

PIKES PEAK COMMUNITY COLLEGE
5675 South Academy Blvd.
Colorado Springs, Colorado 80906

EARLY CHILDHOOD EDUCATION

ECE 237: Theories & Techniques of Social and Emotional Growth
3 Credit Course

Instructor: Laurie Beckel, MA/LPC
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Course Competencies:

- I. Describe and evaluate adult-child interactions that support the growth of social skills
 - A. Describe several interventions for social or emotional interactions with young children. (C)
 - B. Describe an appropriate approach when presented with different views in child-rearing beliefs and practices. (C,E)
 - C. Evaluate whether a child care, home, or classroom environment enhances social and emotional development and recommend appropriate changes. (C,E)
 - D. Evaluate adult-child interactions for whether they strengthen or undermine the social and emotional competencies of young children. (C,E)
 - E. Discuss the role of parents, teachers, and caregivers in enhancing social and emotional development in young children. (C)
- II. Assess and apply strategies to support social and emotional growth
 - A. Assess an observation or anecdotal description of a child's behavior for the role of the caregiver, environmental and other influences. (C,E,A)
 - B. Recommend strategies and interventions to enhance a child's social and/or emotional development. (C,E,A)
- III. Define and utilize developmental theories in developing practices and strategies to support social and emotional growth in children.
 - A. Identify and describe relevant theories related to the growth of social and emotional skills.(C)
 - B. Use developmental theories to justify teaching, caregiving and parenting practices and characteristics that support social and emotional growth in young children. (C,A, E)



Outline View:

- I. Introduction
 - A. Defining emotional competence and social competence
 - B. The relation of social and emotional development to each other
 - C. The relation of social and emotional development to the whole child.
- II. Theorists in social emotional development and growth
 - A. Discussion of theories and application to observations, class discussions, and material.
- III. Influencing the Course of Social and Emotional Development
 - A. Biological and physical influences
 - B. Individual and gender differences
 - C. Parent, family and relationships
 - D. Social and cultural norms
- IV. Strengthening social and emotional competence
 - A. extending understanding of their own and other's emotions
 - B. helping children learn specific strategies
 - C. furthering pro-social behaviors
- V. Interventions
 - A. supporting children in stressful situations
 - B. explosive children
 - C. handling aggression
 - D. examining the situation: adult, child and environment

PIKES PEAK COMMUNITY COLLEGE
Business, Social and Behavioral Sciences Division
ECE 237: Theories & Techniques of Social and Emotional Growth

COURSE DESCRIPTION

This course incorporates student specific techniques and strategies for guiding and enhancing social and emotional growth in children 0-5 years; introduces and compares the theories and theorists underlying quality interactions and patterns of social and emotional progression.

Course Prerequisite: None

STUDENT REQUIREMENTS

Student Environment: Students at this institution are expected to adhere to standards of academic and personal behavior consistent with college level performance. The college commitment is measured by personal motivation, endurance, and persistence. The faculty expects students to be active participants in the education process. Workload for assignments is established using an expectation that two additional hours for each class contact hour is required. As a student, you must establish the required levels of time, energy, and effort needed for you to succeed at this new level.

*In order to maintain the integrity of the learning environment, students are asked to refrain from sleeping, working on other course assignments, listening to i-pods, or talking and text-messaging on cell phones during the class. To maintain an academically rigorous environment please silence all cell phones and other electronic devices before coming into class. **FAILURE TO DO SO WILL IMPACT YOUR PARTICIPATION GRADE FOR THAT DAY.***

Student Conduct: Review the policies on student conduct in the college catalog .
(<http://www.pccc.edu/CatalogSchedule/CurrentCatalog/> and click on the “Student Conduct” link).

Assignment Requirements: Students at this institution are expected to adhere to standards of academic and personal behavior consistent with college level performance. The student shall submit all assignments as required by the instructor. Performance requirements include note taking, chapter reading, written assignments, discussion, presentations, small group work and tests. You may be expected to complete assignments that require typing, word processing, or computer skills. You will be accountable for spelling, math, accuracy, and professional appearance of assignments. Use of the writing, reading, computer, and math labs is highly recommended.

Course Materials: Pyramid Model Training Binder; other materials will be provided by instructor.

Late Assignments: Assignments that are turned in after the due date are considered late and will receive a reduction in points. Up to one week late is reduced 10%, two weeks is 20%, and three weeks is 30% regardless of the reason, because it is unfair for the instructor to arbitrarily determine what an acceptable excuse is.

Attendance: **Attendance is a mandatory requirement for this class. Pre-arranged absences must be approved by the instructor for an absence to count as excused.** Students are expected to attend all meetings of classes in which they are enrolled. The instructor may recommend the student be administratively withdrawn for lack of attendance. Because this course is a special offering weekend course, attendance is imperative. Course assignments will rely on content learned in class and then implemented in the early childhood classroom environment. Additionally, food service is limited on campus on Saturdays, so packing a lunch and snack is highly recommended.

Assessment: In order to meet accreditation requirements of the Higher Learning Commission, students may be asked to participate in a program-level or institutional-level assessment.

Attendance Restricted: College policy permits only enrolled students, administrative personnel, and persons attending with the permission of the instructor to be present in the classroom or laboratory or shop during scheduled classes. The instructor may remove from the classroom and temporarily suspend from class any student whose conduct the instructor determines is obstructive, disruptive, hazardous to property or person, or otherwise unacceptable.

Academic Honesty: Students are expected to conduct themselves according to the highest standards of honesty. Failure to do so is grounds for disciplinary action, including expulsion from the college. Each student is expected to complete his/her own examinations and assignments. The usual consequence of academic dishonesty is failure of the course and referral to the Vice President of Instruction for further action.

Grading Criteria: This course makes available a pre-determined number of points of which each student may earn. The total points earned by each student will determine final grades. The instructor may adjust total points of the course.

Grade of Incomplete: Under certain circumstances your instructor, at the end of the course, may award a grade of incomplete, "I." An "I" grade may be given if the student has completed most of the course work, but due to illness, death in the family, etc...needs a short extension of time to complete the course. A special form needs to be filled out by the instructor for an "I" grade to be given and a serious extenuating circumstance needs to exist.

Withdrawal: If you choose not to continue the course or complete it, you may withdraw from the course. This is your responsibility, and you will need to complete the necessary paperwork with the Registrar's Office. Failure by you to properly withdraw from the course will result in a failing grade, "F," to be placed on your transcript. There are deadlines for dropping courses. Please check class schedules or the Registrar's Office.

Disability Services: PPCC will make reasonable accommodations for students with identified disabilities. Please notify the Office of Accommodative Services and Instructional Support, room A-115 or 502-3333, to access services. The instructor in then be notified of accommodations.

Student Crisis: PPCC has part-time crisis counseling. To reach our crisis counselor for assistance and/or referral you may call 502-4688. Appointments can also be made by calling Campus Life at 502-2089. If you have an emergency, call 911 or (on campus) 2911. PPCC also has resources available online to help you learn the signs and symptoms of emotional problems. ULifeline is an anonymous, confidential, online resource center, where college students can be comfortable searching for the information they need and want regarding mental health., www.ulifeline.org/school/ppcc/ . When in doubt, click.

Grading Criteria

Assignments-listed below: (70 points each)	500 points	A = 900 to 1000 points B = 800 to 899 points C = 700 to 799 points D = 600 to 699 points
Attendance & Participation	<u>500 points</u>	F = below 600 points
Total	1000 points	

CLASS SCHEDULE for ECE 237 Social & Emotional Competence

Class	Lecture/Presentations/Assignments	DUE
#1 1/24/09	Introductions and Logistics; Syllabus Overview; Pyramid Model Overview (Classroom Modules, Parent Modules, TPOT/BIR and Inventory of Practice) and DVD; Examining Our Attitudes Towards Challenging Behavior; Relationship Between Challenging Behavior and Social/Emotional Development.	Do TPOT in classroom; TPOT Red Flags. Pyramid Model Action Plan for Program – training and coaching plan; parent involvement. Due 2/7/09
#2 2/7/09	Classroom presentations of Program Action Plans (identifying program needs); Module 1: Creating Environments Where Children Can Be Successful; TPOT – Responsive Interactions; Building Positive Relationships (children, adults, parents, coach).	Develop training session and follow-along coaching on Module 1 topic (assigned in class). Due 2/21
#3 2/21/09	Overview of training/coaching session segments presented (20 min + 10 min for questions); Module 1: Designing the Physical Environment; TPOT – Classroom Preventive Practices.	Develop training session and follow-along coaching on Module 1 topic (assigned in class). Due 3/7
#4 3/7/09	Overview of training/coaching session segments presented (20 min + 10 min for questions); Module 2: Teaching Social/Emotional Skills; TPOT – Social, Emotional Teaching Strategies.	Develop training session and follow-along coaching on Module 2 topic (assigned in class). Due 3/14
#5 3/14/09	Module 2 training/coaching sessions presented (30 min + 10 min for questions); Parent Modules.	Parent module training developed for class presentation following spring break.
	Spring Break March 23-27, 2009	
#6 4/4/09	Parent module presentations. Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behaviors. TPOT – Individualized Interventions.	Functional assessment on child with challenging behavior. Due 4/18
#7 4/18/09	Review functional assessments; Module 3b: Developing a Behavior Support Plan	Develop behavior support plan for child with challenging behavior. Due 5/2
#8 5/2/09	Review behavior support plans and discuss how outcomes will be monitored. Module 4: Leadership Strategies for Supporting Children's Social and Emotional Development and Addressing Challenging Behavior.	Follow-up presentation with the Alliance for Kids May-June 2009. Preparation for ECE 288, 1 credit practicum course Summer 2009

STUDENT ACKNOWLEDGEMENT OF COURSE SYLLABUS

STUDENT NAME:

COURSE #: ECE 237

DATE:

- I have read the objectives, due dates for objectives, and grading criteria for the above class.
- I understand that it is my responsibility to complete each objective by the date assigned.
- I understand late material will be accepted at the instructor's discretion, receiving a late grade.
- I also understand that it is my responsibility to complete any forms required by the Registrar's Office if I must drop or withdraw from the class.
- I have received the information regarding an incomplete grade "I", and I understand the requirements.

SIGNATURES/DATE

Students:

Instructors:

STUDENT NAME:

COURSE #: ECE 237

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