

## Chapter 5: Early Childhood *Body & Mind*

### Body Changes

- 3- 6 years of age
- Ages 5-6, slimmest – lowest BMI (ratio of weight to height)
- Centre of gravity moves from chest to belly
- Nutrition for brain devt
- Childhood obesity leads to adult risks (diabetes, heart disease, high blood pressure)
- Allergies: Sabrina's Law (read *Opposing Perspectives*)

### Brain Development

- pp. 184 – 189
- VERY interesting stuff!
- Please read...but NOT on Test 2

### Piaget: Preoperational Thought

- Period 1: Sensorimotor intelligence
- Period 2: **Preoperational**
- Period 3: Operational
- *Operational*: logical reasoning (can't reverse think)
- *Symbolic thought*: think in symbols (block = cell phone)
- *Animism*: everything is alive, clouds, trees like people
- *Centration*: Center – one
- *Egocentrism*: my view is YOUR view
- *Focus on appearance*: short hair = boy
- *Static reasoning*: now is forever, mom was not a kid
- *Irreversibility*: can't reverse

### Piaget: Preoperational Thought

- Conservation: stay the same
- Unable to understand conservation
- 2 glasses of H<sub>2</sub>O
- Lines of smarties

### Vygotsky: Social Learning

- Focused on culture!
- Who's around the child?
- *Guided participation*: older, expert to assist younger
- Learning by being "in the zone"
- ZPD: Zone = area; proximal = near
- *Scaffolding*: providing support

### Literacy!

- Five effective strategies:
- *Code-focused teaching*: break down spoken words to written (c = cat; learn the sounds of the alphabet)
- *Book-reading*: adults read to child, allows for questions and chats
- *Parent education*: teaching parents *how* to read to child
- *Language enhancement*: promote vocab
- *Preschool programs*: child learn from others

### Language

- Grammar:
  - By 3, simple grammar: I want cookie
  - Use plurals, tenses etc.
  - **Overregularization**: overuse! Mouse, mouses
- Canada: bilingual
  - 22% Francophone
  - Chinese 3<sup>rd</sup> largest mother-tongue (3.3% of pop)
  - Childhood: able to learn 2 languages
    - long term effects: some resistance to Alzheimer's!

### Chapter 6: Early Childhood Psychosocial Development

### Erikson: Initiative vs. Guilt

- Initiate something, feel proud or guilty?
- Depends on parents!
- Need to train children's emotional regulation
- Initiative, linked to self-worth

### Motivation

- **Intrinsic**: inside, doing X for the love of it
- **Extrinsic**: external, doing X because parent said so
- Praising child? How?
- Praise for specific behaviour, not in general
  - Yes: Thanks for helping me do X
  - No: Thanks you're a good boy

### Sex & Gender

- Sex: biological
- Gender: social construction, culture
- *Gender identity*: I'm a girl
  - Up to age 3: think that it can change later
- *Gender stability*: stay this gender BUT depends on appearance
  - Age 4
- *Gender constancy*: Constant = same, never change
  - Age 5, 6

### Roles of Parents

- Parenting Questionnaire (in Courselink)

### Baumrind's Study

- **Purpose of study:** To examine alternative patterns of parental authority on the development of instrumental competence in children
- **Instrumental competence** = social responsibility (friendly, facilitative, cooperative), independence, achievement orientation (seek intellectual challenges and problems), and vitality (biological energy and vigorous appearance)

### Parenting Styles

- Parents differ by:
  - Expressions of warmth
  - Strategies for discipline
  - Communication
  - Expectations for maturity
- Typologized parents: profile/categories

### Two Primary Dimensions

- Responsiveness: degree of warmth, control
  - Child- or parent-centered?
  - Child's freedom?
- Demandingness: rules and expectations
  - Maturity demands

### Methods

- Observed 3 – 4 year old children playing outside
- Social interactions with peers and mothers

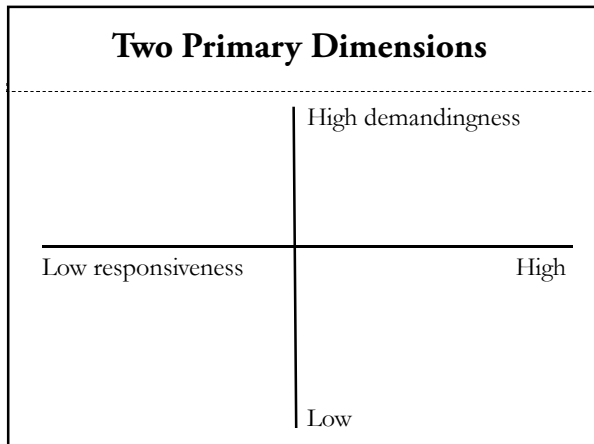
### Dimensions of Parenting Factors

- **Maturity demands:** pressures on child
  - Perform ~ intellectually, socially, and emotionally
  - Space for child to make decisions
- **Clarity of parent-child communication:**
  - Compliance: reasoning or force
  - Child's opinions, feelings

### Dimensions of Parenting Factors

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- **Nurturance:**
  - Love, support
  - Child's physical and emotional well-being
- Expressed by **warmth** and **involvement**



### Authoritative

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- **V** = verbal give and take
- Rational, issue-oriented manner
- Autonomy/self-will, disciplined conformity are values
- Child-centered, but also set standards for future conduct
- Use reason & power achieve objectives
- Negotiate and compromise

### Authoritarian

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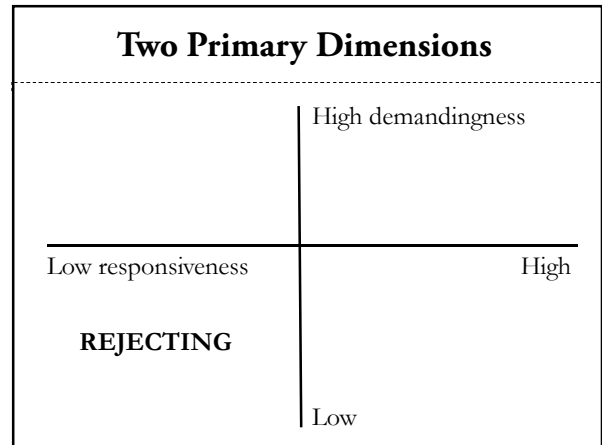
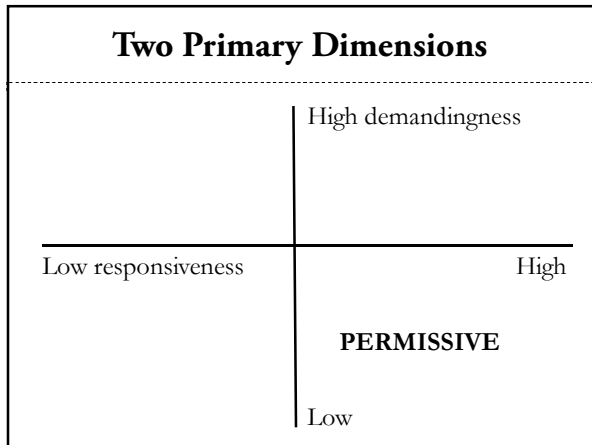
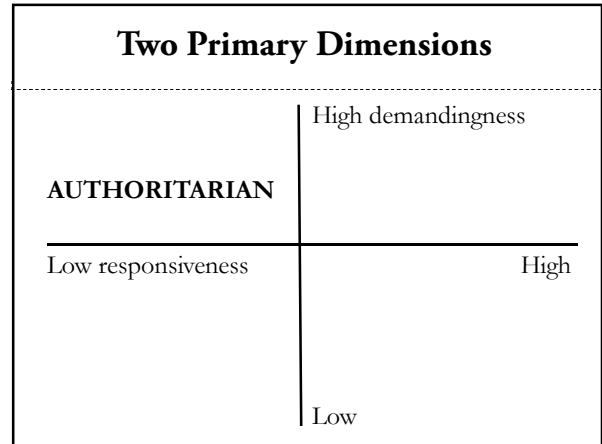
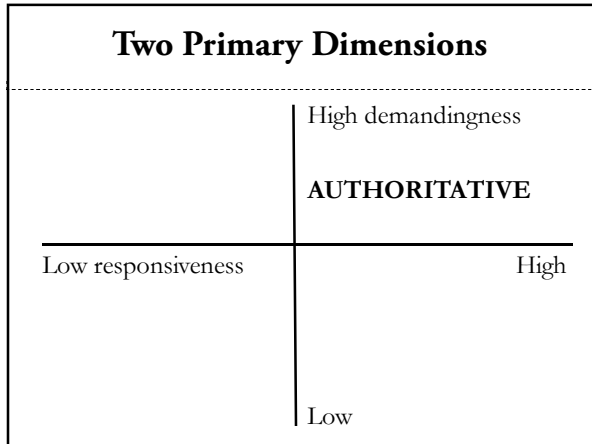
- **N** = no way!
- Obedience = virtue, restrict autonomy
- Order and traditional structure
- No verbal give and take, parent = right
- My way or the highway
- Asian families
  - Guan = "Warmth dimension"
  - High involvement = care

### Permissive & Indulgent

- Affirmative, acceptant, & benign manner toward the child's impulses and actions
- Indulgent – extremely lax
- Freedom, absence of restraint

### Rejecting-Neglecting

- Minimize time and emotion on child
- Require little of their child
- Neglect!



- Authoritative: Outcomes**
- Independent, creative, self-assured
  - High achievement motivation, reasoning ability
  - children of authoritative parents have: reasoning ability
  - Socially skilled, cooperative, empathic
  - Making own decisions lead to thoughtful & responsible behaviour
  - Less risk for delinq, drugs etc.

- Rejected/Neglected: Outcomes**
- Impulsive
  - Behaviour problems
  - Risky behaviours (sex, drugs)

**Bottom Line: What Should Parents Do?**

- Direct instruction
- Learning by observing
- Feedback
- Immediate
- Consistency

**Discipline**

- Use of psychological control: use of shame, guilt, and gratitude
- “My child should be aware of how much I have sacrificed for him/her”
- Not good!
- Time out!
  - Last resort but 1 minute per year of child
  - Real punishment?

**Maltreatment**

- Table 6.3: Signs of maltreatment