ECED 1130: Guiding Young Children

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 2
Lab Hours/Week: 2
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course examines the positive, developmentally appropriate strategies used to guide children's behavior and support social and emotional development during early childhood. Emphasis is on problem prevention and positive guidance strategies; recognition, communication, limit setting, problem solving, and behavior modification. Multiple influences on child behavior as well as strategies to support self-regulation and peer relationships during early childhood will be examined.

NOTE: This course requires a MN DHS criminal background study including fingerprints.

B. COURSE EFFECTIVE DATES: 01/13/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Examine licensing rules for behavior guidance and prohibited actions.
2. Analyze influences on child behavior including the developmental characteristics of children from infant through the primary years, environmental factors, development of self-regulation, stress and trauma, resilience, temperament, culture, and presence of supportive relationships.
3. Recognize antecedents and consequences of behaviors.
4. Examine the importance of early childhood mental health, including creating in each child a sense of belonging, security, personal worth, self-esteem, and self-confidence toward learning.
5. Compare and contrast guidance, discipline, and punishment.
6. Demonstrate understanding of developmentally appropriate routines, transitions, schedules, interaction sequences, and prosocial teaching strategies and tools in work with children from infancy through the primary years.
7. Describe the development of appropriate social and emotional goals for young children, including assessing social and emotional development in children from infancy through the primary years.
8. Demonstrate an understanding of a variety of preventive strategies, positive guidance, and problem-solving techniques.
9. Describe strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions, including self-regulation and calming strategies.
10. Examine the relationship between the physical and social environment where young children are able to explore and expand peer relationships.
11. Examine the importance of communication with colleagues and families to provide consistency in guidance.
D. LEARNING OUTCOMES (General)

1. (3.B.) A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (5) strategies for developing an appropriate learning environment that:
      (e) 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)
   (7) 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 emotion.

2. (LO #1 con't)
   (a) establish environments in which responsive and predictable interaction sequences occur;
   (c) promote healthy peer relationships (TECE 3.B.7.a, 3.B.7.c)

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

4. (LO #2 con't)
   (b) 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)

5. (3.C.) A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (6) 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:
      (a) establish environments in which responsive and predictable interaction sequences occur;

6. (LO #3 con't)
   (b) structure the classroom to promote positive and constructive interactions among children;
   (c) promote healthy peer relationships;
   (d) build in each child a sense of belonging, security, personal worth, and self-confidence toward learning;
   (e) allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems;

7. (3.D.) A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (2) how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that:
      (a) 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)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted