

# Week 13: Facilitating Social Development

## Chapter 15

### I. Highlights

- A. When you instantly like or don't like someone for no apparent reason, it's usually about the match or mismatch between your temperament and theirs.
- B. Play is a child's job. It's children freely doing something they enjoy, alone or with adults or peers, self-motivated. Different types of play at different ages: functional, symbolic, social, then games with rules. Children learn through play!
- C. Temperament = inherent patterns of being/ reacting, beginning from birth, can't be changed. Contributes to personality.
  - 1. 9 temperamental traits = activity level, biological rhythms, approach/ withdrawal, adaptability, mood, intensity of reaction, sensitivity, distractibility, persistence
  - 2. Three main temperaments = feisty / difficult, fearful / slow-to-warm, or flexible / easy (or can be a combination of these)
  - 3. First recognize my own temperament, then recognize the children's temperaments. Then put my own temperament on hold and meet the needs of the children in my care.
- D. Teach children to do their own problem-solving. Go beyond making them say "I'm sorry." The cycle is RERUN = Reflect, Explain, Reason, Understand, Negotiate.

### II. Homework

- A. Individual presentations due next week (last name A-L) or the week after (last name M-Z). Bring 25 handouts.

### III. Discussion

- A. PITC = Program for Infant/Toddler Care. Professional trainers can come offer training for your staff in how to provide high-quality care for infants and toddlers. Can be funded by a grant.
- B. CHS 34B, the second half of this course, will be offered in the fall! This course is not offered frequently, so take it if you need it. Some people wait two years to take this one.
- C. Temperament + special need can be very strong/challenging to deal with. Need to remember to put your own temperament on hold and meet the child where they are.
- D. Socialization for preschool-age children
  - 1. When children interact with peers or adults, they learn the “rules” for interacting with other people
  - 2. We make friends through common interests, conversations, hanging out with friends’ friends, etc. You get that feeling that they’re open to making a connection. Kids do the same.
    - a) When you get that feeling instantly that you like someone for no reason, or don’t like someone but for no reason, is based on temperament. Good match between temperaments = you usually like each other from the beginning, usually for no known reason.
    - b) Temperament is in-born. It’s not changeable. Temperament + life experience creates the person’s personality. (Example: even an “easy” temperament child will have socialization problems if they’ve been abused at home.)
    - c) First, recognize your own temperament. Then know the temperament of the children in your care (each individually) through observation. Then

put your own temperament on hold and meet the needs of the children.

Can cause an internal fight, keeping your temperament out of the way, but it matters.

- d) Example: If you're a "feisty" temperament, always on the go and high-energy, telling the children to go go go all day, and you have a "slow-to-warm" child in your class who's taking their time to join in, they may drive you crazy. Hurrying them up asks them to go against their temperament, which isn't fair. Realize this child is slow-to-warm, needs to take his time, so you need to slow yourself down to go at the child's speed. If it's the opposite (slow-to-warm teacher with feisty child), realize the child has a lot of energy and needs to move around a lot. Do the prep work ahead of time so you can have activities ready for him during the day. Don't ask him to sit still and wait for you to cut things out.

#### **IV. Children's Play**

##### **A. What is play?**

1. Children doing something they enjoy, either alone or with an adult or with peers. Can be with one item or several toys at a time.
2. Play is a child's job. Bakers bake, teachers teach, moms and dads go to work, children play. It's their most important job at this age.
3. Often includes total freedom. They get to make up the script/ storyline, decide what they're doing. Enjoyable because it's self-chosen.

##### **B. Pretend play ("socio-dramatic play") is about copying what adults do.**

1. Talk on cell phones, type on computers, etc.
2. When they go to the dramatic play area in the early morning, they first make breakfast because they just saw that at home.
3. Pretending to do realistic things

4. Make-believe (such as being a ninja)
5. Explore roles, concepts, or problems.
  - a) Experience the concept of powerful when being a ninja or superhero
  - b) Explore problems and problem-solving techniques

C. Types of play

1. Functional play (using items, such as running a block across the floor and saying it's a car)
2. Symbolic play (such as putting on a policeman's hat to become a policeman)
3. Social play (multiple children playing together)
4. Games with rules (primarily kindergarten or older school-age children, have winners and losers so this is not appropriate for preschool)

