



CHILD PSYCHOLOGY

Spring 2024

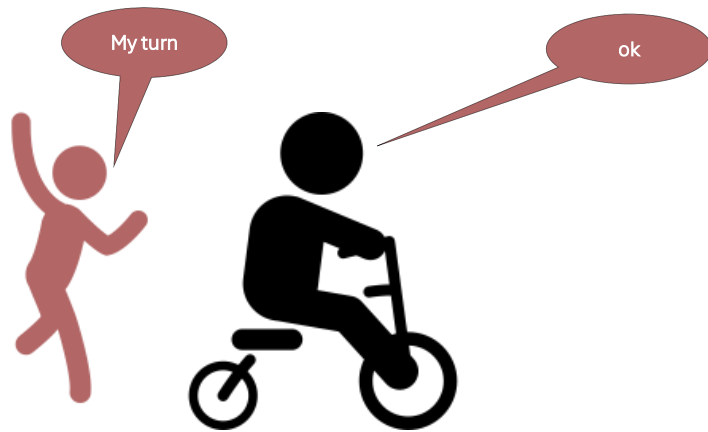
Marjorine Henriquez-Castillo, PhD

Early Childhood: Socioemotional Development

Chapter 9

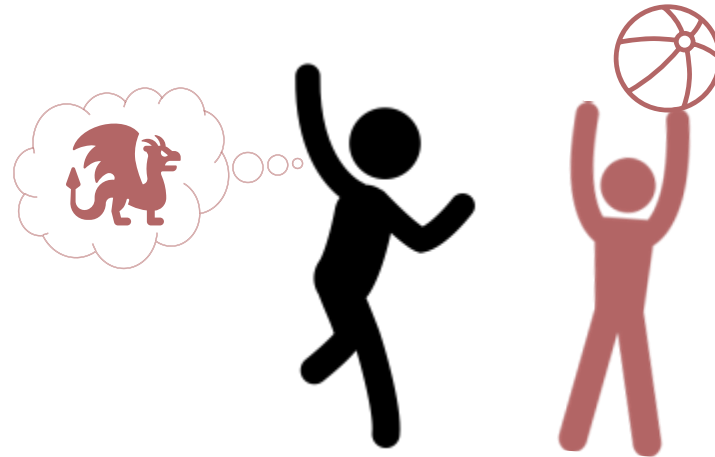


9.1: Social and Emotional Milestones



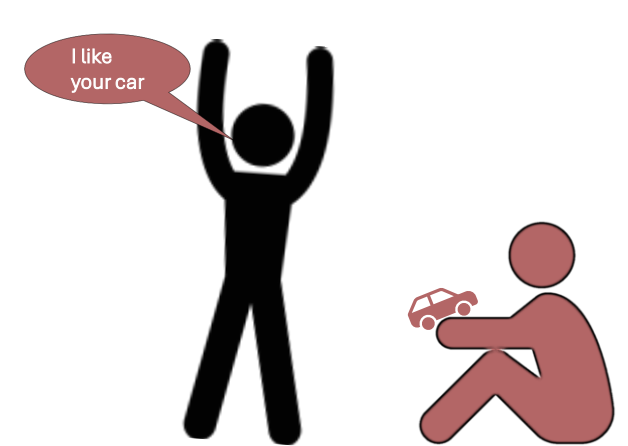
3 Years Old

- Copies adults and friends
- Shows affection for friends without prompting
- Takes turns in games
- Shows concern for a crying friend
- Dresses and undresses self
- Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine



4 Years Old

- Enjoys doing new things
- Is more and more creative with make-believe play
- Would rather play with other children than by self
- Cooperates with other children
- Plays "mom" or "dad"
- Often can't tell what's real and what's make-believe
- Talks about what she likes and what she is interested in

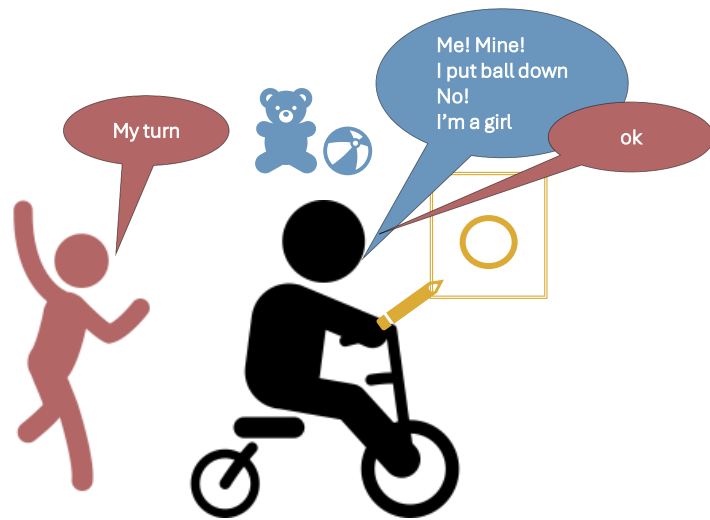


5 Years Old

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- Likes to sing, dance, and act
- Is aware of gender
- Can tell what's real and what's make-believe
- Shows more independence
- Is sometimes demanding and sometimes very cooperative

