

UNIT II

BABYHOOD

Lifespan Psychology

SYLLABUS

Characteristics- Developmental Tasks, Psychological Functions, Muscle, Speech, Interest In Play, Understanding Morality, Sex-role Typing, Family Relationships, Personality, Hazards And Happiness In Babyhood.

BABYHOOD

Overall Physical Growth:

- The average newborn in the United States weighs about 7.5 pounds (between 5 and 10 pounds) and is about 20 inches in length.
- For the first few days of life, infants typically lose about 5 percent of their body weight as they eliminate waste and get used to feeding. This often goes unnoticed by most parents but can be cause for concern for those who have a smaller infant.
- This weight loss is temporary, however, and is followed by a rapid period of growth. By the time an infant is 4 months old, it usually doubles in weight and by one year has tripled the birth weight.
- By age 2, the weight has quadrupled, so we can expect that a 2-year-old should weigh between 20 and 40 pounds.
- The average length at one year is about 29.5 inches and at two years it is around 34.4 inches (Bloem, 2007).

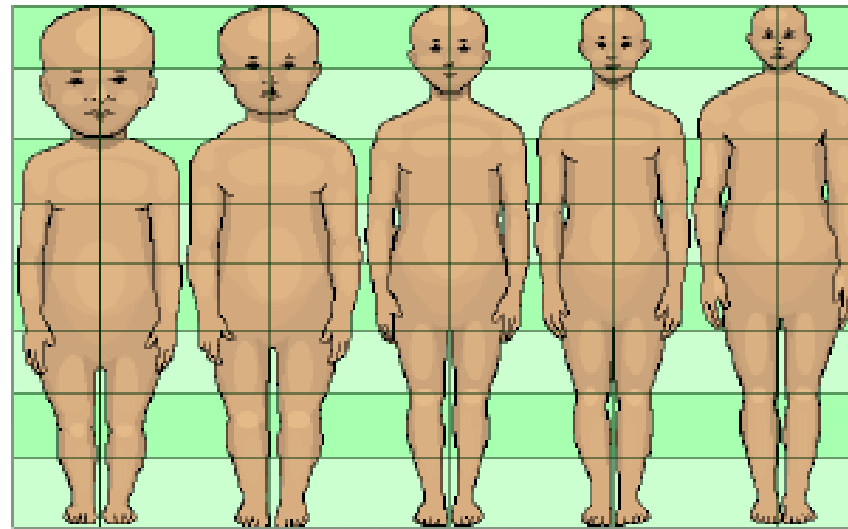
BABYHOOD

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Body Proportions:

- Another dramatic physical change that takes place in the first several years of life is the change in body proportions.
- The head initially makes up about 50 percent of our entire length when we are developing in the womb. At birth, the head makes up about 25 percent of our length, and by age 25 it comprises about 20 percent our length.

Figure 3.1 Changes in Proportions



CHARACTERISTICS

Babyhood

- ❑ The true foundation age. At this time, many behaviour patterns, attitudes and emotional expressions are established. It is a critical period in setting the pattern for personal and emotional adjustments.
- ❑ Ability grows to recognize and respond to people and objects in the environment. The baby is able to understand many things and communicate its needs and wants.



❑ More Independent

Characteristic of Babyhood

- Babyhood is the True Foundation Age

Babyhood is the true foundation of life because, at this time many behavior patterns many attitudes, and many patterns of emotional expression are being established.

There are four reasons why foundations laid during the babyhood years are important.

1. Contrary to tradition, children do not outgrow undesirable traits as they grow older.
2. If an undesirable pattern of behavior or unfavorable beliefs and attitudes have started to develop, the sooner they can be corrected the easier it will be for the child.
3. Early foundation quickly develop into habits through repetition, they will have a lifelong influence on a child's

4. Learning and experience play dominant roles in development, they can be directed and controlled so that the development will be along lines that will make good personal and social adjustments possible.
- Babyhood Is an Age of Rapid Growth and Change
Babies are able to understand many things and can communicate their needs and wants in ways that others can understand.
 - Babyhood Is an Age of Decreasing Dependency
The decrease in dependency on others results from the rapid development of body control which enables babies to sit, stand, and walk and to manipulate objects. No longer are babies willing to let others do things for them that they can or believe they can do for themselves.

- **Babyhood Is the Age of Increased Individuality**
Perhaps the most significant thing about increased independence is that it permits babies to develop along lines suited to their interests and abilities. No longer can all babies be expected to thrive on the same food or the same schedules for sleeping and eating.
- **Babyhood Is the Beginning of Socialization**
Babies show their desire to become a part of the social group by putting up protests when they are left alone for any length of time and by trying to win the attention of others in any way they can.
- **Babyhood Is the Beginning of Sex-Role Typing**
Almost from the moment of birth, boys are treated as boys and girls as girls. The same sex-identifying traditions apply to girls.
- **Babyhood Is an Appealing Age**
They are appealing because of their big heads, protruding abdomens, small, thin limbs, and tiny hands and feet. When they are dressed in baby clothes and wrapped in baby blankets, they become even more appealing.

- Babyhood Is the Beginning of Creativity

In these early months of life to develop interests and attitudes that will lay the foundations for later creativity on for conformity to patterns set by others.

- Babyhood Is a Hazardous Age

Since behavior patterns, interests, and attitudes are established during babyhood, serious psychological hazards can result if poor foundations are laid at this time.

Developmental Tasks of Babyhood

- The rapid development of the nervous system, the ossification of the bones, and the strengthening of the muscles make it possible for babies to master the developmental tasks of babyhood.
- ❖ learn to walk
- ❖ take solid foods
- ❖ have their organs of elimination under partial control
- ❖ achieve reasonable physiological stability (hunger rhythm and sleep)
- ❖ learn the foundation of speech
- ❖ relate emotionally to their parents and siblings

Physical Development

Pattern of Physical Development during Babyhood

- Weight
 - 4 months – the baby weight has normally doubled
 - 1 year – on the average, three times as much as they did at birth, or approximately 21 pounds
 - 2 months – the typical American baby weight 25 pounds
- Height
 - 4 months – the baby measures between 23 and 24 inches
 - 1 year – between 28 and 30 inches
 - 2 years – between 32 and 34 inches

- Physical Proportions

Head growth slows down in babyhood, while trunk and limb growth increases. Thus the baby gradually becomes less top-heavy and appears more slender and less chunky by the end of babyhood.

- Bones

The fontanel, or soft spot on the skull, has closed in approximately 50 percent of all babies by the age of 18 months, and in almost all babies by the age of two years.

- Muscles and Fat

They grow slowly during babyhood and are weak. By contrast, fat tissue develops rapidly during babyhood, due partly to the high fat content of milk, the main ingredient in a baby's diet.

- Body Builds

Three most common forms of body build.

1. Ectomorphic – which tends to be long and slender
2. Endomorphic – which tends to be round and fat
3. Mesomorphic – which tends to be heavy, hard, and rectangular

- Teeth

The average baby has four to six of the twenty temporary teeth by the age of one and sixteen by the age of two. The first teeth to cut through are those in front, the last to appear are the molars. The last four of the temporary teeth usually erupt during the first year of early childhood.

