



Western Technical College

10307188 ECE: Guiding Children's Behavior

Course Outcome Summary

Course Information

Description This 3-credit course examines positive strategies to guide children's behavior in the early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze techniques for and effects of strong relationship-building with children and families; identify positive and proactive guidance principles and techniques to support children; analyze environmental influences on child behavior; identify strategies that support children's active engagement in the learning environment; identify strategies that proactively teach emotional literacy and regulation techniques; identify strategies that proactively teach friendship skills; identify strategies that proactively teach children calming, relaxation, and problem-solving techniques; utilize observation and assessment techniques to assess and interpret behavior; create a behavior support plan based on a functional behavior assessment; create a guidance philosophy. This course meets the requirements of the "24 hour Wisconsin" Pyramid Model training.

Career Cluster Education and Training

Instructional Level Associate Degree Courses

Total Credits 3

Total Hours 54

Textbooks

Beyond Behavior Management. 2nd Edition. Copyright 2012. Bilmes, Jenna. Publisher: Perseus Distribution. ISBN-13:978-1-60554-073-3. Required.

Learner Supplies

Art Supplies: Adult scissors, colored markers, crayons, and Sharpie marker. **Vendor:** To be discussed in class. Required.

Success Abilities

1. Cultivate Passion: Increase Self-Awareness
2. Refine Professionalism: Practice Effective Communication

High Impact Practices

1. Industry Credential or Certificate: by the end of this course, you will develop the skills necessary to obtain an industry-recognized certificate or credential.
2. Learning Community: these courses are designed to enhance your learning experience in which a cohort of peers complete two or more courses that are linked through projects, themes, or program emphasis.

Program Outcomes

1. Cultivate relationships with children, family, and the community
2. Assess child growth and development

Course Competencies

1. Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives

Assessment Strategies

- 1.1. using a written or oral activity as provided by the instructor
- 1.2. in a classroom or simulated environment
- 1.3. individually or in groups
- 1.4. through the use of case studies

Criteria

You will know you are successful when

- 1.1. you follow the guidelines of "Anti-bias Education for Young Children and Ourselves" or a similar anti-bias resource
- 1.2. you reflect the ability to align guidance strategies with family culture
- 1.3. you describe family environmental factors that affect children's behavior
- 1.4. you describe teaching strategies to promote cultural awareness and inclusive perspectives
- 1.5. you recognize and address children's behavior that is exclusionary

Learning Objectives

- 1.a. Describe the influence of culture on a child's behavior.
- 1.b. Identify anti-bias resources.
- 1.c. Investigate cultural differences in the way that adults guide children's behavior.

2. Analyze techniques for and the effect of strong relationship-building with children and families

Assessment Strategies

- 2.1. through oral or in written products
- 2.2. individually or in small groups
- 2.3. in the classroom or a simulated environment
- 2.4. through use of case studies

Criteria

You will know you are successful when

- 2.1. you describe how teacher-child and teacher-family relationships are foundational to social and emotional development
- 2.2. you describe relationship-building techniques with children and families

- 2.3. you analyze adult behaviors and caregiving styles that impact children's behavior
- 2.4. you analyze the foundation of brain development, temperament, and attachment and their influence on children's development
- 2.5. you identify strategies to make relationships responsive, consistent and nurturing
- 2.6. you explain that meaningful relationships are developed within the context of family, community and culture

3. Identify positive and proactive guidance principles and techniques to support children

Assessment Strategies

- 3.1. through oral or in written products
- 3.2. individually or in small groups
- 3.3. in the classroom or a simulated environment
- 3.4. through use of case studies

Criteria

You will know you are successful when

- 3.1. you describe guidance methods that encourage positive self-esteem, self-respect, and self-control
- 3.2. you explain the short-term and long-term effects of guidance, punishment and discipline
- 3.3. you assess personal actions and words that correlate with positive guidance and behavior strategies
- 3.4. you describe the differences between reactive and proactive approaches
- 3.5. you identify program-wide expectations that support children and families
- 3.6. you describe the importance of setting and teaching developmentally appropriate expectations
- 3.7. you describe the importance of using descriptive feedback with children

Learning Objectives

- 3.a. Define guidance, punishment, and discipline.
- 3.b. Identify state child care licensing regulations regarding guidance.
- 3.c. Differentiate between guidance, punishment and discipline.
- 3.d. Explain the effects of guidance, punishment, and discipline on children.
- 3.e. Identify the goals of guidance.

4. Analyze environmental influences on child behavior

Assessment Strategies

- 4.1. through oral or in written products
- 4.2. individually or in small groups
- 4.3. in the classroom or a simulated environment
- 4.4. through use of case studies

Criteria

You will know you are successful when

- 4.1. you describe the importance of creating a developmentally appropriate environment and its impact on child behavior
- 4.2. you identify strategies to create a physical environment that promotes high quality relationships, clear expectations, child engagement, emotional literacy and positive peer interactions
- 4.3. you plan environments for children ages birth-eight that are developmentally appropriate and support the promotion of positive guidance strategies

Learning Objectives

- 4.a. Identify environmental factors that influence behavior.

