Syllabus

BEHAVIORAL PROBLEMS IN EARLY CHILDHOOD - 3107

Last update 07-11-2013

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: M.A. in Early Child Studies

Academic year: 2

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Mona Khoury-Kassabri

Coordinator Email: mona.khoury@mail.huji.ac.il

Coordinator Office Hours: Wednesday 12:00 - 13:00

Teaching Staff:
Prof Mona Khoury
Course/Module description:
The seminar will address two main issues: first, behavior problems of children in early childhood, and the contribution of the child's personal characteristics, family factors, cultural and environmental effects on children's behaviors. The second issue will focus on the discipline methods used by preschool teachers to deal with behavioral problems of children.

Course/Module aims:
To learn the theoretical and empirical knowledge on behavior problems in early childhood, and develop critical thinking on the existing literature. Also, to conduct an empirical research project.

Learning outcomes - On successful completion of this module, students should be able to:
* To formulate the research topic and question
* Critically evaluate and summarize the theoretical and empirical literature relevant to the research question
* To implement the theoretical and empirical literature utilized during the seminar to describe the research method
* To accomplish the research plan and to write a full research report according to the knowledge acquired during the seminar.

Attendance requirements(%): 100

Teaching arrangement and method of instruction: Seminar

Course/Module Content:
* Defining behavioral problems
* Personal and social factors associated with behavioral problems
* Family factors and behavioral problems
* Media and violence
* Kindergarten and school teachers: Teacher-student relationships, self-efficacy and attitudes

Required Reading:
Defining behavioral problems in early childhood

Personal and social factors

Family factors

Media violence

Kindergarten and school teachers

Additional Reading Material:
Defining behavioral problems in early
Broidy, L. M., Tremblay, R. E., Brame, B., Fergusson, D., Horwood, J. L., Laird, R., ...
Vitaro, F. (2003). Developmental trajectories of childhood disruptive behaviors
and adolescent delinquency: A six-site, cross-national study. Developmental
Psychology, 39, 222-245.

Personal and social factors
community sample of 14- and 19-month-old children common versus uncommon
infant-toddler social and emotional assessment (ITSEA): Factor structure, reliability,
Dodge, K. A., Lansford, J. E., Burks, V. S., Bates, J. E., Pettit, G. S., Fontaine, R., &
Price, M. (2003). Peer rejection and social information-processing factors in the
development of aggressive behavior problems in children. Child Development, 74,
374-393.

Family factors
Psychology, 4, 1-103.
discipline among African American and European American mothers: Links to
studies on parenting styles, individuation, and mental health in Arab societies.
Journal of Cross-Cultural Psychology, 37, 221-229.
Associations of maternal prenatal smoking with early childhood physical aggression,
hyperactivity-impulsivity, and their co-occurrence. Journal of Abnormal Child
Lansford, J. E., Chang, L., Dodge, K. A., Malone, P. S., Oburu, P., Palmerus, K.,
normativeness as a moderator. Child Development, 76, 1234-1246.
physical discipline. Infant and Child Development, 14, 177-198.

Media violence
preschool is associated with antisocial behavior during school age. Pediatrics,120,
993-999.
Ferguson, C., Cruz, A., & Rueda, S. (2008). Gender, video game playing habits and
visual memory tasks. Sex Roles, 58, 279-286.


Kindergarten and school teachers


**Course/Module evaluation:**
End of year written/oral examination 0 %
Presentation 15 %
Participation in Tutorials 0 %
Project work 25 %
Assignments 0 %
Reports 0 %
Research project 60 %
Quizzes 0 %
Other 0 %

**Additional information:**
None