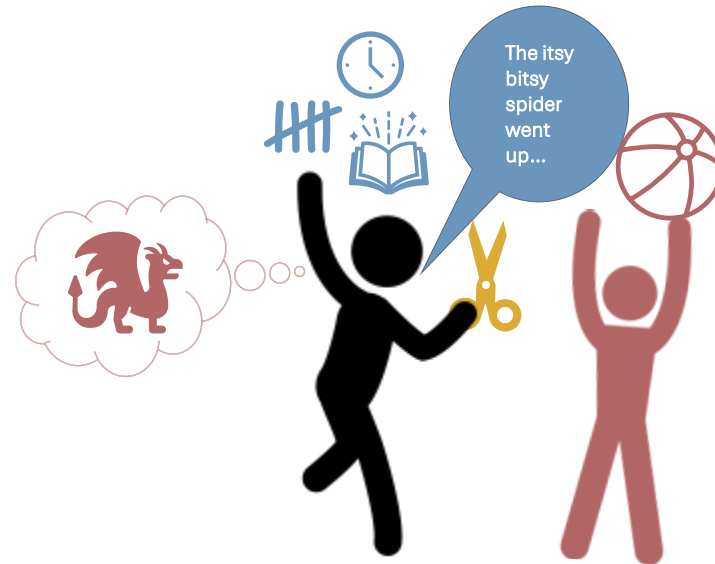


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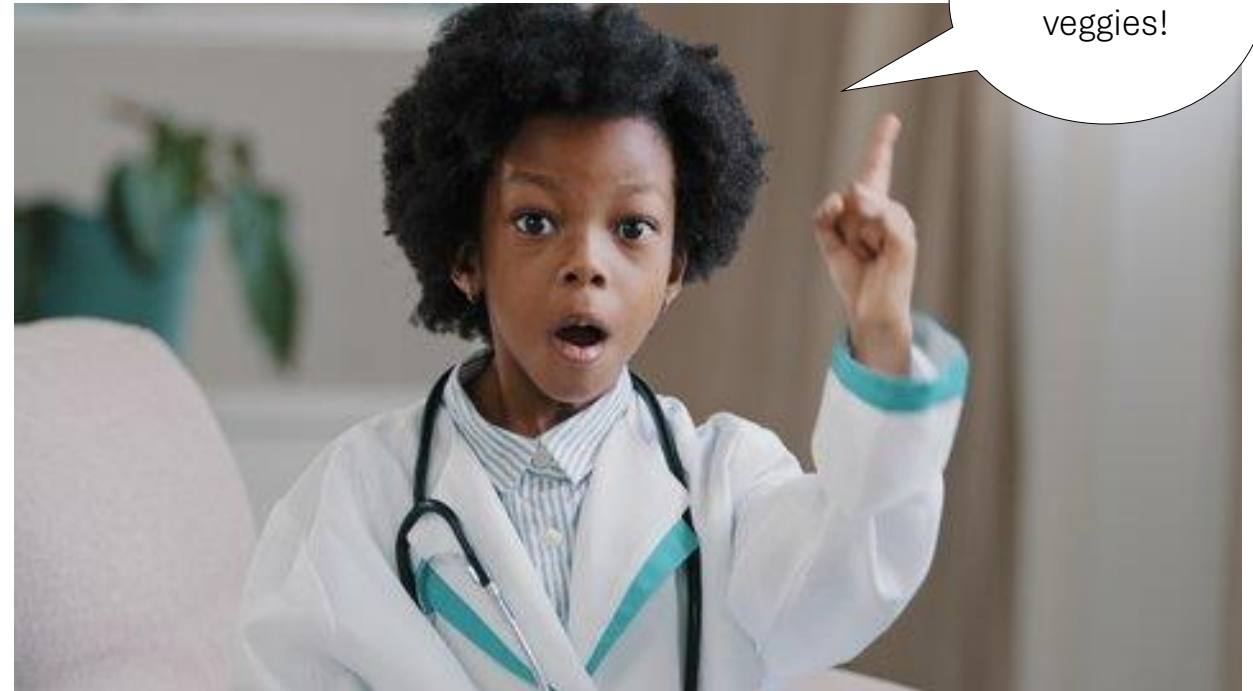
9.2: Interactionism and Views of Self

Self-concept: idea of who we are, what we are capable of doing, and how we think and feel.

Looking-glass self: involves looking at how others seem to view us and interpreting this as we make judgments about



Taking the role of the other:





9.2: Interactionism and Views of Self

Preschoolers often like to exaggerate their own qualities





9.2: Interactionism and Views of Self

- Self-esteem is an evaluative judgment about who we are
- Categorical self- focus on external qualities
- Generally positive self-evaluation*
- Insecure attachments



I have red hair, I like the color green, my favorite thing is flowers. I can jump really high.



9.2: Interactionism and Views of Self

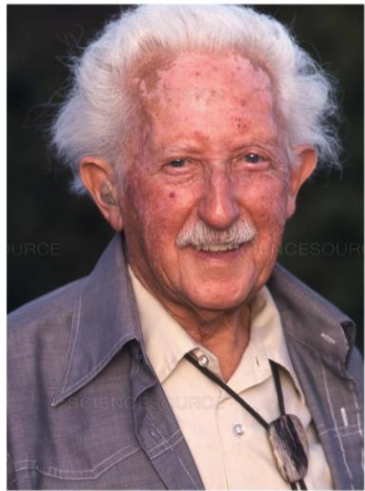
- Self-control
- Response initiation- the ability to not initiate a behavior before you have evaluated all of the information
- Response inhibition- the ability to stop a behavior that has already begun