D. When I play, I learn!

1. A child engrossed in play is developing initiative, curiosity, and the joy of exploration.
2. Do this by using their own body, the other children nearby, and the available materials.
3. Examples:
  - a) sitting on the swing, they can learn what to do with their legs to pump the swing higher
  - b) playing with a ball with other children, they learn to make up games

E. When I easel paint, I learn:

1. To develop imagination and creativity
2. To develop eye-hand coordination
3. To express my feelings and ideas

F. When I paste, glue, and collage, I learn:

1. Concepts of shape, size, location, and design
2. About different textures (it's a sensory experience)

3. How to create patterns
4. Can be personal or group collage. If it's a group, watch out for one child (often a girl) deciding how it should look and bossing the others around.

G. When I look at objects in nature, I learn:

1. New vocabulary
2. To group objects into categories
3. To appreciate nature and develop a sense of wonder

H. When I play with sand, I learn:

1. How to use tools
2. To solve problems
3. To play socially with others (more interactive than any other part of the playground, usually)

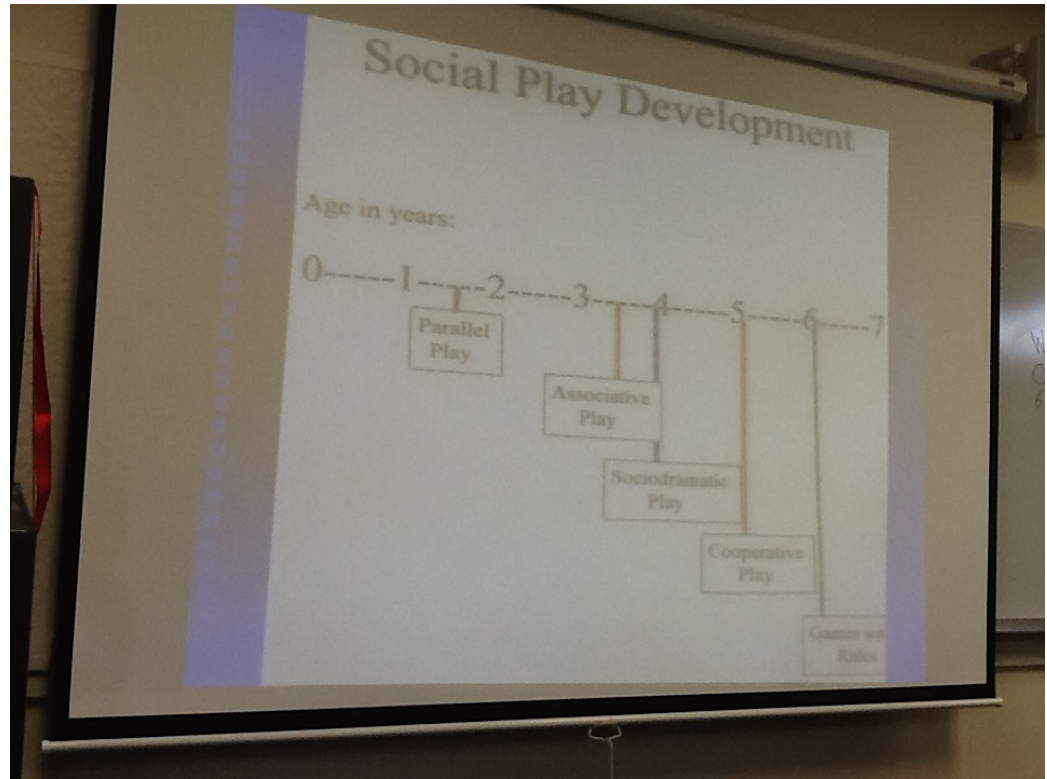
I. The nature of play

1. Play is intrinsically motivated (desire to play comes naturally from within)
2. We can make it possible and make it look fun, but we can't make children play.
3. Play is
  - a) A medium for learning
  - b) Defined by the player
  - c) Free from outside rules
  - d) Process-oriented (about the experience, not the outcome)
  - e) Internally motivated
  - f) Creative
  - g) Usually governed by implicit rules (the person who starts the play or gets there first usually sets the rules or takes the lead when the group agrees on the rules, but rules can change from day to day or change as more people join the group)

