Chapter 10 explores the ways in which young children begin to relate to others in an ever-widening social environment. The chapter begins where social understanding begins, with emotional development and the emergence of the sense of self. With their increasing social awareness, children become more concerned with how others evaluate them and better able to regulate their emotions.

The next section explores how children use play to help with their emerging ability to regulate their emotions. Although play is universal, its form varies by culture and gender.

The third section discusses Baumrind's parenting patterns and their effects on the developing child. The effects of the media, especially the electronic media, on parenting and family life in general are also explored.

The chapter continues with a discussion of moral development during early childhood, focusing on the origins of helpful, prosocial behaviors in young children, as well as antisocial behaviors such as the different forms of aggressive behavior. The usefulness of the different forms of discipline, including punishment, in the child's developing morality is also considered in this section.

The chapter concludes with a discussion of emerging gender differences during early childhood, focusing on the explanations offered by the major developmental theories.

What Have You Learned?

The “What Have You Learned?” questions at the end of the text chapter are reprinted here for your convenience in checking students’ understanding of the chapter contents.

1. What aspects of brain development aid emotional regulation?
2. What are the differences between shame and guilt?
3. How is initiative different from autonomy (Erikson’s third and second stages)?
4. What is the connection between psychopathology and emotional regulation?
5. What emotions are hard for people to regulate and why?
6. How do children learn emotional regulation?
7. What would be an example of intrinsic and extrinsic motivation in reading a book?
8. What do children learn from rough-and-tumble play?
9. Why do children prefer to play with peers rather than adults?
10. How is the development of social play affected by culture?
11. What does sociodramatic play help children learn?
12. What are the differences in the typical play of young boys and young girls?
13. In Baumrind’s three parenting styles, how do parents differ in expectations?
Chapter 10  Early Childhood: Psychosocial Development

14. Why are children of permissive parents often unhappy?
15. Why do many non–European American parents seem stricter than other parents?
16. What do most American professionals advise about television and young children?
17. What is likely to be displaced when young children are using electronic media?
18. What did Piaget believe about the moral development of children?
19. What is the nature perspective on how people develop morals?
20. What are the differences among sympathy, empathy, and antipathy?
21. What are the advantages and disadvantages of prosocial behavior?
22. What are the similarities and differences of the four kinds of aggression?
23. Why do developmentalists hope that parents will discuss discipline with each other before their child needs it?
24. What are the advantages and disadvantages of physical punishment?
25. Why have many nations made corporal punishment illegal?
26. When is time-out an effective punishment and when is it not?
27. What are the advantages and disadvantages of using induction as punishment?
28. How and when do children learn about sex differences between males and females?
29. How and when do children learn about gender differences between boys and girls?
30. Why do many social scientists dispute Freud’s theory of sex-role development?
31. What would be easy and what difficult for society if sex roles changed?

Chapter Guide

- “On Your Own” Activities: Developmental Fact or Myth?, Portfolio Assignment
- Teaching Tip: Teaching Students to Distinguish Psychological Science from Pseudoscience
- AV: The Journey Through the Life Span, Program 4: Early Childhood; Transitions Throughout the Life Span, Program 10: Playing and Socializing; The Child: Part V; Children in Families; Preschool Personality; Social Stereotyping

I. Emotional Development

**Instructional Objective:** To foster an understanding of the emergence of the self during early childhood, and to explain the importance of emotional balance.

- AV: Emotional Intelligence: A New Vision for Educators; Emotional Intelligence: The Key to Social Skills
- Classroom Activity: The Dunedin Multidisciplinary Health and Development Study

1. The major psychosocial accomplishment of early childhood is learning when and how to express emotions (emotional regulation). As Erikson pointed out, young children have an expanding range of skills that they eagerly master to demonstrate their independence. He called this the stage of initiative versus guilt; children eagerly take on new tasks and activities and feel guilty when they fail or are criticized.

2. The child’s self-esteem, gender, appearance, personality, and size contribute to his or her self-concept, which is usually positive at this age. Children also develop a longer attention span that enables concentration, which is crucial for social competence.

3. For the most part, children are intrinsically motivated. The promise of outside rewards—providing extrinsic motivation—before something the person already enjoys doing undermines intrinsic motivation.

4. All cultures value emotional regulation, but they differ in which emotions they believe should be controlled and in the strategies that should be used.

5. Psychopathology is an illness or disorder that involves the mind. The first signs of psychopathology in children usually involve a lack of emotional regulation.
6. Neurological advances in the prefrontal cortex are partly responsible for the greater capacity for self-control that occurs at about age 4 or 5. Emotional regulation begins with the control of impulses. Girls generally have less trouble with regulating externalizing emotions than boys do. Children who have *externalizing problems* and lash out at other people or things are said to be undercontrolled. Children who have *internalizing problems* tend to be inhibited, fearful, and withdrawn.

II. Play

**Instructional Objective:** To demonstrate the importance of the different kinds of play to the young child’s development.

- Classroom Activity: How Young Children Spend Their Time
- Teaching Tip: Creating Mindful Moments to Energize the Classroom

1. Between ages 2 and 6, children learn how to make and keep friends as a consequence of many hours of social play. Play varies by culture, age, and gender. An aspect of culture that shapes play is the nature of the physical setting. In cities, the scarcity of undeveloped space means that play usually occurs in child-care settings.

2. Mildred Parten distinguished five kinds of play. These include solitary play, in which a child plays alone; onlooker play, in which a child watches other children play; parallel play, in which children play together without interacting; associative play, in which children interact, but their play is not yet mutual and reciprocal; and cooperative play, in which children play together and take turns.

3. A distinctive feature of *rough-and-tumble play*, which is universal, is the positive facial expression that characterizes the *play face*. This type of play, which requires self-control, helps the prefrontal cortex to develop.

4. In *sociodramatic play*, children act out various roles and themes in stories of their own creation.

III. Challenges for Parents

**Instructional Objective:** To describe and contrast styles of parenting, noting reasons for these variations and how each style affects the child’s development.

- Teaching Tips: Authoritative or Authoritarian?; Using Student Skits to Demonstrate Parenting Styles
- Classroom Activities: Hollywood and the Nuclear Family; Difficulties in Being an Authoritative Parent; You and Your Parents; Classroom Debate: “Resolved: Parents Are Not Responsible for the Differences Among Their Children”; Parenting Behaviors in Independent and Interdependent Cultures; Shockumentaries
- “On Your Own” Activity: Parenting Style: Do You Have a Choice?

1. A significant influence on early psychosocial growth is the family’s approach to parenting. Diana Baumrind identified four features that differentiate styles of parenting: expressions of warmth toward offspring; strategies for discipline; how well parents communicate with their children; and parents’ maturity expectations for age-appropriate conduct.

2. Baumrind delineated three basic patterns of parenting that are based on these features: authoritarian, permissive, and authoritative (see text and Table 10.1).

3. *Authoritarian parents*’ word is law, not to be questioned. Maturity demands are high, and child–parent communication is low. Offspring are likely to be conscientious and obedient but unhappy.

4. *Permissive parents* make few maturity demands on their children but are nurturant and accepting, and they listen to their children. Discipline is lax. Their unhappy children are likely to lack self-control.
5. **Authoritative parents** set moderate maturity demands on offspring and enforce rules, but they also listen to their children and are usually forgiving if the child falls short. Their children are likely to be successful, articulate, happy with themselves, and generous with others.

6. In a fourth style, *neglectful/uninvolved parenting*, the parents are uninvolved with their children and don’t know what the children are doing. Their children tend to be immature, sad, lonely, and at risk of abuse.

