

ESSENTIALS OF LIFE-SPAN DEVELOPMENT

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SOCIOEMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

6

CHAPTER OUTLINE

- Emotional and personality development
- Families
- Peer relations, play, and television

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Initiative versus guilt
 - Children use their perceptual, motor, cognitive, and language skills to make things happen
 - On their own initiative, children move out into a wider social world
 - The great governor of initiative is conscience
 - Initiative and enthusiasm may results in rewards or in guilt, which lowers self-esteem

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Self-understanding and understanding others
 - Increased awareness reflects young children's expanding psychological sophistication
 - **Self-understanding:** Substance and content of self-conceptions
 - Involves self-recognition
 - Physical and material attributes, physical activities are central components of the self
 - Unrealistically positive self-descriptions

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Understanding others
 - Theory of mind includes understanding that others have emotions and desires
 - Start perceiving others in terms of psychological traits
 - Gain understanding that people don't always give accurate reports of their beliefs
 - Young children are not as egocentric as depicted in Piaget's theory
 - Socially sensitive and perceptive
 - Parents and teachers can help to understand and interact with social world

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Expressing emotions
 - *Self-conscious emotions* - Pride, shame, embarrassment, and guilt
 - These emotions do not appear until self-awareness develops
 - Emotions such as pride and guilt become more common
 - Influenced by parents' responses to children's behavior

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Understanding emotions
 - Understanding emotion is linked to an increase in prosocial behavior
 - Increase in number of terms used to describe emotions
 - Increased ability to reflect on emotions
 - Begin to understand that the same event can elicit different feelings in different people
 - By age 5, most children show growing awareness of need to manage emotions according to social standards

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Regulating emotions
 - Growth of emotional regulation as central to social competence
 - Parents play an important role in helping children regulate emotions
 - *Emotion-coaching* approach: monitor emotions, negative emotions as a teaching opportunity, coaching in how to deal effectively with emotions
 - *Emotion-dismissing* approach: Deny, ignore, or change negative emotions

EMOTIONAL AND PERSONALITY DEVELOPMENT

- **Moral development**
 - Thoughts, feelings, and behaviors regarding rules and conventions about what people should do in their interactions with other people
- **Moral feelings**
 - Feelings of anxiety and guilt are central to the account of moral development
 - **Advancing children's moral development:**
 - Learning how to identify a wide range of emotional states in others
 - Anticipate what kinds of action will improve another person's emotional state

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Moral reasoning
 - **Heteronomous morality:** Think of justice and rules as unchangeable properties, removed from the control of people
 - **Autonomous morality:** Become aware that rules and laws are created by people
 - In judging an action, considers intentions as well as consequences
 - **Immanent justice:** Concept that if a rule is broken, punishment will be meted out immediately
 - Parent-child relations, in which parents have the power, are less likely to advance moral reasoning
 - Rules are often handed down in an authoritarian manner

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Moral behavior
 - Processes of reinforcement, punishment, and imitation explain the development of moral behavior
 - Situation influences behavior
 - Cognitive factors are important in the child's development of self-control
 - Ability to resist temptation
 - Learning to delay gratification

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Gender
 - **Gender identity:** Sense of being male or female
 - **Gender roles:** Sets of expectations that prescribe how females or males should think, act, and feel
 - Children increasingly act in ways that match their culture's gender roles

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Social theories of gender
 - **Social role theory:** Gender differences result from the contrasting roles of women and men
 - **Psychoanalytic theory:** Preschool child develops a sexual attraction to the opposite-sex parent
 - **Social cognitive theory:** Children's gender development occurs through observation and imitation of what other people say and do

EMOTIONAL AND PERSONALITY DEVELOPMENT

- Parental influences
 - Mothers' socialization strategies
 - Socialize daughters to be more obedient and responsible than sons
 - Place more restrictions on daughters' autonomy
 - Fathers' socialization strategies
 - Show more attention to sons than daughters
 - Engage in more activities with sons
 - Put forth more effort into sons' intellectual development