- Nervous System

At birth, brain weight is one-eighth of the baby's total weight. This is true also for the cerebrum. Immature cells, present at birth, continue to develop after birth but relatively few new cells are formed.

- **Sense Organ Development**

3 months – the eye muscles are well enough coordinated to enable babies to see things clearly and distinctly and the cones are well-enough develop to enable them to see colors. Hearing develops rapidly during this time. Smell and taste, which are well develop at birth, continue to improve during babyhood. Babies are thin texture of their skin and because all sense organs relating to touch, pressure, pain, and temperature are present in well-develop forms.

Physiological Functions

- **Sleep Patterns**

First year of babyhood, the mean duration of night sleep increases from 8½ hours at three weeks to 10 hours at 12 weeks and then remains constant during the rest of that year.

First 3 months, the decline in day sleep is balanced by an increase in night sleep.

1 hour in length occur in both day and night sleep, with deep sleep lasting only about 23 minutes.

- Eating Patterns

From birth until 4 to 5 months of age, all eating is in the infantile form of sucking and swallowing. Food, as a result, must be in a liquid form. Food dislikes, which begin to develop during the second year, are frequently the result of the prolongation of infantile eating patterns.

- Patterns of Elimination

Bowel control begins, on the average, at 6 months, and bladder control begins between the ages of 15 and 16 months.

MUSCLE CONTROL

Pattern of Motor Control

Head Region

- Eye Control

Optic nystagmus, or response of the eyes to a succession of moving objects, begins about 12 hours after birth; ocular pursuit movements between the 3 and 4 weeks; horizontal eye movements, between the 2 and 3 months; vertical eye movements, between the 3 and 4 months; and circular eye movements, several months later.

- Smiling

Reflex smiling, or smiling in response to a tactual stimulus, appears during the first week of life; social smiling or smiling in response to the smile of another person, begins between the 3 and 4 months.

- Head Holding

In a prone position, babies can hold their heads erect at 1 month; when lying on their backs, at 5 months; and when held in a sitting position, between 4 and 6 months.

Trunk Region

- Rolling

Babies can roll from side to back at 2 months and from back to side at 4 months; at 6 months, they can roll over completely.

- Sitting

The baby can pull to a sitting position at 4 months, sit with support at 5 months, sit without support momentarily at 7 months, and sit up without support for 10 or more minutes at 9 months.

Arm and Hand Region

- Hands

Thumbs opposition – the working of the thumb in opposition to the fingers – appears in grasping between 3 and 4 months and in picking up objects between 8 and 10 months.

- Arms

The baby can reach for objects by 6 or 7 months and can pick up a small object without random movements by one year.

Leg region

- Shifting of the body by kicking occurs by the end of the second week. Hitching, or moving in a sitting position, appears by six months. Crawling and creeping appear between eight and ten months, and at eleven months babies walk on “all fours.”

Babies can pull themselves to a standing position at about ten months, stand with support at one year, walk with support at eleven months or one year, and walk without support at fourteen months.

- **Babyhood Skills**

- ❖ developed by 3 essential skills
- ❖ opportunity for practice
- ❖ incentive to learn
- ❖ a good model to copy with guidance to ensure

- **Beginning of Handedness**

- ❖ Handedness is learning to use one hand in preference to the other.
- ❖ **Ambidextrous** – preference for either hand

Speech Development

- Foundation of basic aspects of communication
 - a) **Comprehension** – the speaker's facial expression, tone of voice, gestures and pointing to an object help babies understand what is being said to them.
 - b) **Learning to Speak** – use of pre-speech forms as substitute of communication
 - c) **Pre-speech forms** – crying (first way to communicate; most frequently used), babbling (real speech develop from this), gesturing, emotional expressions.
- **Tasks in Learning to Speak**
 - ❖ Learning how to pronounce words, building a vocabulary by associating meaning and combining words into sentences

Emotional Behavior in Babyhood

- Common emotional patterns
- Anger, fear, curiosity, joy and affection
- Emotional dominance

Development in Socialization

- The type of behavior babies' show in social situations affects their personal and social adjustments.
- Once established, they tend to be persistent as children grow older

Beginning of Interest in Play

- no rules or regulation
- more often solitary than social
- “looker play” or “parallel play”
- depend on babies patterns of development
- toys are less important babies
- play is much repetition and less variation

Play Development Follows a Pattern

- Sensorimotor play
- Exploratory play
- Imitative play
- Make-believe play
- Games
- Amusements

Value of Play

- Provides opportunity for many forms of learning
- Give babies information about their environment and the people and things in their environment
- Gives enjoyment
- Encourages creativity

- **Development of Understanding**

- Acquire through maturation and learning
- Association of meanings with objects, people and situations results in the development of concepts

- **How Understanding Develops**

- through sensory exploration
- handling
- exploratory behavior
 - ❖ concept of space
 - ❖ concept of weight
 - ❖ concept of time
 - ❖ concept of self
 - ❖ sex-role concepts
 - ❖ social concepts
 - ❖ concepts of beauty
 - ❖ concepts of the comic

❖ **Beginning of Morality**

- nonmoral, not guided by moral standards
- babies judge the rightness or wrongness of an act in terms of the pleasure or pain it brings them
- Piaget's "morality by constraint" automatic obedience to rules without reasoning or judgment.

❖ **Role of Discipline in Babyhood**

- To teach children what is regards as right or wrong and to see to it that they act in accordance with this knowledge.

Beginnings of Sex-role Typing

- Emphasis on the maleness or femaleness to those who come to see and admire the new baby
- Colors of blanket, furnishing of rooms, toys and treatment of parents or significant people on their lives

Family Relation

- Play a dominant role in determining the future pattern of a baby's attitudes toward and behavior in relationships with others
- **Evidence of Importance of Parent-Child Relationships**
 - ❖ Emotional deprivation
 - ❖ Attachment behavior
 - ❖ Different-sized families

Changes in Family Relation

- Dream-child concept
- Degree of dependency
- Parental anxiety
- Child-training methods
- Maternal overwork
- Arrival of new sibling
- Relationships with older siblings

Personality Development in Babyhood

a) The Critical Period in Personality Development

- Emotional deprivation has revealed that personality changes are an almost inevitable accompaniment.
- Because the mother is the most constant companion, the kind of person she is and the kind of relationship they share will have a profound influence on the baby's personality.
- Something unfavorable occurs in the environment are subject to damage.
- Sex differences in personality begin to appear as early as the first year of life.
- Patterns established early in life remain almost unchanged as the child grows older.

b) Changes in the Personality Pattern in Babyhood

- **Quantitative change** – there is a strengthening or weakening of a trait already present
- **Qualitative change** – socially undesirable trait is replaced by one that is socially more desirable

Hazards in Babyhood

a) Physical Hazards

- ❖ **Mortality** – During the first year of babyhood, death is usually caused by serious illness while during the second year, death is more often due to accidents.
- ❖ **Crib death** – occurs after a long period of sleep; due to abnormalities in breathing or who have had some abnormal condition at birth; also common to babies who had oxygen therapy during the newborn period.
- ❖ **Illnesses** – respiratory complications, colds and digestive upsets; prolonged illnesses can interfere with the normal

