

Course Title: Supporting Self- Regulation in Young Children

Course # : EC 326 Credit Hours : 4

Catalog Description: This course focuses the development of self regulation in children during the early childhood years. Particular attention is given to both normative and atypical growth in the areas of self control and executive functioning. Various theoretical perspectives will be integrated to develop child guidance principles and techniques applicable in early childhood classrooms.

Prerequisites: Completion of EC 320

Instructor: Andrew Gunsberg Ph.D.
Semester: TBA
Class Location: TBA
Office: 405 D Pawley Hall
Office Hours: TBA
Phone: 248-370-4168
Email: gunsberg@oakland.edu
Fax: 248-370-4242

Course Objectives: Upon completion of the course students will be able to:

1. Define self regulation and describe how it emerges from infancy through early childhood
2. Describe the psychoanalytic, behavioral, social learning. Cognitive-developmental , and attachment theorists perspectives on the development of self-regulation.
3. Identify concepts, and techniques from each of the above theoretical perspective that influence current child guidance practices in early childhood classrooms.
4. Develop a hierarchy of child- guidance techniques appropriate for infants, toddlers, and children 3-7 that are consistent with developmental norms.
5. Observe and document child guidance techniques implemented by caregivers in infant, toddler and preschool settings.
6. Critique observed instances of child guidance on the basis of observed effects and theoretical principles.
7. Implement child guidance techniques in infant, toddler and preschool settings and document use of technique and observed outcomes.
8. Engage in group discussion and reflect in writing on the efficacy of child guidance techniques employed and the validity of their theoretical rationales.
9. Identify problems of self regulation common to early childhood settings such as aggression, superficial processing , and impulsivity and develop a guidance plan that supports improved functioning in these areas.
10. Provide a theoretical rational for the guidance plan based on a review of current literature on self- regulation.
11. Identify principles and techniques for working with parents on issues of self – regulation.

12. Articulate cultural differences in expectations held by parents of children's self-regulation at various ages and in different settings.
13. Develop a parent conference plan for discussion of self regulation issues and engage in a parent conference simulation with peers.
14. Examine the role of stress at home and in school as an important factor influencing children's ability to self-regulate.
15. Assess the classroom environment and routine to determine the degree to which the physical environment and daily schedule promotes or detracts from children's ability to self regulate.
16. Explain how play influences children's ability to self-regulate and draw inferences from the literature on play and self regulation for classroom practice.
17. Examine the development of self regulation in children with special needs in both home and school settings

Text books:

Kaiser B. & Rasminsky, J. (2003). *Challenging Behavior in Young Children* . Allyn and Bacon.

Wolfgang, C. (2004) *Child Guidance Through Play*. Allyn and Bacon.

Reynolds, E. (1996) *Guiding Young Children: A child Centered approach*. Mayfield.

Course Outline by topic:

- The nature of self regulation
- Development of self regulation
- Innate and environmental influences
- Theoretical perspectives
- Implications of theoretical perspectives for child guidance
- Supporting self- regulation: infants and toddlers
- Supporting self- regulation in early childhood settings
- Play and self-regulation
- Aggression, impulsivity , and superficial processing
- Language development and self regulation
- Working with parents
- Assessing the learning environment and routine

Methods of instruction:

- Lecture
- Discussion
- Simulations
- Video analysis
- Field observations
- Group activities

Assignments:

- Observations of teachers and children
- Written analysis of observations
- Tests
- Creation of a child guidance plan
- Implementation and analysis of guidance interaction in a field setting
- Parent conference plan and simulation
- Classroom Assessment.

Alignment of Objectives to Assignments

Objectives/Learning Outcomes	Assignments /Assessment of Outcomes
1. Define self regulation and describe how it emerges from infancy through early childhood	Structured observations of toddler, preschool, and school age children in educational settings.
2. Describe the psychoanalytic, behavioral, social learning. Cognitive-developmental , and attachment theorists perspectives on the development of self-regulation	Written analysis of observations in a formal paper.
3. Identify concepts, and techniques from each of the above theoretical perspective that influence current child guidance practices in early childhood classrooms.	Written analysis of observations in a formal paper.
4. Develop a hierarchy of child-guidance techniques appropriate for infants, toddlers, and children 3-7 that are consistent with developmental norms.	Creation of a child guidance plan
5. Observe and document child guidance techniques implemented by caregivers in infant, toddler and preschool settings.	Implementation and analysis of guidance interaction in a field setting.
6. Critique observed instances of child guidance on the basis of observed effects and theoretical principles.	Implementation and analysis of guidance interaction in a field setting.
7. Implement child guidance	Creation of a child guidance plan

techniques in infant, toddler and preschool settings and document use of technique and observed outcomes.	Implementation and analysis of guidance interaction in a field setting.
8. Engage in group discussion and reflect in writing on the efficacy of child guidance techniques employed and the validity of their theoretical rationales.	Implementation and analysis of guidance interaction in a field setting
9. Identify problems of self regulation common to early childhood settings such as aggression, superficial processing , and impulsivity and develop a guidance plan that supports improved functioning in these areas.	Implementation and analysis of guidance interaction in a field setting.
10. Provide a theoretical rational for the guidance plan based on a review of current literature on self- regulation.	Written analysis of observations in a formal paper
11. Identify principles and techniques for working with parents on issues of self –regulation	Parent conference plan and simulation.
12. Articulate cultural differences in expectations held by parents of children’s self- regulation at various ages and in different settings.	Parent conference plan and simulation.
13. Develop a parent conference plan for discussion of self regulation issues and engage in a parent conference simulation with peers.	Parent conference plan and simulation.
14. Examine the role of stress at home and in school as an important factor influencing children’s ability to self –regulate.	Parent conference plan and simulation.
15. Assess the classroom environment and routine to determine the degree to which the physical environment and daily schedule promotes or detracts from children’s ability to	Structured observations of toddler, preschool, and school age children in educational settings. Written analysis of observations in a

self regulate.	formal paper
16. Explain how play influences children's ability to self-regulate and draw inferences from the literature on play and self regulation for classroom practice.	Structured observations of toddler, preschool, and school age children in educational settings.
17. Examine the development of self regulation in children with special needs in both home and school settings	Structured observations of toddler, preschool, and school age children in educational settings.

Academic Conduct Policy

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct (see the "Academic Conduct Policy" in the Undergraduate Catalog) Academic Honesty: Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course will receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2009-2010 Oakland University Undergraduate Catalog to read the full Academic Conduct Policy

Grading Scale

Grade % Grade % Grade %
4.0 99-100 3.5 89-90 3.0 79-80
3.9 97-98 3.4 87-88 2.9 77-78
3.8 95-96 3.3 85-86 2.8 75-76
3.7 93-94 3.2 83-84 2.7 74
3.6 91-92 3.1 81-82 To <74