- h) Spontaneous
  - i) Free from major emotional distress (If children are playing and fighting too much, it's time to stop that play. It should not be a stressful experience.)
4. The types of play children enjoy the most are the experiences they choose for themselves.
  5. Make sure to provide materials that are developmentally appropriate for their age and stage of development.
- J. Don't take yourself so seriously! Never lose that sense of play. Children love playful teachers.
- K. Mildred Parten's Social Levels of Play
1. Non-social activity
    - a) Unoccupied
      - (1) Child wanders about the room watching
      - (2) Does not become involved in any activity
      - (3) Learns through observation (teachers often tell children not to wander, but forget they're playing and learning by observing)
      - (4) Related to temperament
      - (5) Example: infant shaking a rattle
    - b) Onlooker play
      - (1) Child watches other children play without entering into the activity
      - (2) Is how the child learns to join in others' play
      - (3) Example: mobile infant, watching another child banging an item on the table, goes to get the same item and repeats it
    - c) Solitary play
      - (1) Child plays alone with different toys or other objects

- (2) Often lasts longer for children without siblings (have to learn to socially play at school)
  - (3) Child plays by himself, not copying someone else, about 18 months old
2. Social participation
    - a) Parallel play
      - (1) Two or more children playing with the same toys in a similar way, usually side-by-side
      - (2) Example: children play with different puzzles, sitting side by side, think they're playing together but not really interacting
      - (3) Age 2-2.5 usually
  3. True social play
    - a) Associative play
      - (1) Children play together and interact in a common activity but with separate goals
      - (2) Age 3.5-4 years
      - (3) Example: go to block area, each building their own towers but using the same material and some talking about it
    - b) Cooperative play
      - (1) Children consciously play together to accomplish a common goal using the same material.
      - (2) Age 5
      - (3) Example: go to block area, decide what they should make together, then all use the same material to build the same bridge together, talk it out as they go, often gets more complex as they add more pieces from other parts of the room.

- (4) Example: in dress-up, one is the mom, one is the dad, they're going to the grocery store...
- (5) Example: all working together on a large collage to put up in the front office display



- c) Important! Associative = same material but everyone plays by themselves.  
Cooperative = same material and they play together.

L. Rough and tumble play

- 1. Play that mimics aggression through wrestling
- 2. Some schools ban it. Others allow it as long as a teacher is right next to them to make sure everyone is safe and wants to participate. When one child says stop or looks distressed, stop the play.

M. Games with rules in elementary school (four square, dodge ball, etc.) -- the other kids usually taught us the rules. Taught each other.

N. Block play is learning.



1. Mostly boys play there, statistically. Need to add dolls or horses or whatever it takes to help girls also go to the block area. The basis of math and science concepts happens in the block area. Everyone needs that experience.
2. Need to make sure our material is anti-bias, equal opportunity for everyone.
3. The boys who get to build and figure things out will some day be daddies. They need to learn to be nurturing too., just as we want the girls to learn math and science.
4. If you could pick only one toy for ages 3-5 overall development, it's blocks!!!
5. Social studies
  - a) People and their work
  - b) Mapping, grids, patterns
  - c) Interdependence
  - d) Symbolic representation
6. Social-emotional
  - a) Feeling of competence
  - b) Cooperation
  - c) Clean-up
  - d) Respect for the work of others
  - e) Self-confidence
  - f) Autonomy
  - g) Initiative
7. Art
  - a) Patterns
  - b) Symmetry
  - c) Balance
8. Language arts
  - a) How to do clean-up

- b) Reading
  - c) Shape recognition, differentiation, size relations, signs, labeling, directions
  - d) Questions about concepts, exchange of ideas
  - e) Planning of building, naming of building, function of building, stories about building
9. Science
- a) Trial and error
  - b) Inductive thinking
  - c) Discovery
  - d) Properties of matter
  - e) Interaction of forces
  - f) Weight
  - g) Systems
  - h) Inclined plane ramps
  - i) Balance, stability, gravity
10. Mathematics
- a) Measurement, volume, area
  - b) Depth, width, height, length
  - c) Classification, order
  - d) Numbers, fractions
  - e) Shape, symmetry, mapping
  - f) Space: Euclidian, projective, topological
  - g) Size: equality (same as) or inequality (more/less than)
11. Physical development
- a) Clean-up
  - b) Visual perception
  - c) Eye-hand coordination