- **Accidents** – true when babies are on their second year when they can move about more freely. Some babyhood accident such as bruises and scratches, are minor and have no permanent effects. Others, such as blows on the head or cuts, may be serious enough to leave permanent scars or may even be fatal.
- **Malnutrition** – causes stunted growth but also leads to physical defects such as carious teeth, bowed legs, and a tendency to suffer from more or less constant illness; brain growth and development may be impaired.
- **Foundation of Obesity** – babies who are fed large amounts of carbohydrates during this critical period of fat-cell development are not only overweight but are subject to diabetes and heart diseases as they grow older. Bottle-fed babies are more likely to be

- **Physiological Habits** – physiological habits are established during babyhood and the common physical hazard of this period is the establishment of unfavorable attitudes.
 - ❖ **Eating habits** – babies who suck for long periods show signs of tenseness. They engage in nonnutritive sucking, have more sleep difficulties, and are more restless. Resistance of semi-solid foods if they are introduced too early.
 - ❖ **Sleep habits** – crying, strenuous play with an adult, or noise can make babies tense and keep them from falling asleep. Sleep schedules must meet the requirements to avoid tense and resistant to sleep.
 - ❖ **Habits of elimination** – trying to toilet train babies too early will make them uncooperative while delay results in habits of irregularity and lack of motivation on the baby's part. Bed-wetting is common when training is not timed.

Psychological Hazards

- **Hazards in Motor Development** – when delayed, babies will be at a great disadvantage when they begin to play with age-mates and tend to be frustrated when they try to do things for themselves and fail.
- **Speech Hazards** – may affect later development and causes are low level of intelligence, lack of stimulation, and multiple births. “Baby talk”, as a result, developed an incorrect auditory image.

- **Emotional Hazards**

- ❖ **Emotional deprivation** - causes babies to be backward in their motor and speech development and they don't learn how to establish social contacts or show affection.

- ❖ **Stress** – can cause endocrine changes which upset body homeostasis; reflected in eating and sleeping difficulties, nervous mannerism (thumb-sucking and excessive crying).

- ❖ **Too much affection** – babies expect others to show affection for them but they do not reciprocate when parents encourage them to be self-bound and selfish.

- ❖ **Dominant emotions**

- **Social Hazards** – lack of opportunity and motivation to learn to become social

- **Play Hazards** – babies may come to rely too much on toys for amusement instead of learning to play in ways that involve interaction with others. Television also discourages the baby from taking an active role in play.
- **Hazards in Understanding**
- **Hazards in Morality** – when babies discover that they get more attention when they do things to annoy and antagonize others than when they behave in a more socially approved way.

- **Family-Relationship hazards**
 - ❖ **Separation from mother** – develops insecurity
 - ❖ **Failure to develop attachment behavior** – they don't experience the pleasures and handicaps them in establishing friendships as they grow older.
 - ❖ **Deterioration in family relationships** – they usually feel unloved and rejected
 - ❖ **Over protectiveness** – they become over dependent and afraid to do what other babies of their ages do.
 - ❖ **Inconsistent training** – provides poor guidelines
 - ❖ **Child abuse**
- **Hazards in Personality Development**

Causes of Unhappiness in Babyhood

- Poor health
- Teething
- Desire for independence
- Increased need for attention
- Disenchantment with parenthood
- Beginning of discipline
- Child abuse
- Increased sibling resentment

THANK YOU



UNIT II

EARLY CHILDHOOD

Lifespan Development Psychology

EARLY CHILDHOOD



What is Early Childhood?

Early Childhood (2 years to 6 years)

- Is a critical period in the development of the human potential.
- It is the period of the development of initiative.
- It is also referred to as preschool age.

Characteristics of Early Childhood

Name used by Parents

- Most parents consider early childhood a problem age or a troublesome age.
- Parents also often refer to early childhood as the toy age.

Name used by Psychologists

- Prelingual age-the time when children are learning the foundations of social behavior.
- Exploratory age- a label which implies that children want to know what their environment is, how it works, how it feels, and how they can be part of it.

- Questioning age- common way of exploring in early childhood by asking.
- Imitative age–Imitations of speech and actions of others are prevalent. Imitative nature develops creative talents.
- Creative age–children show more creativity in their play during early childhood than at any other time in their lives.

Name used by Educators

- Educators refer to the early childhood years as the preschool age.
- When children go to nursery school or kindergarten, they are labeled preschoolers rather than school children.

Developmental Tasks of Early Childhood

The preschool child is expected to develop the following developmental self-help skills:

1. control of elimination
2. Self- feeding, self-dressing and doing somethings without much help,
3. development of motor skills that allow him to explore and do things to satisfy his curiosity,
4. acquisition of adequate vocabulary to communicate his thoughts and feelings with those around him. His greater self-identity and self-control help his management of a social relationship.

Physical Development in Early Childhood

Height

- The average annual increase in height is three inches. By the ages of six, the average child measures 46.6 inches.

Weight

- The average annual increase in weight is 3 to 5 pounds.
- At age six, children should weigh approximately seven times as much as they did at birth.
- The average girl weighs 48.5 pounds, and the average boy weighs 49 pounds.

Body Proportions

- Body proportions change markedly, and the “baby look” disappears.
- Facial features remain small but the chin becomes more pronounced and the neck elongates.
- Gradual decrease in the stockiness of the trunk, and the body tends to become cone-shaped , with a flattened abdomen, a broader and flatter chest, and shoulders that are broader and more square.
- The arms and legs lengthen and may become spindly, and the hands and feet grow bigger.

Body Build

- Endomorphic or flabby, fat body build,
- A mesomorphic or sturdy, muscular body build,
- An ectomorphic or relatively thin body build.

Bones and Muscles

- The muscles become larger, stronger, and heavier, with the result that children look thinner as early childhood progresses, even though they weigh more.

Teeth

The primary teeth in the upper jaw are:

