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Psychosocial Development In Early Childhood

Chapter 11

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Guideposts for Study

- 1. How Does the Self-Concept Develop During Early Childhood, and How Do Children Show Self-Esteem, Emotional Growth, and Initiative?
- 2. How Do Boys and Girls Become Aware of the Meaning of Gender, and What Explains Differences in Behavior Between the Sexes?

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Guideposts for Study

- 3. How Do Preschoolers Play, and How Does Play Contribute to and Reflect Development?
- 4. How Do Parenting Practices Influence Development?

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Guideposts for Study

- 5. Why Do Young Children Help or Hurt Others, and Why Do They Develop Fears?
- 6. How Do Children Get Along With –Or Without– Siblings, Playmates, and Friends?

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The Developing Self

- The Self-Concept and Cognitive Development
  - Self-concept: an image of oneself
  - Cognitive construction: a descriptive and evaluative mental picture of one's abilities and traits

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The Developing Self

- Changes in Self-Definition: The 5 to 7 Shift
  - Self-definition
    - Becomes more comprehensive as child ages
  - Single representations
    - Real self
    - Ideal self
  - Representational mappings

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The Developing Self

- Changes in Self-Definition: The 5 to 7 Shift
  - Cultural differences in self-definition
    - Chinese parents encourage interdependent aspects of the self
    - European-American parents encourage independent aspects of the self

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The Developing Self

- Self-Esteem
  - Developmental changes in self-esteem
    - Not based on reality but rather on adults' judgments
  - Contingent self-esteem: The "helpless" pattern
    - Children whose self-esteem is contingent on success tend to become demoralized when they fail

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The Developing Self

- Understanding and Regulating Emotions
  - One of the key advances of early childhood (Dennis, 2006)
  - Understanding conflicting emotions
  - Understanding emotions directed toward the self
  - Cultural influences on emotional regulation

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The Developing Self

- Erikson: Initiative Versus Guilt
  - Third stage of psychosocial development
  - Need to deal with conflicting feelings about the self
  - Develop the "virtue" of purpose
  - If not resolved adequately, a child may constantly strive for success or show off, be inhibited and unspontaneous, or self-righteous and intolerant

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Gender

- Gender Identity
  - Awareness of one's femaleness or maleness and all it implies
- Gender Differences
  - Psychological or behavioral differences between males and females
  - Gender Similarities Hypothesis

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Gender

- Perspectives on Gender Development
  - Gender roles
    - Behaviors, interests, attitudes, skills, and personality traits
  - Gender-typing
    - Acquisition of a gender role
  - Gender stereotypes
    - Overgeneralizations about male or female behavior

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Theories	Major Theorists	Key Processes	Basic Beliefs
Biological Approach		Genetic, neurological, and hormonal activity	Many or most behavioral differences between the sexes can be traced to biological differences.
Evolutionary Developmental Approach	Charles Darwin	Natural sexual selection	Children develop gender roles in preparation for adult mating and reproductive behavior.
Psychoanalytic Approach			
Psychosexual theory	Sigmund Freud	Resolution of unconscious emotional conflict	Gender identity occurs when child identifies with same-sex parent.
Cognitive Approach			
Cognitive-developmental theory	Lawrence Kohlberg	Self-categorization	Once a child learns she is a girl or he is a boy, child sorts information about behavior by gender and acts accordingly.
Gender-schema theory	Sandra Bem, Carol Lynn Martin & Charles F. Halverson	Self-categorization based on processing of cultural information	Child organizes information about what is considered appropriate for a boy or a girl on the basis of what a particular culture dictates and behaves accordingly. Child sorts by gender because the culture dictates that gender is an important schema.
Social Learning Approach			
Social cognitive theory	Albert Bandura	Observation of models, reinforcement	Child mentally combines observations of multiple models and creates own behavioral variations.

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Gender

- Gender Differences
  - Biological Approach
    - Genetics
    - Hormones
    - Neurological
      - Differences in corpus callosum correlated with verbal fluency

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Gender

- Gender Differences
  - Evolutionary development approach
    - Darwin's Theory of Sexual Selection
      - The selection of sexual partners is a response to the differing reproductive pressures that early men and women confronted in the struggle for survival of the species

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Gender

- Gender Differences
  - Psychoanalytical Approach
    - Identification
      - Adoption of characteristics, beliefs, attitudes, values, and behaviors or the parent of the same sex

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Gender

- Gender Differences
  - Social learning approach
    - Social cognitive theory
      - Enable children to learn about gender-typed behaviors before performing them

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Gender

- Gender Differences
  - Cognitive approaches
    - Kohlberg's Cognitive-Developmental theory
      - Gender constancy (sex-category constancy)
        - Gender identity
        - Gender stability
        - Gender consistency

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Gender

- Gender Differences
  - Cognitive approaches
    - Gender schema theory
      - Actively extracting knowledge about gender from their environment before engaging in gender-typed behavior

