

Spokane Falls Community College  
**COURSE LEARNING OUTCOMES AND OUTLINE**

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**Prefix and Course Number:** EDUC& 130  
**Course Title:** Guiding Behavior

**Version Date:** 1/2/19

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Upon successful completion of the course, the student will be able to:

1. Identify developmentally appropriate individual and group behaviors of children
2. Compare at least three approaches to guiding behavior.
3. Recognize positive, respectful, culturally responsive approaches to guidance.
4. Plan environment supportive of children's development with focus on attachment, self-help, relationships, and executive function.
5. Articulate strategies to promote social/emotional competence and positive sense of self.

**Course Outline:** *(attach separate sheet if needed)*

Provide a *general* outline that fits the topical content as noted in the course description (not a week by week list of course activities).

- I. Identify developmentally appropriate individual and group behaviors of children
  - A. Individual behaviors
  - B. Group behaviors
  - C. Cultural differences in childrearing
  - D. Effective Interactions
- II. Compare at least three approaches to guiding behavior.
  - A. Parenting styles
  - B. Punishing versus discipline
  - C. Constructivist discipline
  - D. Other current approaches (Character Education / Conscious Discipline, etc.)
- III. Recognize positive, respectful, culturally responsive approaches to guidance.
  - A. Developmentally appropriate guidance
  - B. Different expectations for infants, toddlers, preschoolers, school agers.
  - C. Awareness of cultural differences (Collective/Individualistic) on guidance
- IV. Plan environment supportive of children's development with focus on attachment, self-help, relationships, and executive function.
  - A. Appropriate schedules, routines, and transitions
  - B. Emotional safety / physical safety
  - C. Indirect guidance
    1. Environment effects on behavior
    2. Classroom rules
- V. Articulate strategies to promote social/emotional competence and positive sense of self.

- A. Interactions and secure attachment
- B. Self Esteem
  - 1. Encouragement versus praise
  - 2. Specific encouragement
- C. Constructivist discipline
  - 1. Positive individual guidance
  - 2. Positive group guidance
- D. Social competence