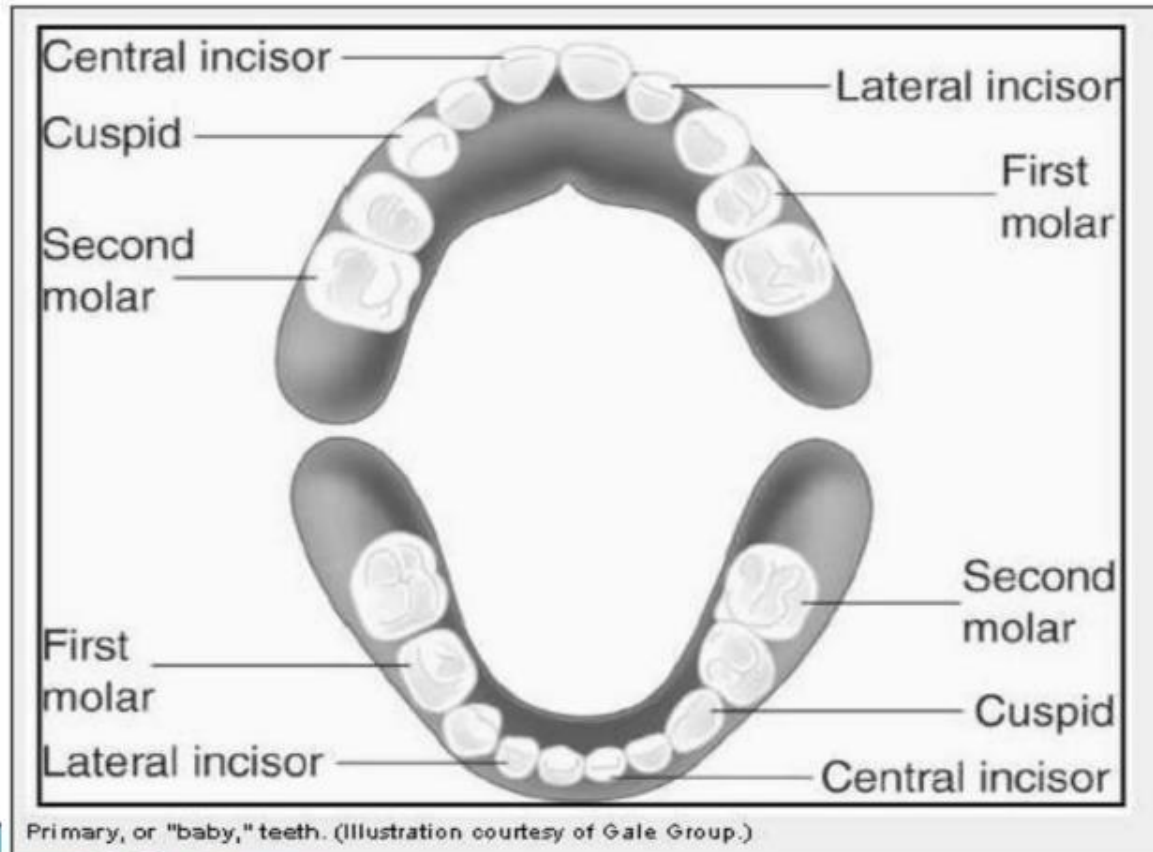
- Central incisors, which erupt between ages 7 and 12 months and fall out around 6 to 8 years of age.
- Lateral incisors, erupting between 9 and 13 months of age and falling out by the time a child reaches 7 or 8 years of age.
- Canines or cuspids, which appear around 16 to 22 months of age and fall out at 10 to 12 years old.
- First molars, emerging between 18 and 19 months and falling out at 9 to 11 years of age.
- Second molars, which come in at 25 to 33 months old and fall out at 10 to 12 years of age.



The primary teeth in the lower jaw are:

- Central incisors, which erupt at 6 to 10 months and fall out at 6 to 6 years.
- Lateral incisors, erupting at 7 to 16 months and falling out between 7 to 8 years of age.
- Canines, which come in at 16 to 23 months of age and fall out between 9 and 12 years of age.
- First molars, emerging at 12 to 18 months and falling out at 9 to 11 years of age.
- Second molars, which erupt between 20 and 31 months and fall out at 10 to 12 years of age.





Primary, or "baby," teeth. (Illustration courtesy of Gale Group.)

Fat

- Endomorphy have more adipose than muscular tissue.
- Mesomorphy have more muscular than adipose tissue.
- Ectomorphic build have both small muscles and little adipose tissue.

Physiological Habits

- During early childhood, the physiological habits whose foundations were laid in babyhood become well established.
- By the time the child is three or four years old, bladder control at night should be achieved.
- By the time the child is ready to enter school, bladder control should be so complete that even fatigue and emotional tension will not interfere with it.

Skills of Early Childhood

- Early childhood is the ideal age to learn skills.
- First , young children enjoy repetition and are, therefore, willing to repeat an activity until they have acquired the ability to do it well.
- Second, young children are adventuresome and, as a result, are not held ridiculed by peers, as older children often are.

- And, third, young children learn easily and quickly because their bodies are still very pliable and because they are acquired so few skills that they do not interfere with the acquisition of new ones.
- Early childhood may be regarded as the “teachable moment” for acquiring skills.

Typical Skills of Early Childhood

Hand skills

- Self-feeding and dressing skills
- Greatest improvements in dressing skills generally comes between the ages of 1 ½ and 3 ½ years.

Leg skills

- Once young children have learned to walk, they turn their attention to learning other movements requiring the use of their legs.

Improvements in Speech During Early Childhood

- During early childhood, there is a strong motivation on the part of most children learn to speak.
- There are two reasons for this;
- First, learning to speak is an essential tool in socialization.
- Second, learning to speak is a tool in achieving independence.

- To improve communication, children must master two major tasks, an essential elements of learning to speak.
- First, they must improve their ability to comprehend what others are saying to them.
- Second, they must improve their own speech so that others are trying to communicate them.

Improvements in Comprehension

- Comprehension is greatly influenced by how alternatively children listen to what is said to them.
- Listening to the radio and to what is said in the television has proved to be helpful in this regard because it encourages attentive listening.
- If people speak slowly and distinctly to young children, using words they have reason to believe the child understands, this will likewise encourage attentive listening.

- By contrast, when people speak rapidly to young children, using difficult and unfamiliar words and complex sentences, children become confused and discouraged because they cannot understand what is being said.
- This discourages them from trying to be attentive listeners.

Improvements in Speech

- Early childhood is normally a time when rapid strides are made in the major tasks of learning to speak– building up vocabulary, mastering pronunciation, and combining words into sentences.
- Two evidence that young children of today speak better than young children of the past generations.
- First, parents of today, especially mothers, talk more to their children partly because they have more free time to do compared to smaller families and more labor-saving devices in the home.

- Second, the more contacts young children have with their peers, the more encouragement they have to talk, and the models they have to imitate.
- Because girls spend more time in the home than do boys, who play more with neighborhood children.
- Mothers talk more to their daughters than to their sons.

Content of Speech

- At first the speech of young children is egocentric in the sense that they talk mainly about themselves, their interests, their families, and their, and their possessions.

Amount of talking

- Early childhood is popularly known as the “*chatter box*”.
- Other children, by contrast are relatively silent—the nontalkers or “*Silent Sams*”.

Factors Influencing How Much Young Children Talk

Intelligence

- The brighter the child, the more quickly speech skills will be mastered and, the ability to talk.

Type of discipline

- Children who grow up in homes where discipline tends to be permissive, talk more than those whose parents are authoritarian and who believe that children should be seen but not heard.

Ordinal Position

- Firstborn children are encouraged to talk more than their later-born siblings and their parents have more time to talk to them.

Family Size

- Only-children are encouraged to talk more than children from large families and their parents have more time to talk to them.
- In large families, the discipline is likely to be authoritarian and this prevents children from talking as much as they would like to.

Socioeconomic Status

- In lower-class families, family activities tend to be less organized than those in middle- and upper-class families. There is also less conversation among the family members and less encouragement for the child to talk.

Racial Status

- The poorer the quality of speech and conversational skills of many young black children may be due in part to the fact that they have grown up in homes where the father is absent, or where family life is disorganized because there are many children, or because the mother must work outside the home.