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Gender

- Gender Differences
  - The role of socialization
    - Family influences
    - Peer influences
    - Cultural influences
      - Biosocial theory

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Play: The Business of Early Childhood

- Children Need Plenty of Time for Free Exploratory Play
  - Cognitive complexity
  - Social dimension

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Play: The Business of Early Childhood

- Cognitive Levels of Play
  - Functional play (Locomotor play)
    - Begins in infancy
  - Constructive play (Object play)
    - Use of materials to make something
  - Dramatic play
    - Involves “make believe” objects, actions, or roles

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Play: The Business of Early Childhood

- The Social Dimension of Play
  - Parten (1932) identifies six types of play
  - Parallel constructive play
    - Working on something or playing near another child
  - Reticent play
    - Manifestation of shyness

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Category	Description
Unoccupied behavior	The child does not seem to be playing but watches anything of momentary interest.
Onlooker behavior	The child spends most of the time watching other children play. The onlooker talks to them, asking questions or making suggestions, but does not enter into the play. The onlooker is definitely observing particular groups of children rather than anything that happens to be exciting.
Solitary independent play	The child plays alone with toys that are different from those used by nearby children and makes no effort to get close to them.
Parallel play	The child plays independently but among the other children, playing with toys like those used by the other children but not necessarily playing with them in the same way. Playing *beside* rather than *with* the others, the parallel player does not try to influence the other children's play.
Associative play	The child plays with other children. They talk about their play, borrow and lend toys, follow one another, and try to control who may play in the group. All the children play similarly if not identically; there is no division of labor and no organization around any goal. Each child acts as she or he wishes and is interested more in being with the other children than in the activity itself.
Cooperative or organized supplementary play	The child plays in a group organized for some goal—to make something, play a formal game, or dramatize a situation. One or two children control who belongs to the group and direct activities. By a division of labor, children take on different roles and supplement each other's efforts.

Source: Adapted from Parten, 1932, pp. 249–251.

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Play: The Business of Early Childhood

- How Gender Influences Play
  - Boys engage in more physical play that is active, outdoor and in large mixed-age groups
  - Girls prefer more structured, adult-supervised activities
- How Culture Influences Play

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Parenting

- Forms of Discipline
  - Reinforcement and punishment
    - Corporal punishment
    - Psychological aggression
      - Yelling or screaming
      - Threatening to spank or hit the child
      - Swearing or cursing at the child
      - Threatening to send the child away
      - Calling the child dumb or lazy

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Parenting

- Forms of Discipline
  - Power assertion
    - Physical or verbal enforcement of parental control
  - Inductive techniques
    - Reasoning with a child
      - Setting limits and negotiating
  - Withdrawal of love
    - Ignoring or isolating
    - Showing dislike

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Parenting

- Parenting Styles
  - Diana Baumrind's three parenting styles
    - Authoritarian
      - Value control and unquestioning obedience
    - Permissive
      - Value self-expression and self-regulation
    - Authoritative
      - Value a child's individuality but also stress social constraints

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Parenting

- Parenting Styles
  - Maccoby and Martin (1983)
    - Neglectful or uninvolved
      - Focus on their own needs rather than those of the child
      - Linked with a variety of behavioral disorders in childhood and adolescence

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Special Behavioral Concerns

- Prosocial Behavior
  - Altruism
    - Acts out of concern for others
  - Prosocial behavior
    - Any voluntary activity intended to help others
  - Prosocial disposition may be partly genetic or temperamental

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Special Behavioral Concerns

- Aggression
  - Instrumental aggression
    - Used to reach a goal
  - Gender Differences in Aggression
    - Overt, or direct aggression
      - Physical
    - Relational, or social aggression

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Special Behavioral Concerns

- Influences on Aggression
  - Genetics and temperament
  - Parental behaviors
  - Exposure to violence
    - Can trigger aggression
  - Television
    - Can model prosocial behavior or aggression
  - Culture

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Special Behavioral Concerns

- Fearfulness
  - Connected to intense fantasy life and tendency to confuse appearance with reality
  - May stem from personal experience
  - Systematic desensitization
    - Therapeutic technique in which a child is exposed in gradually increasing "doses" to a feared object or situation

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Relationships with Other Children

- Siblings – or Their Absence
  - The only child
    - Perform slightly better on occupational and educational achievement and verbal intelligence tests
    - In China there were no significant differences in behavioral problems in study of only children

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Relationships with Other Children

- Siblings – or Their Absence
  - Playmates and friends
    - Preschoolers like to play with children of their own age and sex
  - Characteristics and effects of friendships
    - Children with friends enjoy school more

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Relationships with Other Children

- Siblings – or Their Absence
  - Parenting and popularity
    - Parenting styles can influence peer relationships
    - Popular children generally have warm, positive relationships with both mother and father
    - Parents' relationships with one another affect the child's relationships