9.3: Erikson- Initiative vs. Guilt

Psychosocial



Autonomy vs. Shame & Doubt

Erik Erikson
[1902-1994]
Interaction with others

Early Childhood
autonomy vs. shame and doubt



Important Tasks in Psychosocial Stage 2

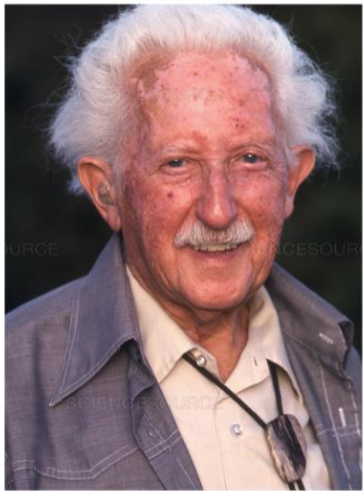
<p>Picking out her own clothes and dressing herself</p>	<p>Developing food preferences of her own</p>
<p>Choosing which toys she likes by herself</p>	<p>Mastering toilet training</p>

verywell



9.3: Erikson- Initiative vs. Guilt

Psychosocial



Initiative vs. Guilt

Erik Erikson
[1902-1994]
Interaction with others

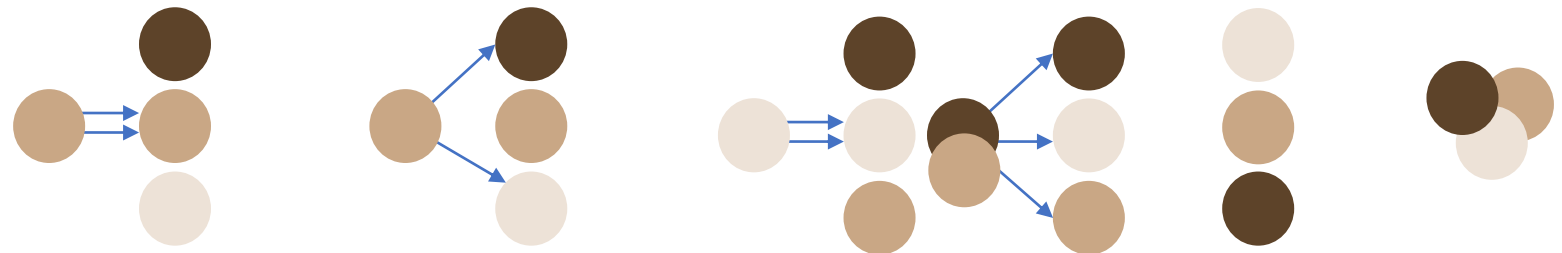
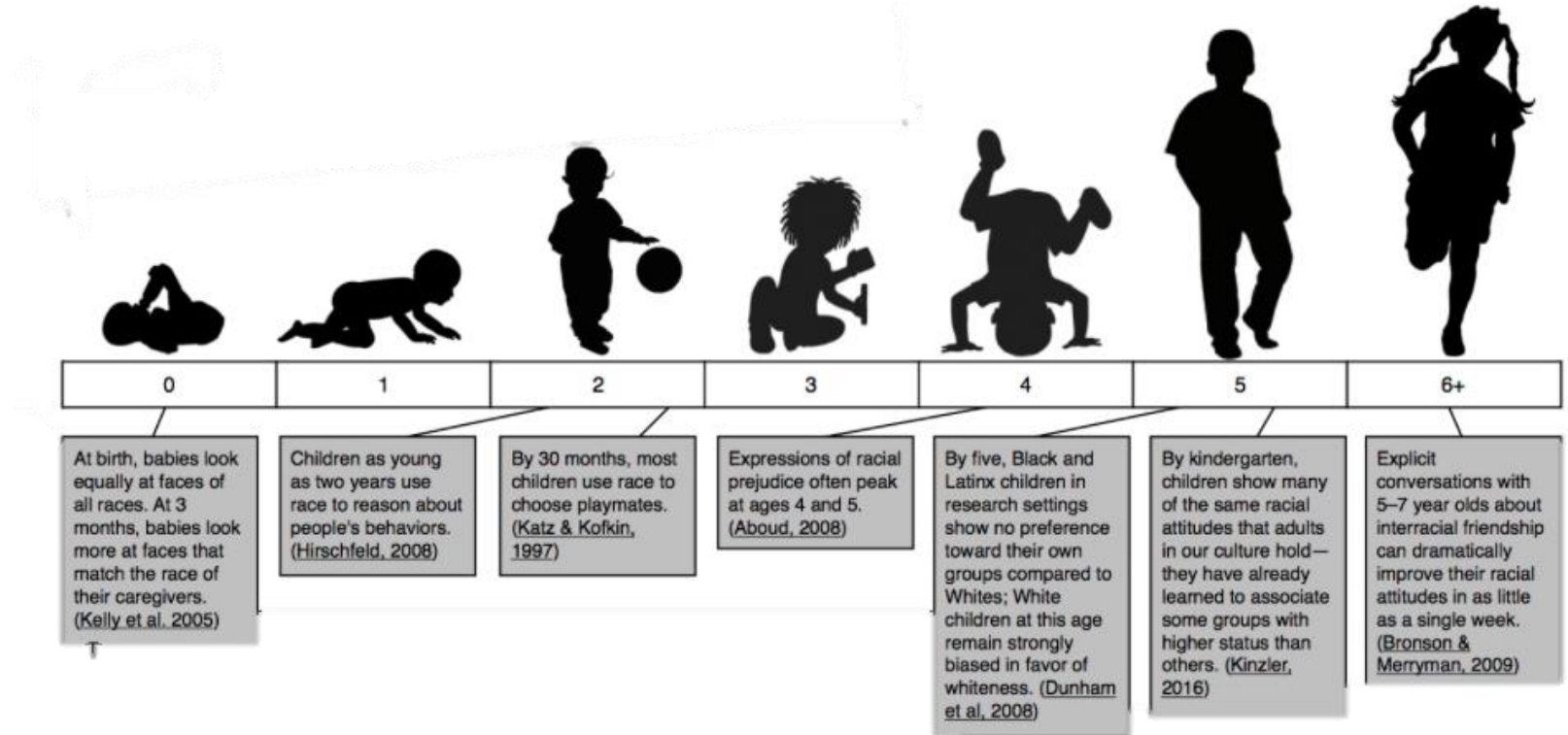
Preschool
initiative vs. guilt





Race

- By the time they are 3 or 4 years of age- differences among people based on skin color.
- Later- significance that society places on ethnic and racial membership.
- Full understanding of racial and ethnic identity not begin until adolescence.