Bilingualism

- While young children from bilingual homes may talk as much at home as children from monolingual homes, their speech is usually very limited when they are with members of their peer group or with adults outside the home.

Sex-role typing


- As early as the preschool years, there are effects of sex-role typing on children's speech. Boys are expected to talk less than girls, but what they say, and how they say it, is expected to be different.

Emotions of Early Childhood

- Early Childhood is characterized by heightened emotionality.
- Emotions like love, fear, joy, and anger are experienced by the child just like adult.
- Children's emotions last only for a few minutes unlike the adults' which may drag on for hours or days.
- Children are easily stimulated to experience love, joy, jealousy, fear, and anger.

Common Emotions Of Early Childhood

- Young children experience most of the emotions normally experienced by adults.
- However, the stimuli that give rise to them and the ways in which children express these emotions different.
- Family size influences the frequency and intensity of jealousy and envy.

- Social environment of the home plays an important role in the frequency and intensity of the young children's anger.
 - Discipline and child- training methods used also influence the frequency and intensity the child's angry outbursts.
 - Jealousy is more common in small families.
 - Envy, is more common in large families than in small families.
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Anger

- The most common causes of anger in young children are conflicts over playthings, the thwarting of wishes, and vigorous attacks from another child.
- Children express anger through temper tantrums, characterized by crying, screaming, stamping, kicking, jumping up and down, or striking.

Fear

- At first, a child's response to fear is panic; later, responses become more specific and include running away and hiding, crying, and avoiding frightening situations.

Jealousy

- Young children become jealous when they think parental interest and attention are shifting toward someone else in the family, usually a new sibling.
- They express their jealousy or they may show it by reverting to infantile behavior, such as bed-wetting, pretending to be ill, or being generally naughty. All such behavior is a bid for attention.

Curiosity

- Children are curious about anything new that they see and also about their own bodies and the bodies of others.
- Their first responses to curiosity take the form of sensorimotor exploration; later, as a result of social pressures and punishment, they respond by asking questions.

Envy

- They express their envy in different ways, the most common of which is complaining about what they themselves have, by verbalizing wishes to have what the other has, or by appropriating the objects they envy.

Joy

- They express their joy by smiling and laughing, clapping their hands, jumping up and down, or hugging the object or person that has made them happy.

Grief

- Typically, they express their grief by crying and by losing interest in their normal activities, including eating.

Affection

- They express their affection verbally as they grow older but, while they are still young, they express it physically by hugging, patting, and kissing the object of their affection.

Socialization in Early Childhood

- Socialization, is a process by which children become participating and functioning members of a society.
- They interact with others, share the groups symbol's, norms, and values or culture.
- During the preschool years, children find social contacts with members of their own sex more pleasurable than those with members of the opposite sex.

- By the time the child is four years old he has a fairly well- defined concept of what he is.
- Harry Stack Sullivan (1947) once said that the self-concept is composed of "Reflected Appraisals of others".

Patterns of Early Socialization

- Between the ages of 2 and 3 years, children show a decided interest in watching other children and they attempt to make social contacts with them.
- *Parallel play*, in which young children play independently beside other children rather than with them.
- *Associative play*, in which children engage in similar, or identical, activities with other children.

- *Cooperative play*, in which they are a part of the group and interact with group members.
- *Onlooker*, means watching other children at play but making no attempt to play with them.
- They usually understand the rudiments of team play.
- They are conscious of the opinions of others and try to gain attention by showing off.

Early forms of behavior in social Situations

- The most important forms of social behavior necessary for successful social adjustment appear and begin to develop at this time.
- “Waldrop and Halverson” reported that those children who, at age 2 ½ years, were friendly and socially active continued to be so when they reached the age of 7 ½ years.
- Sociability at 2 ½ years were predictive of sociability at 7 ½ years.

Social and Unsocial Behavior Patterns

Social patterns

Imitation

- To identify themselves with the group, children imitate the attitudes and behavior of a person whom they especially admire and want to be like.

Rivalry

- The desire to excel or outdo others is apparent as early as the fourth year.
- It begins at home and later develops in play with children outside the home.

Cooperation

- By the end of the third year, cooperative play and group activities begin to develop and increase in both frequency and duration as the child's opportunities for play with other children increase.

Sympathy

- Because sympathy requires an understanding of the feelings and emotions of others, it appears only occasionally before the third year. The more play contacts the child has, the sooner sympathy will develop.

Empathy

- Like sympathy, requires an understanding of the feelings and emotions of others but, in addition, it requires the ability to imagine one-self in the place of the other person.

Social Approval

- As early childhood draws to a close, peer approval becomes more important than adult approval.
- Young children find that naughty and disturbing behavior is a way of winning peer approval.

Sharing

- Young children discover, from experiences with others, that one way to win social approval is to share what they have, especially toys with others. Generosity then gradually replaces selfishness.

Attachment Behavior

- Young children who, as babies, discovered the satisfaction that comes from warm, close, personal associations with others, gradually attach their affection to people outside the home, such as a nursery school teacher, or to some inanimate object, such as favorite toy or even a blanket. These then become what are known as

Unsocial Patterns

Negativism

- Physical resistance gradually gives way to verbal resistance and pretending not to hear or understand requests.

Aggressiveness

- Aggressiveness increases between the ages of two and four and then declines. Physical attacks begin to be replaced by verbal attacks in the form of name-calling, tattling, or blaming other.
- Ascendant Behavior
- Ascendant behavior, or “bossiness”, begins around the age of three and increases as opportunities for social contacts increase. Girls tend to be bossier than boys.

Selfishness

- While young children's social horizons are limited mainly to the home, they are often selfish and egocentric. As their horizons broaden, selfishness gradually wanes but generosity is still very undeveloped.

Egocentrism

- Like selfishness, egocentrism is gradually replaced by an interest in and concern for others.

Destructiveness

- A common accompaniment of temper outbursts in young children is destroying anything within their reach, whether their own or someone else's possessions. The angrier they are, the more widespread their destructiveness.

Sex antagonism

- After that, boys come under social pressures that lead them to shun play activities that might be regarded as “sissyish”.

Prejudice

- Most preschool children show a preference for playmates of their own race, but they seldom refuse to play with children of another race.
- Racial prejudice begins sooner than religious or socioeconomic prejudice, but later than sex prejudice.

Companions in Early Childhood

- In early childhood, companions are mainly associates and playmates.
- During the first year or two of early childhood, when contacts with others are mainly in parallel or associative play, children's companions become their playmates.
- Many young children have one or more favorite playmates with whom they also communicate their feelings, interests and even their aspirations for the future.

- In the selection of companions, children prefer other children of their own ages and levels of development who can do what they are able to do.
- Playmates who are good sports, cooperative, generous, unselfish, honest and loyal. These qualities are even more important in the children they select as friends.

Substitute Companions

- Most young children, at some time or other, have pets- dogs, cats, hamsters, white rats, goldfish, birds, etc.- but the ones that meet their needs for companionship best are dogs and cats, because they can play with these animals as if they were people.
- Less common substitutes are *imaginary playmates*- children who are a product of the child's imagination.
- Lonely children create playmates in their imagination and play with them as if they were playmates.

