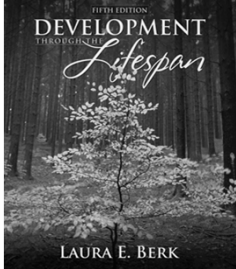


Development Through the Lifespan



Chapter 8 Emotional and Social Development in Early Childhood

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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

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Self-Concept

Based on observable characteristics:

- appearance
- possessions
- behavior

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



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Self-Esteem

Judgments we make about our own worth
Feelings about those judgments

Includes:

- global appraisal
- judgments of different aspects of self



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Developing Emotional Competence



Emotional understanding improves.

Emotional self-regulation improves.

More self-conscious emotions (shame, guilt) and empathy

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Emotional Understanding

Preschoolers judge:

- causes of emotions
- consequences of emotions
- behavioral signs

Challenged by conflicting cues

Parents, siblings, play contribute to understanding



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Emotional Self-Regulation

By age 3–4, know strategies for adjusting emotional arousal

Effortful control important

Affected by parents, temperament



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Common Fears of Early Childhood



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

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Self-Conscious Emotions

- Shame
- Embarrassment
- Guilt
- Pride



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

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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

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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



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Peer Sociability in Play

Nonsocial activity	<ul style="list-style-type: none"> ▪ Unoccupied, onlooker behavior ▪ Solitary play
Parallel play	<ul style="list-style-type: none"> ▪ Plays near other children with similar materials ▪ Does not try to influence them
Social interaction	<ul style="list-style-type: none"> ▪ Associative play ▪ Cooperative play

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Cognitive Play Categories

Functional play	<ul style="list-style-type: none"> • Simple, repetitive motor movements • With or without objects
Constructive play	<ul style="list-style-type: none"> • Creating or constructing something
Make-believe play	<ul style="list-style-type: none"> • Acting out everyday and imaginative roles

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Early Childhood Friendships

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

Friendships change
frequently.



Urban Youth

Friends more reinforcing, emotionally
expressive than nonfriends

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

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Perspectives on Moral Development

Psychoanalytic	<ul style="list-style-type: none"> • Freud: superego and guilt • Today: induction, empathy-based guilt
Social learning	<ul style="list-style-type: none"> • Modeling moral behavior
Cognitive-developmental	<ul style="list-style-type: none"> • Children as active thinkers about social rules

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Characteristics of Good Models of Moral Behavior

Warmth and responsiveness
Competence and power
Consistency between words
and behavior



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Punishment in Early Childhood

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

Alternatives to harsh punishment	<ul style="list-style-type: none"> ■ Time out ■ Withdrawing privileges ■ Positive discipline
Parents can increase effectiveness of punishment	<ul style="list-style-type: none"> ■ Consistency ■ Warm parent-child relationship ■ Explanations

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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.

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Moral Imperatives, Social Conventions, and Personal Choice

Moral imperatives	<ul style="list-style-type: none"> ■ Actions that protect people's rights and welfare
Social conventions	<ul style="list-style-type: none"> ■ Customs determined solely by social consensus
Matters of personal choice	<ul style="list-style-type: none"> ■ Do not violate rights ■ Not socially regulated ■ Up to the individual

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Types of Aggression

Proactive/Instrumental

- meant to help the child get something he or she wants

Reactive/Hostile

- meant to hurt someone else



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Types of Hostile Aggression

Type	How the Harm Is Caused	Direct or Indirect?
Physical	<ul style="list-style-type: none"> ■ Physical injury 	either
Verbal	<ul style="list-style-type: none"> ■ Threats of physical aggression ■ Name-calling ■ Teasing 	always direct
Relational	<ul style="list-style-type: none"> ■ Social exclusion ■ Malicious gossip ■ Friendship manipulation 	either

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Television Viewing and Aggression

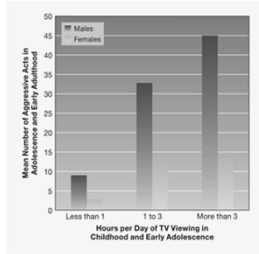


Figure 8.2

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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

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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.

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Gender Stereotypes in Early Childhood

Begin around 18 months

- men: sharp, rough
- women: soft, round

Strengthen and become rigid through early childhood



Urban Youth

- 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.

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Influences on Gender Typing

Genetic

- evolutionary adaptiveness
- hormones

Environmental

- family
- teachers
- peers
- broader social environment



RubberBall Productions

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Mothers' & Children's Use of Generic References

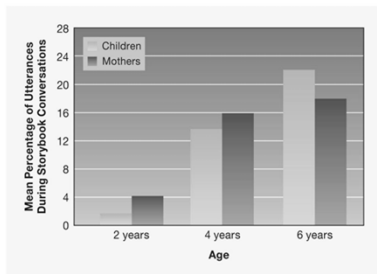


Figure 8.3

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Theories of Gender Identity

Social learning	■ Behavior leads to gender identity
Cognitive-developmental	■ Self-perceptions (gender constancy) come before behavior
Gender schema	■ Combines social learning and cognitive-developmental theories

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Gender Schemas and Behavior

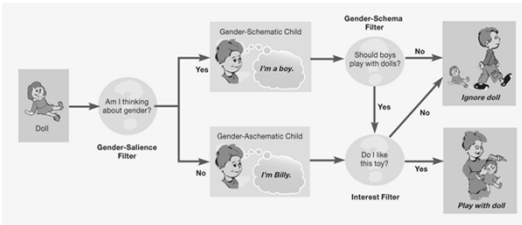


Figure 8.4

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Reducing Gender Stereotyping

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



Family Life

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Child-Rearing Styles

Authoritative
 Authoritarian
 Permissive
 Uninvolved



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Characteristics of Child-Rearing Styles

	Acceptance	Involvement	Control	Autonomy
Authoritative	high	high	adaptive	appropriate
Authoritarian	low	low	high	low
Permissive	high	too low or too high	low	high
Uninvolved	low	low	low	indifference

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