Race



<https://youtu.be/9OKgUdQF-Fg>



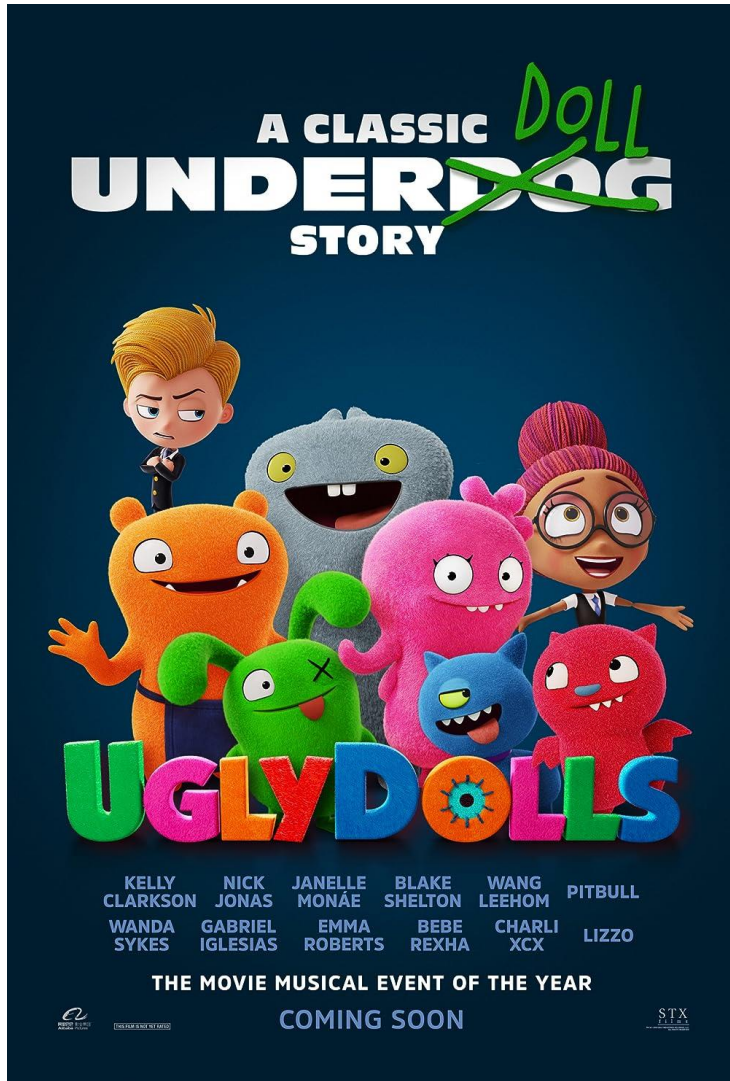
Race

- Cultural socialization: the promotion of ethnic heritage with the intent to create cultural pride.
- Preparation for bias: raising children's awareness of racial discrimination and contain strategies for handling discrimination.
- Promotion of mistrust: these messages highlight discrimination experiences and emphasize being untrusting of those in the racial outgroup.
- Egalitarianism: these messages stress shared humanity across lines of ethnicity and race.





Race





9.4: Gender Identity, Gender Constancy, and Gender Roles

- Gender identity: the sense of being male or female
- Gender constancy: the knowledge that gender is stable
- Gender roles: expectations associated
- Socialization





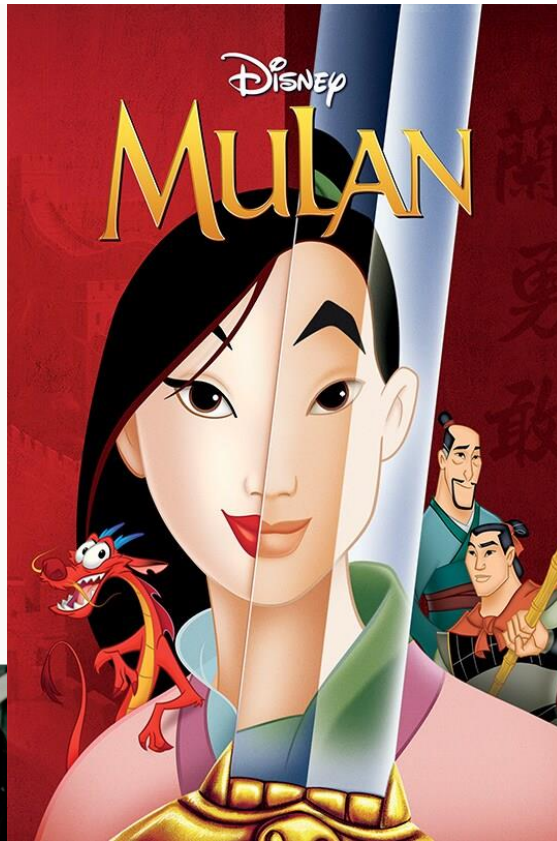
9.4: Gender Identity, Gender Constancy, and Gender Roles

- Gender Dysphoria: the distress accompanying a mismatch between one's gender identity and biological sex
- To avoid viewing world as gender schemas, encourage children to be androgynous





