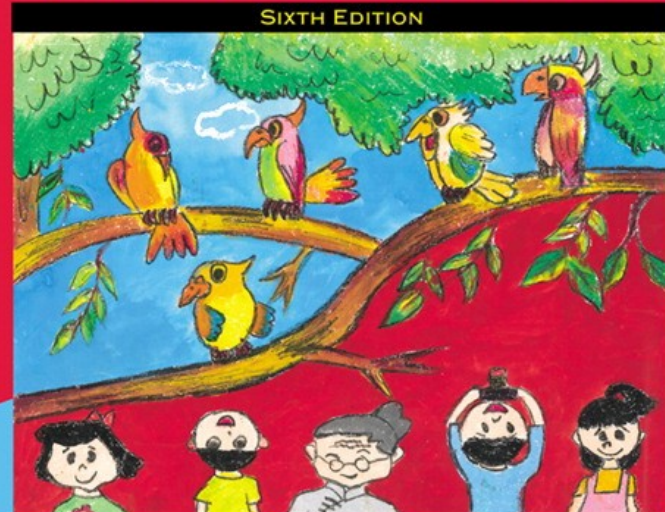


Chapter 10

Emotional and Social Development in Early Childhood

INFANTS, CHILDREN, AND ADOLESCENTS

SIXTH EDITION



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Self-Understanding

- **I-self** Make the connection that 'I' refers to them
 - Includes the realization that the **self is separate from the surrounding world**; remains the same person over time; has a private, inner life, and controls own thoughts and actions.
- **Me-self** Know qualities about themselves that make them unique
 - Consists of all qualities that make the self unique, including physical characteristics, psychological characteristics, and social characteristics.

Self Concept

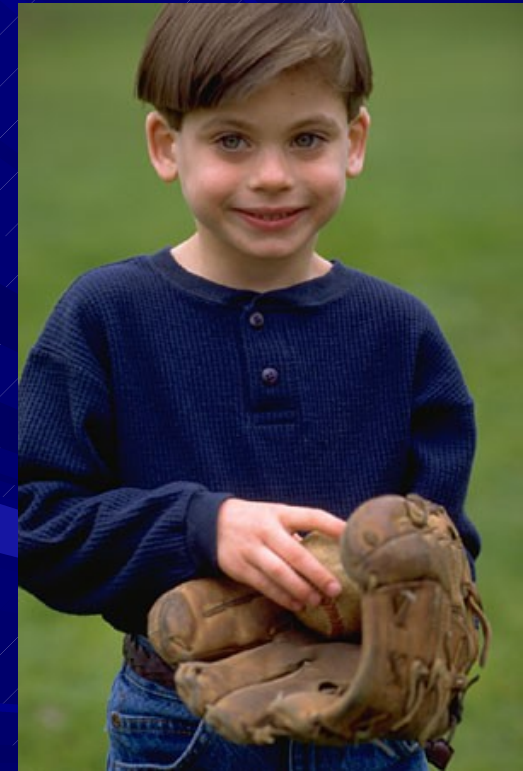
Based on:

■ Observable characteristics

- Appearance
- Possessions
- Behavior

Initially these are the responses to tell me about yourself

Asserting rights to objects (“Mine!”) helps define boundaries of self



Self-Esteem

- Judgments we make about our own worth
- Includes **global appraisal** and judgments of different aspects of self
- Affects preschoolers' initiative – social? Shy?



Self-Esteem is correlated with their initiative. If they have low esteem they may not engage in social situations... shyness

Emotional Development in Early Childhood

- Parenting strongly influences preschoolers' emotional competence
- Understanding of others' emotions increasingly accurate **with age**
- Emotional self-regulation improves
- More self-conscious emotions (shame, guilt) as self-concept develops **young children require feedback to understand bad behaviour**
older children do not require this feedback, they already know
- Empathy, sympathy, and prosocial behavior increase



