

Emotional Development from One to Three

Section 11.1

Reading Guide

Before You Read

Get Your Rest The better rested you are when you study, the more likely you will be to remember the information later. Studying in the same state of mind as when you take a test helps ensure your best performance.

Read to Learn

- Key Concepts**
- Identify the factors that contribute to a child's emotional development.
 - Describe six specific emotions children ages eighteen months to three years show.
 - List the four signs of a healthy relationship between parents and a child.
 - Identify four ways to help children get adequate sleep.

Main Idea

Children go through a series of emotional stages. Each child develops differently based on his or her experiences and temperament. Adequate sleep is vital to good emotional development.

Content Vocabulary

- ◇ self-centered
- ◇ empathy
- ◇ negativism
- ◇ self-concept
- ◇ temper tantrum
- ◇ sleep-deprived
- ◇ phobia
- ◇ REM sleep
- ◇ separation anxiety
- ◇ NREM sleep
- ◇ sibling rivalry

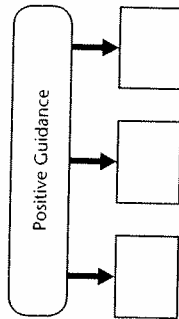
Academic Vocabulary

You will find these words in your reading and on your tests. Use the glossary to look up their definitions if necessary.

- perceptive
- adequate

Graphic Organizer

As you read, look for the three types of positive guidance to use with a negative child. Use a chart like the one shown to help organize your information.



Graphic Organizer Go to this book's Online Learning Center at glencoe.com to print out this graphic organizer.

Academic Standards

English Language Arts

NCTE 2 Read literature to build an understanding of the human experience.

NCTE National Council of Teachers of English
NCTM National Council of Teachers of Mathematics

Science

NSES A Develop abilities necessary to do scientific inquiry, understanding about scientific inquiry.

NSES National Science Education Standards
NCSS National Council for the Social Studies

Emotional Patterns

Emotional development tends to go in cycles throughout childhood. The cycles are especially pronounced in children ages one to three years old. They develop new emotions, such as jealousy, that they had not felt before. They have periods of frustration and rebellion, but they also have periods of happiness, calmness, and stability. Negative periods tend to alternate with positive periods, and they are generally related to the age of the child.

Of course, each child is an individual. Claire may go through a negative period at eighteen months, while Jamal may not experience this until age two. Matthew may not seem to go through it at all. Generally, though, children can be expected to go through certain distinct emotional phases at certain ages, as shown in **Figure 11.1** on pages 322–323.

Emotional development depends primarily on two factors: the child's experiences and the child's temperament. Understanding these factors can help in dealing with such issues as negativism, tantrums, or sibling rivalry. It also helps you guide a child to desirable behavior.

Individual Differences

There are general patterns to how children develop emotionally. However, each child is unique and will develop in a special way. Individual differences can be very noticeable between the first and fourth birthdays. The differences are partly due to the different experiences that each child has. An only child, for example, will have different experiences from a child who is one of five children. The experiences of twins or triplets will be different from the experiences of other children.

Individual differences in emotional development also result from the child's temperament. Temperament is the way the child naturally responds to other people and events. An intense child may become more frustrated than an adaptable child. A more perceptive, or observant, child may show more empathy than one who is less perceptive.

It is important to keep in mind these differences in temperament when teaching children how to control their emotions. Connor, for example, is very perceptive. He is aware of his environment. He can also be easily distracted.



Family Members

Each member of a family is an individual. What are some ways that the emotional needs of a parent are different from those of a two-year-old?

When Connor begins a temper tantrum, his mother tries to turn his attention to something new. She might point out a squirrel playing outside the window. Such a technique may not work on Nala, who adapts to change slowly. She dislikes surprises—even pleasant ones. Her parents have to give her plenty of warning and time to adjust before any change in her routine. This could include visitors arriving or even a new food for dinner.

Eighteen Months

By the age of eighteen months, children have become self-centered. The term **self-centered** refers to thinking about one's own needs and wants and not those of others. This is not surprising. During infancy caregivers promptly meet the child's needs and desires. This is appropriate for infants. By eighteen months, though, caregivers begin to teach the

child that some desires will not be met right away. Some requests will never be met. This is a difficult lesson for the eighteen-month-old to begin learning.

Spoken instructions are not always successful with children of this age. The young toddler is likely to do the opposite of what is asked. At this age, the child's favorite response to everything is "no." Saying "no" allows the child to feel some control over his or her world.

It is important to realize that negativism is normal for a young toddler. **Negativism** means doing the opposite of what others want. It has a number of causes:

- **The Desire for Independence** Saying "no" is a child's way of saying, "Let me decide for myself." The child may even say "no" to things that he or she would really like to do. Children just want the chance to make the decision.

Most young children go through predictable stages in their emotional development. How do children typically change between eighteen months and two years of age?

Figure 11.1 An Emotional Roller Coaster

Two Years The two-year-old is affectionate and may often be in the caregiver's way.

Eighteen Months The eighteen-month-old is defiant, trying to establish some control over her life.



- **Frustration** Toddlers want to do more than their bodies are able to do. They do not have the language skills yet to express all their feelings. The frustration that results is often expressed in a simple and emphatic "No!"

- **The Realization of Being a Separate Person** This idea is both exciting and frightening. The child welcomes the power and independence of being a separate person. At times, though, he or she still wants a tight bond with a primary caregiver.

Negativism can produce a battle of wills between child and parent. There are strategies to help prevent conflicts. One is to eliminate as many restrictions as possible. For example, put fragile objects away instead of asking an eighteen-month-old not to touch them. As the child gets older, they can be put back in place. Positive guidance can also help deal with a child who is negative. Use these tips:

- **Give Choices** Instead of saying, "Pick up your books and toys," ask, "Which will you pick up first—the books or the toys?" Having choices allows the child to have control. Limit choices to two options, however. Toddlers cannot think about three or four things at a time.

- **Redirect the Child** If possible, distract the child from the issue that is causing the negative response. You may be able to go back to the issue later when the child is calmer. For example, Julia was having trouble stacking her blocks. So her mother suggested instead that they read a book.
- **Encourage Talking** You can help children learn to use words to communicate how they feel. Being able to talk will help both you and the child understand and deal with those feelings. Asking, "What's wrong, Susie?" or "Don't you like that?" encourages children to share what they are feeling.

Three Years The three-year-old is generally a happy child who is eager to help.

Two and One-Half Years At two and one-half, the child may feel overwhelmed. Frustration then becomes anger.

Three and One-Half Years At three and one-half years, a child is often bothered by fears.



