

7/28/2025

DATE



REQUIRED COURSE



ELECTIVE COURSE

SSE

DIVISION



NEW COURSE



REVISION

# Lake Land College

## Course Information Form

<b>COURSE NUMBER:</b>	ECE-110		<b>TITLE: (30 Characters Max)</b>		Child Behavior and Management								
<b>SEM CR HRS:</b>	3.0	<b>Lecture:</b>	3.0		<b>Lab:</b>	0.0	<b>ICCB Lab:</b>	0.0	<b>ECH:</b>	3.0			
<b>Course Level:</b>	<input type="checkbox"/> Gen Ed / IAI <input checked="" type="checkbox"/> Baccalaureate /Non-IAI		<input type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit		<b>Clinical Practicum:</b>	0.0	<b>Work-based Learning:</b>	0.0	<b>WBL ECH:</b>	0.0			
<b>Course PCS &amp; CIP:</b>	12 - 19.0709		<b>IAI Code:</b>		N/A			<b>Contact Hours (Minutes/Week)</b>					
<b>Repeatable (Y/N):</b>	N	<b>Pass/Fail (Y/N):</b>	N	<b>Variable Credit (Y/N):</b>	N	<b>Min:</b>		<b>Max:</b>		<b>16 Wks</b>	150	<b>8 Wks</b>	300
<b>Prerequisites:</b>	None												
<b>Corequisites:</b>	None												
<b>Catalog Description: (40 Word Limit)</b>	This course focuses on the use of positive redirective techniques in shaping behavior so children can learn self-discipline and self-control. Observation of discipline problems and analysis of procedures are required of the student.												

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Work-based Learning
Discipline and guidance	10			
Positive discipline strategies	15			
Effective guidance and challenging behaviors	10			
Child abuse and neglect	10			
<b>TOTAL</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>

### EVALUATION

<b>QUIZZES</b>	<input checked="" type="checkbox"/>	<b>EXAMS</b>	<input checked="" type="checkbox"/>	<b>ORAL PRES</b>	<input checked="" type="checkbox"/>	<b>PAPERS</b>	<input checked="" type="checkbox"/>
<b>LAB WORK</b>	<input type="checkbox"/>	<b>PROJECTS</b>	<input type="checkbox"/>	<b>COMP FINAL</b>	<input checked="" type="checkbox"/>	<b>OTHER</b>	<input type="checkbox"/>

### COURSE MATERIALS

<b>TITLE:</b>	Positive Child Guidance
<b>AUTHOR:</b>	Darla Ferris Miller
<b>PUBLISHER:</b>	Cengage Learning
<b>VOLUME/EDITION/URL:</b>	6th edition
<b>COPYRIGHT DATE:</b>	2010

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		<i>The student will be able to:</i>
Discipline and guidance	10	1. Define discipline and guidance. 2. Research the effect of culture on guidance. 3. Discuss short and long term goals of child guidance. 4. Compare and Contrast the following types of care giving/parenting: democratic, permissive, punitive. 5. Discuss reasons why children may show inappropriate or unacceptable behavior. 6. Discuss of impact of the adult and types of environments in relationship to appropriate behavior. 7. State DCFS discipline related regulations for centers.
Positive discipline strategies	15	1. Discuss strategies for building a foundation for positive communication. 2. List positive discipline strategies and discuss guidelines for implementing. 3. Discuss group management strategies. 4. Apply strategies discussed above to specific situations.

Effective guidance and challenging behaviors	10	<ol style="list-style-type: none"> <li>1. Discuss guidelines for effective guidance.</li> <li>2. Discuss methods for observing and recording children's behaviors.</li> <li>3. Research a variety of difficult behaviors and situations in the following manner: <ol style="list-style-type: none"> <li>a. possible reasons for the behavior</li> <li>b. developmentally appropriate methods of handling the behavior when exhibited</li> <li>c. ways of preventing the behavior</li> </ol> </li> <li>4. Develop a behavioral management plan for a specific difficult behavior.</li> <li>5. Perform basic steps in a Response to Intervention plan and prepare an accident report.</li> </ol>
Child abuse and neglect	10	<ol style="list-style-type: none"> <li>1. Define abuse and neglect.</li> <li>2. Describe and give examples of different types of abuse (physical, emotional, sexual, neglect)</li> <li>3. List signs and symptoms (indicators) of different types of abuse (what to look and listen for).</li> <li>4. Describe potential effects of abuse/neglect on children's development.</li> <li>5. List characteristics that make some children more susceptible to being abused (high risk.)</li> <li>6. Describe characteristics of adults that may make them more at risk for becoming abusers.</li> <li>7. Discuss the seriousness of child abuse (statistics).</li> <li>8. Discuss prevention efforts.</li> </ol>
45		

Outcomes*	Outcome Title	At the successful completion of this course, students will be able to:
Course Outcome 1	IDCFS Guidance	Define the term "Guidance" according to the Illinois Department of Children and Family Services."
Course Outcome 2	Positive Comm Behav	Translate/rewrite statements into positive communication statements effective for redirecting/guiding behavior.
Course Outcome 3	26 Positive Discipl	Identify (26) positive discipline strategies, apply to behavior scenarios, and summarize the importance of each.
Course Outcome 4	Indicat Child Abuse	Identify indicators of child abuse and neglect and recite the name and phone number of the agency to call.
Course Outcome 5	Multicult Book	Prepare a multicultural book report and perform a classroom hands on activity in conjunction with the book.
Primary Laker Learning Competency Communication: Students communicate through the exchange of information.		
Secondary Laker Learning Competency	Global & Cultural Literacy: Students distinguish that society is a culturally diverse and global environment with differing opinions, practices and ideas.	

\*Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.