**Self-Concept**
- Based on observable characteristics:
  - appearance
  - possessions
  - behavior
  - Typical emotions and attitudes
  - Asserting rights to objects
  - 

**Self-Esteem**
- Judgments we make about our own worth
- Feelings about those judgments
- Includes:
  - global appraisal
  - judgments of different aspects of self

**Sympathy and Empathy**
- Sympathy
  - feeling of concern or sorrow for another's plight
- Empathy
  - feeling same or similar emotions as another person
  - complex mix of cognition and emotion
  - must detect emotions, take other's perspective

**Peer Sociability in Play**

<table>
<thead>
<tr>
<th>Non-social activity</th>
<th>Social interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>unoccupied, onlooker behavior</td>
<td>associative play</td>
</tr>
<tr>
<td>solitary play</td>
<td>cooperative play</td>
</tr>
</tbody>
</table>

**Early Childhood Friendships**
- Someone "who likes you," plays with you, shares toys
- Friendships change frequently.
- Friends more reinforcing, emotionally expressive than nonfriends
- Friendship provides social support.
- The ease in acquiring friends predicts later achievement behaviors.

**Punishment in Early Childhood**
- Frequent and harsh physical punishment has undesirable and negative side effects.

<table>
<thead>
<tr>
<th>Alternatives to harsh punishment</th>
<th>How parents can increase the effectiveness of punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>time out</td>
<td>consistency</td>
</tr>
<tr>
<td>withdrawing privileges</td>
<td>warm parent-child relationship</td>
</tr>
<tr>
<td>positive discipline</td>
<td>explanations</td>
</tr>
</tbody>
</table>
Positive Discipline

- Use transgressions as opportunities to teach.
- Reduce opportunities for misbehavior.
- Provide reasons for rules.
- Have children participate in family duties and routines.
- Try compromising and problem solving.
- Encourage mature behavior.

Types of Aggression

- Proactive/Instrumental
  - meant to help the child get something he or she wants
- Reactive/Hostile
  - meant to hurt someone else

Dangers of Media Violence

- Most television shows contain violent scenes.
- Short-term problems with parents, peers
- Long-term link to aggressive behavior
- Sparks hostile thoughts and behaviors
- “Hardens” children to aggression

Gender Stereotypes in Early Childhood

- Begin around 18 months
- Strengthen and become rigid through early childhood
- divide toys, clothing, tools, jobs, games, emotions, and more by gender
- One-sided judgments are a joint product of gender stereotyping in environment and cognitive limitations.

Child-Rearing Styles

- Authoritative
- Authoritarian
- Permissive
- Uninvolved

Directions: Read each of the statements, and determine whether each pertains to an authoritative, authoritarian, permissive, or uninvolved style of child rearing.

1. Parents who use this child-rearing style are low in acceptance and involvement, high in coercive control, and low in autonomy granting.
2. This child-rearing style combines low acceptance and involvement with little control and general indifference to autonomy granting.
3. At its extreme, this type of parenting is a form of child maltreatment called neglect.
4. This child-rearing style is warm and accepting, but parents are either overindulging or inattentive.
5. The most successful approach to child rearing, this style involves high acceptance and involvement, adaptive control techniques, and appropriate autonomy granting.
6. Children who experience this type of child rearing are anxious, unhappy, low in self-esteem and self-reliance, and tend to react with hostility when frustrated.
7. Children of these parents are impulsive, disobedient, and rebellious.
8. Research shows that this child-rearing style promotes maturity in children of diverse temperaments.
9. Although some parents believe in this approach, many others simply lack the confidence in their ability to influence their child’s behavior.

10. These parents engage in both unwarranted direct control and psychological control, in which they intrude on and manipulate children’s verbal expression, individuality, and attachments to parents.

**Child Maltreatment**

- Physical abuse
- Sexual abuse
- Neglect
- Emotional abuse

**Factors Related to Child Maltreatment**

- Parent characteristics
- Child characteristics
- Family characteristics
- Community
- Culture

**Consequences of Child Maltreatment**

- Emotional problems
- Poor emotional self-regulation
- Depression
- School, learning problems
- Brain damage
- Adjustment difficulties
- Aggression
- Peer problems
- Substance abuse
- Delinquency

**Preventing Child Maltreatment**

- Training high-risk parents
- Social supports for families
  - Parents Anonymous
  - Home visitation