



COURSE OUTLINE: ECE123 - UNDERSTN & SUPPORT

Prepared: M. Hennessey/D. Lachapelle

Approved: Karen Hudson - Dean

Course Code: Title	ECE123: UNDERSTANDING & SUPPORTING CHILD NEEDS
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Academic Year:	2025-2026
Course Description:	Students will explore how to recognize and respond to the diverse needs of all children, in ways that foster inclusion, pro-social behaviour, and self-regulation. Emphasis will be placed on recognizing individual developmental differences, applying supportive strategies, and creating responsive environments where every child experiences a strong sense of belonging, well-being, and meaningful participation.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	ED 274
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.
	VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.
Essential Employability Skills (EES) addressed in this course:	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.



Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

Growing Calm: Nurturing Self-Regulation in Young Children by Marie Poss and Lorraine Purgret

Publisher: Fanshawe College Pressbooks Edition: First Edition
<https://ecampusontario.pressbooks.pub/growingcalm/>

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Identify key components of high-quality inclusive early learning environments that support children's needs and abilities.	1.1 Explain the principles of Universal Design for Learning (UDL) and how they support accessible and meaningful learning experiences in early learning and care settings. 1.2 Analyze how room layout, routines, and educator-child interactions influence inclusion and engagement. 1.3 Describe strategies that promote a sense of belonging and participation for all children. 1.4 Identify best practices for creating emotionally safe and responsive learning environments. 1.5 Distinguish between inclusive and non-inclusive practices. 1.6 Use respectful, inclusive language that acknowledges diverse perspectives, values, and belief systems.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Describe trauma-informed care and early intervention strategies to support children's well-being and development.	2.1 Explain the impact of Adverse Childhood Experiences (ACEs), stressors, and trauma on development and behavior. 2.2 Identify signs of stress and trauma in young children and their effects on self-regulation. 2.3 Apply trauma-sensitive strategies that promote emotional safety and resilience. 2.4 Describe the benefits of early intervention in inclusive and trauma-sensitive settings. 2.5 Explore community resources and supports available for early intervention. 2.6 Restate how to integrate trauma-informed care practices into daily interactions with children.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Explain how to support the development of children's self-regulation and pro-social skills by applying co-regulation strategies and responsive teaching practices.	3.1 Define co-regulation and explain its role in supporting children's emotional development. 3.2 Demonstrate how educators can model and scaffold pro-social and self-regulation skills. 3.4 Evaluate the effectiveness of co-regulation strategies in promoting self-regulation. 3.5 Assess how daily routines, interactions, and environments influence children's ability to regulate emotions. 3.6 Explain the developmental foundations of pro-social behaviour and self-regulation in early childhood. 3.7 Describe evidence-informed approaches that support



	<p>children in developing pro-social behaviour and self-regulation skills.</p> <p>3.8 Reflect on the role of the educator in modeling, guiding, and supporting pro-social interactions and emotional regulation.</p> <p>3.9 Explain the key components of the ECT model and its relevance in early learning settings.</p> <p>3.10 Reflect on how an educator's self-regulation impacts children's behavior and learning.</p> <p>3.11 List classroom strategies that align with the ECT model to enhance regulation and well-being.</p>				
	<table border="1"> <tr> <td>Course Outcome 4</td> <td>Learning Objectives for Course Outcome 4</td> </tr> <tr> <td>4. Identify and describe the differences between stress behavior and misbehavior.</td> <td> 4.1 Define stress behavior and misbehavior. 4.2 Identify signs that distinguish stress behavior from intentional misbehavior. 4.3 List strategies for responding to stress behavior in a way that supports regulation. 4.4 Distinguish between supporting self-regulation and traditional behavior management strategies. 4.5 Explain why fostering self-regulation is best practice and more effective than behaviour management. 4.6 Define stress detective and explain their role in early childhood education. </td> </tr> </table>	Course Outcome 4	Learning Objectives for Course Outcome 4	4. Identify and describe the differences between stress behavior and misbehavior.	4.1 Define stress behavior and misbehavior. 4.2 Identify signs that distinguish stress behavior from intentional misbehavior. 4.3 List strategies for responding to stress behavior in a way that supports regulation. 4.4 Distinguish between supporting self-regulation and traditional behavior management strategies. 4.5 Explain why fostering self-regulation is best practice and more effective than behaviour management. 4.6 Define stress detective and explain their role in early childhood education.
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Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	30%
Professional Collaboration and Reflection	25%
Project	15%
Tests	30%

Date:

June 30, 2025

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