7. The child’s temperament interacts with the parent’s style, so style needs to fit the child. Also, the prevailing cultural standards powerfully affect parenting style.

8. Most young children in the United States spend more than three hours per day using one electronic media or another.

9. Violence on television leads to more aggressive behavior. Six major organizations (including APA) recommend that parents limit television watching, with no electronic media under age 2.

### IV. Moral Development

**Instructional Objective:** To describe the development of empathy and antipathy in early childhood, and to explore four types of aggressive behavior.

1. Children can feel either *empathy* for another person, which leads to *prosocial behavior*, or *antipathy*, which leads to aggression and other forms of *antisocial behavior*. By age 4 or 5, most children can be deliberately prosocial or antisocial. This occurs as a result of brain maturation, emotional regulation, advances in theory of mind, and interactions with caregivers.

2. (text and Table 10.3) Developmentalists distinguish four types of aggression: *instrumental aggression*, used to obtain or retain a desired toy; *reactive aggression*, used in angry retaliation against another child; *relational aggression*, used to invoke psychic, not physical, pain; and *bullying aggression*, used in an unprovoked attack on a peer.

3. (Table 10.3) The form of aggression that is most likely to increase from age 2 to 6 is instrumental aggression. Reactive aggression can indicate a lack of emotional regulation. Adults should intervene in bullying aggression because it is a sign of poor emotional regulation.

4. (Table 10.4) In disciplining a child, parents should remember *theory of mind, egocentrism, fast-mapping*, and that young children are *not yet logical*.

5. Although physical punishment works at the moment, longitudinal research finds that children who are physically punished are likely to become bullies, delinquents, then abusive adults. *Psychological control* may damage a child’s achievement, creativity, and social acceptance. A commonly used method in North America is the *time-out*, in which the child is required to stop all activity and sit in a corner or stay indoors for a few minutes.
V. Becoming Boys and Girls

**Instructional Objective:** To describe the development of gender awareness in young children, focusing on the explanations offered by the major developmental theories.

- AV: How Boys and Girls Differ: The First Six Years; Anything You Can Do, I Can Do Better; The Differences Between Men and Women; Self-Identity and Sex-Role Development; Sex Roles: Charting the Complexity of Development; In My Country: An International Perspective on Gender
- Classroom Activities: A Field Guide to Boys and Girls; The Unsettled Issue of Gender Differences; Gender Identification During Early Childhood
- “On Your Own” Activity: Gender-Role Development
- Critical Thinking Activity: Gender Roles and Stereotypes

1. Social scientists distinguish biological sex differences between males and females from cultural gender differences in the roles and behaviors of the two sexes.
2. Children learn about gender very early. Most 2-year-olds know whether they are boys or girls and apply gender labels.
3. By age 4, children tend to regard certain toys and roles as appropriate for one gender but not the other.
4. Young children are particularly confused about sex and gender, partly because culture emphasizes gender.
5. According to psychoanalytic theory, between the ages of 3 and 6 children are in the phallic stage. During this time boys develop the Oedipus complex and girls develop the Electra complex; these events eventually lead to the child's identification with the same-sex parent. Boys also develop, again in self-defense, a powerful conscience, called the superego.
6. Behaviorists believe that virtually all roles, values, and morals are learned rather than inborn.
   a. Gender roles develop because parents and society provide reinforcement for appropriate gender-role behavior and punishment for inappropriate behavior, especially in boys.
   b. Children learn much of their gender and proper behavior by observing and modeling other people, especially people whom they perceive as nurturing, powerful, and similar to themselves (social learning).
8. Evolutionary theorists contend that sexual attraction is crucial to the basic urge to reproduce, and so males and females try to look attractive to the other sex.
9. Proponents of sociocultural theory point out that every culture teaches a particular set of values and attitudes regarding preferred behaviors for the sexes.
10. Developmentalists disagree about whether children should combine the best of both sexes (called androgyny) or continue to distinguish between the sexes.