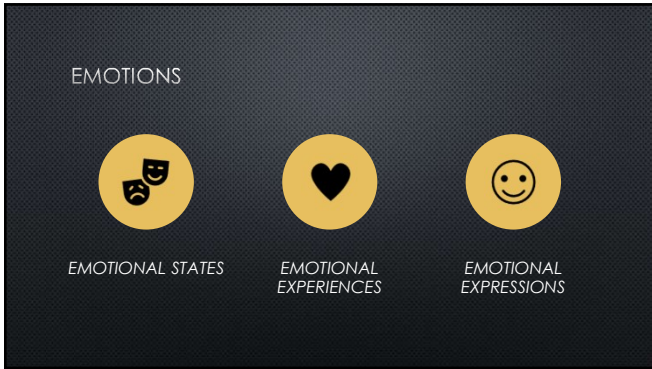
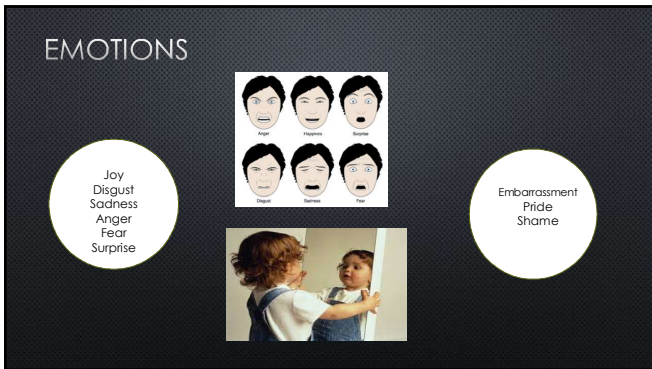




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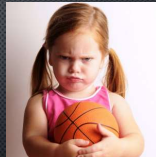


3

EMOTIONAL DEVELOPMENT

Emotional competencies in early childhood:

Emotional competence encompasses the development of regulation (coping skills), expressive behaviours skills, and relationship-building skills (Rosenblum & Lewis, 2005).

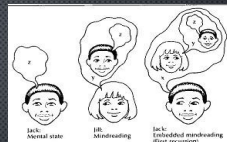


4

EMOTIONAL DEVELOPMENT

Theory of mind (TOM)

The ability to imagine or make deductions about the mental states of other individuals. Theory of mind is an essential component of attributing beliefs, intentions, and desires to others, specifically in order to predict their behavior (APA, 2006).

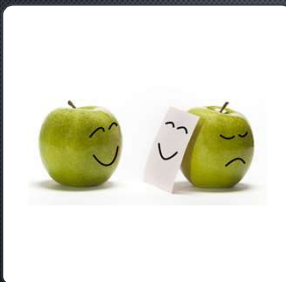


5

EMOTIONAL DEVELOPMENT

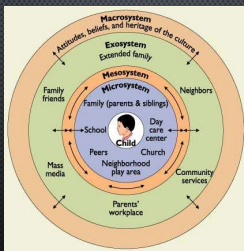
EMOTIONAL EXPRESSION & DISSEMBLANCE:

BY AGES 3-4 CHILDREN HAVE SOME APPRECIATION OF THE FACT THAT IT IS NOT ALWAYS ACCEPTED TO EXPRESS HOW YOU FEEL, AND THAT THEIR CULTURE HAS RULES FOR THE APPROPRIATE DISPLAY OF CERTAIN EMOTIONS (COLE, 1986).



6

BRONFENBRENNER'S SYSTEMS APPROACH



7

SOCIALISATION THEORY



PIAGET (1932) ARGUES THAT CHILDREN'S RELATIONSHIPS WITH ADULTS ARE STRUCTURED ALONG A VERTICAL DIMENSION

SULLIVAN (1953) ARGUES THAT CHILDREN'S EARLY RELATIONSHIPS HELP TO SHAPE PERSONALITY AND THE LATER RELATIONSHIPS THEY WILL FORM IN ADOLESCENCE

SOCIAL LEARNING THEORISTS SUGGEST LEARNING ABOUT BEHAVIOUR THROUGH INTERACTION WITH PEERS TAKES PLACE DIRECTLY THROUGH CHILDREN TEACHING ONE ANOTHER CONCEPTS OR BEHAVIOURS OR INDIRECTLY THROUGH OBSERVATION OF PEERS

