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## SECTION HEADING

### EDUC 1269: Behavior Guidance

#### 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.

#### Credits

3

#### Prerequisite

STSK 0090 or placement by multiple measures.

#### Topics to be Covered

1. Individual and group guidance techniques
2. Positive adult/child relationships
3. Transitions
4. Physical environment
5. Daily schedule
6. Limit setting
7. Positive social interaction among children
8. Communication strategies
9. Self-regulation of behavior
10. Self-esteem

#### Learning Outcomes

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

#### Credit Details

Lecture: 3

Lab: 0

OJT: 0

MnTC Goal Area(s): 0

#### Transfer Pathway Competencies

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

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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)