- These imaginary playmates have the qualities children would like real playmates to have and play as their creators want them to play.
- Because young children's vivid imaginations are not held in check by reasoning ability, they actually believe that their imaginary playmates are real children and treat them as such.

Leaders in Early Childhood

- In early childhood, leaders are characteristically larger, more intelligent, and slightly older than the other members of the play groups.

Two types of leaders in Early Childhood;

- a) Tyrannical bosses– who show little consideration for the wishes of others.
 - b) Diplomats– who lead others by indirect and artful suggestions or by bargaining.
- Girls at this age are frequently assume the role of leadership in groups containing boys.

Play in Early Childhood

- Often called as the toy age.
- As early childhood draws to a close, children no longer endow their toys with the qualities associated with the people, animals, or other objects they represent.
- According to Bruner play in early childhood is “serious business” that makes important contributions to the development during the early years of childhood.

Variations in Play Interest

- Highly intelligent children, show a preference for dramatic play and creative activities and for books which inform rather than merely amuse.
- In their constructions, they make more complicated original designs than children who are less bright.
- Creative children spend much of their play time doing something original with toys and play equipment while noncreative children follow patterns set by others.

- Well– developed motor skills encourage children to engage in games and constructions while poor motor skills encourage them to devote their play time to amusements.
- The amount of *play equipment* children have and the amount of *space* they have to play in– both of which are influenced to a large extent by the *socioeconomic status* of the family–also influence the pattern of their play.

Play Patterns of Early Childhood

To play

- In the part of this period, play with toys is the dominant form of play.
- As their interest in group play increases, they find toy play, which is mostly solitary play less enjoyable.

Dramatizations

- At around age three, children's dramatizations consist of playing with toys in ways that imitate life experiences.
- Children play make-believe games with their friends—cops and robbers, Indians or storekeeper.

Constructions

- Young children make many things with blocks, sand, mud, clay, beads, paints, paste, scissors, and crayons.
- Most of their constructions are in imitation of what they see in daily life or on the movie and television screens.

Games

- During the fourth year the child begins to prefer games played with peers to those played with adults.
- Games that tests skills, such as throwing and catching balls, are also popular.

- The young children likes to be read to and to look at pictures in books or comics. Fairytales, nursery rhymes, and stories about animals and everyday occurrences have special appeal.
- Most young children attend movies infrequently, but they do like cartoons, movies about animals, and home movies of family members.
- They also enjoy listening to the radio, but are especially fond of watching television.



THANK YOU

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UNIT II

LATE

CHILDHOOD

SYLLABUS

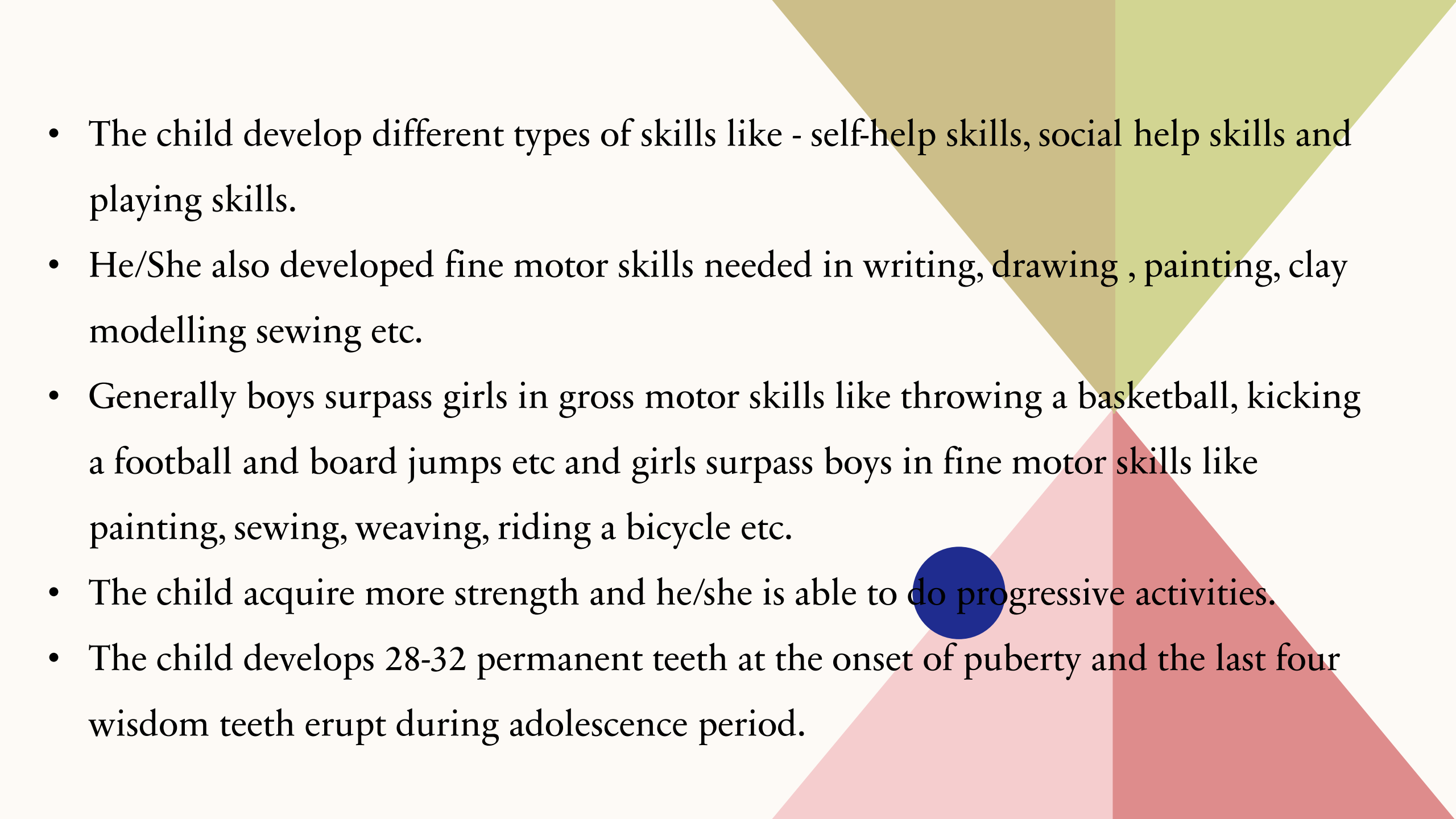
characteristics - developmental tasks, physiological habits, skill, improvements in speech, emotions socialization, play understanding, moral common interest, sex-role typing, family relationships, personality, hazards and happiness in late childhood.

CHARACTERISTICS OF LATE CHILDHOOD

- Late childhood stage is the time period of 6 to 12 years age. It begins with formal schooling and ending in the advent puberty.
- A lot of growth is experienced by both girls and boys during late childhood. At this stage children have developed a good adaptation ability to his/her environment that profoundly affect a child's personal and social adjustment.
- This stage is also called “Latency Period” because of the end of this stage first sign of puberty usually begin to appear with great force. It is also called as the troublesome age and quarrelsome age.
- Later childhood stage comprises physical, cognitive, social, affective, moral and attitude development.