Around eighteen months, a child may start to have temper tantrums. A **temper tantrum** is when children release anger or frustration by screaming, crying, kicking, pounding, and sometimes holding their breath. These tantrums may occur until age three or four. Even seemingly minor frustrations can cause temper tantrums. Try to help the child find calmer ways of expressing these feelings. For ways to calm a toddler who is having a temper tantrum, see the Parenting Skills feature on page 343.

Two Years

Emotionally, two-year-olds are less at odds with the world than eighteen-month-olds. The speech and motor skills of a two-year-old have improved. This eases some frustration. Christy can now say she wants milk instead of juice. A two-year-old also understands more and is able to wait longer for various needs to be met.

At age two, a child expresses love and affection freely and seeks approval and praise. Though the child still has some emotional outbursts, they are fewer and less intense. Two-year-olds are easier to reason with. They usually get along better with parents and other children. They tend to be more outgoing and friendly, and less self-centered.

Two and One-Half Years

Just as parents and caregivers begin to adjust to a smoother, less intense toddler, the child enters another difficult stage. This period

may seem even more difficult for caregivers than the eighteen-month-old stage. At two and one-half, toddlers are not as easily distracted as they were at eighteen months.

Children this age are learning so much that they often feel overwhelmed. Their desires and their ability to understand tasks exceed their physical ability to perform. For example, they may want their blocks stacked up in a certain way. However, they might accidentally knock the blocks over before they finish the structure. They may know what they want to say but cannot always say it clearly. These situations produce frustrations that may boil over.

At two and one-half, children struggle with immaturity and a powerful need for independence. Their drive for independence causes children to resist pressures to conform. They are sensitive about being bossed, shown, helped, or directed during this stage. They can be stubborn, demanding, and domineering. However, their moods change rapidly, and within a short time they can become lovable and completely charming.

Children at this age have a need for consistency. They want the same routines, carried out the same way, every day. Following a routine is their way of coping with a confusing world. A routine helps children build confidence and a feeling of security.

At two and one-half, children feel both independent and dependent. Sometimes they seek help. Other times, they want to do things by themselves. They require love and patience, especially when their behavior is neither lovable nor patient. They need flexible limits rather than hard-and-fast rules.

Three Years

Three-year-olds generally have a happier nature than two-year-olds. They are more cooperative and are learning to be considerate. They are more physically capable and, therefore, less frustrated than two-year-olds.

Three-year-olds become more willing to take directions from others. They will modify their behavior to win the praise and affection they crave. In general, three-year-olds have fewer temper tantrums than younger children.

Expert Advice...

"Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities, and together they are the bricks and mortar that comprise the foundation of human development."

— The Science of Early Childhood Development, National Scientific Council on the Developing Child



Temper Tantrums
Toddlers go through negative periods as well as positive ones. What are some causes of negativism?

Specific Emotions

Even young babies have specific emotions. How children express emotions changes as they get older. Children express their emotions openly until the age of two or three. They begin to learn socially acceptable ways of displaying feelings after the age of three. For example, eighteen-month-old Marta shows anger by kicking and screaming. Jonathan, at age three and one-half, expresses anger through words. The specific emotions children between the ages of eighteen months and three years generally show include anger, fear, jealousy, love, affection, and empathy.

Anger

Anger is often the child's way of reacting to frustration. How children show that anger changes over the years. By the time children are three years old, they are less violent and explosive. They are less likely to hit or kick. Physical attacks give way to name-calling, pouting, or scolding.

The target of a child's anger changes in these years as well. An eighteen-month-old who has a tantrum usually does not direct the anger toward a specific person or thing. Beginning around ages two to three, children are more

At three, children like to talk and are much better at it. They talk to their toys, their playmates, themselves, and even to their imaginary friends. They often want to tell their parents all about their day. They also respond when others talk to them, and they can be reasoned with and controlled by words.

Three and One-Half Years

The self-confident three-year-old suddenly becomes very insecure at age three and one-half. Parents may feel that the child is going backward rather than forward emotionally.

Fears are common at this age. The child may be afraid of the dark, imaginary monsters, strangers, or loud noises. Emotional tension and insecurity often show up in physical ways too. Some children may start habits, such as thumb sucking or nail biting, to provide self-soothing. Others stumble or stutter.

At three and one-half, children try to ensure their own security by controlling their environment. They may issue insistent demands, such as "I want to sit on the floor to eat lunch!" or "Talk to me!"

Reading Check Identify

What are three ways a parent can help a child who is being negative?

likely to aim their anger at the object or person they hold responsible for their frustration.

Many common causes of anger are temporary. Most children experience this kind of anger from time to time. If a child is sick, tired, uncomfortable, or hungry, frustration is more likely to turn into anger. Children also often feel angry when they do not get their way. Caregivers should not make the child feel guilty about his or her anger. It is a normal emotion.

Sometimes anger is expressed as aggression. Toddlers can become aggressive over toys. They may not want to share. By hitting and otherwise acting aggressively, toddlers are trying out ways of getting along. They have not yet learned how to play with others or control strong feelings like anger. Children can learn more acceptable ways of handling anger. Use these tips:

- **Use words.** Rather than hitting or lashing out, children and adults should try to express feelings with words.
- **Speak calmly.** Even when angry, people should speak calmly instead of screaming or yelling.
- **Take deep breaths.** Have a child try to take a few deep breaths to calm down.

It may help to have an angry child rest for a while. Discuss the misbehavior and any punishment after the child has calmed down. Then help the child see why the action was misbehavior. Explain what the child should have done. Be sure to use a calm and loving voice when talking to the child.

Certain factors can cause a child to be angry more often than normal. Angry outbursts are more frequent in anxious, insecure children. Children whose parents are overly critical or inconsistent may become frustrated easily and show anger. A child who has not learned self-control tends to have more frequent outbursts. It is important that the demands placed on children be limited and reasonable. Adults need to respond to a child's anger in a controlled way. Reacting to anger with anger will only make the situation worse and set a poor example.

Fear

Children have specific fears at different ages. While a one-year-old may be frightened of strangers, a three-year-old might be afraid of the dark. Some fears are actually useful since they keep the child from dangerous situations.



Dealing with Misbehavior
Discussing misbehavior and punishment is easier once a child has calmed down. What are three acceptable ways of handling anger?

Other fears must be overcome in order for the child to develop in a healthy way. An unpleasant and illogical fear is called a **phobia**. Two of the most common phobias include a fear of heights or public speaking. Phobias are more likely to develop in children who are shy and withdrawn. Parents who think a child might be developing a phobia should talk to their pediatrician.

Adults sometimes pass their own fears to children. Even if the fear is never discussed, a parent who runs away or crosses the street whenever a dog comes near may cause a child to be afraid of dogs. Do you have any of the same fears as your parents?

