

EDU 154
SOCIAL/EMOTION/BEHAVIORAL DEVELOPMENT

COURSE DESCRIPTION:

Prerequisites: High school diploma or GED

Corequisites: None

This course covers the social-emotional and behavioral development of children and the causes, expressions, and prevention and management of challenging behaviors in all children. Emphasis is on caregiver-child relationships, positive social-emotional environments, developmental concerns, risk factors, early identification and screening and intervention strategies. Upon completion, students should be able to identify factors influencing social-emotional development and behaviors, utilize screening measures, design behavioral plans and make appropriate referrals. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

COURSE OBJECTIVES:

At the completion of the course, the student will be able to:

- a. Interpret theories related to social and emotional development in young children.
- b. Serve as a positive role model for developing social skills.
- c. Assess children's social skills development.
- d. Accept each child as an individual and value their differences.
- e. Assess children's self-image and overall emotional development.
- f. Recognize social and emotional developmental problems.
- g. Implement developmentally appropriate practices to meet the needs of each child.
- h. Plan developmentally appropriate activities to meet the needs of young children.
- i. Assist children in recognizing, accepting, and expressing their feelings.
- j. Implement and evaluate learning experiences that foster social and emotional development.
- k. Adapt the environment to encourage children with special needs to feel accepted and successful.
- l. Assist parents in recognizing the importance of social and emotional development of young children.

OUTLINE OF INSTRUCTION:

- I. Role modeling
 - A. Role modeling as a teaching strategy
 - 1) The teacher's self image or self-awareness
 - 2) Expression of feelings
 - 3) Knowledge of social and emotional development of young children
 - B. Responsibility of the teacher

II. Early development and learning

- A. Theoretical perspectives of the social and emotional development of young children
 - 1) Erik Erikson's theory
 - 2) Sigmund Freud's stages of personality development
 - 3) Other theorists
- B. Nurturing social competency
 - 1) Development of social competency
 - 2) Definition of social competence
 - 3) Social cognition
 - (a.) Knowledge of the self
 - (b.) Knowledge of others
 - (c.) Knowledge of one's relations to others
 - 4) The nurturing of appropriate social behaviors
 - (a.) Behavioral management
 - (b.) Punishment and discipline
- C. Socialization and communication
- D. Social competency and play
- E. Enhancing emotional development
 - 1) Types of emotions
 - 2) Control of emotions-feelings
 - 3) Temperament
 - 4) Security and trust
 - 5) Self-esteem
 - 6) Stress in young children

III. Assessing social and emotional development

- A. Assessment techniques
- B. The relationship between social and emotional development
- C. Relationship to other areas of development
- D. Heredity, environment, and development
 - 1) Personality development
 - 2) Self-concept
 - 3) Cultural identity
- E. Erik Erikson's theory of social and emotional development
 - 1) Infancy: Basic trust versus mistrust
 - 2) Toddlerhood: Autonomy versus shame and doubt
 - 3) Preschooler: Initiative versus guilt

IV. Developmentally appropriate curriculum activities

- A. Emotional development activities
 - 1) Development of self-concept
 - 2) The expression of feelings
 - 3) Development of independence
- B. Social development activities
 - 1) Nurturing creativity in social development activities
 - 2) Creative activities that nurture social development

- 3) The teacher's role
- C. Adapting the environment for children with special needs
 - 1) Providing opportunities for group interaction
 - 2) Adapting equipment, materials, and activities
 - 3) Techniques for helping children feel competent
- V. Assisting parents in recognizing and dealing with young children's social and emotional development
 - A. Benefits of parent/family involvement
 - 1) To the child
 - 2) To the parents
 - 3) To the teacher
 - B. Strategies for parent involvement
 - C. Partnerships with parents

REQUIRED TEXTBOOKS AND MATERIALS:

To be determined by instructor.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.