

CDEC 1319
Child Guidance
Fall 2026



CREDIT

3 Semester Credit Hours

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

N/A

COURSE DESCRIPTION

An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

Student Learning Outcomes (SLOs)

- *Developmentally appropriate behavior in children and youth*
- *Using the Pyramid Model to assess program and staff practices*
- *Promoting healthy development and preventing challenging behavior challenges*
- *Effective collaboration with professionals and families to best support children's and youths' development and behavioral needs*

INSTRUCTOR CONTACT INFORMATION

Instructor: Sharon Kruger, M.Ed.

Email: skruger@lit.edu

Office Phone: 409-241-3163

Office Location: Technical Center (TC) Room 220

Office Hours: Refer to Starfish

REQUIRED TEXTBOOK AND MATERIALS

This course will be using the **Virtual Lab School (VLS)** online courses on Managing Challenging Behavior. VLS is a website developed by the Ohio State University early childhood experts to support the needs of the military-affiliated childcare programs.

Required: a laptop or device to allow you to access required material on LIT Blackboard and to access the Virtual Lab School online course material.

Supplemental resource (optional) ***How to Talk So Little Kids Will Listen: A Survival Guide to Life with Children Ages 2 to 7*** ISBN: 9781501131639

All course materials will be provided on the Blackboard LMS system.

It is mandatory that students access the Blackboard course a minimum of three times a week for submission of discussion posts/journal entries/ quiz/assignments and for the reading/video course materials.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

This course adheres to the add/drop standards for each term as stated by Lamar Institute of Technology. For more details, refer to the <https://www.lit.edu/Student-Success/2026-2027-College-Calendar>

Course Calendar

All coursework is due by the due date of the module/week.

Week 1	Course introduction and policies Guidance: An Introduction Positive guidance means helping children learn to manage their behavior in kind and respectful ways. It supports their social, emotional, and thinking skills as they grow. In your program, positive guidance helps children feel safe, learn new skills, and build good relationships. Adults may understand guidance differently because of their own culture and past experiences.	https://www.virtuallabschool.org/tcs/positive-guidance/lesson-1 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 2	Guidance Across Age Groups All staff will sometimes see behavior that feels hard to handle. Your job is to help them understand what behaviors are normal for different ages and how to respond in positive ways. This lesson explains common behaviors at each stage and helps you watch and give helpful feedback on how staff guide children of different ages.	https://www.virtuallabschool.org/tcs/positive-guidance/lesson-2 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 3	Environmental Supports for Guidance The environment has a big impact on how children behave. A good environment helps prevent problems and helps children feel safe and cared for. You can teach staff how to build strong relationships, create helpful	https://www.virtuallabschool.org/tcs/positive-guidance/lesson-3 Discussion post(s) Assignment(s) Journal(s)

	routines, and set up learning spaces that support children. This lesson also shows different observation tools and helps you give feedback on how staff use environmental strategies.	Quiz
Week 4	Promoting Guidance Through Interactions Positive interactions are an easy and powerful way to guide children. This lesson explains why positive interactions matter and shows how to respond to challenging behavior in calm, helpful ways. It also shares ideas for working with families to support their child's behavior.	https://www.virtuallabschool.org/tcs/positive-guidance/lesson-4 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 5	Supporting Children with Challenging Behaviors: An Introduction for Program Staff This week, you will think about how your own beliefs shape the way you respond to children's behavior. You will learn a simple system to make sure all children get social-emotional support. You will also learn strategies to help children who need more than basic or targeted support so they can learn and grow.	https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-1 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 6	Using the Pyramid Model to Promote Social and Emotional Learning The Pyramid Model gives you an organized way to promote social-emotional development and prevent challenging behavior.	https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-2 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 6 ★ Final Project 1:	Week 6 ★ Final Project 1: Pyramid Model Poster	Create a poster, infographic, or slide deck that explains the three levels of the Pyramid Model (universal, targeted, and intensive supports). Include at least two strategies or tools at each level and a short example of how each one is used in a real classroom.
Week 7	Preventing Challenging Behaviors	Discussion post(s)

	In addition to the Universal Tiers of the Pyramid Model, there are universal caregiving strategies you can use to promote social-emotional learning and prevent challenging behavior in all children. In addition to these strategies, universal screening of all children helps you recognize potential challenges or concerns as early as possible	Assignment(s) Journal(s) Quiz
Week 8	Using Targeted Supports In this lesson, you will learn about targeted supports that may benefit some of the children in your care.	https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-4 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 9	Intensive Interventions This lesson introduces the behavior support planning process and resources that can help children who are not responsive to universal and targeted supports.	https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-5 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 9 Final Project 2	★ Final Project 2: My Ideal Supportive Classroom	Design a classroom environment (poster, drawing, or digital layout) that supports social-emotional learning and prevents behavior issues.
Week 10	Partnering with Families This lesson will help you learn how to engage with families when there is a concern about behavior. You will learn how to develop trusting relationships, prepare for difficult conversations, and provide resources to support families.	https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-6 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 10 ★ Final	Week 10 ★ Final Project 3 How to Talk to Families About	Choose ONE format:

