

Chapter 8: Cognitive Development in Early Childhood

- Language Acquisition in Young Children
 - Where does Language come from?
 - Children's language acquisition and the nature/nurture controversy.
 - These video clips highlight a new sign language created by deaf Nicaraguan children (Nicaraguan Sign Language) and provide insights into how language evolves.
 - Linguists wonder how even hearing children learn to speak when the language is so degenerate or broken in normal settings.
 - Young child in Nicaragua speaking:
 - Is it surprising that children can create a language from nothing? Not really, because...
 - Chomsky argued that the part of language most likely to be biological was the way to structure sentences
 - Hard evidence of innate language instinct:
- Grammar Development in Early Childhood
 - Basic Rules
 - Overregulation: applying rules without appropriate exceptions
 - Overextension: 2-3 year olds use words to apply more broadly
- Gleason's Wug Test
 - The Wug test, designed and demonstrated here by Jean Berko Gleason, investigates children's ability to acquire the plural and other inflectional morphemes of their native language to exception words.
- Supporting Language Learning in Early Childhood
 - Recasts: restructuring incorrect speech into its correct form
 - Expansions: elaborating on children's speech

Chapter 9: Socioemotional Development in Early Childhood

- Psychosocial Stage
 - Erik Erikson's third stage (3-6 years)
 - Initiative Versus Guilt
 - A child wants to complete things successfully, and feels guilt at failure.
 - The Self
 - Initiative versus guilt
 - Third of Erikson's eight stages
 - Initiative: enthusiasm for new activities; readiness and ability to initiate action; governed by conscience
 - Eagerness to try new things, join activities with peers.
 - Play permits trying out new skills(without criticism)
 - Grow in conscience dev
 - Guilt: results when children's efforts result in failure to criticism; lowers self-esteem
 - Overly strict conscience, causing too much guilt
 - Related to
 - Excessive threats

- Criticism
 - Being punished excessively by adults
 - Ways to help:
 - Give kids age appropriate tasks
- Self-Understanding/Conceptions
 - Almost as soon as they begin to speak, they describe themselves in terms of physical features and certain categories
 - E.g., age groupings (baby, child, adult), sex (b/g).
 - These self-definitions refer to concrete, external traits
 - Preschoolers base self-concepts on
 - Appearance
 - Possessions (VERY big part of who they are)
 - Behaviors and actions (I can run fast!)
 - Specific skills
 - Preferences
 - In early childhood, young children think that the self can be described by many material characteristics, (size, shape, and color)
 - They can distinguish themselves from others through many physical and material attributes
 - Preschoolers often provide self-descriptions that involve
 - Body attributes
 - Physical activities
 - Material possessions
 - Because preschooler's concepts of themselves are so connected with specific possessions, we will often hear the word "Mine!"
 - The stronger their self-definition, the more possessive they are
 - Asserting rights to objects ("Mine!") helps define boundaries of self
 - Ex- You wouldn't share something unique to you, like your car
 - Kids who are more precocious have more trouble sharing
 - It's important for kids to have things that are explicitly theirs
 - Young children's self-descriptions are typically unrealistically positive
 - They tend to
 - Underestimate the task
 - Overestimate their abilities to do it
 - They begin to understand that they have some stable characteristics
 - Something about them is the same in every situation
- Self-Evaluation: Self-Esteem
 - Judgments we make about our own worth (global self-esteem) and competencies (abilities) includes
 - global appraisal
 - judgments of different aspects of self competence
 - Learner
 - Social skills
 - Getting along with parents
 - Niceness and kindness
 - Physical abilities
 - Affects preschoolers' initiatives and willingness to try things

- o Pride
 - Young children generally have a self-esteem
 - They overestimate their abilities.
 - Example: Most preschoolers believe he/she is the brightest, smartest, fastest, most liked, best at games, etc.
- o However
 - Variations in self-evaluations
 - Young children high in self-esteem:
 - Confident
 - Curious
 - Independent
 - Trust own ideas
 - Take initiative
 - Take pride in accomplishments
 - Young children with low self-esteem
 - Lack
 - o Confidence
 - o Curiosity
 - o Independence
 - Rarely
 - o Take initiative
 - o Explore
- o High Self-esteem
 - Reactions to stress- adapt well
 - When faced with Frustration- persevere
- o Low Self-esteem
 - Reactions to stress- have difficulty, withdraw
 - When faced with Frustration- give up
- Emotional Development in Early Childhood
 - o Cognitive development, Social Experiences and Family experiences → strongly influences preschoolers'
 - Understanding of others' emotions more accurately
 - Empathy, sympathy, and prosocial behavior increases
 - Emotional self-regulation improves
 - Big growth in self-conscious emotions (shame, guilt) as self-concept develops
 - o Greater Emotional Understanding: Cognitive Development
 - As preschoolers age, they:
 - Identify and label emotions
 - Judge causes and consequences of emotions better
 - Predict actions based on emotions
 - Help relieve others' feelings
 - o Increased empathy
 - o Greater Emotional Understanding: Social Experience
 - Caregivers:
 - Label and explain emotions
 - Discuss feelings that highlight the emotional significance of events
 - Scaffold emotional thought