EMOTIONAL AND PERSONALITY DEVELOPMENT

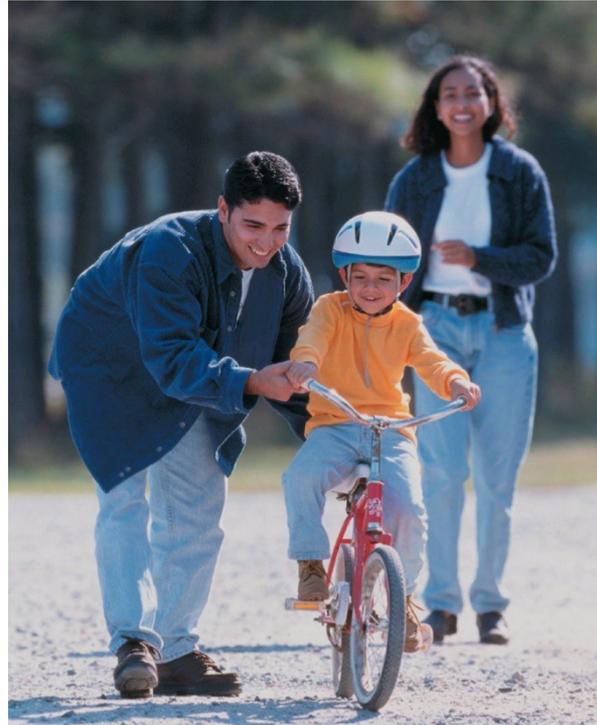
- Peer influences
 - Peers respond to, model, reward and punish gender behavior
 - Gender molds aspects of peer relations
 - Composition of children's groups
 - Group size
 - Interaction in same-sex groups
- Cognitive influences
 - **Gender schema theory:** Gender typing emerges as children gradually develop gender schemas of what is gender-appropriate and gender-inappropriate in their culture

FAMILIES

- Baumrind's parenting styles
 - **Authoritarian parenting:** Restrictive, punitive style in which parents exhort the child to follow their directions and respect their work and effort
 - **Authoritative parenting:** Encourages children to be independent but still places limits and controls on their actions
 - **Neglectful parenting:** Parent is uninvolved in the child's life
 - **Indulgent parenting:** Parents are highly involved with their children but place few demands or controls on them

FIGURE 6.2 – CLASSIFICATION OF PARENTING STYLES

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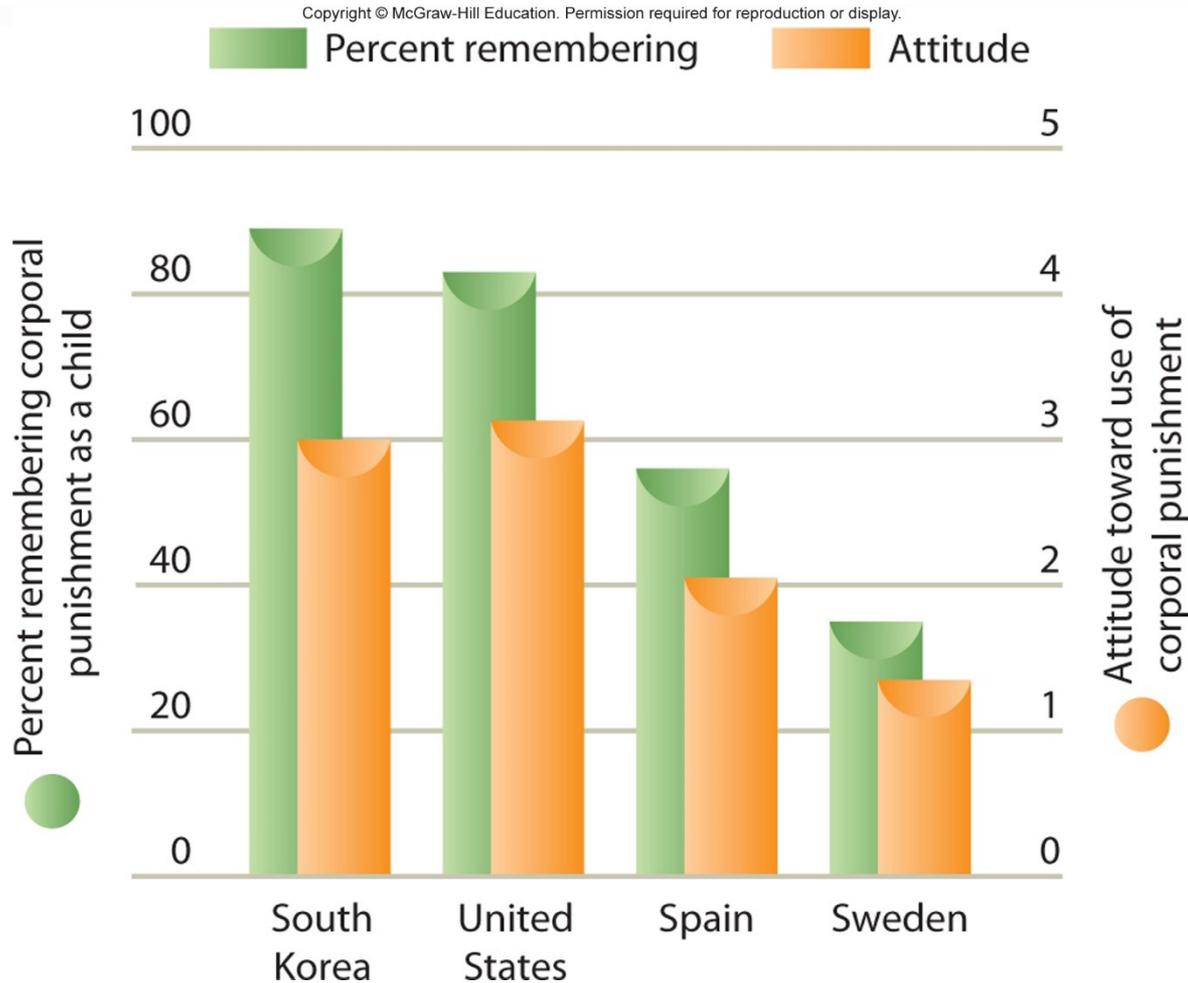
	Accepting, responsive	Rejecting, unresponsive
Demanding, controlling	Authoritative	Authoritarian
Undemanding, uncontrolling	Indulgent	Neglectful

