Chapter 11 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emotional Development

Eighteen Months

* Self-centered
* Are likely to do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of what is asked
* Desire for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- saying “no” is child’s way of saying , “Let me \_\_\_\_\_\_\_\_\_\_\_for myself”
* \_\_\_\_\_\_\_\_\_\_\_\_\_- want to do more than their bodies are able to do
* \_\_\_\_\_\_\_\_\_\_\_\_of being a separate person
* Temper \_\_\_\_\_\_\_\_\_\_\_\_\_

So what should yo do?

* Give \_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the child
* Encourage \_\_\_\_\_\_\_\_\_\_\_\_\_
* Try to help child find \_\_\_\_\_\_\_\_\_ways of expressing feeling.

Two year olds

* Child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ love and affection freely and seeks approval and praise
* Still have some \_\_\_\_\_\_\_\_\_\_\_\_\_\_outbursts but they are fewer and less intense
* Easier to \_\_\_\_\_\_\_\_\_\_\_with
* More outgoing and friendly and less \_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_

Two ½

* Not easily \_\_\_\_\_\_\_\_\_\_
* Learning so much they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_feel overwhelmed.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_with immaturity and a powerful need for independence
* Need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specific Emotions

* \_\_\_\_\_\_\_\_\_\_\_\_\_is often the child’s way of reacting to\_\_\_\_\_\_\_\_\_\_\_\_. Teach them to use words, speak calmly, take deep breaths
* Fear of different things. \_\_\_\_\_\_\_\_\_\_\_\_\_are unexplainable fear of something and \_\_\_\_\_\_\_\_\_\_\_\_\_anxiety is common
* Jealousy and \_\_\_\_\_\_\_\_\_\_\_\_rivalry
* Love and \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_(the ability to understand how another person feels)
* Self-concept in \_\_\_\_\_\_\_\_to actions, attitudes and comment of others

Encouraging positive behaviors

* Explore \_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_feelings
* Give \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Importance of \_\_\_\_\_\_\_\_\_\_\_\_\_sleep

* Sleep is \_\_\_\_\_\_\_\_\_\_\_\_to good physical and emotional health as well as \_\_\_\_\_\_\_\_\_\_\_\_\_\_nutrition
* Prevent sleep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- determine child’s best bedtime, limit toys inbeed, establish a best time routine, keep \_\_\_\_\_\_\_\_\_\_\_\_pleasant

Social Development

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the process of learning to get along with others.
* Eighteen month olds do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_play (is when children play near, but not actually with, other children).
* Making \_\_\_\_\_\_\_\_\_\_\_\_\_is important to normal social development
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_friends help a child experiment with different feelings

Guiding Behavior/\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_means using firmness and understanding to help \_\_\_\_\_\_\_\_\_\_\_\_\_learn self-discipline (the ability to control their own behavior)
* One year to 15 months - \_\_\_\_\_\_\_\_\_\_\_\_them from forbidden activity
* 15 months to 2 years - spoken \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as well as distraction
* 2 to 3 years - can grasp the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of adults

Set Limits

* Show an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of child’s desire
* Set the \_\_\_\_\_\_\_\_\_\_\_\_and explain it
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the child’s feelings
* Give \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Deal with Aggressive Behavior

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_behavior says that a child is upset or that some need is not being met. \_\_\_\_\_\_\_\_\_\_\_should look for reason for behavior.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_occurs for various reasons - infants don’t understand difference \_\_\_\_\_\_\_\_\_\_\_\_\_\_chewing on a toy verusus a person, one year old want to see what happens,\_\_\_\_\_\_\_\_\_\_ year olds do it to get their way
* Hitting, \_\_\_\_\_\_\_\_\_\_\_and shoving often occur. Two and three year olds have trouble \_\_\_\_\_\_\_\_\_\_\_\_\_\_impulses.
* Time-out can give a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_time to calm down when they are upset.

Social Milestones

|  |  |
| --- | --- |
| Age | Developmental Milestones |
| 1 year | A.  B.  C. |
| 2 years | A.  B.  C.  E. |

Social Skills

* Establish a \_\_\_\_\_\_\_\_\_\_set of rules to guide social \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ie. not hitting)
* Model good\_\_\_\_\_\_\_\_\_skills
* Help children \_\_\_\_\_\_\_\_\_\_\_and respect other’s feelings.
* Show \_\_\_\_\_\_\_\_\_\_\_\_t for other people’s belongings
* Show children how to use\_\_\_\_\_\_\_\_\_\_\_ rather than physically striking out