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GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF  
EARLY CHILDHOOD DEVELOPMENT

CD200  
CHILD DEVELOPMENT III

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COMPETENCIES

COMPETENCY 1

Students will understand theories and research regarding attachment and bonding during infancy and the implications on the socialization of the child.

COMPETENCY 2

Students will understand the interrelationship of temperament and socialization.

COMPETENCY 3

Students will show awareness of developmental patterns in peer relationships.

COMPETENCY 4

Students will show an understanding of the development of self concept and be aware of means to support self esteem among young children.

COMPETENCY 5

Students will show an understanding of factors which contribute to the emotional well-being of preschool children.

COMPETENCY 6

Students will understand the nature of prosocial behaviour and be familiar with methods of promoting it.

## CD200 Child Development III

### COMPETENCY 1

Students will understand theories and research regarding attachment and bonding during infancy and the implications on the socialization of the child.

#### Learning Tasks:

1. Research and discuss literature on human bonding at birth and the development of parent/infant attachment.
2. Discuss the implications of this research on obstetrical procedures, institutionalization, hospitalization during infancy, group care for infants, multiple attachments, etc.
3. Write a brief (3 page) position paper on one of the above implications.

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### COMPETENCY 2

Students will understand the interrelationship of temperament and socialization.

#### Learning Tasks:

1. Read "Your Child is a Person" by Chess, Birch and Thomas.
2. Discuss the importance of the parent/child/temperament dynamic regarding overall socialization.
3. In class, develop a questionnaire designed to gain information about a child's temperament, the effect of the child/parent interaction on the child's personality as well as the effect of the broader social environment within the child's experience.
4. Administer the questionnaire to a parent and compare findings in class.

COMPETENCY 3

Students will show awareness of developmental patterns in peer relationships.

Learning Tasks:

1. Research and discuss the importance of peer interaction and developmental patterns in peer relationships from birth to adolescence.
2. Become familiar with the differences in the play behaviour of children with respect to age, sex, temperament and socio-economic background.

3. Report on one of the following:

- a) Observe the utilization of an interest centre with respect to any preference of use by boys/girls. In your report include the use of toys in the centre and the roles assumed by the children.

If you observe any preferences, explain why you think this preference exists; what factors are promoting this preference; what could be done to ensure the centre was utilized in a non-sexist way.

OR

- b) Observe a child and write a profile of his peer relationships. Ages, sexes, peer preferences, types of play with different sexes. Discuss the factors affecting the choices made by the child. Could you suggest any changes to his environment to further develop his peer relationships.

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### COMPETENCY 4

Students will show an understanding of the development of self concept and be aware of means to support self esteem among young children.

#### Learning Tasks:

1. Become familiar with developmental patterns of self concept, including the child's awareness of sexual identity.
2. Study factors relating to the development of self esteem (sex roles, attachment, characteristics of families, body image, etc.) with a focus on how adults can promote this development.
3. Choose a child in your placement and describe his present developmental level of self concept.

Observe this child and record all situations throughout the course of a day which serve to enhance his self esteem.

COMPETENCY 5

Students will show an understanding of factors which contribute to the emotional well being of preschool children.

Learning Tasks:

1. Become aware of the variety of factors affecting the emotional development of the child. Discuss in class the differentiation of emotions, fears, humour, anxiety, sympathy, etc., with an awareness of individual children's reactions.
2. Study the development of aggressive behaviour distinguishing between types of aggression, developmental patterns, and factors affecting aggression such as T.V., sex roles, ages, parenting styles, group care situations.
3. Read an article or research report on one of the following:
  - a) a factor influencing aggressive behaviour;
  - b) sympathy;
  - c) anxiety;
  - d) humour;
  - e) fears; or
  - f) another choice of emotion approved by the instructor.

Write a brief paper (2-3 pages) either refuting or confirming a statement taken from the above reading using an example from your own experiences.

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### COMPETENCY 6

Students will understand the nature of prosocial behaviour and be familiar with methods of promoting it.

#### Learning Tasks:

1. Discuss in class and read recent literature regarding altruism and egocentrism in preschool children discuss the implications for early childhood programs.
2. In small groups, design and carry out a simple research project which attempts to assess egocentrism and/or altruism among young children. Report on your project to the rest of the class.
3. Discuss means of encouraging altruism among children in preschool programs.