

Webster University

Course Syllabus

SPED 5500. 01  
Socio-emotional Development:  
Child with Special Needs

Instructor: Donna Campbell, Ph. D.  
Term: FA 1, 2004  
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WBH, Rm 249

1. Course Description: (Student focus, rationale, scope, prerequisites)

This course will examine current research and theories on social and emotional development of school-age children with special needs. Factors influencing social and emotional development, such as parenting styles, cultural background, socio-economic status, family status, and gender will be discussed. Following a review of pertinent findings regarding normally developing children, literature will be reviewed about the development of children with special needs. Implications and strategies will be examined within the context of mainstream educational approaches.

2. Learning Outcomes:

1. Students will have a thorough understanding of the factors that influence social and emotional development of school-aged children, including those with special needs.
2. Students will be able to describe, analyze and interpret the social and emotional behavior of selected children or youth with special needs from the perspective of cognitive-developmental theory, social cognitive theory, and/or other personality and social development theories (e.g., attribution theory).
3. Students will be able to apply this knowledge in the classroom setting through curriculum analysis and modification, practitioner research or individualized program design.

3. Schedule of required readings, class preparations, and assignments, lectures, discussions, student presentations, and exams:

WEEK 1: Introduction to social and emotional development; Theories  
Read: Wood (1996), Ch 1  
Assigned handouts

WEEK 2: Socioemotional development in infancy:  
Temperament  
Read: Wood (1996) Ch 2; Assigned handouts

WEEK 3: Early Childhood: Attachment , Child-rearing Practices; Developing Mastery  
Read: Wood (1996), Ch 8 (& 3); Assigned handouts

WEEK 4: Early Elementary Years: Developing Self-control  
Due: Project Outline  
Read: Wood (1996), Ch 9 (& 4): Assigned handouts

- WEEK 5: Late Elementary Years: Social Cognition: Understanding Self and Others  
Read: Wood (1996), Ch 10 (& 4); Assigned handouts  
Due: Case Study (Part A)
- WEEK 6: Moral Reasoning & Moral Emotions  
Read: Wood (1996), Ch 11 (& 5); Assigned handouts
- WEEK 7: Friendships & Peer Relationships  
Read: Wood (1996), Ch 12 (& 6); Assigned handouts  
Read: Assigned handouts  
Due: Paper/Project with References
- WEEK 8: Adolescence: Identity  
Read: Wood (1996), Ch 7  
Due: Case Study (Part A & B)

4. Resources:

Text Used:

Wood, Mary M. (1996). Developmental therapy -Developmental Teaching. Austin, Tx: Pro-Ed.

Recommended Reading:

Damon, W. (1988). The moral child. New York: The Free Press.

Goleman, Daniel. (1993) Emotional Intelligence. New York: Bantam Books

Handouts

5. Evaluation:

- |    |   |     |
|----|---|-----|
| a) | Project: Research Paper with references               | 66% |
| b) | Weekly summaries of articles (7), class participation |     |
| c) | Case study  | 33% |

6. Supplements:

Case Study requires additional out-of-class research that supplements the 32 class contact hours.

7. Other:

- 1) Students should provide a self-addressed envelope to the instructor so that case presentations and papers can be returned.
- 2) All required assignments must be handed into the instructor prior to the last day of class in order that a grade be issued. **Incomplete grades are not awarded by this instructor, except under extremely unusual conditions.**

- 3) Attendance is mandatory. A missed class (partial or total) will result in a penalty of 1/2 letter grade for the missed class. **Students who miss two or more classes are advised to withdraw; a NC may be issued for the course.**
- d. **Plagiarism** (using words and ideas without proper credit) and **excessive copying** (copying more than one paragraph from a source) will be penalized. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy. **All student materials are submitted to turnitin.com.**
- 4) This syllabus is subject to change at the discretion of the instructor.

8. This course may be Web-enhanced. To access this course on-line, go to <http://www.webster.edu/worldclassroom>, and follow the directions. Follow the directions to receive password to log on.