8

PEER INTERACTION

BIRTH-1 YEAR

- AT 2 MONTHS WILL GAZE AT ONE ANOTHER
- AT 6 MONTHS ARE AWARE OF AND TAKE INTEREST IN ANOTHER INFANT
- AT 9 MONTHS SHOW A CLEAR INTEREST IN PEERS
- AT 1 YEAR WILL HAVE CONSOLIDATED SEVERAL BEHAVIOURS
- DISPLAY SMILES, FROWNS IN A RUDIMENTARY WAY
- LIMITED BY COGNITIVE, MOTORIC AND LINGUISTIC CAPABILITIES

9

PEER INTERACTION

2-5 YEARS

- NEW FORMS OF SOCIAL INTERACTIONS ARE MADE POSSIBLE BY INCREASING LOCOMOTOR AND PHYSICAL ABILITIES AS WELL AS DEVELOPING COGNITIVE AND LANGUAGE SKILLS
- SOCIAL INTERACTIONS BECOME MORE COMPLEX. MORE RECIPROCAL AND INTERACTIVE SEQUENCES ARE SUSTAINED OVER LONG PERIODS OF TIME THAN IN INFANCY
- TODDLERS SHOW UNDERSTANDING OF TURN-TAKING AND COORDINATE THEIR PLAY WITH A PARTNER
- PRETEND PLAY EMERGES DURING THE SECOND YEAR BUT BY YEAR 3 THE CHILD IS MORE LIKELY TO SHARE IN PRETEND PLAY
- THEORY OF MIND DEVELOPS
- DOMINANCE HIERARCHIES DEVELOP

10

PEER INTERACTION

6-12 YEARS

- SOCIAL INTERACTION WITH PEERS RISES TO 30% OF THEIR TIME
- CHILDREN'S PEER GROUPS BECOME LARGER AND MORE DIVERSE
- THE GROUPS BECOME LESS SUPERVISED
- SETTINGS FOR INTERACTION CHANGE TO A WIDE VARIETY OF LOCATIONS AND INSTITUTIONS (FROM SCHOOL AND HOME)
- VERBAL AGGRESSION BECOMES MORE PROMINENT
- PLAY TAKES THE FORM OF GAMES WITH RULES
- SOCIAL DOMINANCE HIERARCHIES BECOME MORE STABLE
- THE CHILD IS ABLE TO AGREE ON WHICH CHILDREN IN A GROUP ARE DOMINANT

11

FRIENDSHIP PROCESSES

DEFINED AS A RELATIONSHIP BETWEEN EQUALS INVOLVING COMMITMENT TO ONE ANOTHER AND RECIPROCITY

ACCORDING TO PARKER AND GOTTMAN(1989) THE FOCUS OF FRIENDSHIP CHANGES WITH AGE

- AT 3-7 YEARS THE GOAL OF INTERACTION IS TO ACHIEVE SUCCESSFUL COORDINATED PLAY
- AT 8-12 YEARS THE GOAL OF FRIENDSHIP INVOLVES GAINING ACCEPTANCE FROM PEERS
- AT 13 YEARS AND BEYOND, THE GOAL OF FRIENDSHIP CHANGES TO DEVELOP A BETTER UNDERSTANDING OF SELF, WITH ADOLESCENT FRIENDSHIPS SHOWING AN INCREASE IN FOCUS ON SELF-DISCLOSURE
- CENTRAL ROLE IN CHILDREN'S COGNITIVE, EMOTIONAL, AND SOCIAL SKILLS DEVELOPMENT (FINK & HUGHES, 2019)

12

FRIENDSHIP
PROCESSES

DAMON (1977) FOUND EVIDENCE OF THREE LEVELS OF FRIENDSHIP:

- AT LEVEL 1 (AGE 5–7 YEARS) FRIENDS ARE PLAYMATES, PEOPLE WHO SHARE TOYS AND ARE FUN
- AT LEVEL 2 (AGE 8–10 YEARS) CONCEPTIONS OF FRIENDS FOCUSES ON ISSUES SURROUNDING TRUST IN ONE ANOTHER AND ON THE DISPOSITIONS OR TRAITS THAT ONE LIKES ABOUT ANOTHER PERSON
- AT LEVEL 3 (11 YEARS AND OLDER) CONCEPTIONS ABOUT FRIENDS CENTRE ON INTIMACY AND THE DEVELOPMENT OF MUTUAL UNDERSTANDING

PARKER AND GOTTMAN (1989) SUGGEST FRIENDSHIPS ARE AT THE HEART OF SOCIAL AND EMOTIONAL COMPETENCE
