

# Minnesota State College Southeast

## ECED 1132: Behavior & Emotional-Social Development of the Young Child

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course helps students explore 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 problem-prevention and positive guidance strategies including recognition, communication, limit-setting, problem-solving, behavior modification, and visuals. Students are required to pass a Minnesota DHS background study and complete field experience hours during ECED coursework. (Corequisite: ECED1101, ECED1102) (3 credits: 3 lecture/0 lab)

**B. COURSE EFFECTIVE DATES:** 02/01/2019 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Guidance Strategies
2. Environment Visuals
3. Behavior Modifications
4. Emotional-Social Development

### D. LEARNING OUTCOMES (General)

1. Identify developmentally appropriate practices and the influence of the physical setting, schedule, routines, and transitions on children to promote children's development and learning
2. Describe program and/or legal definitions for supporting and responding to challenging behaviors
3. Identify verbal and nonverbal influences to support children in stressful situation
4. Identify characteristics of emotional-social development for young children
5. Identify strategies to support prosocial development and to respond to children's mistaken behaviors
6. Identify guidance and management techniques to accommodate the characteristics of infants, toddlers, and preschool children to support their development.
7. Compare environment factors to support interactions and relationships, build a sense of belonging and security, allow for construction of social knowledge, and support children's development.
8. Identify developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.

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

None

### F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted