

# *The Hebrew University of Jerusalem*

## *Syllabus*

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

*Last update 03-12-2023*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Early Childhood*

*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:*

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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 socio-emotional learning (SEL) and the development of socio-emotional competence.
- 3.To analyze case study 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:

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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 [this topic might not be included in the course].
  14. intervention programs to promote socio-emotional competence

#### Required Reading:

1. דינשטיין, א' (2011). להביט במראה ולראות את האחר. אודיסאה, 10, 56-63.
2. רוזנטל, מ, גת, ל. וצור, ח. (2008). לא נולדים אלימים – החיים הרגשיים והחברתיים של ילדים קטנים. תל אביב: הוצאת הקיבוץ המאוחד.
3. שפרלינג, ד' (2018). למידה חברתית רגשית: מיפוי מושגי, בסיס תיאורטי ואמפירי. סקירה מוזמנת כחומר רקע לעבודת צוות המומחים לנושא טיפוח והטמעה של למידה חברתית-רגשית במערכת החינוך
4. Coplan, R. J., & Ooi, L. (2014). The causes and consequences of “playing alone” in childhood. In: RJ Coplan and JC Bowker (Eds.) A handbook of solitude: Psychological perspectives on social isolation, social withdrawal, and being alone, 111-128  
Or:  
Coplan, R. J., Ooi, L. L. and Nocita, G. (2015), When One Is Company and Two Is a Crowd: Why Some Children Prefer Solitude. Child Development Perspective, 9, 133-137. doi:10.1111/cdep.12131
5. Denham, S., Zinsser, K. & Bailey, C. (2011). Emotional intelligence in the first 5 years of life. Encyclopedia on Early Childhood Development  
Or:  
Denham, S., Bassett, H. & Zinsser, K. (2012). Early Childhood Teachers as Socializers of Young Children's Emotional Competence. Early Childhood Education Journal. 40. 137-143.
6. de Vet, S. M., Vrijhof, C. I., van der Veek, S. M. C., Linting, M., & Vermeer, H. J.

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(2023). Young children's cortisol levels at out-of-home child care: A meta-analysis. *EARLY CHILDHOOD RESEARCH QUARTERLY*, 63, 204–218.

7. Dollar, J. M., Stifter, C. A., & Buss, K. A. (2017). Exuberant and inhibited children: Person-centered profiles and links to social adjustment. *Developmental Psychology*, 53(7), 1222–1229

8. Ellis, B.J. & Del Giudice, M. (2019). Developmental Adaptation to Stress: An Evolutionary Perspective. *Annual Review of Psychology*, 70:111–39

9. Hay, D. F. (2017), The Early Development of Human Aggression. *Child Development Perspectives*, 11: 102–106. doi:10.1111/cdep.12220

10. Haynes, N. (2021). Influence of Social and Emotional Learning (SEL) on Students' Academic Achievement and Prosocial Behaviors: An Overview. *Academia Letters*, Article 3039.

11. Hughes, C. and Devine, R. T. (2015), Individual Differences in Theory of Mind from Preschool to Adolescence: Achievements and Directions. *Child Development Perspectives*, 9: 149–153. doi:10.1111/cdep.12124

12. Lionetti, F. Aron, R., Aron, E.N., Burns, L., Jagiellowicz, J. & Pluess, M. (2018). Dandelions, tulips and orchids: evidence for the existence of low-sensitive, medium-sensitive and high-sensitive individuals. *Translational Psychiatry*, 8:24

13. Oostenbroek, J., Slaughter, V., Nielsen, M., & Suddendorf, T. (2013) Why the confusion around neonatal imitation? A review, *Journal of Reproductive and Infant Psychology*, 31:4, 328–341

14. Pluess, M. (2015), Individual Differences in Environmental Sensitivity. *Child Development Perspectives*, 9: 138–143. doi:10.1111/cdep.12120

15. Rosati, A., Lynch, J. Professional Learning on the Neuroscience of Challenging Behavior: Effects on Early Childhood Educators' Beliefs and Practices. *Early Childhood Educ J* 51, 235–245 (2023). <https://doi.org/10.1007/s10643-021-01301-2>

16. Shiner, R. L., Buss, K. A., McClowry, S. G., Putnam, S. P., Saudino, K. J., & Zentner, M. (2012). What is temperament now? Assessing progress in temperament research on the twenty-fifth anniversary of Goldsmith et al. *Child Development Perspectives*, 6, 436–444.

17. Zhang X, Widaman K, Belsky J. (2023). Beyond orchids and dandelions: Susceptibility to environmental influences is not bimodal. *Developmental Psychopathology*, 35(1),191–203.

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Additional Reading Material:

ברגר, א., קופמן, א., והניק, א. (2008) התפתחות של ויסות עצמי מולד ונלמד. בתוך: פ.ש. קליין וי.ב. יבלון (עורכים): ממחקר לעשייה בחינוך לגיל הרך. האקדמיה הלאומית הישראלית למדעים. ירושלים. עמ' 39-66. נידלה מהאינטרנט:

<http://education.academy.ac.il/SystemFiles/23029.pdf>

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

3. זיו, מ. (2009). התפתחות ההבנה החברתית בגיל הרך. בתוך ע. בקר, עם מי שחקת בגן היום (פרק 5, עמ' 197-216), הוצאת מכון מופת.

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

5. Campbell, S.B. Denham, S.A. Howarth, G.Z. Jones, S.M. Whittaker, J.V. Williford, A.P. Willoughby, M.T. Yudron, M. (2016). Commentary on the review of measures: Conceptualization critique and recommendations. *Journal of Applied Developmental Psychology*, 45, pp. 19-41

6. Chen, X. and Eisenberg, N. (2012), *Understanding Cultural Issues in Child Development: Introduction*. *Child Development Perspectives*, 6: 1-4. doi:10.1111/j.1750-8606.2011.00217.x.

7. 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.

8. Eisenberg, N., Fabes, R.A. & Spinrad, T.L. (2007). Prosocial Development. in N. Eisenberg (Ed.) *Handbook of Child Psychology Vol. 3, Chapter 11*, pp. 646-718. John Wiley & Sons, Inc. (DOI: 10.1002/9780470147658)

9. 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.

10. Garstein, M.A., Bridgett, D.J. & Low C.. (2012). Asking questions about temperament. In Marcel Zentner, Rebecca L. Shiner (Eds.) *Handbook of temperament (chapter 10)*, pp. 183-208. Retrieved from internet [https://books.google.co.il/books?hl&eq;iw&lr&eq;&id&eq;F2ieD1PuNVcC&oi&eq;fnd&pg&eq;PA183&dq&eq;2012+CBQ+temperament&ots&eq;jsWumd8WAw&sig&eq;Sau22wU9XCn-WUKwOhvNHh6SgFA&redir\\_esc&eq;y#v&eq;onepage&q&eq;2012%20CBQ%20temperament&f&eq>false](https://books.google.co.il/books?hl&eq;iw&lr&eq;&id&eq;F2ieD1PuNVcC&oi&eq;fnd&pg&eq;PA183&dq&eq;2012+CBQ+temperament&ots&eq;jsWumd8WAw&sig&eq;Sau22wU9XCn-WUKwOhvNHh6SgFA&redir_esc&eq;y#v&eq;onepage&q&eq;2012%20CBQ%20temperament&f&eq>false)

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11. Gartstein M.A., Putnam, S.P. & Rothbart, M.k. (2012). Etiology of preschool behavior problems: contributions of temperament attributes in early childhood. *Journal of Infant Mental Health*, 33(2), 197-211
  12. Heckman, J., Pinto, R. & Savelyev, P. (2013). Understanding the mechanisms through which an influential early childhood program boosted adult outcomes. *American Economic Review*, 103(6), 2052-2086.
  13. McGee, A. (Drew), Schlueter, L., Link, T., Badanes, L., Dmitrieva, J., & Watamura, S. (2023). Physiologic Stress in the Classroom: Does Teacher's Cortisol Expression Influence Children's Afternoon Rise in Cortisol at Child Care? *Psychoneuroendocrinology*, 153, N.PAG.  
<https://doi.org/10.1016/j.psyneuen.2023.106249>
  14. Nagy, E. (2011), The newborn infant: a missing stage in developmental psychology. *Inf. Child Develop.*, 20: 3-19. doi:10.1002/icd.683
  15. 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.
  16. 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
  17. Pluess, M., & Belsky, J. (2009). Differential susceptibility to rearing experience: the case of childcare. *Journal of Child Psychology and Psychiatry*, 50 (4), 396-404.
  18. 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.
  19. Rothbart, M.K. , Ahadi, S.A. & Hershy K.L. (1994). Temperament and social behavior in childhood. *Merril Palmer Quarterly*, 40. 21-39
  20. Simpson, EA, Murray, L, Paukner, A. & Ferrari, PF (2014). The mirror neuron system as revealed through neonatal imitation: presence from birth, predictive power and evidence of plasticity. *Philosophical Transactions of Royal Society B: Biological Sciences*, 369, issue 1644.
  21. Wadsworth, M. E. (2015), Development of Maladaptive Coping: A Functional Adaptation to Chronic, Uncontrollable Stress. *Child Dev Perspect*, 9: 96-100.  
doi:10.1111/cdep.12112

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Grading Scheme:

*Essay / Project / Final Assignment / Home Exam / Referat 100 %*

Additional information:

*None*