Chapter 8
Emotional and Social Development in Early Childhood

Erikson’s Theory: Initiative versus Guilt

Initiative
- New sense of purposefulness
- Eagerness to try new tasks, join activities with peers
- Play permits trying out new skills
- Strides in conscience development

Guilt
- Overly strict superego, or conscience, causing too much guilt
- Related to excessive threats, criticism, punishment

Self-Concept

Based on observable characteristics:
- appearance
- possessions
- behavior

Typical emotions and attitudes
Asserting rights to objects ("Mine!") helps define boundaries of self.
Self-Esteem

Judgments we make about our own worth
Feelings about those judgments
Includes:
- global appraisal
- judgments of different aspects of self

Developing Emotional Competence

Emotional understanding improves.
Emotional self-regulation improves.
More self-conscious emotions (shame, guilt) and empathy

Emotional Understanding

Preschoolers judge:
- causes of emotions
- consequences of emotions
- behavioral signs
Challenged by conflicting cues
Parents, siblings, play contribute to understanding
Emotional Self-Regulation

By age 3–4, know strategies for adjusting emotional arousal
Effortful control important
Affected by parents, temperament

Common Fears of Early Childhood

Monsters
Ghosts
Darkness
Preschool/child care
Animals
Phobias are possible.

Self-Conscious Emotions

- Shame
- Embarrassment
- Guilt
- Pride

Preschoolers depend on adult feedback to know when to experience these emotions. Culture also influences
Sympathy and Empathy

Sympathy
Feeling of concern or sorrow for another’s plight

Empathy
Feeling same or similar emotions as another person
- complex mix of cognition and emotion
- must detect emotions, take other’s perspective

Individual Differences in Empathy

Temperament
- sociable, assertive, good at emotional regulation
- more likely to display sympathy and prosocial behavior

Parenting
- warm, sensitive parents who encourage emotional expressiveness

Peer Sociability in Play

<table>
<thead>
<tr>
<th>Nonsocial activity</th>
<th>Unoccupied, onlooker behavior</th>
<th>Solitary play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallel play</td>
<td>Plays near other children with similar materials</td>
<td>Does not try to influence them</td>
</tr>
<tr>
<td>Social interaction</td>
<td>Associative play</td>
<td>Cooperative play</td>
</tr>
</tbody>
</table>
Cognitive Play Categories

| Functional play | • Simple, repetitive motor movements  
|                 | • With or without objects |

| Constructive play | • Creating or constructing something |

| Make-believe play | • Acting out everyday and imaginative roles |

Early Childhood Friendships

Someone “who likes you,” plays with you, shares toys

Friendships change frequently.

Friends more reinforcing, emotionally expressive than nonfriends

- Friendship provides social support.
- Ease in acquiring predicts later achievement behaviors.

Perspectives on Moral Development

| Psychoanalytic | • Freud: superego and guilt  
|                | • Today: induction, empathy-based guilt |

| Social learning | • Modeling moral behavior |

| Cognitive-developmental | • Children as active thinkers about social rules |
Characteristics of Good Models of Moral Behavior

- Warmth and responsiveness
- Competence and power
- Consistency between words and behavior

Punishment in Early Childhood

Frequent and harsh physical punishment has undesirable and negative side effects.

Alternatives to harsh punishment
- Time out
- Withdrawing privileges
- Positive discipline

Parents can increase effectiveness of punishment
- Consistency
- Warm parent-child relationship
- Explanations

Positive Discipline

- Use transgressions as opportunities to teach.
- Reduce opportunities for misbehavior.
- Provide reasons for rules.
- Have children participate in family duties and routines.
- Try compromising and problem solving.
- Encourage mature behavior.
Moral Imperatives, Social Conventions, and Personal Choice

| Moral imperatives | • Actions that protect people’s rights and welfare |
| Social conventions | • Customs determined solely by social consensus |
| Matters of personal choice | • Do not violate rights  
• Not socially regulated  
• Up to the individual |

Types of Aggression

Proactive/Instrumental
• meant to help the child get something he or she wants

Reactive/Hostile
• meant to hurt someone else

Types of Hostile Aggression

<table>
<thead>
<tr>
<th>Type</th>
<th>How the Harm Is Caused</th>
<th>Direct or Indirect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>• Physical injury</td>
<td>either</td>
</tr>
</tbody>
</table>
| Verbal   | • Threats of physical aggression  
• Name-calling  
• Teasing | always direct         |
| Relational | • Social exclusion  
• Malicious gossip  
• Friendship manipulation | either              |
Television Viewing and Aggression

![Bar graph showing differences in aggression scores across different stages of a study.](image)

Dangers of Media Violence

- Young children believe fictional violence is real.
- Short-term problems with parents, peers
- Long-term link to aggressive behavior
- Sparks hostile thoughts and behaviors
- "Hardens" children to aggression

Helping Control Aggression

Pair commands with reasons.  
Avoid "giving in."
Avoid verbal insults, physical punishment.  
- time-out
- withdraw privileges
Engage in social problem-solving training.  
Reduce family stress.  
Regulate exposure to media violence.
Gender Stereotypes in Early Childhood

Begin around 18 months
- men: sharp, rough
- women: soft, round

Strengthen and become rigid through early childhood
- Divide toys, clothing, tools, jobs, games, emotions, and more by gender.
- One-sided judgments are joint product of gender stereotyping in environment and cognitive limitations.

Influences on Gender Typing

Genetic
- evolutionary adaptiveness
- hormones

Environmental
- family
- teachers
- peers
- broader social environment

Mothers' & Children's Use of Generic References

Figure 8.3
Theories of Gender Identity

<table>
<thead>
<tr>
<th>Social learning</th>
<th>Behavior leads to gender identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive-developmental</td>
<td>Self-perceptions (gender constancy) come before behavior</td>
</tr>
<tr>
<td>Gender schema</td>
<td>Combines social learning and cognitive-developmental theories</td>
</tr>
</tbody>
</table>

Gender Schemas and Behavior

Reducing Gender Stereotyping

Delay exposure to stereotyping.
Limit traditional family gender roles.
Provide nontraditional models.
Encourage flexible beliefs.
Child-Rearing Styles

Authoritative
Authoritarian
Permissive
Uninvolved

Characteristics of Child-Rearing Styles

<table>
<thead>
<tr>
<th></th>
<th>Acceptance</th>
<th>Involvement</th>
<th>Control</th>
<th>Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>high</td>
<td>high</td>
<td>adaptive</td>
<td>appropriate</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>low</td>
<td>low</td>
<td>high</td>
<td>low</td>
</tr>
<tr>
<td>Permissive</td>
<td>high</td>
<td>too low or too high</td>
<td>low</td>
<td>high</td>
</tr>
<tr>
<td>Uninvolved</td>
<td>low</td>
<td>low</td>
<td>low</td>
<td>indifference</td>
</tr>
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