- d) Hand manipulation
- e) Sense of self in space

## V. DVD: Temperament

- A. When kids are fussy, some of what we try to do to help can actually make fussiness worse if those things are trying to change their temperament. Timid or fussy doesn't mean anything is wrong.
- B. All children display temperament: cheerful or cranky, intense or easy-going, like to be held or not, etc.
- C. Temperament + parenting + culture + environment = personality
- D. Group care involves multiple temperaments together, which can be tough
- E. 9 temperament traits
  - 1. Activity level = high to low
  - 2. Biological rhythms = regular or irregular sleeping/eating/toileting
  - 3. Withdraw vs. approach
  - 4. Adaptability = quick to slow
  - 5. Mood = positive to negative
  - 6. Intensity of reaction = high to low
  - 7. Sensitivity to light/noise/touch = high to low
  - 8. Distractibility = high to low
  - 9. Persistence (keep trying when faced with difficulty) = high to low
- F. These indicators show us how best to approach/care for the child.
- G. Traits tend to combine in similar ways.
  - 1. Easy/flexible (40% of kids)
    - a) Regular rhythms, quick to adapt, positive mood, low intensity, low sensitivity
    - b) Easily taken advantage of, need attention to not get lost in the group

- c) Don't make a fuss, show their needs quietly, so caregiver needs to check in regularly (make eye contact, go be available nearby)
2. Slow-to-warm/ cautious/ fearful (15% of kids)
    - a) Timid/ shy, withdraw, will cry if pushed too quickly, need extra time
    - b) Become very attached to caregiver
    - c) Slow to adapt
    - d) Withdraws
    - e) Stays close to caregiver, checks it out from a safe distance, gets into it when ready. Caregiver stays until child is warmed up and enjoying it, then steps back and stays available.
    - f) Cycle for caregiver taking care of these kids: be with >> take to >> stay with >> step back >> move on
    - g) Helps to pair with a buddy
    - h) Helps to have a primary caregiver
    - i) Need things to be in the same place every day
  3. Difficult/ active/ feisty (10% of kids, can feel like more)
    - a) Difficult for caregivers, can also be most fun
    - b) Intense, lives with zest, lets everyone know how they feel
    - c) Active, intense, sensitive, irregular, distractible, moody
    - d) Use redirection: empathy, then redirect attention because can become as intensely interested in new things instead
    - e) Fussy, don't eat/ sleep/ toilet regularly, even when they seem tired/ hungry. Need the adults to be flexible.
    - f) May not like the stroking/ cuddling that most other infants thrive on in group care.

## H. Discussion

1. Flexible/easy (40% of kids) can easily fall through the cracks, not get enough attention, because not making a fuss to demand attention like others do.  
Make sure to connect individually with those kids at least once a day.
2. Fearful/slow-to-warm children (15% of kids) don't trust easily, and once they do, they attach strongly to the teacher and don't want to let go. Recommend that we step back as soon as the child is engaged, don't make them too reliant on us.
3. Feisty/difficult/active (10% of kids) are intense, can give us trouble, but are also fun. Need to make sure to give them lots of time to run off their energy. Have a difficult time falling asleep. Maybe easily constipated.
4. The other 35% are different combinations of those nine traits. Combine different aspects of different temperaments, don't fit neatly into one of these three molds.
5. Recognize your own temperament, recognize the temperament of the children in your care, put your temperament on hold, and meet the temperamental needs of the child.
  - a) Feisty child doesn't necessarily have ADHD. Provide experiences he enjoys, give him ways to stay active. Don't ask him to tone it down. He can't, and it's not fair to ask!
  - b) Sometimes opposites attract. Easy teachers may like to run with feisty children.