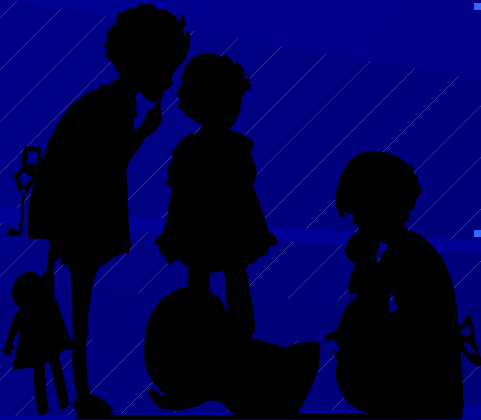
Cognitive Development and Emotional Understanding

- As preschoolers age, they:

- Judge causes of emotions better

- Predict actions based on emotions Person falls... "They will cry" says child

- Help relieve/sooth others' feelings



Social Experience and Emotional Understanding



■ Caregivers:

- Label and explain emotions
- Discuss feelings that highlight the emotional significance of events

■ Siblings and Friends:

- Negotiate
- Act out emotions in play

Emotional Self-Regulation

- Language helps children to improve their ability to regulate their emotions.
- Better able to use words



Peer Sociability in Play

Nonsocial Activity	<ul style="list-style-type: none">■ Unoccupied, onlooker behavior = <u>Reticent child</u> Child may get close, but will not get involved in play. If■ Solitary play asked to join they will look away
Parallel Play	Plays near other children with similar toys, but does not try to influence them
Social Interaction	<ul style="list-style-type: none">■ <u>Associative play</u> Both colouring, but share the crayons.■ Cooperative play ◀ Work in a group for a common goal

Cognitive Play Categories

Functional Play	Simple, repetitive motor movements, with or without objects	0–2 years
Constructive Play	Creating or constructing something Typically a quiet activity	3–6 years
Make-believe Play	Acting out everyday and imaginative roles	2–6 years

Early Childhood Friendships

- Someone who likes you, plays with you, and shares toys. = reciprocal affiliation
- Friendships change frequently.
- Friends more reinforcing, emotionally expressive than non-friends.



Parental Influences on Early Peer Relations

Direct

- Arrange informal peer activities
- Guidance on **how to act toward others**

Indirect

- Secure attachment
- Emotionally expressive, supportive communication

Characteristics of Good Models of Moral Behavior

- Warmth and responsiveness
- Competence and power
- Consistency between words and behavior
- = the Authoritative parent

Not Authoritarian!



Punishment in Early Childhood

- Physical punishment and frequent punishment have **undesirable side effects.**
 - Effectiveness of punishment increased by:
 - Consistency
 - Warm parent-child relationship
 - Explanations
 - Alternatives to punishment:
 - Time Out
 - Withdrawing privileges
- Important for the punishment to work

Using Positive Discipline

- Use transgressions as an opportunity to teach.
- Reduce opportunities for misbehavior.
- Provide reasons for rules.
- Arrange for children to participate in family routines and duties.
- Encourage mature behavior.

Types of Aggression

Intend to cause harm to others

Physical

Harms others through physical injury or destroying another's property

Instrumental: Aggressive to get something

Hostile: Just want to see them get hurt

Verbal

Harms others through threats of physical aggression, name-calling, or hostile teasing

Relational

Damages another's peer relationships through social exclusion, malicious gossip, or friendship manipulation

