



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

Instruction Type	Credits/Hours
Lecture	3/48

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.

Additional information and forms can be found at: www.southcentral.edu/disability

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.