South Central College  
ECE 1230  Behavior Guidance  
Course Outcome Summary  

**Course Information**

**Description**  
This course encompasses multiple, interrelated areas of positive child guidance techniques for individual and group situations – including problem prevention and positive guidance strategies, communication, setting limits, problem solving and behavior modification and is supported by coherent theoretical perspectives and by current research. This course emphasizes ways to establish supportive relationships with children and guide them in order to enhance learning, development, and well-being. (Prerequisite: None).

**Total Credits**  
3

**Total Hours**  
48

**Types of Instruction**

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<tr>
<th>Instruction Type</th>
<th>Credits/Hours</th>
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<tr>
<td>Lecture</td>
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**Pre/Corequisites**  
None

**Course Competencies**

1. **Apply guidance and management techniques to accommodate the developmental characteristics of infants and toddlers and to support their need for a sense of security and self-esteem; TECE 3.B.5.e**

2. **Explore developmentally appropriate practices to establish environments in which responsive and predictable interaction sequences occur; TECE 3.B.7.a, TECE 3.C.6.a**

   **Learning Objectives**
   - Describe strategies for assessing a preprimary-aged child's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences.
   - Describe strategies for assessing an infant's or toddler's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences.

3. **Identify practices to promote healthy child-child peer relationships; TECE 3.B.7.c**

4. **Explore the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning; TECE 3.C.3.a, TECE 3.D.2a**
Learning Objectives
Describe how to plan, design, and implement developmentally appropriate learning experiences for preprimary classrooms.
Describe how to plan, design, and implement developmentally appropriate learning experiences for primary classrooms.

5. Recognize the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships; TECE 3.C.3.b

6. Describe ways to structure the classroom to promote positive and constructive interactions among children; TECE 3.C.6.b

7. Explore the importance of developing in each child a sense of belonging, security, personal worth, and self-confidence toward learning; TECE 3.C.6.d

8. Describe developmentally appropriate practices for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems; TECE 3.C.6.e

9. Identify developmentally appropriate practices that facilitate the development of self-acceptance, self-control, and social responsiveness in children through the use of positive guidance techniques; TECE 3.C.6.f

SCC Accessibility Statement
South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-5847.

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