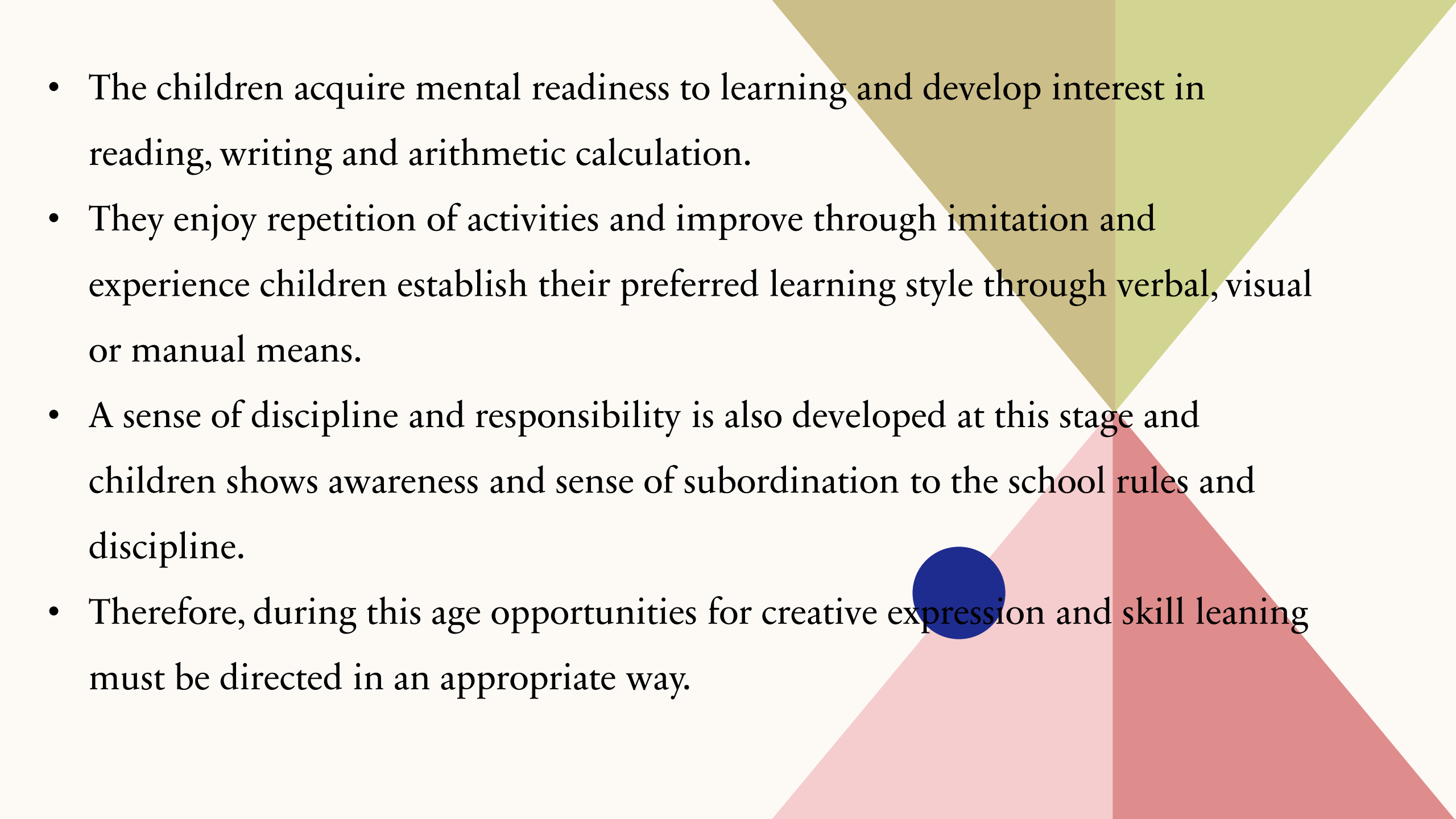
There are some key changes that take place during this period that can be characterized as it follows:

- **Physical Development** This is the period of slow and uniform growth and follows a predictable pattern, Height increases 2 to 3 inches per year and weight increases more variably than height.
- During this period proportions get changed rapidly. Child mouth and jaw become larger, forehead becomes flattens, nose become larger, chest broaden and their abdominal area flattens.
- The child's bones become harden, arms and legs elongated and there is a improvement in child's motor skills and endurance

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- The child develop different types of skills like - self-help skills, social help skills and playing skills.
 - He/She also developed fine motor skills needed in writing, drawing , painting, clay modelling sewing etc.
 - Generally boys surpass girls in gross motor skills like throwing a basketball, kicking a football and board jumps etc and girls surpass boys in fine motor skills like painting, sewing, weaving, riding a bicycle etc.
 - The child acquire more strength and he/she is able to do progressive activities.
 - The child develops 28-32 permanent teeth at the onset of puberty and the last four wisdom teeth erupt during adolescence period.

Mental and Cognitive Development

- This is the age of mental and cognitive advancement. Children are enthusiastic and intellectual activities are clearly visible at this age.
- Children develop to exercise his/her memory power, attention ability, thinking and imagination power and take interest in solving problems during this stage, children become more creative and their knowledge, understanding and experience not merely remain receptive.
- They have very limited reasoning ability but they are intellectually act as an active individual.
- Their I.Q. is considerably increased and become stable at the end of this stage

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- The children acquire mental readiness to learning and develop interest in reading, writing and arithmetic calculation.
 - They enjoy repetition of activities and improve through imitation and experience children establish their preferred learning style through verbal, visual or manual means.
 - A sense of discipline and responsibility is also developed at this stage and children shows awareness and sense of subordination to the school rules and discipline.
 - Therefore, during this age opportunities for creative expression and skill leaning must be directed in an appropriate way.

Skill Development

- Children develop a number of skills during this stage. These skills vary from boys to girls.
- They develop self-help skills of dressing, eating , bathing, grooming etc. Like an adult individual, children develop different social skills considerably.
- They help others and help their mothers in daily activities at home.
- They help their teachers at school. Sharing responsibilities with their classmates and playmates.
- Children become more proficient in school skills like reading, writing, drawing, coloring, clay modelling etc. Playing skills are also sharpened during this period. Fine motor skills are also developed during this stage.