9.4: Gender Identity, Gender Constancy, and Gender Roles





9.5: Family Life

- Family ↔ Peers





9.5: Family Life

- Family ↔ Peers
- Cultural Differences in Childrearing Practices
 - Findings on childrearing styles here are based on Western society
 - Parenting style depends on norms of the culture
 - No single parenting style is universally appropriate
 - Parents change practices
 - Collectivistic vs Individualistic





9.5: Family Life

- Spanking- negative consequences- aggressive behavior
- Alternatives to spanking are advocated by child development specialists and include:
 - Praising and modeling appropriate behavior
 - Providing time-outs for inappropriate behavior
 - Giving choices
 - Helping the child identify emotions and learning to calm down
 - Ignoring small annoyances
 - Withdrawing privileges





9.5: Family Life

- Family ↔ Peers
- Family Structure
 - Single parent family
 - Cohabitation
 - Same-sex relationships
- Sibling Relationships
 - Conflict





9.6: Peers

Watts
(2023)
Jiovanna

- Peer Relationships become important (similar in age, skills, and knowledge)
- Learn skills for managing conflict, such as turn-taking, compromise, and bargaining
- Acceptance and rejection





9.7: Play

- Cognitivists



Functional



Symbolic



Constructive



Games with rules





9.7: Play

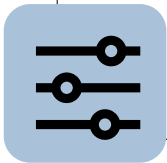
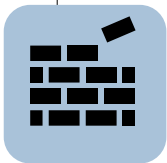
- Cognitivists

Ansari
(2016)
Noella



Functional

Exploring, inspecting, and learning through repetitive physical activity.





9.7: Play

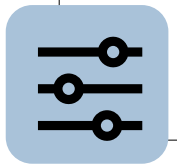
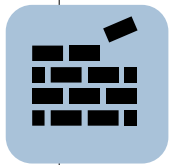
- Cognitivists

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Symbolic

The ability to use objects, actions, or ideas to represent other objects, actions, or ideas and may include taking on roles.

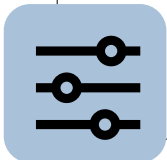
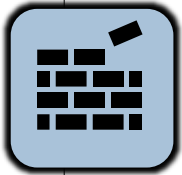




9.7: Play

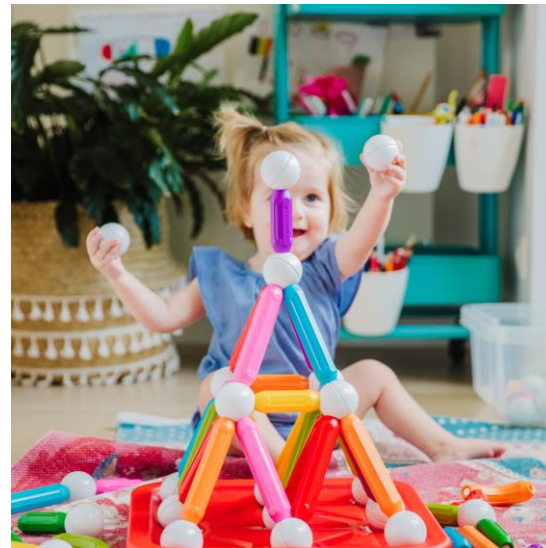
- Cognitivists

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Constructive

Involves experimenting with objects to build things; learning things that were previously unknown with hands-on manipulations of materials.

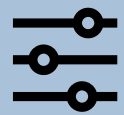




9.7: Play

- Cognitivists

Ansari
(2016)
Noella



Games with rules

Imposes rules that must be followed by everyone that is playing; the logic and order involved forms that the foundations for developing game playing strategy





9.7: Play

- Parten- six types of play (4 common)



