

This course is a Colorado Community College Course. For detailed information, course assignments and support, please contact your Colorado Community College partner in your area. Please note that additional ECE courses can be added to a Secondary CTE ECE Secondary Program by contacting the Colorado Family and Consumer Sciences Program Director and the ECE Faculty at the partnering college. Instructors for these courses must be adjunct faculty approved by the partnering college.

ECE 1031: Guidance Strategies for Young Children -

Scope and Sequence Overview

Course Description

ECE 1031 examines guidance theories, techniques, and practices that support young children's social-emotional development and positive interactions with peers and adults. Students explore factors that influence behavior, evidence-based guidance approaches, and ethical and equitable practices for working with children from birth through age eight. The course emphasizes creating supportive learning environments and collaborating with families and professionals.

Course Scope

Students will:

- Explore major theories of child guidance and behavior.
 - Examine factors influencing children's behavior, including development, culture, family structures, and individual differences.
 - Develop social-emotional goals and objectives for children and groups.
 - Practice evidence-based guidance techniques that promote self-regulation and prosocial behavior.
 - Design supportive and inclusive early childhood environments.
 - Reflect on personal beliefs and attitudes regarding children's behavior.
 - Strengthen collaboration skills with families and interdisciplinary professionals.
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Sequence of Learning

Unit 1: Foundations of Guidance

Topics

- Purpose of guidance in early childhood settings
- Guidance versus punishment
- Theories of child guidance and behavior

Learning Outcomes

- Explain guidance theories that influence guidance practices.
 - Examine personal attitudes toward children's behavior.
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Unit 2: Child Development and Behavior

Topics

- Developmental influences on behavior
- Social-emotional development
- Individual differences and exceptionalities

Learning Outcomes

- Apply child development knowledge to guidance techniques.
 - Apply techniques that facilitate prosocial skill development for children with and without exceptionalities.
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Unit 3: Culture, Families, and Behavior

Topics

- Cultural influences on behavior
- Diverse family structures
- Equity and ethical guidance practices

Learning Outcomes

- Explain the influences of culture and diverse family structures on children's behavior.
 - Examine professionalism related to ethical and equitable guidance practices.
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Unit 4: Evidence-Based Guidance Techniques

Topics

- Positive guidance strategies
- Conflict resolution and problem-solving
- Supporting self-regulation and emotional competence

Learning Outcomes

- Identify evidence-based guidance techniques.
 - Practice evidence-based guidance techniques.
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Unit 5: Social-Emotional Learning and Prosocial Skills

Topics

- Social-emotional goal writing
- Promoting empathy, cooperation, and friendship skills
- Individual and group guidance planning

Learning Outcomes

- Design social-emotional goals and objectives for individual children and groups.
 - Apply techniques that facilitate prosocial skill development.
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Unit 6: Creating Supportive Learning Environments

Topics

- Classroom design and environment
- Inclusive communities of learners
- Preventing challenging behaviors through environmental supports

Learning Outcomes

- Design a supportive physical classroom environment.
 - Identify components for creating a supportive and inclusive community of learners.
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Unit 7: Family and Professional Collaboration

Topics

- Family partnerships
- Communication strategies
- Working with support personnel and community resources

Learning Outcomes

- Identify strategies for working collaboratively with families and other professionals.
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Culminating Experience

Students develop a comprehensive guidance plan that includes:

- Developmentally appropriate guidance strategies
- Social-emotional goals and objectives
- Environmental supports
- Family engagement strategies

- Inclusive practices that promote positive behavior and community building in early childhood settings.

National Family and Consumer Sciences Standards are located at [LEADFCS NATIONAL STANDARDS](#)

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)
[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Reading, Writing, & Communicating

Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
- **Prepared Graduate 2:** Deliver effective oral presentations for varied audiences and varied purposes.

Standard 2: Reading for All Purposes

- **Prepared Graduate 3:** Read a wide range of literary texts to build knowledge and to better understand the human experience.
- **Prepared Graduate 4:** Read a wide range of informational texts to build knowledge and to better understand the human experience.
- **Prepared Graduate 5:** Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Standard 3: Writing and Composition

- **Prepared Graduate 6:** Craft arguments using techniques specific to the genre.
- **Prepared Graduate 7:** Craft informational/explanatory texts using techniques specific to the genre.
- **Prepared Graduate 8:** Craft narratives using techniques specific to the genre.
- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.