One common fear is separation anxiety. **Separation anxiety** is the fear of being away from parents, familiar caregivers, or the normal environment. Babies can show signs of separation anxiety as early as six or seven months, but the crisis age for most children is between

twelve and eighteen months. Most commonly, separation anxiety strikes when parents leave a child to go to work or run an errand. Children can also experience separation anxiety at night when they are safely tucked in their own cribs with their mom and dad in the next room.

Separation anxiety can upset parents and other caregivers. They may feel guilty about a child's tears and clinging when they try to leave the child with a babysitter or at a child care center. The parents need to remember that they have chosen a safe, secure caregiver for the child. Separation anxiety is simply a stage that children will go through. It shows that the child is attached to his parents. Parents can help by spending special time with the child at home.

They can also be specific about when they will return. Telling the child, "I'll be back after you've had your nap," gives the child a better sense of what to expect than "I'll be back at three o'clock." Sometimes a parent gives the child something special, such as a stuffed animal or blanket, for safe keeping or comfort until the parent returns.

Parenting Skills

Managing Changes in a Child's Routine

Toddlers and preschoolers find a sense of security in a predictable routine. When their routine is changed, some become anxious. Transitions from one activity to the next are also difficult for some children this age. The following tips can be helpful:

- ▶ **Make time for transitions.** Warn children ahead of time of changes in activities. For example, you might let a child know it will be time to leave for the store in five minutes.
- ▶ **Familiarize children with the unfamiliar.** Give them time to check out new places and people. For example, if a child is going to a new preschool, take time to visit the school before the child's first day.
- ▶ **Be as clear and consistent as possible.** Children will find security in the predictability of adults' reactions when the rules are clear and caregivers respond to them consistently.

Take Charge Providing children with predictable routines is an important parenting skill. Write a paragraph explaining how you would provide a child with a predictable bedtime routine.





Toddlers and Jealousy
A new baby sometimes causes jealousy in a toddler. What are some ways parents can help prevent sibling rivalry?

- Many children who feel separation anxiety have trouble going to sleep at night. A bedtime routine and a reminder that a parent is nearby can help lessen these fears. Here are some other ways to help toddlers deal with their fears:
- Offer support and understanding. Never make children feel ashamed of their fears.
- Encourage children to talk about their fears. Be sure to listen intently. Often talking about fears can diminish their impact.
- Sometimes, it is best to accept the fear and avoid trying to force the child to confront it. Often, it will go away on its own. Lily became suddenly afraid of lizards when she was two. By the time Lily was three, though, she enjoyed looking for the lizards. She was not afraid anymore.
- Read books together about a child who experiences fear. Talking about the book may help relieve the child's fears.
- Make unfamiliar situations more secure. Discuss new experiences and events in advance to help the child know what to expect. If possible, go with the child to new places.
- Show the child how to control frightening situations. Getting in a swimming pool terrified Jacob, so his aunt showed him how to sit on the side and dangle his feet in the water.

Jealousy

Jealousy is an emotion that usually crops up some time during a child's second year. A twelve-month-old does not show any jealousy. By the age of eighteen months, though, jealousy becomes very pronounced. It reaches its peak when a child is about three. Then it becomes less intense as outside relationships begin to loosen a child's ties to home and parents. Sometimes parents become the target of a child's jealousy. For example, a toddler may resent any show of affection between parents because the child cannot yet understand that parents have enough love for everyone.

Sibling rivalry is the competition between brothers or sisters for parents' affection and attention. It is a common cause of jealousy. Children sometimes become jealous when a new baby is born. For example, a toddler finds that the attention he once received is now focused on a new baby. Some young children react to a new baby by trying to get more attention. They may show off or act in inappropriate ways. Sometimes they revert, or go back, to baby-like behaviors, such as wetting the bed or using baby talk. Some may behave aggressively towards the younger sibling.

Parents should understand that fear of losing the parent's love caused the negative behavior. The child needs more affection and reassurance, not punishment. Because of sibling rivalry, many experts say it is never safe to leave a baby alone with a toddler.

Sibling rivalry does not occur only when there is a newborn. One day Glen came home from work to find himself overwhelmed by hugs from both his four-year-old, Becky, and his three-year-old, Curt. The children soon began pushing and shoving, trying to block the other child from getting near their father.

- There are steps a parent can take to help cut down on sibling rivalry:
- Make sure that each child feels love and appreciation.
 - Set aside one-on-one time with each child.
 - Avoid making comments that compare one child to another.
 - Let the children take turns in choosing activities, such as a game the family plays together or a movie to watch.
 - Make it clear that you will not accept one child tattling to get another one in trouble.

- Talk to children about their jealousy, how hard it can be to have siblings, and how lucky they are to have each other.

Love and Affection

The relationships that children have with others between the ages of one and three form the basis of their capacity for love and affection in later life. Young children must learn to love. Babies first love those who satisfy their physical needs. Gradually, as children grow older, their affection expands to include siblings, pets, and people outside the home.

Loving relationships between parents or other caregivers and children need to be strong but not smothering. A child who depends entirely on caregivers for love has difficulty forming other relationships.

Empathy

For years, people believed that infants and toddlers were so self-centered they could not feel anything toward someone who was unhappy. Research shows that view to be false.



Showing Affection
Young children gradually learn to show love and affection for others. Have you seen a young child try to comfort someone who seemed unhappy?



Individual Traits
Every child develops in a unique way because of his or her individual traits. How can caregivers help children develop empathy for other people?

It is true that a toddler is mainly self-focused. However, the self is not their only focus. Children this age are becoming more aware of people around them. They may be exposed to more children through child care or play groups.

Between twelve and eighteen months of age, children begin to understand that their actions can hurt others. This is the first step toward developing empathy. **Empathy** is the ability to understand how another person feels. Children as young as one year old may pat and talk to another child who is unhappy. By age two, a child can show empathy. For example, when two-year-old Antonio saw that Avery was upset, he offered Avery his favorite stuffed animal as a way to cheer him up.

Caregivers can help teach children to show empathy. If a child in your care does something to hurt someone's feelings, such as grabbing a toy, have the child give back the toy and apologize. Then ask the child to take an active step toward making the wronged child feel better, such as sharing another toy.

Reading Check Describe What types of children are more likely to feel angry?

Emotional Adjustment

How can parents tell whether a child's emotional development is on the right track? Between their first and fourth birthdays, the most important clue is the relationship of children with their parents or other primary caregivers. The early pattern established between the familiar adults and the child will shape the child's relationships later in life as a friend, coworker, and spouse.

