

CHLD 95 Course Outline as of Fall 2023**CATALOG INFORMATION**

Dept and Nbr: CHLD 95 Title: DEVELOPING SOC COMPETNCE
 Full Title: Developing Social Competence in the Early Childhood Years
 Last Reviewed: 10/10/2022

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Students will focus on healthy social and emotional development of young children as the foundation for learning. This course is designed to provide early childhood educators, parents, and others with the skills and information necessary for fostering children's social competence in the early childhood years. Students will acquire strategies to promote children's social and emotional development and use methodology to address challenging behaviors and mental health needs.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent and Course Completion of CHLD 10 and CHLD 90.1

Limits on Enrollment:**Schedule of Classes Information:**

Description: Students will focus on healthy social and emotional development of young children as the foundation for learning. This course is designed to provide early childhood educators, parents, and others with the skills and information necessary for fostering children's social

competence in the early childhood years. Students will acquire strategies to promote children's social and emotional development and use methodology to address challenging behaviors and mental health needs. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent and Course Completion of CHLD 10 and CHLD 90.1

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: **Area** Effective: Inactive:

CSU GE: **Transfer Area** Effective: Inactive:

IGETC: **Transfer Area** Effective: Inactive:

CSU Transfer: Transferable Effective: Fall 2016 Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Apply an understanding of child development to promote and support social and emotional competence in young children as a foundation for learning.
2. Utilize a variety of interaction strategies that encourage positive social and emotional development in young children, including developmentally appropriate practices and environments that encourage self-regulation, prosocial behavior, and self-esteem.
3. Describe the powerful influence of culture, social norms, and systems of oppression on young children's social-emotional skills and advocate for classroom practices that promote equity and cultural competence.

Objectives:

At the conclusion of this course, the student should be able to:

1. Describe the progression of typical and atypical social and emotional development in young children, including family and cultural influences.
2. Understand and define social competence.
3. Describe the importance of supportive relationships with family, caregivers, peers, and others as a significant influence on young children's overall development.
4. Understand and apply social emotional teaching methods that include communication skills, emotional literacy, and anger control.
5. Facilitate children's positive social behavior and self-regulation through the use of descriptive acknowledgement and encouragement, and other positive guidance and discipline techniques.
6. Describe how social and emotional development relate to the function of children's behavior.

7. Scaffold children's play to encourage social competence, friendships, and emotional regulation.
8. Describe the role of the environment in the development of social and emotional competence and create culturally appropriate physical environments that promote prosocial development in young children.
9. Apply strategies to encourage social and emotional competence in the context of naturally occurring routines and environments.
10. Design and implement curriculum that will help children to develop emotional regulation including anger management and problem-solving skills.
11. Consider cultural and linguistic differences when planning for social emotional curriculum.
12. Apply guidance techniques that consider children's developmental needs.

Topics and Scope:

I. Developmental Stages, Theorists, and Theory

- A. Developmental characteristics and behaviors of the young child: physical, social, emotional, and cognitive
 1. Infants, 0-15/18 months
 2. Toddlers, 15/18- 36 months
 3. Children, 3-6 years
- B. Erikson's psychosocial ages/stages
 1. Trust vs. mistrust
 2. Autonomy vs. shame and doubt
 3. Initiative vs. guilt
- C. Vygotsky's sociocultural theory
- D. Bronfenbrenner's ecological systems theory
- E. Universal theory/humanism
 1. Maslow's Hierarchy
 2. Evolutionary theory

II. Brain Development in the Early Childhood Years

- A. Brain basics
 1. Parts/function of the brain
 2. Process of brain growth and development in the early years
 3. Behavioral milestones related to brain development
- B. Brain-based development of social understanding
 1. Prosocial behavior
 2. Regulation
 3. Empathy
 4. Theory of mind

III. Role of Culture

- A. Social and emotional behavioral values and expectations
- B. Cultural patterns, goals and values
- C. Historic systemic racism in educational settings and the impact on social emotional wellbeing
- D. Linguistic diversity

IV. Guidance and Discipline

- A. Practicing guidance and discipline
- B. Understanding and managing challenging behavior
- C. Reflection on teacher's implicit bias and classroom management
- D. Cultivating self-regulation and self-esteem
- E. Fostering resilience

V. Curriculum and Environments

- A. Learning environments
- B. Teacher/child interactions
- C. Social skills curriculum
- D. Emotional literacy
- E. Importance of play
- VI. Issues and Obstacles
 - A. Obstacles to social competence
 - 1. Developmental differences
 - 2. English language learners
 - 3. Early academics
 - B. Use and misuse of assessments
 - C. Effects of toxic stress and trauma on young children
 - 1. Children at risk
 - 2. Child abuse
 - 3. Adverse Childhood Experiences (ACEs)

Assignment:

Assignments include but are not limited to:

1. Weekly reading assignments (approximately 20 pages per week)
2. Reflective writing essays that require the student to apply concepts and content from reading and class lecture and discussion (4-6, 500-700 words each)
3. Skill Demonstrations: Observations of young children (infants, toddlers, or preschoolers) with a focus on psychosocial development, individually and in group settings (2-4 observations using a format that requires short descriptive essay, naturalistic observation, checklist, and/or running record format)
4. Term project: an in-depth written case study of one child with a focus on behavior or developmental differences (1500-2000 words, includes observation(s), and written analysis)
5. Class presentation and written report on curriculum planning: presentation of activity and/or an environmental enhancement that encourages social/emotional development including a paper of 500-750 words
6. Exams: Quizzes (2-4) or midterm, final exam
7. Participation in discussion and problem-solving activities in class

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective essays, observations, term project,
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Writing 20 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class presentation and written report on curriculum planning, observations

Skill Demonstrations
40 - 65%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes or midterm, final exam

Exams
5 - 10%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class participation

Other Category
10 - 20%

Representative Textbooks and Materials:

Challenging Behavior in Young Children. 4th ed. Kaiser, Barbara and Rasminsky, Judy Sklar. Pearson. 2016 (Classic)

Guiding Children's Social Development. 9th ed. Kostelnik, Marjorie, et al. Wadsworth Publishing. 2018

Instructor prepared materials