# The Hebrew University of Jerusalem

## Syllabus

## EMOTIONAL AND SOCIAL DEVELOPMENT IN E. C. - 3754

Last update 06-10-2016

_HU Credits:_  2

_Degree/Cycle:_ 2nd degree (Master)

_Responsible Department:_ early childhood graduate program

_Academic year:_ 0

_Semester:_ 1st Semester

_Teaching Languages:_ Hebrew

_Campus:_ Mt. Scopus

_Course/Module Coordinator:_ Lihi Gatt

_Coordinator Email:_ [lihigatt@zahav.net.il](mailto:lihigatt@zahav.net.il)

_Coordinator Office Hours:_ By appointment

_Teaching Staff:_

*Dr. Lihi Gatt*

*Course/Module description:*
   The course focuses on socio-emotional development in early childhood, highlighting state of the art research in contemporary developmental psychology. Two main issues will be addressed: (a) what are the competencies that develop during the first years of life, contributing to the child's social world? (b) What are the factors that affect the development of these socio-emotional competencies (intrinsic factors related to the child; environmental factors such as family and the child-care setting; culture). The unique challenges of out-of-home child care will be discussed, emphasizing stress-reactivity in group care and other related adjustment difficulties of very young children.

*Course/Module aims:*
   To gain knowledge of cutting edge theories and research regarding socio-emotional development in early childhood; the understand the major constructs and concepts regarding the development of 'socio-emotional competence' in infancy, toddlerhood and preschool years.

*Learning outcomes - On successful completion of this module, students should be able to:*
   1.To classify and explain key theories in contemporary research regarding socio-emotional development in early childhood
2.To define and explain key concepts relating to the development of 'socio-emotional competence'
3.To analyze a "case study" of a child using key concepts and theories of socio-emotional development.
4.to conclude from an observational description of a child's behavior in group care about his developmental characteristics, his needs and his strengths and weakness in group context.

*Attendance requirements(%):*
   100%

*Teaching arrangement and method of instruction: lectures and discussions*

*Course/Module Content:*

1. An ecological approach to the development of 'socio-emotional competence'
2. The newborn's innate 'sociability'
3. Emotional expression - implications for social behavior
4. Temperament
5. Temperament and socio-emotional adjustment – distress-proneness; inhibited vs. fearless temperament.
6. Emotion regulation, effortful control and executive functions
7. Social cognition from infancy to preschool
8. Contemporary notions of resilience – cortisol studies and stress reactivity; differential susceptibility theory.
9. Unique challenged in group care
10. Peer relations – imitation and synchrony, entry skills, pro-social behavior
11. Internalizing behavior and social withdrawal
12. Externalizing behavior, aggression and daily conflicts among peers
13. cultural pathways to socio-emotional competence; preschool in different cultures
14. intervention programs to promote socio-emotional competence

_Required Reading:_
1. Bukowski, W.M. (2003). What does it mean to say that aggressive children are competent or incompetent? Merrill Palmer Quarterly, 49(3), 390-401.

2. Chen, X. & French, D.C.(2008). Children's Social Competence in Cultural Context. Annual Reviews of Psychology, 59, 591–616.

3. Coplan, R. J., Prakash, K., O'Neil, K., & Armer, M. (2004). Do You "Want" to Play? Distinguishing Between Conflicted Shyness and Social Disinterest in Early Childhood. Developmental Psychology, 40(2), 244-258.

4. Denham, S. A., Blair, K.A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S. & Queenan, P. (2003). Preschool emotional competence: pathway to social competence? Child Development, 74(1), 238-256.

5. Fox, N.A. & Calkins, S.D. (2003). The Development of Self-Control of Emotion: Intrinsic and Extrinsic Influences. Motivation and Emotion, 27(1), 7-27.

6. Pluess, M., & Belsky, J. (2009). Differential susceptibility to rearing experience: the case of childcare. Journal of Child Psychology and Psychiatry, 50 (4), 396-404.

7. Phillips, D.A., Fox, N.A. & Gunner, M.R. (2011) Same Place, Different Experiences: Bringing Individual Differences to Research in Child Care. Child Development Perspectives, 5(1), 49–44

8. Rosenthal, M.K., & Gatt, L. (2010). "Learning to Live Together": Training early childhood educators to promote socio-emotional competence of toddlers and pre-school children. European Early Childhood Education Research Journal, 18(03), 373 - 390.