ONLOOKER PLAY



PARALLEL PLAY



ASSOCIATIVE PLAY

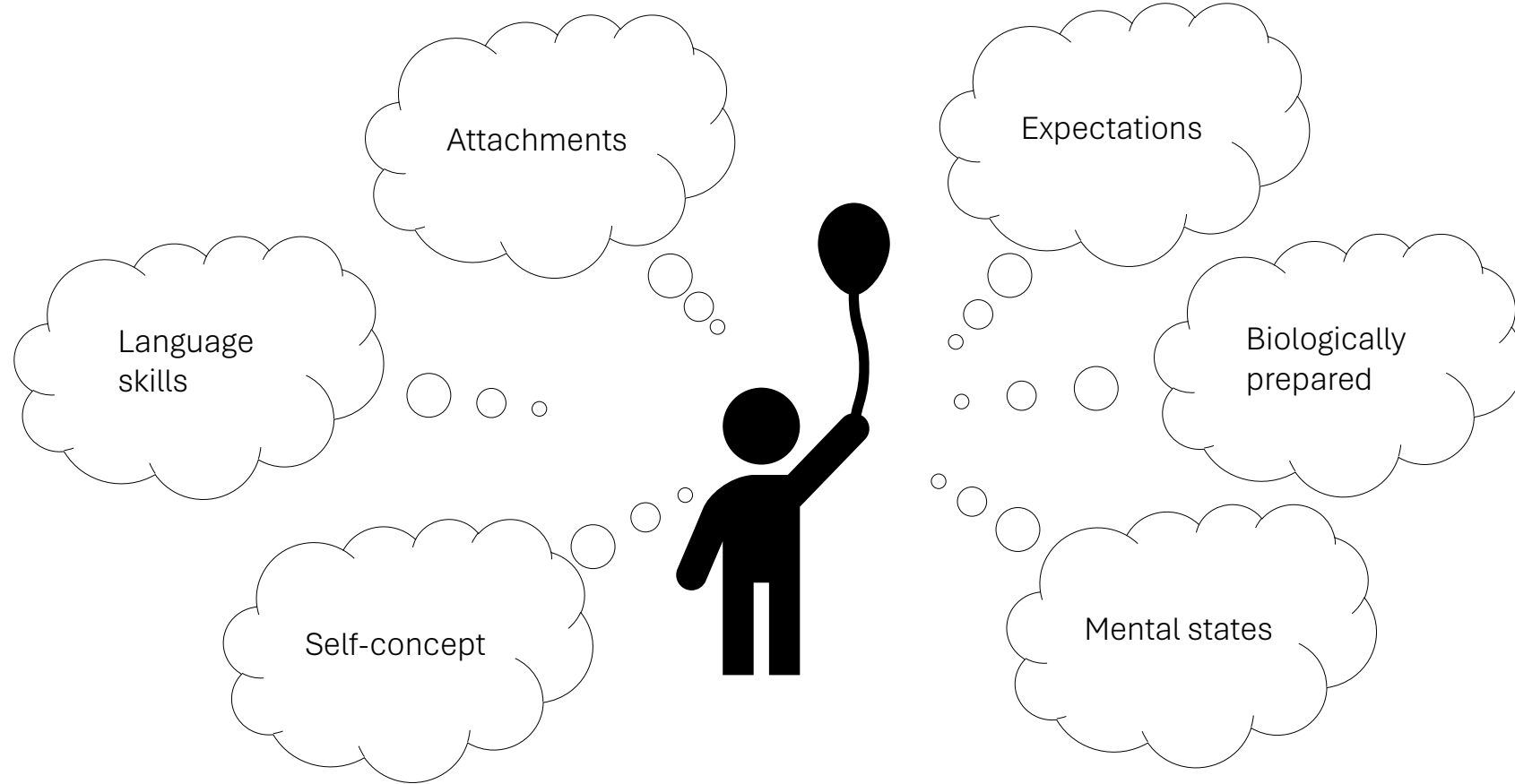


COOPERATIVE PLAY



9.8: Social Understanding

McCoy
(2017)
Melissa





9.9: Personality

- Children's developing self-concept, their motivations to achieve or to socialize, their values and goals, their coping styles, their sense of responsibility and conscientiousness, and many other qualities are encompassed into personality.



FIRST BORN	MIDDLE BORN	LAST BORN	THE ONLY CHILD
perfectionist achiever leader bossy responsible motivated conscientious controlling cautious reliable	adaptable independent go-between people-pleaser can be rebellious feels left out peacemaker social	social charming outgoing uncomplicated manipulative seeks attention self-centered fun	confident conscientious responsible perfectionist center of attention mature for their age seek approval sensitive leader



9.10: Social and Emotional Competence

Watts
(2023)
Jiovanna

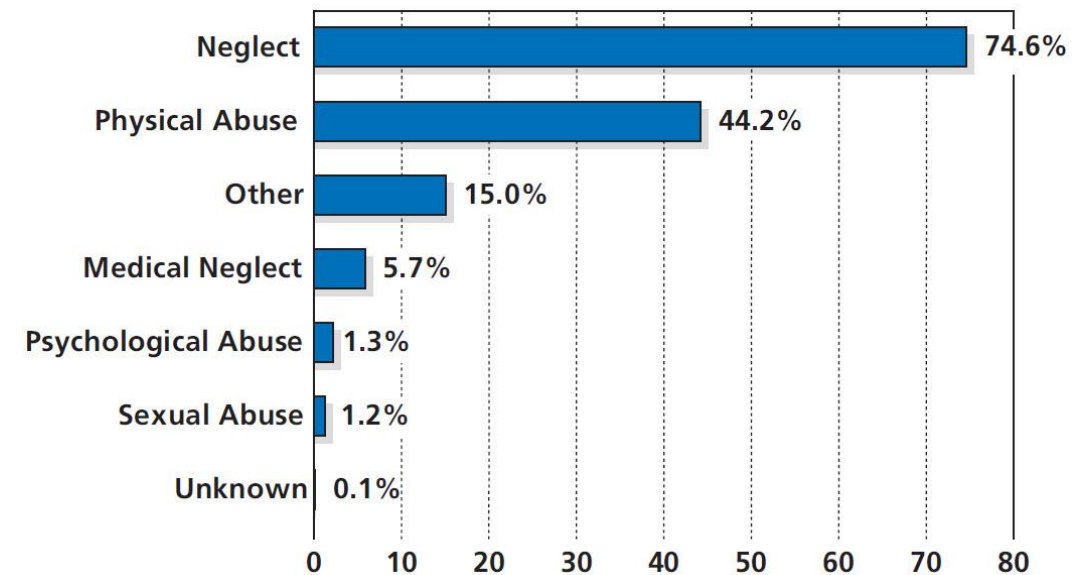
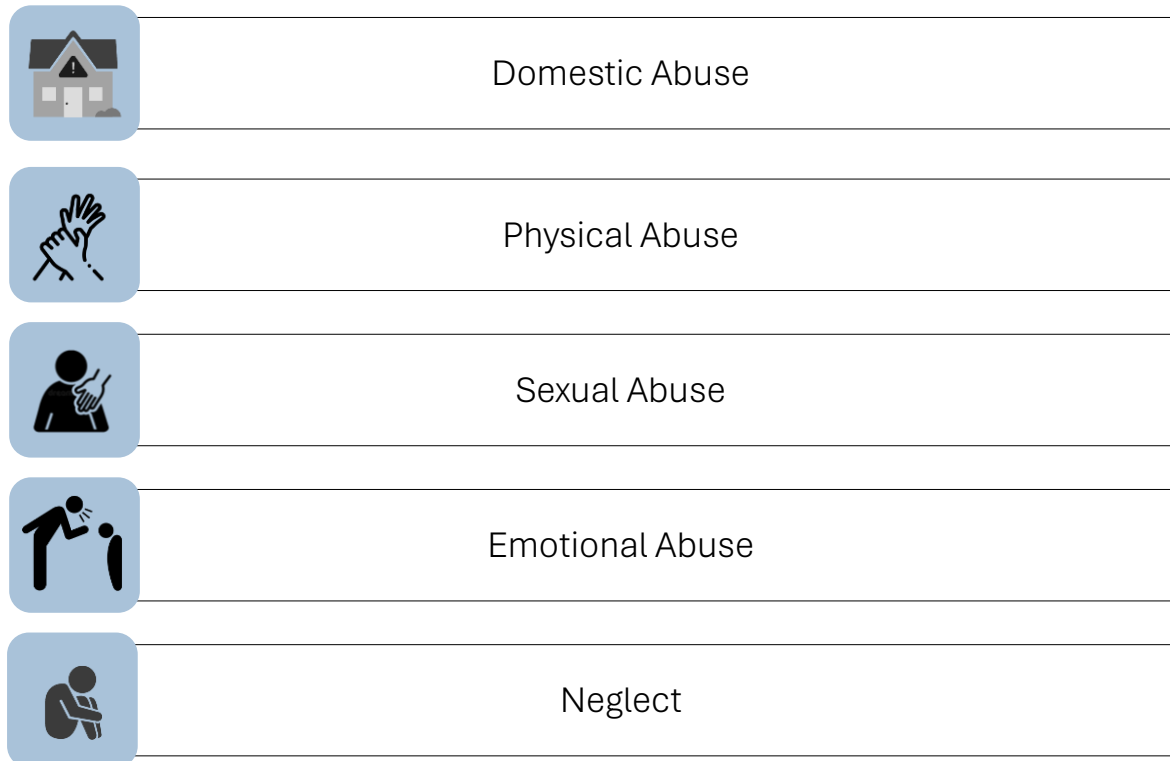
- Socially constructive actions (helping, caring, sharing)
- Curb hostile or aggressive impulses
- Live according to meaningful moral values
- Develop a healthy identity and sense of self
- Develop talents and achieve success in using them
- Conscience: the cognitive, emotional, and social influences that cause young children to create and act consistently with internal standards of conduct