- These are signs that a child has a healthy relationship with his or her parents:
- Seeks approval and praise
 - Turns to parents and caregivers for comfort and help
 - Tells caregivers about significant events so they can share in the joy and sorrow
 - Accepts limits and discipline without too much resistance

Another indicator of emotional adjustment is a child's relationship with siblings. Some quarreling with brothers and sisters is bound to occur. However, the child who is continuously and bitterly at odds with brothers and sisters, in spite of parents' efforts to ease the friction,

may need counseling. If emotional problems are dealt with early, it can make a difference for a lifetime.

Promote Positive Self-Concept

As they grow, children become more aware of their individual differences. The individual traits that make them special become part of their self-concept. **Self-concept** is how people see themselves. Self-concepts can be positive or negative. Children who see themselves as good and capable have a positive self-concept. Children who see themselves as bad or unable to do tasks have a negative self-concept.

Self-concept is different from self-esteem. Self-concept is what you think you are like as a person. Self-esteem is how highly you value yourself.

Children form their self-concept in response to the actions, attitudes, and comments of others. The years from one to three are crucial in a child's development of self-concept. Parents or primary caregivers usually spend the most time with the young child during this time. Therefore, they have the strongest influence on the child's self-concept.

Young children believe what others say about them. The opinions of others influence how children behave. Often, when children

hear adults say that they are good, they try to act the part. If they constantly hear that they are bad or stupid, they will believe it and live up to that image.

Even young toddlers who cannot yet understand words are tuned in to the body language and tone of voice of adults. Adults' words and actions continue to have a strong influence on children until they are old enough to judge their own actions. By that time, however, their self-concept can be firmly established.

Another factor in building a positive self-concept is mastery of skills. For this reason, it is important to give infants and toddlers the chance to explore their world. Through exploration, children have the opportunity to master skills. Being able to learn skills such as finding toys and stacking blocks gives a sense of confidence. Self-confidence helps lead to a positive self-concept.

Discourage Negative Behavior

Some parents worry that correcting misbehavior will damage their child's self-concept. However, a positive self-concept is based on actual achievement. By teaching and praising young children for appropriate behaviors, self-esteem is enhanced. Here are some effective ways to discourage negative behaviors.

Giving Praise

It is important that young children have a good relationship with parents and other caregivers. Why is it important that young children receive love from parents and caregivers?



What Would You Do?

Not Enough Sleep

Jenny, the mother of two-year-old Amber, was baffled that her daughter fought going to bed every night. Amber would cry and beg to stay up. Amber would usually throw a temper tantrum when Jenny carried her into the bedroom.

Getting Amber up in the morning was just as hard. Jenny took Amber to child care at 7:00 a.m. every day. The child care workers said that Amber had become aggressive. She would grab toys from other children and even hit them sometimes. On the way home, Amber always fell asleep. The bedtime battle would be repeated later that night.

Write About It Imagine you are Amber's mother. Write a paragraph explaining what you would do to help Amber get adequate sleep so that she would be able to get up in morning and be happier during the day.

- **Explore feelings.** Read stories to a child or watch children's videos together. Then discuss ways that the characters handled their feelings or problems. This shows the child that others have the same feelings. It also helps the child cope with the feelings.
- **Acknowledge feelings.** When a playmate takes a toddler's toy, grabbing or hitting may be a natural reaction. Caregivers should explain why this response is not acceptable and give an alternative. They might say, "Everyone gets angry at times, but it's not okay to hurt people. Ask your friend for the toy back or choose another one."
- **Give choices.** Offer simple choices to empower children. Choosing what shirt to wear or what book to read makes a child feel important. Making a choice also gives them a sense of control.

Reading Check **Summarize** What are three ways that a parent can discourage negative behavior?

Sleep and Emotional Behavior

A scream woke Joshua's parents in the middle of the night. It was not the first time that their three-year-old son had awakened terrified from a bad dream. Every time that Joshua woke up screaming, his parents rushed into his room and comforted him. Sometimes he was so scared that a parent had to stay with him so that he could go back to sleep.

Most sleep problems in children are normal. In fact, they are one of the most common problems that children experience. Parents can help ease sleep problems by understanding what causes them. Fears are a frequent cause of sleep problems. A bedtime routine and a reminder that a parent is nearby can help lessen these fears. Separation anxiety can also cause nightmares that wake the child. Asking the child to describe the nightmare can help calm him or her. Also, by hearing about a dream, the parent may gain insight into the cause of the nightmare.

Some children find it hard to fall back asleep after waking in the night. Children may associate a certain routine, such as being rocked or hearing a lullaby, with sleeping. Parents may need to repeat bedtime routines in the middle of the night to restore sleep.

Sleep problems also can be caused by something as simple as pajamas that are too tight. Or there could be a more serious cause such as an ear infection or other illness. Parents concerned about the cause of a child's sleep problem should talk to their pediatrician.

The Importance of Adequate Sleep

Adequate, or sufficient, sleep is as essential to good physical and emotional health as adequate nutrition. Without enough sleep, children can become sleep deprived. **Sleep deprived** means lacking adequate sleep. Being sleep deprived can affect a child's temperament and ability to do even simple tasks during the day. Children may be less alert, inattentive, and even hyperactive. To develop and function properly, one- to three-year-olds need twelve to fourteen hours of sleep each night.

Sleep Cycles

Children, like adults, go through cycles of sleep each night. **REM sleep** is a sleep cycle characterized by rapid eye movement. This is a light sleep during which dreams occur. **NREM sleep** is a cycle of sleep in which rapid eye movement does not occur. NREM sleep is a deep sleep. Children are more likely to wake up during the REM sleep cycle.

Newborns have short sleep cycles and can go through an entire cycle of REM and NREM in about an hour. By about four months of age, babies can sleep six to eight hours at a time. This increases to ten to twelve hours by six months of age.

Prevent Sleep Deprivation

What are signs of sleep deprivation? Children who do not get enough sleep must be awakened each morning and tend to be tired all day. They have trouble thinking and are at

risk of hurting themselves while playing. They can also be fussy and hard to get along with. Sleep deprivation is more apparent when a child has to get up on a regular schedule. Here are some ways to help ensure that children get adequate sleep:

- **Determine a child's best bedtime.** People need different amounts of sleep. When does a child usually begin to get tired? Use that as a guide. Children who stay up past this normal bedtime may get a second wind and have trouble falling asleep.
- **Limit toys in the bed.** Toys might signal playtime rather than sleep time. A favorite stuffed animal is okay.
- **Establish a bedtime routine.** Every night, follow the same pattern such as a bath, brushing teeth, and a bedtime story.
- **Keep bedtime pleasant.** Talk and cuddle with the child. You might also try giving a soothing backrub.

Section 11.1

After You Read

Review Key Concepts

1. **Describe** the changes in emotions that occur in children between ages three and three and one-half years.
2. **Explain** the difference between self-concept and self-esteem.
3. **Identify** what separation anxiety is and at what age it typically becomes the strongest.
4. **Summarize** what parents can do to minimize sibling rivalry.

