

# CHAPTER 10: SOCIAL AND EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

Children between ages 2<sup>1</sup>/<sub>2</sub>-5 experience:

- Dramatically Expanding World:
- Moving toward Greater Self-Reliance
- Greater independence
- Increased Self-Control & Self- Regulation
- **Greater self-reliance is supported by several capacities of 3 & 4-year-olds:**
  - motor skills such as climbing & manipulating objects
  - language & other cognitive abilities that enable them to think, plan, solve problems
  - growing ability to tolerate delays & frustrations
  - emerging capacity for imagination & fantasy play
- **Instrumental dependency:**
- **Emotional dependency:**

## Self-Control & Self-Regulation

- Weigh future consequences
- Think of possible ways around an obstacle
- Control emotions when goal blocked
- Concentrate and focus on what is needed to reach a desired objective.
- Perform more than one action at a time.
- Adjusting behavior & emotional expression to fit the situation

## THE DEVELOPING SELF

- **Changes in Self-Understanding**
  - more comprehensive sense of self
  - observe their own behavior
  - **Self-esteem**
  - Most think of themselves as \_\_\_\_\_
  - **Self-constancy**:
    - This emerges in early childhood, but there are limitations.

## GENDER AND THE DEVELOPMENT OF SELF

- Gender is a key aspect of the preschooler's \_\_\_\_\_.
- It is a **central organizing theme** in development.
- **Sex-typed behavior**:
- **Gender-role concept**:

### Changes in Sex-Typed Behavior

- Sex-typed behavior develops gradually.
- By age 2, children show \_\_\_\_\_.
- By age 3 to 4, \_\_\_\_\_.
- Parents and peers generally support gender-"appropriate" play and show disapproval of gender-"inappropriate" play during this time.
- \_\_\_\_\_ are often more accepting of "cross-gender" play.
- Sex-reassignment & sensitive period:

### Developing Gender-Role Concepts

- By 4-5, children start learning more abstract cultural beliefs about gender -- gender-role concepts.
- The male role is more **instrumental** and the female role is more **expressive**.
- **Gender segregation** appears in the preschool classroom and among friends.
- **Gender Constancy**

## THEORIES OF GENDER-ROLE DEVELOPMENT

- **Social Learning Theorists**
  - rewards and punishments
  - modeling
  - vicarious learning
- **Cognitive Theorists**
  - They see gender-role learning as one example of children's emerging understanding of \_\_\_\_\_.
  - **Kohlberg's Theory (1966):**
    - gender identity (btw 2-3 yrs)
    - gender stability ( $\cong$  4 yrs)
    - gender constancy ( $\cong$  6-7 yrs)
  - **Gender schema theory:**
    - holds that children form the concept or schema of male and female, with content based on the \_\_\_\_\_.
    - **Inconsistent information** (e.g., women doctor)
- **Psychoanalytic theory** emphasizes developmental changes in relationships with parents.
- **Biological Theories:**
  - androgens (testosterone)
  - brain lateralization
  - evidence that weakens a strong bio explanation:
  - Margaret Mead (1967/1949)
  - The changing sex differences

## What Are The Reliable Sex Differences?

- Male & females more alike than different.

## THE ROLE OF PEERS IN SOCIAL DEVELOPMENT

### Early Friendships

- By about age 4, children have the capacity to maintain friendships through their own efforts.
- Friends behave differently with each other than do non-friends.
  - More frequent positive exchanges
  - More cooperative in problem-solving tasks
  - Disagree more often
  - Conflicts are less heated, result in fairer solutions, and do not lead to separation

### The Importance of Peer Relationships

## EMOTIONAL DEVELOPMENT

### Young Children's Understanding of Emotion

- By age 6, children understand:
  - good
  - sad
  - jealous
  - proud
  - embarrassed
  - miserable

### The Growth of Emotional Regulation

- **Tolerating Frustration**
  - Improvement is probably due to \_\_\_\_\_ and \_\_\_\_\_ for dealing with frustrating situations.
  - **Delay of gratification**

- **Showing Flexibility in Emotional Expression**
- **Ego resiliency:**
- **Internalizing Standards**
  - Once the child internalizes standards, he or she will comply with parents' prohibitions even when parents aren't present.

### **The Self-Evaluative Emotions**

- Guilt and pride involve \_\_\_\_\_.
- Guilt no longer arises only from fear of punishment.

### **Emotional Development, Aggression, and Prosocial Behavior**

#### **Developmental Changes in Aggression**

- Children are not capable of true aggression until ...
- Overall level of aggression declines because of a drop in \_\_\_\_\_
- Increase in \_\_\_\_\_ - becoming more verbal and less physical.
- Until age 6 boys generally display \_\_\_\_\_ than girls.
- After early childhood boys continue to show more physical aggression but studies on \_\_\_\_\_.
- Individual tendencies to aggress \_\_\_\_\_.

#### **The Development of Empathy & Altruism**

- Empathy underlies altruism.
- When empathy is aroused, children are more willing to be helpful to others.
- **Phases in empathy & altruism**
  - Primitive capacity for empathy (infancy)
  - More purposeful helping behaviors (toddlerhood)
  - Capacity to take others' perspectives and respond to others' needs (early childhood).
- Preschool children's prosocial behavior is greatly influenced by their parents' style of caregiving.