

Detailed Chapter Outline with Key Terms

Chapter 8: Psychosocial Development in Early Childhood

Focus: Isabel Allende, Militant Writer

THE DEVELOPING SELF

The Self-Concept and Cognitive Development

- **Self-concept:** Sense of self; descriptive and evaluative mental picture of one's abilities and traits.
- *Cognitive construction:* A system of descriptive and evaluative representations about the self.

Changes in Self-Definition: The 5 to 7 Shift

- **Self-definition:** Cluster of characteristics used to describe oneself.
- **Single representations:** In neo-Piagetian terminology, first stage in development of self-definition, in which children describe themselves in terms of individual, unconnected characteristics and in all-or-nothing terms.
- **Real self:** The self one actually is.
- **Ideal self:** The self one would like to be.
- **Representational mappings:** In neo-Piagetian terminology, second stage in development of self-definition, in which a child makes logical connections between aspects of the self but still sees these characteristics in all-or-nothing terms.
- *Representational systems:* In neo-Piagetian terminology, third stage in development of self-definition, in which a child begins to integrate specific features of the self into a general, multidimensional concept and to articulate a sense of self-worth.

Cultural Differences in Self-Description

Self-Esteem

- **Self-esteem:** The judgment a person makes about his or her self-worth.

Developmental Changes in Self-Esteem

Contingent Self-Esteem: The "Helpless" Pattern

Understanding and Regulating Emotions

Emotions Directed Toward the Self

Simultaneous Emotions

Detailed Chapter Outline with Key Terms

Chapter 8: Psychosocial Development in Early Childhood

Erikson: Initiative Versus Guilt

- **Initiative versus guilt:** Erikson's third crisis in psychosocial development, in which children balance the urge to pursue goals with moral reservations that may prevent carrying them out.
- *Purpose:* In Erikson's third crisis, the courage to envision and pursue goals without being unduly inhibited by guilt or fear of punishment.

GENDER

- **Gender identity:** Awareness, developed in early childhood, that one is male or female.

Gender Differences

- *Gender differences:* Psychological or behavioral differences between males and females.
- *Sex differences:* Physical differences between males and females.

Perspectives on Gender Development

- **Gender roles:** Behaviors, interests, attitudes, skills, and traits that a culture considers appropriate for males or for females.
- **Gender-typing:** Socialization process whereby children, at an early age, learn appropriate gender roles.
- **Gender stereotypes:** Preconceived generalizations about male or female role behavior.
- *Biological approach:* Perspective on gender development that looks at the biological bases of gender.
- *Psychoanalytic approach:* Perspective on gender development that looks at gender from a Freudian viewpoint.
- *Cognitive approach:* Perspective on gender development that focuses on thought processes and active construction of gender concepts.
- *Socialization-based approach:* Perspective on gender development that emphasizes the influence of socialization and observational learning on forming gender concepts.

Biological Approaches

- *Corpus callosum:* The band of tissue joining the right and left cortical hemispheres.

Detailed Chapter Outline with Key Terms

Chapter 8: Psychosocial Development in Early Childhood

- *Congenital adrenal hyperplasia (CAH)*: A female disorder in which females have high prenatal levels of androgens resulting in ambiguous genitalia and other masculine characteristics
- *Androgens*: Male sex hormones.
- *Estrogens*: Female sex hormones.

Psychoanalytic Approaches

- **Identification**: In Freudian theory, the process by which a young child adopts characteristics, beliefs, attitudes, values and behaviors of the parent of the same sex.

Cognitive Approaches

- **Gender constancy**: Awareness that one will always be male or female. Also called *sex-category constancy*. This appears to develop in three stages:
 - *Gender identity*: Awareness of one's own gender and that of others.
 - *Gender stability*: Realization that gender remains the same with age.
 - *Gender consistency*: Realization that gender remains constant even if outward appearances, like hairstyle or apparel, are altered.
- **Gender-schema theory**: Theory, proposed by Bem, that children socialize themselves in their gender roles by developing a mentally organized network of information about what it means to be male or female in a particular culture.
- *Schema*: A mentally organized network of information that influences a particular category of behavior.

Socialization-Based Approaches

- **Social cognitive theory**: Albert Bandura's expansion of social learning theory; holds that children learn gender roles through socialization.
- *Socialization*: The process by which children acquire socially accepted standards of behavior in their culture.

Family Influences

Peer Influences

Cultural Influences

PLAY: THE BUSINESS OF EARLY CHILDHOOD

- *Rough and tumble play*: Wrestling, kicking, and sometimes chasing.
- *Content*: What children do when they play.
- *Social dimension*: Whether children play alone or with others.

Detailed Chapter Outline with Key Terms

Chapter 8: Psychosocial Development in Early Childhood

Cognitive Levels of Play

- **Functional play:** In Piaget's and Smilansky's terminology, the lowest cognitive level of play, involving repetitive muscular movements.
- **Constructive play:** In Piaget's and Smilansky's terminology, the second cognitive level of play, involving use of objects or materials to make something.
- **Pretend play:** In Piaget's and Smilansky's terminology, the third cognitive level of play, involving imaginary people or situations; also called fantasy play, dramatic play, or imaginative play.
- *Formal games with rules:* In Piaget's and Smilansky's terminology, the fourth cognitive level of play, involving organized games with known procedures and penalties, such as hopscotch and marbles.

The Social Dimension of Play

- *Reticent play:* A combination of Parten's onlooker and unoccupied categories of play, and is often seen as a manifestation of shyness or a prelude to joining in other's play.

Imaginary Companions

How Gender Influences Play

How Culture Influences Play

PARENTING

Forms of Discipline

- **Discipline:** Methods of molding children's character and of teaching them to exercise self-control and engage in acceptable behavior.

Reinforcement and Punishment

- *External reinforcements:* Rewards for behavior that come from outside the child, such as candy or praise.
- *Internal reward:* A sense of pleasure or accomplishment.
- **Corporal punishment:** Use of physical force with the intention of causing pain, but not injury, to correct or control behavior.

Detailed Chapter Outline with Key Terms

Chapter 8: Psychosocial Development in Early Childhood

Power Assertion, Induction, and Withdrawal of Love

- **Power assertion:** Disciplinary strategy designed to discourage undesirable behavior through physical or verbal enforcement of parental control.
- **Inductive techniques:** Disciplinary techniques designed to induce desirable behavior by appealing to a child's sense of reason and fairness.
- **Withdrawal of love:** Disciplinary strategy that may involve ignoring, isolating, or showing dislike for a child.
- **Psychological aggression:** Aggression aimed at damaging or interfering with another person's relationships, reputation, or psychological well-being, also called indirect, covert, or relational aggression.

Parenting Styles

Baumrind's Model

- **Authoritarian:** In Baumrind's terminology, parenting style emphasizing control and obedience.
- **Permissive:** In Baumrind's terminology, parenting style emphasizing self-expression and self-regulation.
- **Authoritative:** In Baumrind's terminology, parenting style blending respect for a child's individuality with an effort to instill social values.
- *Neglectful, or uninvolved:* Parenting style in which parents focus on their own needs rather than those of the child, sometimes because of stress or depression.

Support and Criticism of Baumrind's Model

Cultural Differences in Parenting Styles

Promoting Altruism and Dealing with Aggression and Fearfulness

Prosocial Behavior

- **Altruism:** Behavior intended to help others out of inner concern and without expectation of external reward; may involve self-denial or self-sacrifice.
- **Prosocial behavior:** Any voluntary behavior intended to help others.

Aggression

- **Instrumental aggression:** Aggressive behavior used as a means of achieving a goal.
- **Hostile aggression:** Action intended to hurt another person.
- **Overt aggression:** Aggression that is openly directed at its target.

Detailed Chapter Outline with Key Terms

Chapter 8: Psychosocial Development in Early Childhood

- **Relational aggression:** Aggression aimed at damaging or interfering with another person's relationships, reputation, or psychological well-being; also called covert, indirect, or psychological aggression.

Sources of Aggression

Triggers of Aggression

Influence of Culture

Fearfulness

- *Systematic desensitization:* Therapeutic technique involving gradual exposure to a feared object or situation.

RELATIONSHIPS WITH OTHER CHILDREN

- *Self-efficacy:* A child's growing sense of capability to master challenges and achieve his or her goals.

Siblings—or Their Absence

Brothers and Sisters

The Only Child

Playmates and Friends