

ECE1113 - Behavior Guidance

Credits:	3 (2/1/0)
Description:	This course provides an examination of the physical and social environments that promote learning and development for young children. It includes an introduction to basic child guidance techniques for individual and group situations. Emphasis is on exploring, observing and practicing problem prevention and positive child guidance strategies through coursework and a lab experience. This course contains an off-site lab experience that will assist in guiding students to obtain the skills necessary to become successful professionals within early childhood settings. All students will be required to obtain and pass a Minnesota background check prior to completing 30 hours at an approved lab site.
Prerequisites:	<ul style="list-style-type: none"> • ECE1105 • ECE1107 • ECE1109
Corequisites:	
Pre/Corequisites*:	

<p>Competencies:</p>	<ol style="list-style-type: none"> 1. Identify and describe how to utilize teacher strategies including guidance and classroom management techniques to accommodate for the developmental characteristics of infants and toddlers promoting positive self-esteem and a sense of security. (TECE 3.B.5.e) 2. Examine and describe how to assess infant, toddler and pre-primary children's emerging levels of social and emotional development, and then utilize teacher strategies, social/emotional learning experiences and the classroom environment to establish and promote individualized, responsive, predictable adult interactions and healthy peer relationships. (TECE 3.B.7.a, 3.B.7.c, 3.C.6.a, 3.C.6.c) 3. Examine and explain how to establish, maintain and promote a healthy, responsive, predictable and physically and psychologically safe classroom environment(s) to meet the social/emotional needs of pre-primary and primary-aged children. (TECE 3.C, 3.D) 4. Examine and describe the influence of the physical setting, schedule, routine and transitions on children's experiences, then plan how to utilize those experiences to promote development and learning of pre-primary and primary-aged children. (TECE 3.C.3.a, 3.D.2.a) 5. Recognize, research and describe the consequences and effects of stress and trauma including the influence of protective factors and resilience, mental health and supportive relationships on the development of pre-primary aged children. (TECE 3.C.3.b) 6. Examine how to structure the learning environment and utilize teaching strategies to promote positive and constructive interactions among children, along with a child's sense of belonging, security, personal worth and self-confidence toward learning in pre-primary aged children. (TECE 3.C.6.b, 3.C.6.d) 7. Examine learning experiences that promote and allow for children's construction of social knowledge such as cooperating, helping, negotiating and talking with others to solve problems in pre-primary aged children. (TECE 3.C.6.e) 8. Research how positive child guidance techniques support the development of children's self-acceptance, self-control and social responsiveness in pre-primary aged children. (TECE 3.C.3.f)
<p>MnTC goal areas:</p>	<p>None</p>

**Can be taking as a Prerequisite or Corequisite.*