South Dakota State University

ECE/HDFS 364—Parent/Child Relations in a Professional Context

Concepts addressed:
Social and Emotional Development: Factors that influence social and emotional development, including gender, home life, cultural identity, and role models

Students should refer to the “Home, School, and Community Relations” textbook which are used within class as well as class notes, student presentations, and discussion notes.

Specifically, students should review:
✓ Family Structure and the social/emotional impacts of each:
  □ Stepfamilies/Stepchildren
  □ Divorced
  □ Separated
  □ Widowed
  □ Dual-career families
  □ Dual-earner families
  □ Cohabiting Families
✓ Socioeconomic Status and the social/emotional impacts it may cause
✓ Gender Differences and the social/emotional impacts each may cause specifically when viewing the dominant culture to other cultures
✓ Multicultural Aspects and the social/emotional impacts each may cause such as:
  □ Language Differences
  □ Values/Beliefs of Culture
  □ Educational Beliefs
  □ Religion Differences
✓ Special Needs and the social/emotional impacts of:
  □ Children with Exceptionalities
  □ Children with physical, mental, developmental, emotional, and/or health impairments
✓ Identifying possible feelings/reactions of working with family members and community members
✓ Addressing problems appropriately by:
  □ Responding appropriately
  □ Assuring all needs are met
  □ Applying problem-solving strategies when appropriate
  □ Identifying potential self-needs and addressing them appropriately
  □ Ensuring appropriate two-way communication
  □ Assuring all parties are given opportunities to exchange feelings, beliefs, and knowledge
  □ Fostering cooperation