Practice Academic Skills

English Language Skills

5. Locate a book for young children that deals with emotional issues such as a fear of the dark or a new baby in the family. Write a paragraph evaluating the book. Do you think it would help a young child?

Science

6. Conduct research to learn more about sleep cycles and the differences between REM and NREM sleep. Write a report describing what you have learned. You may wish to include charts in your report.

Check Your Answers Check your answers at this book's Online Learning Center at glencoe.com.

WCTE 2 Read literature to build an understanding of the human experience.

NESA A Develop abilities necessary to do scientific inquiry or scientific inquiry.

Social Development from One to Three

Reading Guide

Before You Read

Prefixes Prefixes can help you determine a word's meaning. The prefix *co-* provides a clue to the meaning of *cooperation*. As you read, look for words with prefixes and check their meanings in a dictionary.

Read to Learn

- **Key Concepts**
- Compare and contrast parallel play and cooperative play.
- List six ways to help children develop social skills.
- Explain the purpose of guidance.

Main Idea

Children learn to get along with others through a process called *socialization*. They begin to make friends and deal with conflict. With adult guidance, they gradually achieve self-discipline.

Content Vocabulary

- ◇ socialization
- ◇ parallel play
- ◇ cooperative play
- ◇ self-discipline
- ◇ autonomy
- ◇ time-out

- **Graphic Organizer** Go to this book's Online Learning Center at glencoe.com to print out this graphic organizer.

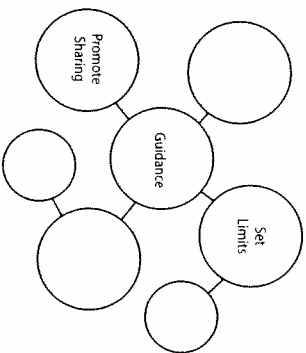
Academic Vocabulary

You will find these words in your reading and on your tests. Use the glossary to look up their definitions if necessary.

- gauge
- distraction

Graphic Organizer

As you read, look for ways to guide behavior. Note a brief description of each approach. Use a chart like the one shown to help organize your information. Add additional circles as needed.



Academic Standards

English Language Arts

NCTE 4 Use written language to communicate effectively.

NCTE National Council of Teachers of English
NCTM National Council of Teachers of Mathematics

Social Studies

NCSS 1A Culture Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

NSES National Science Education Standards
NCSS National Council for the Social Studies

General Social Patterns

Young children gradually learn how to get along with other people. They first learn how to get along with members of their own families, and then with people in other groups. The process of learning to get along with others is called **socialization**. These social skills will stay with them throughout their lives. Through socialization, children can be expected to learn various social skills by certain ages, as seen in **Figure 11.2** on page 337. Of course, as with other areas of development, individual differences may influence when, and in what order, social skills are learned. If parents are concerned about a child's development, they should talk to their pediatrician.

Eighteen Months

Children usually begin developing some independence from the family unit by eighteen months of age. For most children, the closest relationships continue to be those with their families. However, toddlers need to learn about the outside world. This may mean trips

to the playground or other opportunities to be with children and adults who are not part of the family, such as at child care centers.

Children at this age do not really interact with one another much, even when they are playing in the same area. Instead, children engage in parallel play. **Parallel play** is when children play near, but not actually with, other children. Each child plays independently. Two or more children may reach for the same toy, but the children are not really interacting with one another.

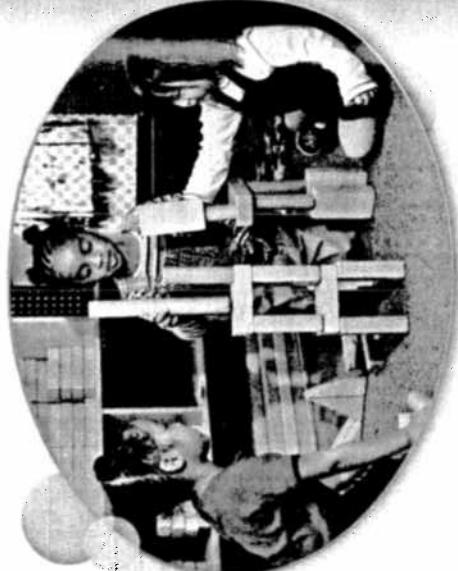
At eighteen months, toddlers often seem to treat other people more as objects than as human beings. At this stage, the toddler is intent on satisfying strong desires without regard for the person who interferes. There may be conflicts over toys that result in screaming, hitting, biting, or hair pulling. Suppose Billy really wants a certain truck, but Keith is playing with it. Billy might hit Keith to try and get the truck.

Children of this age can understand that their actions have consequences for others. However, this understanding is limited to actions that have direct, immediate, and physical results. For



Toddlers at Play!

At eighteen months, toddlers will play in the same area, but they will not play together. What kind of play is this called?



Cooperative Play
By the age of three, children engage in cooperative play. What type of strategies do children use to resolve conflicts when playing together?

lives. Most toddlers of this age seek friends on their own. They also may prefer some children over others as friends.

Three and One-Half Years

By age three and one-half, children's play becomes more complex and includes more conversation. Disagreements with playmates occur less often. Because children this age enjoy the company of others, they realize they must share toys and accept some things they do not like in order to get along with friends.

At three and one-half, children can use several different strategies to resolve conflicts. Esteban tried to take a block that was behind Ramon, who was also playing with blocks. When Ramon said, "That's my block," Esteban replied, "Oh, okay," and put it down. Kelly and Rosa were playing with cars. When Kelly reached for Rosa's yellow car, Rosa objected and then said "You can have it if you give me that red one of yours."

Children this age show an increasing ability to evaluate friendships. For example, a child may say, "I don't like to have Kevin come here. He doesn't play nice." Children who are closer friends begin to exclude others. A child may become jealous and not want to "share" a friend with other children.

At this age, children also take more notice of what others are like. They become more likely to compare themselves to other children. The comparison is not always to their own advantage. One day, Allison asked her mother, "Why does Libby always win when we race?" Her mother agreed that Libby was faster but also pointed out things that Allison did well. In this way, she acknowledged that Allison was not as skilled as Libby in one area but had other skills of her own.

Reading Check

Compare Describe the social development of a child who just turned two. How does it differ from that of a child six months older?

Figure 11.2 Social Developmental Milestones—Ages 1–3

Children begin engaging in cooperative play and sharing when they are about three years old. How do you think a child's social development reflects the child's emotional development?

