

## Social and Emotional Development in Early Childhood

PSY 356  
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### Topics

- Development of Emotions
- Play
- Gender
- Parenting

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### Emotional Development

- Rise in self-conscious emotions such as shame, embarrassment, guilt, envy and pride
- Preschoolers can interpret, predict, and change other's feeling
- Fears are common
- Vivid imaginations

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## Empathy

- Begins to develop at this age
- Modeled after parents response to emotional event

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## Play

- Pleasurable activity
- Engaged in voluntarily
- Intrinsically motivated



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## Importance of Play

- "Play is the beginning of knowledge."
- "Play is the only way the highest intelligence of humankind can unfold."
- "Play is a child's work."
- ["It is paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing the vital connection between them."](#)

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## Types of Play - Parten

- Ages 1 and 2
  - Solitary Play
  - Onlooker Play
- Ages 3 to 5
  - Parallel Play
  - Associative Play
  - Cooperative Play



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## Sociodramatic Play

- Common by age 3
- Acting out different roles/characters
  - Realistic or fantasy



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## First Friendships

- Toddlers – friendships based on convenience – whomever is available.
- Preschoolers – based on opportunity and similarity
- Gender segregation: tendency to play with others of the same gender
  - Clear preference by age 2-3
  - Firmly established by age 6

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The Development of Gender-role Concepts and Stereotypes:

- By age 3, children typically begin to assign occupations, toys and activities to the stereotypical gender.
- By age 5, associate personality traits with males and females.
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Gender

- Sex
- Gender
- Gender Roles

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The Development of Gender Role Behavior:

Behavior is sex-typed before development of ideas about sex roles and stereotypes.

- By 18 - 24 months, preference for sex-typed toys, some months before normally identifying own gender.
- By age 3, prefer own-sex playmates and more sociable with same sex children, but do not yet have gender stability.
- By age 6, gender divide in friendships is marked: gender segregation.

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### Theories of Sex Role Development

- **Psychoanalytic**
- **Social learning theory**
- **Cognitive Developmental**
- **Biological Influences**

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### Psychoanalytic Theory

**Freud:** relied on the concept of identification, that occurs (in his theory) at around 4 or 5 years. His theory not compatible with empirical findings.

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### Social Learning Theory

Bandura and Mischel



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## Social Learning Theory

- Differential reinforcement: encouraging sex-appropriate and cross-sex play.
- Modeling
- Parental expectations - fulfilling prophecies



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## Empirical support for social learning theory

- Parents respond more positively when their children play with sex typed
- Such differential reinforcement is particularly pronounced in boys
- Strongly gender stereotyped parents lead to earlier development of gender stereotypes in children.
- Fathers are especially uncomfortable with "girlish" behavior in their sons

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## Cognitive Developmental Theories

Kohlberg: Cognitive developmental theory of gender typing: 3 phases

- 1) Child acquires basic gender identity (2-3 years of age)
- 2) Gender stability (4-5 years of age): gender does not change
- 3) Gender constancy (6-7 years of age): superficial changes in appearance don't alter gender

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## Evaluation of Cognitive Theories

- Once the child realizes that s/he is a boy/girl forever, s/he is highly motivated to behave in the way that is expected for that gender.
- Thus, one would expect systematic same sex imitation **only after** full gender constancy has developed.
- But, children show clear differential sex role behavior, long before achievement of full understanding of the gender concept.

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## Biological Factors in Gender Differences

- Hormones
  - testosterone-aggression
  - Money: high levels of androgens - masculinization of females; more tomboyish
- Brain lateralization
  - men’s brains are more lateralized than women’s

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## Parenting Styles - Baumrind

- Dimensions
  - Acceptance/responsiveness
    - Extent to which parents are supportive, sensitive to needs, affectionate.
  - Demandingness/control
    - How much control over decisions lie with parent as opposed to child.



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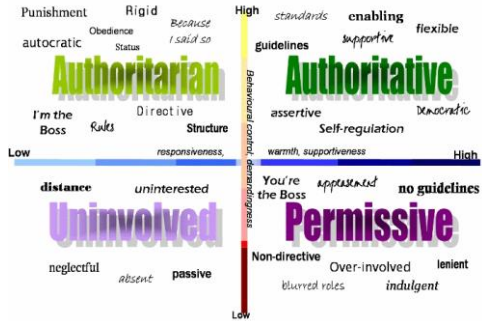
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## Parenting Styles




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## Small Group Activity

- The child is watching TV. The parents announce that it is time for bed, but the child refuses to go.
- A child knows she is supposed to make her bed in the morning before going to school but she consistently waits too late. If she makes the bed, she'll miss the school bus and will need a ride to school.

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## Parenting Style Example

<p><b>Authoritative</b></p> <p>You still have to take a bath, but let's make it a bubble bath, and I'll read to you while you are in the tub.</p>	<p><b>Authoritarian</b></p> <p>Get in the tub or you'll get a spanking</p>
<p><b>Permissive</b></p> <p>Okay, we'll just sponge off instead.</p>	<p><b>Neglectful</b></p> <p>A dirty child with no one telling them it is bath time</p>

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## Discipline vs. Punishment

- Discipline: techniques used to teach appropriate behavior.
- Punishment: techniques used to eliminate unacceptable behavior.
- 1994 Survey
  - 65% of parents report hitting or spanking infants
  - 90% spanked 3 year olds
  - 35% hit/spanked 16 year olds

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## Physical Punishment

- Parents are more like to hit/spank if:
  - They are young
  - They were hit/spanked as children
  - They are being hit by significant others

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## Physical Punishment

- Consistent correlations between physical punishment and:
  - Aggression
  - Delinquency
  - Antisocial behavior
  - Child abuse
  - Insecure attachments

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## Discipline

- Positive discipline – emphasis on teaching rather than punishing
  - Manage situation
  - Set clear rules and limits
  - Praise good behavior
  - Use explanations
  - Remove privileges or use timeouts



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