

## Course Outline for ECE 40

### SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING

Effective: Fall 2018

#### I. CATALOG DESCRIPTION:

ECE 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 ages 0-8, as the foundation for early learning. Students will identify the role of the teacher in establishing learning environments that promote the healthy social and emotional development of young children, the underlying basis for quality teacher-child interactions.

3.00 Units Lecture

#### **Strongly Recommended**

ECE 56 - Child Growth and Development  
with a minimum grade of C

ECE 62 - Child, Family and Community  
with a minimum grade of C

#### **Grading Methods:**

Letter Grade

#### **Discipline:**

- Child Development/Early Childhood Education

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

#### 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. ECE56

1. Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias
2. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
3. Articulate the connection between child development knowledge and appropriate practices
4. Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical, self esteem, socially, emotionally, language, and cognitive
5. Describe current trends in research about early childhood
6. Investigate and describe risk factors that impact child's development and their families;
7. Describe typical development milestones of children birth through adolescence
8. Differentiate characteristics of typical and atypical development at various stages
9. Examine ways in which developmental domains are continuous, sequential and inter-related
10. Identify the strengths and exceptional needs of the child in the context of his/her family
11. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
12. Evaluate the role of play and its relationship to development at various stages
13. Identify the teachers role and ethical responsibilities to children

##### B. ECE62

1. Identify how the child develops within a system and is influenced by multiple factors of socialization, including culture, language, ability, economic class and ethnicity
2. Compare historical and current frameworks of socialization that address the interrelationship of child, family and community
3. Compare and contrast diverse family characteristics and parenting styles
4. Describe contemporary social issues and their effects on families and children
5. Identify the impact of political, financial, religious and other powerful influences on family access to community resources, including schools;
6. Identify and compare local, state, and federal community services available to families

7. Describe the role of families within educational institutions and the importance of family-teacher partnerships
8. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community

#### IV. MEASURABLE OBJECTIVES:

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

- A. Describe the foundational role of social-emotional health and academic success
- B. Identify stages of social and emotional development in children birth to age 8
- C. Describe the effects of childhood trauma on social and emotional development
- D. Describe and evaluate adult-child interactions that support children's emotional health and their development of social skills
- E. Recognize developmentally and culturally appropriate strategies to support social and emotional growth
- F. Describe the partnerships between teachers, families, and mental health professionals required to develop solutions supporting the emotional wellness of children, both at home and school
- G. Identify when intervention or assessment may be required
- H. Identification of current assessment tools and resources

#### V. CONTENT:

- A. Social-emotional development
  1. Why social emotional development is important
    - a. Current research
  2. Theories of social and emotional development
  3. Stages of social and emotional development
  4. Development of self-esteem and self-concept
  5. Emotional intelligence
  6. Temperamental differences
  7. Self-regulatory skill development
  8. The importance of early brain development
    - a. Prenatal development
    - b. First three years
    - c. Sensitive and critical periods
  9. Environmental and genetic influences
    - a. Affluence
    - b. Poverty
    - c. Resilience
    - d. Trauma
      1. The physical and psychological effects of violence
      2. Influences of media, entertainment and electronic games
      3. Neighborhoods and community service
    - e. Child abuse, maltreatment and neglect
      1. Signs
      2. Emotional state of abused children
      3. Family dynamics
      4. Breaking the cycle
    - f. Impact of adult substance abuse
      1. Prenatal exposure
      2. Impact on the family unit
      3. Disorders specifically linked to substance abuse
- B. Developmentally and culturally appropriate strategies
  1. Implementing the teaching pyramid
    - a. Nurturing and positive relationships
      1. Getting "in tune" with children's needs
      2. Reciprocal relationships with children
      3. Knowledge of behaviors that are developmentally appropriate
      4. Modeling self-regulation
      5. Supporting resilience in children
      6. Including families in the program
      7. Home-school continuity
      8. Emotional health of teachers
      9. CLASS Assessment
    - b. High Quality Environments
      1. Inclusion of child & family culture, including language
      2. Clear behavioral expectations and limits
      3. Play and social/emotional development
    - c. Characteristics of developmentally appropriate environments and materials
      1. Encourage children to express feelings in a socially and culturally accepted manner
      2. Provide children with choices
      3. Develop self-esteem, empathy and peer relationships
    - d. Targeted social and emotional supports
      1. Positive discipline practices
      2. Co-empowerment
      3. Supporting child autonomy
      4. Coaching children in social skills, problem solving and conflict resolution
  - C. When intervention may be needed
    1. Typical and atypical development
    2. Focused child observations and documentation of behaviors
    3. Partnering with families
      1. Communication
      2. Supporting families
      3. Confidentiality and consent
    4. Positive behavior support strategies
    5. Working as a team with other professionals
    6. How to locate community resources for the teacher and the family
  - D. Assessment tools and resources
    1. CLASS
    2. CA Early Learning Foundations
    3. CA Curriculum Frameworks

#### VI. METHODS OF INSTRUCTION:

- A. **Discussion** -
- B. **Lecture** -
- C. Media
- D. **Guest Lecturers** -
- E. **Written exercises and case studies** - Case Studies

#### VII. TYPICAL ASSIGNMENTS:

- A. Within instructor created 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.
- B. Research and write a paper on a behavior disorder that impacts early care and education programs
- C. Analyze case study of a child and develop materials and curriculum that support child's positive social-emotional development

#### VIII. EVALUATION:

##### A. **Methods**

- 1. Quizzes
- 2. Research Projects
- 3. Oral Presentation
- 4. Group Projects
- 5. Class Participation
- 6. Class Work
- 7. Final Class Performance

##### B. **Frequency**

- 1.
  - a. Weekly assignments
  - b. 2-3 quizzes, twice in the semester
  - c. One group and one individual project, once per semester
  - d. One oral presentation with group once in the semester
  - e. Participation measured weekly
  - f. Weekly class work
  - g. Final or final project at the end of the semester.

#### IX. TYPICAL TEXTS:

- 1. Rupiper, Michelle. *Children's Social Development: Theory to Practice*,. 5th ed., Cengage Publishing, 2015.
- 2. Shonkoff, Jack P. and Phillips, Deborah A. Ed. *From Neurons to Neighborhoods*., National Academy Press, 2000.
- 3. Crime and Prevention Center *Child Abuse: Prevention Handbook*., California Attorney General's Office Cal Image Marketing, 2000.
- 4. Katz, Janice. *Guiding Children's Social and Emotional Development: A Reflective Approach*. 1st ed., Pearson, 2014.
- 5. Robinson, Maria. *The Feeling Child*. 1st ed., Routledge Press, 2014.
- 6. Pizzo, Peggy. *Teaching and Leading with Emotional Intelligence: A Dilemma-Based Casebook* . 1st ed., Teacher's College Press, 2017.
- 7. Elswick, Susan. *Using Picture Books to Enhance Children's Social and Emotional Literacy*. 1st ed., Jessica Kingsley Publishers, 2018.
- 8. CA Preschool Learning Foundations, Volume 1, CA Department of Education

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