Age	Developmental Milestones
1 Year	<ul style="list-style-type: none"> ✦ Plays alone but often near others ✦ Dislikes sharing toys ✦ Desires approval ✦ Fears some strangers
2 Years	<ul style="list-style-type: none"> ✦ Engages in parallel play ✦ Plays simple games with others ✦ Bosses other children ✦ Says "please" if prompted
3 Years	<ul style="list-style-type: none"> ✦ Engages in some cooperative play ✦ Takes turns ✦ Likes to help ✦ Shows affection



to do anything at all for one person, while happily doing almost anything another person asks. This can be especially frustrating if the child refuses to listen to a parent or caregiver.

At this age, children are beginning to learn about the rights of others. They begin responding to the idea of fairness, although at first they are more concerned with what is fair to them. Social play is still parallel and works best with only two children. There are frequent, but brief, squabbles during play. Children generally forget them quickly though.

Three Years

People become important to children of this age. A three-year-old will share, help, or do things another person's way just to please someone.

Three-year-olds begin to engage in cooperative play. **Cooperative play** is a type of play in which children play and interact with one another. They build sand castles together, push toy tractors down the same roads, and park their toy cars side by side in the same area. They also can work together in small groups to build with blocks, act out events for doll families, and fit puzzles together.

Parents or other main caregivers are still very important to three-year-olds, but they are no longer all-powerful in the children's social

example, eighteen-month-old Jill hits Rachel. Rachel cries. Jill can see the immediate result her action caused.

Two Years

By age two, children have begun to develop an impressive list of social skills. Two-year-olds are especially good at understanding and interacting with their main caregivers. Children can read their caregiver's moods and gauge, or judge, what kind of behavior the caregiver is likely to accept. As their speech abilities develop, toddlers are increasingly able to communicate with others.

Two-year-olds have fun playing with someone else, though they usually continue to engage in parallel play. At two, they start to understand the idea of sharing or taking turns. Children this age like to please other people. Occasionally, they are willing to put the wishes of someone else (usually an adult) above their own wishes.

Two and One-Half Years

The negativism that characterizes the emotional development of the child at age two and one-half carries over into the child's social relationships. During this stage, a child may refuse

Expert Advice...

"Your preschool child is positively asking you to tell him what does and does not earn approval, so he is ready to learn any social refinement of being human which you will teach him . . . He knows now that he wants your love and he has learned how to ask for it."

— Penelope Leach, child development specialist and author, *Your Baby and Child*

Making Friends

The ability to make friends is important to normal social development. A child who is comfortable and friendly with others and who has at least one friend is usually developing normally. However, if a child is unable or unwilling to make friends, it is important to discover the cause and take steps to help. For example, a shy child sometimes needs coaching on what to say or how to act so that he or she can join others in play.

Even very young children need contact with other people. This is how they learn the give-and-take of socializing. Children who begin to play with others at the age of one or two are less likely to be afraid in these early social situations. They learn to cope with the occasional punches and toy snatching of other one- and two-year-olds.

When young children spend almost all of their time with adults, they may have difficulty interacting with others their own age. Adults are more polite and considerate than children. Children need to learn to enjoy the rough-and-tumble friendship of other children. If this learning is delayed until school age, the adjustment is more difficult. A five- or six-year-old's feelings are more easily hurt.

All children sometimes have disagreements and arguments. Whether or not a caregiver should step in depends on the situation.

If two children are relatively evenly matched and there is no physical or emotional harm being done, the caregiver can simply observe the situation. Children need to learn how to solve social problems on their own. If it looks as though someone might get hurt, the caregiver needs to help the children solve the problem. It is best for the children if the caregiver does not impose a solution but instead guides the children to find one for themselves.

Social Skills

Knowing how to get along with others is key to success and happiness. This ability depends upon social skills. Here are some ways to help children develop social skills:

- **Establish a basic set of rules to guide social behavior.** The rules will probably center on teaching respect for self, for others, and for things. For example, "No throwing toys," "Don't hit people."
- **Model good social skills.** Children are great imitators. They learn best by being shown what to do rather than by just being told. For instance, parents who talk politely to others are more likely to get their children to do so.
- **Help children understand and respect others' feelings.** You might show a child pictures of people's faces with a variety of expressions. Ask the child to guess how the person in the picture might be feeling, such as sad or angry. Talking about what these feelings mean can help the child develop empathy. Also, talk to the child about how you are feeling.
- **Show respect for other people's belongings.** Tell a child, for example, not to touch grandma's flower vase, because it might get broken. This would make grandma very sad.
- **Show children how to use words rather than physically striking out.** Explain how using appropriate words when they are angry is better than hitting or shouting.
- **Help children learn specific social skills.** Demonstrate how to share a toy, wait for a turn, and be kind to one another.

RESPOND TO SPECIAL NEEDS

Antisocial Personality Disorder

Many children do things such as biting and kicking other children that catch their parents and caregivers off guard. Occasionally, these behaviors go beyond what is considered normal. Some children never develop empathy. They consistently ignore the feelings and rights of others.

When this behavior is extreme, the child may be diagnosed with antisocial personality disorder. This is a serious psychiatric condition. Because individuals typically start showing signs of antisocial personality disorder in childhood, here are some signs caregivers should watch for:

- Is cruel to animals
- Sets fires
- Fights with other children much more frequently than others of that age

- Shows no concern when others are sad or hurt
- Children with these symptoms need to be evaluated by a mental health professional. If they are diagnosed with antisocial personality disorder, treatment should begin as early as possible. Both medication and psychotherapy may be used to aid the child's social and emotional development.

Critical Thinking Conduct research to find out what mental health professionals believe causes antisocial personality disorder. Create an oral presentation discussing what you learned. Conclude by explaining what you think can be done to reduce its occurrence.

Imaginary Friends

Many toddlers begin to have imaginary friends. Some keep the same imaginary friend for a long time. It can last from several months to a year. Others have several different imaginary friends. Some toddlers have imaginary animals as friends. Some even have dragons or other imaginary creatures as friends. All of these are normal.

Imaginary friends may appear in a toddler's imagination as early as age two. These friends are even more common when a child is between ages three and four. This is when children have rich imaginations and are interested in fantasy.

Some parents worry that their child invents imaginary friends because he or she is unable to make real friends. They are concerned that an imaginary friend is a sign of unhappiness or problems coping with life. In fact, an imaginary friend helps a child experiment with

different feelings. Some children use an imaginary friend as a way of working through their negative feelings. For others, the friend mirrors everything the child does or experiences. The child may then talk to the family about how the imaginary friend felt about these experiences. In this way, children can examine their own thoughts and feelings.

Imaginary friends usually fade away. Crying simply stopped talking about her imaginary friend when she started school. Paul had an imaginary friend when he was three, but the friend was gone by the time Paul turned four. There is no cause for concern unless the child continues to talk to an imaginary friend after about age six. If a parent is concerned, a pediatrician or counselor may be able to help.