Play Age

- At this stage, children are more attracted to external situations and find happiness in active participation in playing with friends.
- Playing for the older child is not mere an enjoyment it is the primary instrument of socialization which provides opportunities to develop games, sport or activities such as collecting items (stamps, and pictures) or telling stories.
- These activities help to make the child more social, loyal and disciplined. Development of social attributes like friendship, cooperation, collaboration and affection are also take place in playing situation provided by school or neighborhood.
- Child's ego-centric nature is significantly reduced at this stage and instead he or she would love to live in groups when he or she engage himself in play activities

Developmental Tasks of Late Childhood

■ Physical Development

- *Height*
- *Weight*
- *Body Proportions*
- *Homeliness*
- *Muscle-Fat Ratio*
- *Teeth*

Skills of Late Childhood

- Self-Help Skills
- Social-Help Skills
- School Skills
- Play Skills

Speech Improvement

- Areas of Improvement
 - *Vocabulary Improvement*
- General Vocabulary
- Special Vocabulary
 - *Pronunciations*
 - *Forming Sentences*

Speech Improvement

- Improvement in Comprehension
 - *Content of Speech*
 - *Amount of Talking*

Emotions and Emotional Expressions in Late Childhood

- Periods of Heightened Emotionality
- Beginnings of Emotional Catharsis

Social Groupings and Social Behavior in Late Childhood

- Characteristics of Children's Gangs
- Effects of Gang Belonging
- Companions in Late Childhood
- Sociometric Status
- Leaders in Late Childhood

Play Interests and Activities in Late Childhood

- Constructive Play
- Exploring
- Collecting
- Games and Sports
- Amusements

Essentials of Discipline for Older Children

- Aids in building moral code
- Rewards
- Punishment
- Consistency

Moral Attitudes and Behavior

- Development of Moral Codes
- Role of Discipline in Moral Development
- Development of Conscience

Interests in Late Childhood

■ Effects of interests

1. *Influence the form and intensity of aspirations*
2. *Interests can and do serve as a strong motivating force*
3. *Achievements are always influenced by the kind and intensity of the individual's interest*
4. *Interests often established in childhood often become a lifetime interest*

Changes in Family Relationships

■ Effects of Family Relationships

1. *Children's work in school and attitudes*
2. *Social Adjustments outside the home*
3. *Role-playing in the home sets the pattern for role-playing outside the home*
4. *Type of child-training method used in the home influences the role-playing of older children*
5. *Home training is responsible for sex-role typing*
6. *Children's aspiration and achievements in different areas of their lives are greatly influenced by their parents' attitudes*
7. *Creativeness or conformists in their behavior is greatly affected by their home training*

Personality Changes

- Factors affecting self-concepts
 - *Ordinal Positions*
 - *Unstable home environment*
 - *Unstable social environment*

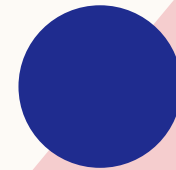
PROBLEMS & HAZARDS OF LATE CHILDHOOD

There are basically two types of hazards that can be seen in late childhood stage.

- Physical Hazards
 - Psychological Hazards
- Physical Hazards Mortality rate is now much low during late childhood than in past years because of the progress in medical science.
 - However accidents are the major cause of death in older children.
 - Most of the physical hazards of early childhood are continued to the late childhood but children's physical well – being is less affected those and these are now less severe and less far reaching than the earlier.

These are the major following physical hazards that persist during late childhood stage.

- Illness
- Accidents
- Obesity
- Physical Disabilities
- Homeliness
- Sex Inappropriate body build



Illness –

- As result of new medical technique for diagnosing preventing and treating disease, chronic diseases are less frequently occurs than in earlier times.
- Older children mainly suffer from occasional colds and stomach upsets that make them irritable, demanding and aggressive.
- Change in new weather conditions causes viral and bacterial infections that cause colds and flu in older children.

Accidents

- School age children are more adventurous in nature; they are hyperactive, run fast, ride bicycles and engage in a variety of games and sports. It causes accident which may affect their physical as well as psychological well-being. Accidents and injuries also cause delay in motor abilities and keep them away from playing and their daily routines

Obesity

- Obesity has significant consequences for physical and psychological health and well being both during childhood and also in later adult life. Obesity in older children may be due to over eating, genetic reasons or glandular conditions but it can be seen that over eating is the main cause of obesity in this phase

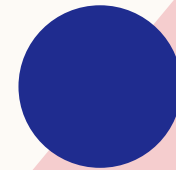
Physical Disabilities

- Most of the physical disabilities are the after effects of accidents.
Physical disabilities are more common in boys than girls because of their adventurous tendency.
- The seriousness of physical disability depends on the severity of disability and on the way their peers, family members and others treat the children.
- As a result, they may not be able to make well social adjustment and this affects their peers and adjustment too.

Psychological Hazards

Psychological hazards in late childhood have a significant influence on children's developing personalities and personal adjustment. Psychological hazards mainly affect the children's mental wellbeing and their social adjustment. The most important psychological hazards of late childhood are as following-

- Speech Hazards
- Emotional Hazards
- Social Hazards
- Play Hazards
- Moral Hazards
- Hazards in sex role typing
- Family relationship hazards
- Hazards in personality Development



Speech Hazards

- Small vocabulary, errors in sentences, mispronunciations and grammatical mistakes, speech errors etc. make the children disable in their school performance as well as in their communication with others.
- Some children may not be able to speak properly their school language, it may be make them fell “different” and helpless in their efforts to interact with others.
- Sometimes older children’s speech is egocentric and they often do critical comments on other which seem to be a problem of this stage.

Emotional Hazards

- Older children mostly encounter emotional hazard during this age. They are not emotionally so much stable that they can have control over their emotions.
- If they continue to show unacceptable pattern of emotional expression, such as temper tantrum like early childhood, they are considered to be immature and bad by their peers and adults.
- Some children are very dominant in expression of the unpleasant emotions like anger and jealousy, they become repulsive and unpleasant to be with.

Social Hazards

- There are so many social hazard faced by some children at this stage. Children who are rejected or avoided by their peer group because of some reasons, they lack in deprived of opportunities in learning social skills.
- Children who are introvert in nature, socially or geographically mobile, also don't find easy acceptance by already formed gangs which is considered to be social hazard for them.
- Sometime children are suffered with a group prejudice of other children because of this religion, race or caste. Some children have authoritative attitude that can make them resentful and disgruntled which create problems for other children

Play Hazards

- Children, who lack social acceptance in gang, deprived of opportunities to play games and sports.
- They may also discourse by their parents from taking part in games and sports due to the fear of any accident or injury; it may inhibit them to showcase their talent and potentialities.
- Such children may develop the habit of being rigid conformist and conditioned

Moral Hazards

- Older children encounter different kinds of moral hazards in this period.
Generally children moral codes are different from that of adults' moral codes.
- They are predominantly focused in the needs and wants of themselves, and they are failed to develop a conscience as an inner control over behavior.
- Physical punishment and inconsistent discipline serve as a model of aggressiveness and unsure of what they are expected to do.
- When children's misbehavior is approved by their peers, becomes habitual and they also misbehave with elders.

Hazards in sex role typing –

- There are two common sex role typing hazards encountered by older children - Sometimes they failed to learn appropriate behavior of their sex roles type and Sometimes they don't want to play the approved sex type.

Family relationship hazards

- Poor family relations affect older children seriously as family disputes weakens the family bonding and sometimes children discuss their family issues outside the home with their friends or relatives.

Hazards in personality Development

- The development of an unfavorable self-concept and carryover of egocentrism from early childhood are the two serious hazards in personality development in late childhood.
- Unfavorable self-concept leads to self-rejection and egocentrism is serious because it gives a false sense to children of their value and importance.

THANK YOU

