**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** |  |

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| **COURSE CODE** | 171917012 | **COURSE NAME** | [Behavıor Management to Child](javascript:OpenPage('H43bbnmnojZi5z1lfTdpIdC3Gd7NV5csVmyecBnrIUrLvrZ9S3HBYeLuCr+ZAHp9')) |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Identifying and identifying positive and negative behaviors in children; learning techniques to support positive behaviors and extinguish negative behaviors; teacher and parent attitudes in behavior management; regulation of home and school settings for behavior management; developing and evaluating application examples for problem behaviors seen in the classroom. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | The aim of this course is to determine the positive and negative behaviors of children, to learn the techniques to support positive behaviors and extinguish negative behaviors and to regulate the home and school environments that affect children's behaviors positively. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Learning techniques to support positive attitudes and extinguish negative behaviors and regulate home and school settings that positively affect children's behavior. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | * Know and discuss the basic concepts of behavior management. * Know and discuss behavior change strategies. * Will be able to recognize, compare and develop theories of language development and social development. * Have knowledge about cognitive and sexual development of children in early childhood. * Recognize, compare and develop cognitive and sexual development theories. * Have knowledge about motor and perception development of children in early childhood. * Have knowledge about personality and self-care development of children in early childhood. | | | | | | | |
| **TEXTBOOK** | | | | | | Akduman, G. G., Aydoğan, Y., Özbey, S., Eratay, E., Özkan, İ. & Özyürek, A. (2017). Çocuklarda davranış yönetimi anne-baba ve eğitimciler için. A. Özyürek (Ed.). Ankara: Vize Yayıncılık. | | | | | | | |
| **OTHER REFERENCES** | | | | | | Aydoğan, Y., Özyürek, A. & Akduman, G. G. (2017). Erken çocukluk döneminde gelişim. Ankara: Vize yayıncılık. | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Basic concepts of behavior management |
| 2 | Basic concepts of behavior management |
| 3 | Behavior change strategies |
| 4 | Behavior change strategies |
| 5 | Theories of language development |
| 6 | Cognitive development in early childhood |
| 7-8 | MID-TERM EXAM |
| 9 | Cognitive development theories |
| 10 | Social development in early childhood |
| 11 | Personality development in early childhood |
| 12 | Sexual development in early childhood |
| 13 | Development of self-care in early childhood |
| 14 | Emotional development in early childhood and self-care supportive practices |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**