9.11: Childhood Stress and Development

- Children who experience toxic stress or who live in extremely stressful situations of abuse over long periods of time can suffer long-lasting effects





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Domestic Abuse

children exposed to domestic abuse during their upbringing will suffer in their developmental and psychological welfare



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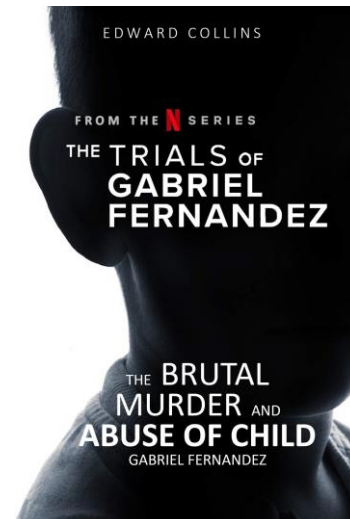
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Physical Abuse

Physical aggression directed at a child by an adult
(the deliberate infliction of serious injuries, or actions that place the child at obvious risk of serious injury or death)



Signs of Physical Abuse

- Bruises, welts on face, neck, chest, back
- Injuries in the shape of object (belt, cord)
- Unexplained burns on palms, soles of feet, back
- Fractures that do not fit the story of how an injury occurred
- Delay in seeking medical help
- Extremes in behavior: very aggressive or withdrawn and shy
- Afraid to go home
- Frightened of parents
- Fearful of other adults



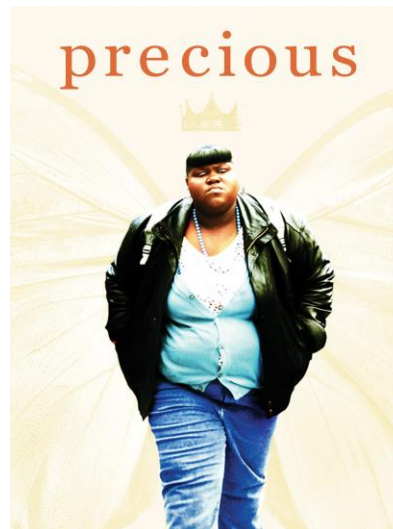
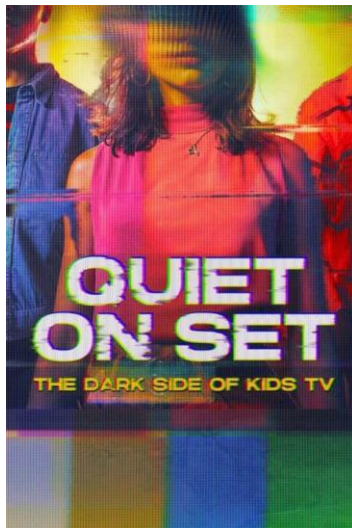
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Sexual Abuse

An adult or older adolescent abuses a child for sexual stimulation



Signs of Sexual Abuse

- Pain, swelling, or itching in genital area
- Bruises, bleeding, discharge in genital area
- Difficulty walking or sitting, frequent urination, pain
- Stained or bloody underclothing
- Venereal disease
- Refusal to take part in gym or other exercises
- Poor peer relationships
- Unusual interest in sex for age
- Drastic change in school achievement
- Runaway or delinquent behavior
- Regressive or childlike behavior