Project 3	Challenging Behavior	 Infographic  Poster  Social Media Post  Message to a New Teacher
week 11	Coaching and Creating Programs that Support All Children Learn how to help staff differentiate between types of behaviors, use coaching strategies, model for staff, and support the implementation of behavior support plans.	https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-7 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 12	Supporting Inclusive Programs From an Administrative Perspective This lesson describes the program administrator's role and offers resources and strategies that help promote effective teamwork around challenging behavior in child and youth programs.	https://www.virtuallabschool.org/focused-topics/supporting-children-with-challenging-behaviors/lesson-8 Discussion post(s) Assignment(s) Journal(s) Quiz
Weeks 13 & 14	How to Talk so Little Kids will Listen and How to Listen so Little Kids will talk This lesson identifies respectful and effective solutions to the unending challenges of guiding children's behavior.	All material to read will be in this week's Blackboard course. This week's course is based on the book <u>How to Talk So Little Kids Will Listen: A Survival Guide to Life with Children Ages 2 to 7</u> ISBN: 9781501131639 Discussion post(s) Assignment(s) Journal(s) Quiz
Week 15	Summary of Child Guidance	
  Project 4:	  Week 15 Project 4: Behavior Help – Share What Works	 Assignment Overview: You've learned a lot about guiding children's behavior in positive ways.

		Now it's time to share what you've found helpful outside of class— on social media, in a favorite book, or from an online expert. In this final project, you will find and write a recommendation of two trusted sources that give useful advice for handling challenging behavior in young children. Your sources can include: •  A favorite educator or parenting expert on Facebook, Instagram, or YouTube •  A children's behavior or parenting book you've read or researched •  A blog, podcast, or website you trust that gives good tips
Week 15  Final Project 5:	Week 15  Final Project 5: Message to Myself – Child Guidance Reflection	Write or record a message to your future self about what you learned in Child Guidance

COURSE EVALUATION

Grading Policy and Evaluation

ASSIGNMENTS	% of total grade
discussion posts (complete on topic or incomplete)	15%
respond to discussion posts (complete on topic or incomplete)	

Assignments (Homework) written answers to questions about the reading	10%
Quiz: open book quiz Quiz: video quizzes	15%
Journal	10%
Project 1	10%
Project 2	10%
Project 3	10%
Project 4	10%
Project 5	10%
TOTAL	100%

Instead of taking a final exam, you will complete five projects (presentation) that will be submitted at different times during the semester.

A 90 to 100%

B 80% and less than 90%

C 70% and less than 80%

D 60% and less than 70%

F 0% and less than 60%

MAKE-UP WORK

Late Submission Policy ---

Assignments submitted more than 4 days after the due date will receive a deduction of up to 10%.

Please check the grading rubric for the exact amount. If no rubric is provided, a flat 10% deduction will be applied. If you need to request an exception to this policy, please send me a message. Review the grading rubric prior to each submission.

STUDENT EXPECTED TIME REQUIREMENT

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

Discussion Boards

Students are expected to participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

For this online course: You are responsible for the content of any work submitted for this course. Use of AI to generate your first draft of text is permitted, BUT you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations and misinterpretations of abstract concepts. Utilize them with caution.

In your submissions:

- Make sure you provide personal specific and relevant information while writing your submissions.
- NO factual errors from AI or that will result in a zero on the assignment

AI STATEMENT

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You are responsible for the content of any work submitted for this course. Use of artificial intelligence (AI) to generate a first draft of text is permitted, but you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. Utilize them with caution.

For this online course: In your submissions: Provide specific and relevant examples. Double check your submission to ensure there are no factual errors from AI. Edit and personalize AI suggestions to show student's own thinking.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

Remember this: Netiquette (Online Etiquette) Statement

Always sign your names to any contribution you choose to make.

Be constructive in your responses to others in the class.

Do not use all caps (Doing so may be interpreted as shouting).

Re-read your postings before sending them.

Always think before you write. Respond respectfully.

Use appropriate grammar and structure. Spell-check your postings.

Use short paragraphs focused on one idea.

Response Times

During the workweek, I expect to respond to your emails within 24 hours. For the most expedited response, please email me directly. All discussion posts/responses, journals, quizzes, and assignments are usually graded by Thursday morning of the next Module/Week.

Student Success Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions. Online students should expect to spend at least as much time on this course as in the traditional, face-to-face class.

Additionally, students are expected to:

- Log on at least three times a week, on different days, to complete assignments, assessments, discussions and/or other Module/Weekly deliverables as directed by the instructor and outlined in the syllabus.
- Participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.
- Spend 8 – 12 hours per work actively engaged within this course.
- Cheating will not be tolerated.

If you find that you cannot meet the class's minimum requirements, please contact your instructor as soon as possible.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

COURSE INSTRUCTOR EVALUATION

Instruction as well as student performance is subject to evaluation. Procedures for instructor evaluation will be provided near the end of this course via email from Lamar Institute of Technology. Save a screenshot of your instructor's evaluation completion page and upload it to the appropriate spot for extra credit.