9. Rothbart, M.K. , Ahadi, S.A. & Hershy K.L. (1994). Temperament and social behavior in childhood. Merril Palmer Quarterly, 40. 21-39.

Additional Reading Material:

1. גולמן, ד . (2006). אינטליגנציה חברתית: המדע החדש של יחסי אנוש. תל-אביב: ספרי עליית גג, ידיעות אחרונות (פרק 10 – מחקרי חיות).

2. פורמן, מ. (1994). ילדות כמרקחה- אלימות וציותנות בגיל הרך . תל אביב: הוצאת הקיבוץ המאוחד .

3. Alink, L.R.A , Mesman, J., Van Zeijl, J., Stolk, M.N., Juffer, F., Koot, H.M., Marian Bakermans-Kranenburg, M.J. & Van IJzendoorn, M.H. (2006). The Early Childhood Aggression Curve: Development of Physical Aggression in 10- to 50-Month-Old Children. Child Development, 77 (4), 954–966.

4. Arsenio, W.F. (2004). The stability of young children's physical aggression relations with child care, gender, and aggression subtypes. Monographs of the Society for Research in Child Development, 69(4), 130-146.

5. Diesendruck, G., & Ben-Eliyahu, A. (2006). The relationships among social cognition, peer acceptance, and social behavior in Israeli kindergarteners. International Journal for Behavioral Development, 30, 2, 137-147.

6. Eisenberg, N. , Champion, C. & Ma, Y. (2004). Emotion related regulation: an emerging construct. Merril Palmer Quarterly, 50(3), 236-259.

7. Eisenberg, N., Fabes, R.A. & Spinrad, T.L. (2007). Prosocial Development. in N. Eisenberg (Ed.) Handbook of Child Psychology Vol. 3, Chapter11, pp. 646-718. John Wiley & Sons, Inc. (DOI: 10.1002/9780470147658)

8. Fabes, R.A., Hanish. L.D. & Martin L. (2003). Children at Play: The Role of Peers in Understanding the Effects of Child Care. Child Development, 74(4), 1039-1043.

9. Flavell, J.H. (2004). Theory-of-mind development: retrospect and prospect. Merrill-Palmer Quarterly, 50(3), 274-291.

10. Greenfield, P.M., Keller, H. , Fuligni, A. & Maynard, A. (2003). Cultural pathways through universal development . Annual Review of Psychology, 54, 461-490.

11. Izard, C., Stark, K., Trentacosta, C. & Schultz, D (2008). Beyond Emotion regulation: Utilization and adaptive functioning. Child Development Perspectives, 2(3), 156-163.

12. Klein, H. (1991). Temperament and childhood group care adjustment: A cross-cultural comparison. Early Childhood Research Quarterly, 6(2), 211-224.

13. Mikulincer, M. Shaver, P.R. & Pereg, D. (2003). Attachment Theory and Affect Regulation: The Dynamics, Development, and Cognitive Consequences of Attachment-Related Strategies. Motivation and Emotion, 27(1), 77-102.

14. Obradovic, J., Bush, N. R., Stamperdahl, J., Adler, N. E., & Boyce, W. T. (2010). Biological Sensitivity to Context: The Interactive Effects of Stress Reactivity and Family Adversity on Socio-emotional Behavior and School Readiness. Child Development, 81(1), 270-289.

15. Ostrov, J.M., Woods, K., Jansen, E., Casas, J.F., & Crick, N.R. (2004). An observational study of delivered and received aggression, gender, and social-psychological adjustment in preschool: "This white crayon doesn't work…" Early Childhood Research Quarterly, 19, 355-371.

16. Pfeifer, M., Goldsmith, H.H., Davidson, R.J. & Rickman, M. (2002). Continuity and change in inhibited and uninhibited children. Child Development, 73(5), 1474-1485.

17. Rubin, K.H. , Burgess, K.B., Dwyer, K.M. & Hastings, P.D. (2003). Predicting Preschoolers' Externalizing Behaviors From Toddler Temperament, Conflict, and Maternal Negativity. Developmental Psychology, 39(1), 164–176

18. Thompson, R.A., Lewis, M.D. & Calkins, S.D. (2008). Reassessing Emotion Regulation. Child Development Perspectives, 2(3), 124-131.

 Course/Module evaluation:
 End of year written/oral examination 100 %
 Presentation 0 %
 Participation in Tutorials 0 %
 Project work 0 %
 Assignments 0 %
 Reports 0 %
 Research project 0 %
 Quizzes 0 %

*Other 0 %*


<u>*Additional information:*</u>
*None*