Reading Check

Infer

What may happen to the social development of children who spend most of their time with adults?

Guiding Behavior

Guiding children's behavior does not simply mean making children behave and punishing them when they do something wrong. Punishment is only a small part of guidance. Guidance means using firmness and understanding to help children learn self-discipline. **Self-discipline** is the ability of children to control their own behavior. Effective guidance helps children learn to get along with others and to handle their own feelings. It promotes security and a positive feeling about self.

Guidance also helps children with moral development. Very young children understand right from wrong only in terms of being praised or scolded. Gradually, children develop a conscience, or an inner sense of what is right. As children mature, they use their conscience to act morally when facing new situations.

Approaches by Age

Effective guidance depends upon a child's age as well as emotional and social development. There is no one best approach to guidance.

Caregivers need to consider the unique personality of each child, as well as each child's age, stage of development, and ability to understand. Different approaches may be more or less effective at various ages. Parents may also need to use different approaches with each sibling.

Being consistent is a major factor in guiding children's behavior. Make clear rules and apply them in the same way in all situations. Consistency helps children know what is expected of them and what responses they can expect from caregivers. Consistency is especially important when more than one person cares for a child. Parents and other caregivers need to agree on rules and ways to enforce them.

One Year to Fifteen Months

Distracting children and physically removing them from forbidden activities or places works best for this age. This is because they cannot yet understand adult reasoning. For example, Kareem tried to follow the lawn mower around the yard when his brother was cutting the grass. His older sister picked Kareem up and took him into the house, saying, "Let's see if we can find the book about the bear."

What Would You Do?

Sharing

Madison and Morgan are sisters and love to play together. Madison is two and Morgan is three. Because they are so close in age, they share everything, from a bedroom to clothes to toys. Madison gets clothes and toys that her sister has outgrown, which is fine with her. She is delighted when she can finally call a toy her own. This can create a problem, however. Sometimes if Madison is playing with a toy that once belonged to Morgan, Morgan wants it back. She tries to snatch it away from her little sister. While both girls have difficulty sharing, Morgan is better able to understand the concept of taking turns. But for two-year-old Madison, if someone else is playing with her toy, she cries until it is returned to her. Morgan, however, has learned about sharing at preschool, where she must share things with eleven other children.

Write About It

Imagine that you are these two girls' parent. Write a paragraph describing a situation where Morgan has grabbed a toy that used to belong to her. What might you say to Morgan to help her understand Madison's point of view?

Fifteen Months to Two Years

Children this age require spoken restrictions as well as a distraction, or diversion. Lee began playing with toy cars on the driveway. His father took him by the hand and said, "Let's take your cars into the backyard. You'll have more room there. The driveway isn't a safe place to play." His father removed him from the dangerous place, but also told him why. Lee may have to be reminded of the restriction a few times, but will eventually understand it.

Two to Three Years

By the age of two, children are usually able to understand spoken commands and simple explanations. Two-year-olds can begin to grasp the reasoning of adults. Caregivers who explain their reasons to children over

age two get better results than those who only issue commands. When Kerri's mother saw that the two-and-one-half-year-old was still not dressed, she said, "Kerri, you need to get dressed now because Grandma will be here soon to go shopping with us. We can't go unless we are ready. Do you need any help?"

Three Years

Three-year-olds accept reasonable, loving guidance more readily than children of other ages. They like to please, and they may be quick to remind a parent that they are obedient. Marcus came inside on a rainy day and said, "I remembered to wear my boots today. See my clean shoes? I'm a good boy, right?"

Set Limits

Parents can help children learn self-regulation and self-discipline by setting and enforcing limits. Setting limits is another way of guiding children toward appropriate, safe behavior. When parents and caregivers set limits, it helps children begin to set limits for themselves.

Make sure you state limits clearly. Telling three-year-old Kyle that he can have a small snack does not set a clear limit. Kyle is not old enough to decide what makes a snack big or small. A better way to state the limit would be, "You can have either an apple or a banana." Speak in a calm, direct tone of voice to indicate that the limit is real and should be respected.

Setting limits includes four steps. Here is how a caregiver might set limits about where a toddler can draw pictures:

1. **Show an understanding of the child's desire.** "I know you think it's fun to draw on the wall."
2. **Set the limit and explain it.** "But you may not draw on the wall because it's hard to clean crayon marks off the wall."
3. **Acknowledge the child's feelings.** "I know you like drawing on the wall, but walls are not for drawing."
4. **Give alternatives.** If possible, give the child a chance to continue the same activity in an acceptable way. "If you want to draw, you may draw on this paper. Or you can play with your blocks. Which do you want to do?"



Offer Guidance

Preschoolers begin to understand adult reasoning and more readily accept guidance. What is a major goal in guiding a child's behavior?

It is important to firmly and consistently enforce limits once they are set. If children beg to go beyond the limits and parents give in, the parents teach the children that they do not mean what they say. Parents who enforce limits strictly at some times and not at all other times send an inconsistent message. Children are more likely to take rules seriously if the rules remain in force at all times.

Encourage Independence

"Me do it! Me do it!" insisted two-year-old Justine when her mother tried to pull socks over Justine's feet. Children ages one through three want more autonomy. **Autonomy** means independence. They want to be able to do things for themselves, including bathing, dressing, and eating. Caregivers can help young children achieve some independence. The caregiver still bears the main responsibility of meeting a young child's basic needs though.

It is important to have realistic expectations of what a child can do at a certain age. When a child begins learning to self-feed, the process will be messy. Using unbreakable dishes, a child-size spoon and fork, and a cup with a spill-proof lid will minimize the mess. Give the child small servings of food that are cut into bite-size pieces and are easy to handle.

When teaching toddlers how to dress themselves, choose clothes that are easy to put on and take off. Look for pants, skirts, and shorts with elastic waistbands and roomy tops that fasten in the front. Fasteners can cause problems for little fingers. Hook-and-loop fasteners, large buttons, and zippers are easiest for toddlers to manage. Learning to get dressed requires a whole set of skills. Let the child begin by helping with pulling up a zipper or slipping a foot into a shoe.

Providing toddlers with their own towel, washcloth, brush or comb, and toothbrush can encourage independence in staying clean and neat. These items should be within the child's reach. A step stool can help a child cope with an adult-size bathroom. Then set up and follow daily routines that include bathing, brushing teeth, combing hair, and washing hands before eating.

During this age span children can begin to help with simple household tasks. Putting toys away can start as a picking-up game. Also, let toddlers and preschoolers help you with simple chores, such as sweeping, sorting and folding laundry, and setting the table. Devon felt like a big boy because he could match all the socks when his dad did the laundry. Three-year-old Laura enjoyed wiping off the table after mealtime.

