

Las Positas College  
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### Course Outline for ECD 40

## SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING

Effective: Fall 2008

### I. CATALOG DESCRIPTION:

ECD 40 — SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING — 3.00 units

This course will focus on the healthy social and emotional development of young children as the foundation for children's early learning. Students will become aware of the role of the teacher in establishing an environment that promotes the healthy social and emotional development of young children.

3.00 Units Lecture

#### **Strongly Recommended**

ECD 51 - Prenatal to Early Childhood  
and

ECE 62 - Child, Family and Community

#### **Grading Methods:**

Letter Grade

#### **Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering this course, it is strongly recommended that the student should be able to:**

- A. ECD51
  - 1. identify techniques for studying children;
  - 2. demonstrate knowledge of the basic developmental theories of prenatal, neonatal, infant, toddler, preschool, and early primary child development within a social-cultural context;
  - 3. articulate connection between child development knowledge and appropriate practices
  - 4. describe current trends in research about early childhood;
  - 5. describe typical development milestones of children birth to 8 years of age
  - 6. identify the strengths and exceptional needs of the child in the context of his/her family;
  - 7. assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level;
  - 8. identify the ethical responsibilities to children.
- B. ECE62

### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. compare nature vs. nurture and temperamental differences and the impact on the social-emotional development of young children;
- B. describe influences on early brain development;
- C. analyze presented child case studies and develop materials and curriculum that support the child's positive social-emotional development;
- D. identify and compare behavior disorders which require intervention or additional assessment/intervention;
- E. recognize the effects of exposure to violence on young children and develop a plan for children and families that raises awareness of the effects of violence on young children;
- F. identify factors of family dynamics that effect children's mental health and when intervention is necessary;
- G. identify personal strengths and their professional role in supporting the positive development of children's social-emotional well being;
- H. describe the relationship between early care and education, families and children and mental health professionals that will result in innovative solutions in both the home and program with the primary goal being the emotional wellness of children.

### V. CONTENT:

- A. Basis of social-emotional development
  - 1. Theories of psychological development
  - 2. "Nature vs. nurture"

- 3. Development of self esteem
- 4. Temperamental differences
- B. Early brain development
  - 1. Prenatal development
  - 2. First three years
  - 3. Windows of opportunity
  - 4. Environmental and genetic influences
  - 5. Physical and mental health
  - 6. Poverty
- C. Signs of atypical behavior
  - 1. Early warning signs
  - 2. Disorders affecting young children
  - 3. Using observational and anecdotal notes as documentation
- D. Violence in the lives of young children
  - 1. Violence in the home-physical and psychological effects
    - a. Birth to age five
    - b. Older children
    - c. Children's coping abilities
  - 2. Influences of media, entertainment and electronic games
  - 3. Neighborhoods and community violence
- E. Psychological effects of child abuse
  - 1. Signs
  - 2. Emotional state of abused children
  - 3. Family dynamics
  - 4. Breaking the cycle
- F. Environments that support children's positive mental health
  - 1. Early Care and Education professionals
    - a. Personal emotional health of providers
    - b. Professionalism
      - 1. Confidentiality
      - 2. Code of Ethics
  - 2. Acceptance and appreciation of diversity in children and families
  - 3. Emotionally safe and secure environments with clear expectations
  - 4. On-going relationships with families and support services
  - 5. Knowledge of behaviors that are developmentally appropriate
  - 6. Coaching children in social skills, problem solving and conflict resolution
  - 7. Curriculum and materials that
    - a. Encourage children to express feelings in a socially and culturally accepted manner
    - b. Provide children with choices
    - c. Develop self-esteem, empathy and peer relationships
- G. Adult substance abuse and the effects on the mental health of young children
  - 1. Prenatal exposure
  - 2. Dysfunction of family unit
  - 3. Disorders specifically linked to substance abuse
- H. Team approach to successful intervention
  - 1. Developing relationships and consulting with families
  - 2. Connecting families to community resources
    - a. Observation and assessment of the child
    - b. Consultation
    - c. Referral
  - 3. Working in the ECE environment

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Written exercises and case studies** - Case Studies
- C. Media
- D. **Guest Lecturers** -
- E. Small group
- F. Participation

#### VII. TYPICAL ASSIGNMENTS:

A. Reading and Writing: Research and write a paper on a behavior disorder that impacts early care and education programs  
 B. Problem Solving: 1. Analyze case study of a child and develop materials and curriculum that support child's positive social-emotional development  
 2. With instructor identified groups, identify specific resources in the community that support families and children who experience violence or trauma in their lives. Prepare both an oral report for a class presentation and a one page summary of the groups finding.

#### VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**

- 1. Frequency
  - a. Weekly assignments
  - b. 2-3 quizzes
  - c. One group and one individual project
  - d. One oral presentation with group
  - e. Final or final project

#### IX. TYPICAL TEXTS:

- 1. Kostelnik, M.J., Whiren, A.P., Soderman, A.K., & Gregory, K. *Children's Social Development: Theory to Practice*, 5th ed., Thomson Delmar Learning, 2006.
- 2. Shonkoff, Jack P. and Phillips, Deborah A. Ed. *From Neurons to Neighborhoods*, National Academy Press, 2000.
- 3. Shonkoff, Jack P. and Meisels, Samuel J. *Handbook of Early Childhood Intervention*, 2nd ed., Cambridge University Press, 2000.
- 4. Crime and Prevention Center *Child Abuse: Prevention Handbook*, California Attorney General's Office Cal Image Marketing, 2000.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

