.” (13b,c)
10. Show the video “It’s Mine” and have students complete the questions. (13a-d)
11. Ask students to write and illustrate a children’s storybook or write a puppet play that demonstrates how preschoolers can deal with their feelings. The characters in the story or play should portray situations and feelings a typical preschooler may encounter such as nervousness or anxiety on the first day of school. Allow time for students to share their projects in class. (13d)
12. Ask each student to write down an example of a limit a parent might set for a child of a given age. Have students read their example aloud. Ask the class to evaluate each one as to whether it is reasonable; serves a useful purpose, and is age-appropriate, specific, and clearly expressed. Chart this on the board as limits are analyzed. If students find a problem with a limit in any of the areas, have them propose ways to modify it. (13a-d)
13. Have student teams each devise a way of recording children’s achievements in a particular area, like a chore chart. Have teams present their ideas to the class. (13b,c)
14. Have students spend time in a public place observing how parents interact with their children. Describe three examples of positive guidance to the class. Why do they think these were effective? Have them describe at least two situations that they think should have been handled differently. Based on what they have learned, how would they have handled them? (13b-d)
15. Show the video “101’s Guide to Positive Discipline” and have students summarize what they learn from the video. (13a-c)

**Attachments for Learning Expectations:**

[DAP behavior role play situations.doc](#)

[It's MINE! video questions.doc](#)

**Notes & Reflections:**

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



## UNIT RESOURCES

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### Materials & Equipment:

- “It’s Mine! Responding to Problems and Conflicts” video, The Tender Care Infant-Toddler Series
- “101’s Guide to Positive Discipline” 2-video-Set, Old Dominion University, [www.dl.odu.edu/101s](http://www.dl.odu.edu/101s)

### Textbooks:

- Working With Young Children 14, 15, 16
- The Child Care Professional 15
- Introduction to Early Childhood Education 15
- Foundations of Early Childhood Education 5
- Beginnings and Beyond 7

### Suggested Videos/Software for this Unit:

- “Give Yourself a Hand: Guidelines for Successful Group Times” video, Educational Productions
- “Touch A Heart, Teach A Mind” video, [www.beckybailey.com](http://www.beckybailey.com), 800-842-2846
- “Guiding Children” Microsoft PowerPoint Presentation, CEV 70013, 800-922-9965, [www.cevmultimedia.com](http://www.cevmultimedia.com)
- “Correcting Problem Behavior” MB&A Training on Demand CD, 877-655-7139
- “Child Management: Who’s Really in Charge?” video, The New Parenting video Series, 800-543-0998
- “Discipline: Teaching Limits With Love” video, I Am Your Child video series
- “Facing the Challenge” DVD, Devereux Foundation

### Professional Readings/Resources for Instructor:

- Loving Discipline: Ages 1-5, Channing L. Bete Co., item # 97686B-10-00, 800-628-7733
- Behavior Guidance for Infants & Toddlers, Honig, Southern Early Childhood Association
- The Power of Guidance, Gartrell, NAEYC & Thomsom Delmar Learning
- Learning to Listen, Listening to Learn, Jalong, NAEYC #2008
- Preschool Classroom Management, Warner & Lynch, Gryphon House
- <http://www.uen.org/Lessonplan/LPview?core=20>

**What 21st Century Technology was used in this unit?:**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		