



## ECED-150 – Guiding Behaviours with Young Children

### Health and Human Services

**Effective Term & Year:** Fall 2026

**Course Outline Review Date:** 2031-04-01

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**Program Area:** Child Youth and Family Studies

#### **Description:**

This course focuses on effective ways to guide and understand the needs and behaviours of children. Learners will also explore the influences that inform their own behaviour and reflect on how these influences impact their understanding of themselves. A variety of theoretical, developmental, and experiential perspectives will be explored.

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#### **Program Information:**

This course is required for the Child, Youth and Family Studies Program: Early Childhood Education Specialty.

**Delivery Methods:** Online, On-campus (Face-to-Face)

**Credit Type:** College of the Rockies Credits

**Credits:** 4

#### **Instructional Activity and Hours:**

<b>Activity</b>	<b>Hours</b>
Classroom, Directed Studies or Online Instruction	60
Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	

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Other

Total	60
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### Course Requisites:

- Earned a minimum grade of C+ (65%) in at least 1 of the following:
  - [ENST 12](#) – English Studies 12
  - [ENFP 12](#) – English First Peoples 12
  - [ENGL090](#) – Provincial English: Literature-based (0)

**Prior Learning and Recognition:** No

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### Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see <https://www.bctransferguide.ca/> or <https://transferalberta.alberta.ca> . For more transfer credit information, please visit <https://www.cotr.bc.ca/Transfer>

All requests for course transfer credit from institutions in British Columbia or elsewhere should go to the College of the Rockies Enrolment Services office.

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### Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Marion, M. (2019). *Guidance of young children* (10th ed.). Pearson Inc.

*Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.*

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### Learning Outcomes:

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

- recognize their own values and beliefs and identify the impact of influences such as culture and lived experiences, as it shapes their own needs and personal behaviours;

- demonstrate knowledge of various theoretical perspectives related behaviour change through practical application in the course;
- develop an awareness of Indigenous perspectives, knowledge, cultural values, and practices related to behaviour;
- develop, implement and evaluate a plan to change a behaviour;
- reflect on personal change experiences and apply this awareness to support engaging in behaviour change;
- define and describe positive guiding strategies that can be used with children, from a variety of cultures, environments and situations;
- recognize different pedagogical practices when guiding behaviour;
- recognize the guiding principles of trauma informed practice;
- develop strategies to assist in managing stress;
- integrate strategies to promote and enhance self-esteem;
- identify and recognize the factors that foster, build and strengthen resilience;
- identify and apply components of prosocial skills, self-regulation and social emotional development;
- develop and evaluate a plan to teach someone a prosocial skill; and
- describe how the BC Early Learning Framework and the ECEBC Code of Ethics informs intentional practice when guiding behaviour.

**Course Topics:**

- Foundational Concepts
- Beliefs, Values and Culture
- Positive Guiding strategies
- Styles of Caregiving and Attachment
- Environments
- Challenging Behaviours
- Behaviour Change
- Prosocial Skills
- Resilience and Stress
- Theoretical Perspectives
- Indigenous Perspectives
- Trauma Informed Practice

*See instructor’s syllabus for the detailed outline of weekly readings, activities, and assignments.*

**Evaluation and Assessments**

**Assessment Type: On-Campus (face-to-face)**

Assessment Type	% of Total Grade
Discussion Activities	35%

Personal Change Assignment	30%
Case Study Assignment	15%
Quizzes	20%
Total	100%

## Grade Scheme

COM	NCG
Completed to the defined standard – 60% and higher	No credit granted – less than 60%

### Pass requirements:

An overall average of C (60%) or higher is required to pass this course.

### Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a “0” on the exam.

### Academic Policies:

College of the Rockies policies related to courses can be found at <https://cotr.bc.ca/about-us/college-policies/> and include the following:

- Policy 2.1.4 Course Audit
- Policy 2.4.1 Credential Framework
- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Rights, Responsibilities and Conduct
- Policy 2.4.8 Academic Performance
- Policy 2.4.9 Student Feedback and Concerns
- Policy 2.4.11 Storage of Academic Works
- Policy 2.5.3 Student Appeal
- Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)

### Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.