Sources of Aggression

■ Individual Differences

- Temperament

■ Family

- Harsh, inconsistent discipline
- Cycles of discipline, whining and giving in

■ Television

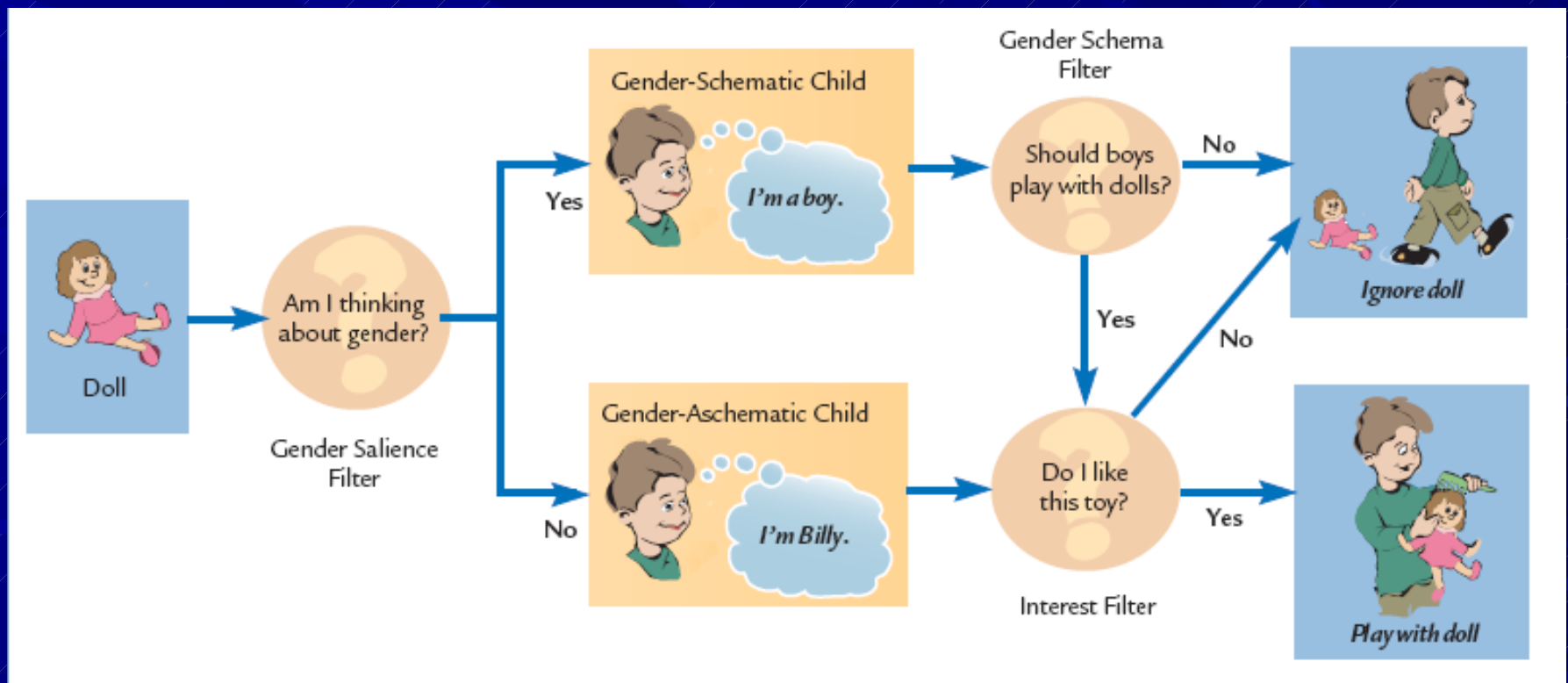
- TV violence



Gender Identity

- Information regarding gender roles evident before child is born (e.g., colour of room)
- Other sources of information:
 - Chores
 - Acceptable/unacceptable behaviours
 - Toys
 - ‘boys will be boys’
 - Girls learn how to find a way to be aggressive that is still feminine

Cognitive Pathways for Gender-Schematic and Gender-Aschematic Children



Child-Rearing Styles

- Authoritative
- Authoritarian
- Permissive
- Uninvolved



Parenting Styles

High in Control

Low in Control

High in
Responsiveness

Low in
Responsiveness

Authoritative	Permissive
Authoritarian	Neglectful/ Uninvolved

What Makes Authoritative Child-Rearing Effective?

- Warm, involved parents provide models of caring concern as well as confident, self-controlled behavior.
- Children are far more likely to comply with and internalize control that appears fair and reasonable.
- Authoritative parents let children know that they are competent individuals, which fosters self-esteem and maturity.
- Supportive aspects of the authoritative style including parental acceptance, involvement, and rational control, are powerful sources of resilience.

Child Maltreatment

- Physical abuse
- Sexual abuse
- Neglect
- Emotional abuse



Factors Related to Child Maltreatment

- Parent characteristics
- Child characteristics
- Family characteristics
- Community
- Culture