Remember to be patient. Encourage but do not force a young toddler to do too much. A child's efforts will always be slower and less efficient than your own. Jelly may get smeared on the table, shorts put on backwards, and tops fastened wrong. Learning self-help skills increases confidence and independence. However, skills cannot be learned without lots of practice.



Meal Time
Toddlers learning to feed themselves are apt to be messy eaters at first. What steps can a caregiver take to make the process less messy?

Promote Sharing

How to share is one of the first social skills that toddlers should learn. Here are some ways to help them develop this skill:

- Engage children in activities that require them to share, such as playing on a see-saw.
- Place them in situations where they must take turns, such as going down a slide.
- Limit the materials available for an activity so that children have to share or take turns. For example, when making paper crafts, provide only one pair of scissors and one glue stick so the children will have to share.
- Have children take turns handing out snacks. Parents can let siblings take turns choosing a game or movie for family night.
- Make clear what behavior you are trying to encourage. Call it sharing or taking turns.
- Recognize and praise a child when they share or take turns. "Thank you for letting Joy have some of your crackers. That was very nice."

Not all sharing experiences are equal for a child. For example, a child may have a strong emotional attachment to a stuffed animal or be very happy with a new birthday toy. It can be much more difficult for the child to share these things than to take turns using scissors. If there is a reason not to share something, it is best to put it away when other children are around.

Parents of an only child should be sure to give their child opportunities to learn sharing. An only child who attends child care or play groups will quickly gain experience sharing and taking turns. It is also important for the adults and older siblings in children's lives to demonstrate and model sharing behavior.

Deal with Aggressive Behavior

Children at times behave in ways that are far different from their normal behavior. An easy-going child may become aggressive. The child might start kicking, biting, or hitting other children. Behavioral problems among children ages one to three are quite common. There is almost always a reason for the disruptive behavior.

Parenting Skills

Handling Tantrums

Toddlers may have tantrums when they are tired or frustrated. Giving in to tantrums teaches toddlers how to get their way. It also makes children more likely to have tantrums. Here are some ways to deal with tantrums:

- If a tantrum is about to begin, try to avoid it. Distract the child with a toy or by pointing out an activity going on elsewhere.
- If a child has a tantrum at home, try ignoring it.
- If a child has a tantrum in public, take the child to a quiet spot to cool down.
- Always remain calm and speak quietly yet firmly.
- Acknowledge the child's feelings and restate why the child's demands cannot be met.
- Adhere to set limits.
- Keep toddlers from hurting themselves or others.
- Once the tantrum is over, praise the child for calming down.



Take Charge Along with a partner, create a skirt about how you would handle a two-year-old having a temper tantrum at the mall.



Share with Others

Caregivers can help children learn social skills to help them be happy and successful. *What are some ways that caregivers can teach children to share?*

Behavior is a form of communication. Inappropriate or aggressive behavior says that a child is upset or that some need is not being met. Young children can have a hard time using words to explain their feelings. Two-year-old Austin was jealous of his sister getting new toys for her birthday. Since Austin could not express his feelings with words, he started throwing toys. His parents realized why Austin was acting this way and calmly explained that he would have a birthday soon and get new toys too. On the other hand, sometimes children misbehave just because they enjoy the sensation. For example, Alex might repeatedly kick a table leg.

Caregivers need to look for and understand the problem behind aggressive or otherwise inappropriate behavior. Finding the cause of the behavioral problems can go a long way toward changing the behavior.

Biting

Marguerite was shocked when her two-year-old son ran up and bit her on the arm. He bit hard enough to leave a bruise.

It is not uncommon for young children to bite, and they bite for different reasons at different ages. Infants may bite because they fail to see any difference between chewing on a toy and chewing on a big brother or sister. One-year-olds may bite just to discover what happens when they do. Two- and three-year-olds may bite to get their way with other children or just to get attention. They may also bite when they are angry or frustrated.

Caregivers need to determine what is causing a child to bite. They can then take steps to guide the child toward more appropriate behavior. A teething baby, for example, can be given a teething ring or a soft cloth to bite on to relieve the discomfort of cutting teeth. A one-year-old needs to know biting is not okay and will not make his or her parents smile.

Wilson discovered his two-year-old daughter biting her brother in a fight over a toy wagon. He set her on his knee, looked directly into her eyes, and calmly but firmly told her, "Do not bite. Biting hurts your brother. It makes him cry."

Hitting, Kicking, and Showing

Have you seen an adult react to a young child's aggressive behavior with anger? Unfortunately, this sends the message that anger and aggression are appropriate solutions to a problem.

Two- and three-year-olds have trouble controlling these impulses, or aggressive reactions to emotions and situations. At these ages, the part of the child's brain that controls impulses is not well developed. In addition, children are still very self-centered and concerned mainly with their own needs and desires. When something stops them from getting their needs met, they become angry or frustrated.

Hitting, kicking, and showing are aggressive behaviors often seen in toddlers. Emma wanted a ball that Juan was playing with. Juan refused to let go, so Emma began hitting him. Their preschool teacher intervened when Emma began to hit Juan. "I know that you want

to play with the ball. I can see that it makes you angry when Juan will not give it up, but you must not hit people. Use words to tell Juan you are angry." The teacher then guided Emma toward some choices. "You can wait your turn to play with the ball, or you can color a picture. Which would you like to do?" At this age, it is still useful and sometimes necessary to offer a distraction. By suggesting Emma color a picture, the teacher gave Emma something besides the ball to focus on.

Many child development experts believe that time-outs are an effective way to help children understand that certain behaviors are not acceptable. A **time-out** is when a child is removed from the group, perhaps by being required to sit in a special chair for a short period of time. A time-out is another way of saying, "You cannot do that." A time-out can give a toddler time to calm down when they are upset.

Section 11.2 After You Read

Review Key Concepts

1. **Explain** why it is important to give young children opportunities to play with friends.
2. **Compare and contrast** shoes with laces and shoes with Velcro fasteners. Which ones would you choose for a three-year-old? Why?
3. **Identify** two ways that parents can communicate to their children that they respect them.

Practice Academic Skills

English Language Skills

4. Write six negative statements that someone might say to a three-year-old child. Exchange papers with a partner. Turn each statement on the list into a more positive one that conveys the same message. Share your revised statements with the class.

Social Studies

5. The Montessori method of early childhood education was developed in the early 1900s by educator Maria Montessori. Conduct research to learn how the Montessori method encourages positive socialization among children. Create an oral presentation on what you learn.

Check Your Answers Check your answers at this book's Online Learning Center at glencoe.com.

WCTE4 Use written language to communicate effectively.

WCS11A Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