9.11: Childhood Stress and Development

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Emotional Abuse

name-calling, ridicule, degradation, destruction of personal belongings, torture or killing of a pet, excessive criticism, inappropriate or excessive demands, withholding communication, and routine labeling or humiliation



Signs of Emotional Abuse

- Low self-esteem
- Self-denigration
- Severe depression
- Unusual level of aggression
- Severe anxiety
- Extreme withdrawal
- Failure to learn



9.11: Childhood Stress and Development

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Neglect

When a person who is responsible to provide care for a victim who is unable to care for himself or herself fails to provide adequate care



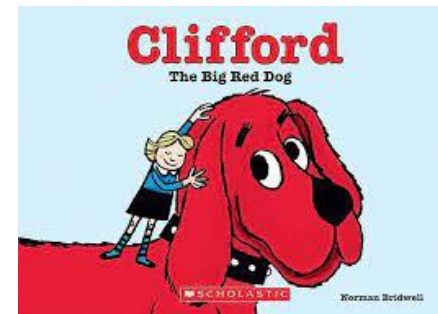
Signs of Neglect

- Poor hygiene, odor
- Inappropriately dressed for weather
- Needs medical or dental care
- Left alone, unsupervised for long periods
- Failure to thrive, malnutrition
- Constant hunger, begs, or steals food
- Extreme willingness to please
- Frequent absence from school
- Arrives early and stays late at school or play areas or other people's homes



9.11: Childhood Stress and Development

- Violence in Media





9.11: Childhood Stress and Development

Resilience: Overcoming the Odds

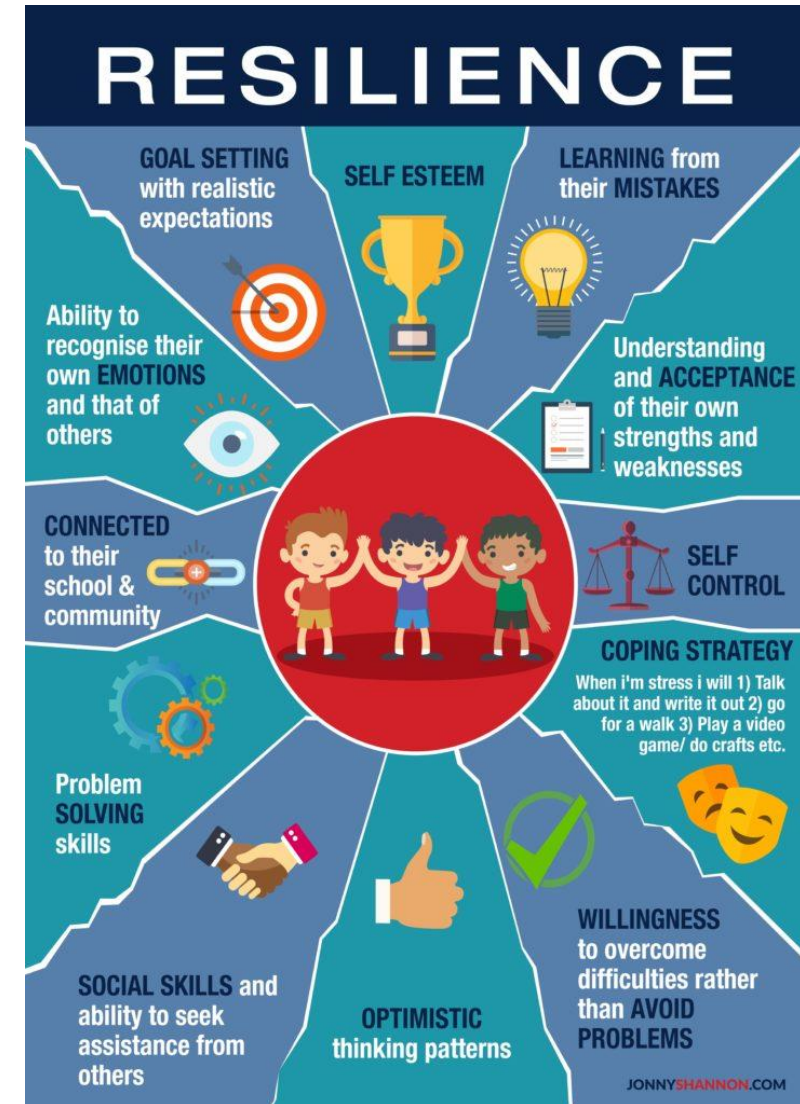
Some children overcome stress and trauma

Characteristics

Affectionate, easygoing, good communicators, and intelligent

Able to elicit positive responses from others

Feel they shape their own fate





Your child at 4 years

Child's Name _____

Child's Age _____

Today's Date _____

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 4. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.



What most children do by this age:

Social/Emotional Milestones

- Pretends to be something else during play (teacher, superhero, dog)
- Asks to go play with children if none are around, like "Can I play with Alex?"
- Comforts others who are hurt or sad, like hugging a crying friend
- Avoids danger, like not jumping from tall heights at the playground
- Likes to be a "helper"
- Changes behavior based on where she is (place of worship, library, playground)

Language/Communication Milestones

- Says sentences with four or more words
- Says some words from a song, story, or nursery rhyme
- Talks about at least one thing that happened during his day, like "I played soccer."
- Answers simple questions like "What is a coat for?" or "What is a crayon for?"

Cognitive Milestones (learning, thinking, problem-solving)

- Names a few colors of items
- Tells what comes next in a well-known story
- Draws a person with three or more body parts

Movement/Physical Development Milestones

- Catches a large ball most of the time
- Serves himself food or pours water, with adult supervision
- Unbuttons some buttons
- Holds crayon or pencil between fingers and thumb (not a fist)