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FAMILIES

- Parenting styles in context
 - Authoritative parenting conveys the most benefits to the child and to the family as a whole
- Punishment
 - Corporal punishment linked to lower levels of moral internalization and mental health
 - Handle misbehavior by reasoning with the child, especially explaining the consequences of the child's actions for others
- Coparenting
 - Support that parents give each other in raising a child

FIGURE 6.3 – CORPORAL PUNISHMENT IN DIFFERENT COUNTRIES



FAMILIES

- Types of child maltreatment
 - *Physical abuse*
 - *Child neglect*
 - *Sexual abuse*
 - *Emotional abuse*
- Context of abuse
 - No single factor causes child maltreatment
 - About $\frac{1}{3}$ of parents who were abused themselves go on to abuse their own children

FAMILIES

- Developmental consequences of abuse
 - Poor emotional regulation
 - Attachment problems
 - Problems in peer relations
 - Difficulty in adapting to school
 - Other psychological problems (depression, delinquency, etc.)

FAMILIES

- Sibling relationships
 - Important characteristics:
 - Emotional quality of the relationship
 - Familiarity and intimacy of the relationship
 - Variation in sibling relationships
- Birth order
 - Whether a child has older or younger siblings has been linked to development of certain personality characteristics
 - Birth order has limited ability to predict behavior

FAMILIES

- Working parents
 - Maternal employment is part of modern life, but effects are debated
 - Employment can have positive and negative effects on parenting
 - Nature of parents' work matters for child development

FAMILIES

- Children in divorced families
 - Children from divorced families show poorer adjustment than their counterparts in never-divorced families
 - Many of the problems experienced by children from divorced homes begin during the predivorce period
 - Frequent visits by the noncustodial parent usually benefit the child
 - Children with a difficult temperament often have problems in coping with their parents' divorce
 - Income loss for divorced mothers is accompanied by increased workloads, high rates of job instability, and residential moves

FAMILIES

- Gay male and lesbian parents
 - Most children from gay or lesbian families have a heterosexual orientation
 - Few differences found between children raised with same-sex or heterosexual parents

FAMILIES

- Cultural, ethnic, and socioeconomic variations
 - Trends toward greater family mobility, migration to urban areas, family separation, smaller families, fewer extended families, increase in maternal employment
 - Large and extended families more common among minority groups
 - Single-parent families more common among African American and Latino families
 - Limited resources of time, money, and energy
 - Dramatic increase in immigration of Latino and Asian families into the United States

FAMILIES

- Lower-SES parents
 - Less access to resources than higher-income families
 - Nutrition, health care, protection from danger, enriching educational and socialization opportunities
- Variation in child-rearing practices according to SES in United States

PEER RELATIONS, PLAY, AND MEDIA/SCREEN TIME

- Peer relations
 - *Peers* – children of the same age or maturity level
 - Provide a source of information and comparison about the world outside the family
 - With age, children spend an increasing amount of time with peers
 - Good peer relations can be necessary for normal socioemotional development

PEER RELATIONS, PLAY, AND MEDIA/SCREEN TIME

- Play
 - Makes important contributions to children's cognitive and socioemotional development
 - *Play therapy* used to allow the child to work off frustrations and to analyze the child's conflicts and ways of coping with them
 - Play as exciting, pleasurable, satisfies exploratory drive
 - Important context for the development of language and communication skills

PEER RELATIONS, PLAY, AND MEDIA/SCREEN TIME

- Types of play
 - *Sensorimotor*
 - *Practice*
 - *Pretense/symbolic*
 - *Social*
 - *Constructive*
 - **Games:** Activities that are engaged in for pleasure and have rules
- Trends in play
 - Decline in the amount of free play experienced by young children in recent decades
 - Restrictions at home and school

PEER RELATIONS, PLAY, AND MEDIA/SCREEN TIME

- Media/Screen Time
 - *Screen time* – Time spent watching/using television, DVDs, computers, video games, mobile media
 - Special concerns for too much screen time
 - Many children spend more time with various screen media than with parents
 - Negative influences – creating passive learners, homework distractions, violent models of aggression, unrealistic views of the world
 - Screen time linked with decreased play, reduced physical activity, overweight/obesity, poor sleep habits, higher rates of aggression