5. Identify strategies that support children's active engagement in the learning environment

Assessment Strategies

- 5.1. through oral or in written products
- 5.2. individually or in small groups
- 5.3. in the classroom or a simulated environment
- 5.4. through use of case studies

Criteria

You will know you are successful when

- 5.1. you describe strategies for obtaining and maintaining children's engagement throughout activities
- 5.2. you develop effective transition strategies
- 5.3. you describe how caregiving routines can be used to promote positive interactions with adults and peers
- 5.4. you differentiate between schedule and routine from birth-eight
- 5.5. you analyze visual schedules

6. Identify strategies that proactively teach emotional literacy and regulation techniques

Assessment Strategies

- 6.1. through oral or in written products
- 6.2. individually or in small groups
- 6.3. in the classroom or a simulated environment
- 6.4. through use of case studies

Criteria

You will know you are successful when

- 6.1. you identify methods for modeling and labeling emotions to support children in recognizing their own emotions
- 6.2. you describe strategies to teach children emotion words
- 6.3. you use strategies to encourage children to appropriately express their feelings
- 6.4. you describe emotional regulation and supporting strategies
- 6.5. you plan for supporting children to learn and use self-regulation techniques
- 6.6. you describe the importance of being intentional in teaching social emotional skills

7. Identify strategies that proactively teach friendship skills

Assessment Strategies

- 7.1. through oral or in written products
- 7.2. individually or in small groups
- 7.3. in the classroom or a simulated environment
- 7.4. through use of case studies

Criteria

You will know you are successful when

- 7.1. you examine behaviors that lead to friendship
- 7.2. you develop strategies that encourage and maintain friendship
- 7.3. you support children to develop and maintain friendships

8. Identify strategies that proactively teach children calming, relaxation, and problem-solving techniques

Assessment Strategies

- 8.1. through oral or in written products
- 8.2. individually or in small groups
- 8.3. in the classroom or a simulated environment
- 8.4. through use of case studies

Criteria

You will know you are successful when

- 8.1. you describe calming and relaxation techniques for children and methods to teach these strategies to children (the "Tucker Turtle" technique is one example)
- 8.2. you describe problem-solving, active listening, and conflict resolution techniques
- 8.3. you discuss methods to teach children to use these steps
- 8.4. you apply problem solving approaches
- 8.5. you support children to learn and use the problem-solving steps

9. Utilize observation and assessment techniques to assess and interpret behavior

Assessment Strategies

- 9.1. through oral or in written products
- 9.2. individually or in small groups
- 9.3. in the classroom or a simulated environment

- 9.4. through use of case studies

Criteria

You will know you are successful when

- 9.1. you use a variety of observation techniques
- 9.2. you assess a child's behavior objectively
- 9.3. you interpret a child's behavior in relation to age, temperament, and other developmental factors
- 9.4. you summarize behavior patterns of children
- 9.5. you explain the importance of correlating the developmental continuum with adult expectations of child behavior

10. Create a behavior support plan based on a functional behavior assessment

Assessment Strategies

- 10.1. through oral or in written products
- 10.2. individually or in small groups
- 10.3. in the classroom or a simulated environment
- 10.4. through use of case studies

Criteria

You will know you are successful when

- 10.1. you describe the continuum of challenging behavior
- 10.2. you incorporate principles of inclusion
- 10.3. you complete a functional behavior assessment using a step-by-step method (i.e. determine the trigger, what the behavior looks and sounds like, adult and children's responses to behaviors, and the function)
- 10.4. you create a behavior support plan that includes preventions, new skills, and new responses
- 10.5. you practice using a problem-solving guide (such as Routines Based Guide for group child care programs or Family Routine Guide for family child care programs)

11. Create a guidance philosophy

Assessment Strategies

- 11.1. in a written document/oral presentation
- 11.2. in a classroom setting
- 11.3. individually or in a small group setting
- 11.4. through the use of case studies

Criteria

You will know you are successful when

- 11.1. you incorporate specifics to all stages of development
- 11.2. you incorporate early childhood guidance principles
- 11.3. you apply culturally sensitive information
- 11.4. you incorporate use of specific strategies
- 11.5. you adhere to state regulations
- 11.6. you present to others in a professional manner
- 11.7. you align with the Wisconsin Pyramid Model

Learning Objectives

- 11.a. Define philosophy.
- 11.b. Discuss how personal history affects development of your philosophy.
- 11.c. Examine personal beliefs about children and behavior.
- 11.d. Describe methods to incorporate guidance principles into a philosophy.