

MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

COURSE OUTLINE

DEPT. EDUC

COURSE NUMBER: 1269

NUMBER OF CREDITS: 3

Lecture: 2 Lab: 1 OJT 0

Course Title:

Behavior Guidance

Catalog Description:

Behavior Guidance provides an exploration of the physical and social environments that promote learning and development for young children. It includes child guidance techniques for individual and group situations. Students learn how to provide a secure, supportive environment for communicating both thoughts and feelings, and for fostering developmentally appropriate behavior. Emphasis is given to providing nurturing and developing realistic expectations for children's behavior, setting limits and developing self-control. Emphasis is placed on problem-prevention strategies, positive child guidance methods, and strategies to help children develop self-control. Emphasis is on the application of guidance methods in a variety of early childhood settings. 15 hours of lab.

Prerequisites or Necessary Entry Skills/Knowledge:

STSK 0090 or placement by multiple measures.

FULFILLS MN TRANSFER CURRICULUM AREA(S) (*Leave blank if not applicable*)

Goal 1: Communication: ____ by meeting the following competencies:

Goal 2: Critical Thinking: ____ by meeting the following competencies:

Goal 3: Natural Sciences: ____ by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning: ____ by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences: ____ by meeting the following competencies:

Goal 6: The Humanities and Fine Arts: ____ by meeting the following competencies:

Goal 7: Human Diversity: ____ by meeting the following competencies:

Goal 8: Global Perspective: ____ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: ____ by meeting the following competencies:

Goal 10: People and the Environment: ____ by meeting the following competencies:

Topics to be Covered

Individual and group guidance techniques

Positive adult/child relationships

Transitions

Physical environment

Daily schedule

Limit setting
Positive social interaction among children
Communication strategies
Self-regulation of behavior
Self-esteem

Student Learning Outcomes
Investigate physical and social environments that promote learning and development.
Describe and practice positive and supportive relationships with children.
Demonstrate positive guidance techniques.
Identify positive and supportive relationship building.
Describe and implement problem prevention strategies for the physical environment.
Analyze the effectiveness of various guidance techniques.
Promote development of self-control and self-esteem in children.
Describe culturally responsive guidance strategies.
Assess and implement responsive guidance techniques for children from diverse backgrounds
Articulate effective communication skills with children, families, and peers.
Demonstrate the ability to convey confidential information and concerns.

Is this course part of a transfer pathway: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
*If yes, please list the competencies below
1. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for developing an appropriate learning environment that: use 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)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 that: establish environments in which responsive and predictable interaction sequences occur; promote healthy peer relationships (TECE 3.B.7.a, 3.B.7.c)
2. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that: acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning; acknowledge 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.a, 3.C.3.b)
3. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: 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 that: establish environments in which responsive and predictable interaction sequences occur; structure the classroom to promote positive and constructive interactions among children; promote healthy peer relationships; build in each child a sense of belonging, security, personal worth, and self-confidence toward

learning; allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems; facilitate the development of self-acceptance, self-control, and social responsiveness in children through the use of positive guidance techniques (TECC.6.a, 3.C.6.b, 3.C.6.c, 3.C.6.d, 3.C.6.e, 3.C.6.f)

4. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that: acknowledge the influence of the physical setting, scheduling, routines, and transitions on children and use these experiences to promote young children's development and learning (TECE 3.D.2.a)

Revised Date: 3/2023