## **VI. Problem-solving**

### **A. Handling aggression**

1. Children need to be taught what is or is not socially acceptable
2. Takes time
3. Happens through direct instruction and peer reinforcement

## B. Sharing & cooperating

1. Is the foundation of social play
2. Needs adult support and patience
3. Difficult to learn because giving something up is hard for egocentric age/ stage
4. Can put a big pile of playdough instead of individual lumps
5. If a child is struggling with this, put him in charge of handing things out
6. Teachers can offer alternatives while the child waits
7. Positively reinforce sharing when it happens (“catch ‘em being good”)
8. Gradually decrease amount of available material creates the need to share

## C. Approach to be included

1. Observe, then jump in
2. Learned through interacting with others from infancy
3. Talk to each other, listen, smile, offer play ideas, offer other children’s lead
4. This is an art form. It’s tricky to learn to step into ongoing play. Look at the body language of the children, and verbally ask permission to join.

## D. Teasing, bullying, helping others

1. Help teased children to help others (give them power)
2. Often seen in children who didn’t go to preschool
3. Don’t deny differences in physical abilities. Do find ways children are similar.
4. Maybe difficult to discriminate between appropriate and inappropriate behaviors (such as hugging family vs. hugging strangers). Can learn by experiencing lots of different situations with different people.

## E. Beyond “I’m sorry” when there’s conflict (from NAEYC magazine article)

1. Use books, puppets, and storytelling to show characters following their conscience, doing the right thing

- a) address it to the whole group because affects the pusher, the child who's pushed, and everyone who saw it happen
  - b) may need to repeat multiple times
  - c) be specific to what happened: puppets choosing not to push each other, not just in general "be nice"
2. Plan group activities to nurture a caring community
    - a) group activities where they need somebody else's help
    - b) example: blindfold exercises when you need someone to hand you something or do something for you
3. Emphasize the impact of behavior
    - a) explain to the children, in detail, what happens to the other person when they do that. "When you push someone, they fall down and get hurt."
    - b) "When you say mean words, their feelings get hurt and maybe they cry. Because we love each other, we are part of the same community, we don't want to hurt each other. We are friends."
    - c) Be specific with the child.
4. Expect accountability.
    - a) The child who huts a child or takes their toy has to do something about it.
    - b) If he pushed me, he has to do something to make me feel better. Teacher helps the child take care of the hurt child (get Kleenex, get an ice pack, etc.)
    - c) We are responsible for our actions and choices. If you hurt someone, even by accident, you have to make it right with that person.
    - d) Would make our whole society more harmonious if we all learned this from birth. (Start with infants! Adults do the talking and act it out, but it's still learning. If you just take the toy and give it back without saying why, it's not a learning experience.)

5. If you want the child to apologize, make it clear why.
  - a) Saying “sorry” doesn’t make the other child stop hurting or get them their truck back.
  - b) Ask them to say, “I’m sorry for pushing you down” (or whatever they did) instead of just “sorry” so they understand the connection.

F. Problem-solving approach to conflict (handout)

1. Important at all ages
2. Helps develop:
  - a) Empathy
  - b) Self-control
  - c) Self-respect
  - d) Sense of responsibility to themselves and others
3. Emphasizes humans’ innate ability to solve their problems by calling on their own innate resources
4. Children learn to solve their own problems so they don’t need adults to solve them. As long as adults say what to do (“Give her half your playdough...” or “You have five minutes, then it’s her turn”), you’re solving it. Making them figure out a solution is cognitive growth for them.
5. Practice active listening.
6. Negotiate: give and take until both parties are happy. Put the disputed toy in the middle until they figure it out. Can’t listen while they’re doing tug-of-war over the toy with their hands.
7. Look at the environment: why are we having so many conflicts?
8. Every person involved has equal rights.
9. People are more important than the conflict. Never belittle or insult a child. They matter more than the truck they stole.



10. Even if the child is two years old, they know what the problem is. They have a right to tell us what the problem is and then help figure out how to solve it.
11. If they're taking too long to solve it, remind them, "When you're finished, it will be time to go outside." (Gives the incentive to wrap it up.)
12. Sometimes ignoring it will make it go away. Give it time.
13. What part of this behavior is problematic? Does it fit into the range of normal development? (A 2-year-old not wanting to share is normal. You can't force it.)
14. Is this difficult for the teacher? Is it really my problem (such as the child whining), not the child's? Often it's us being annoyed, not any child being hurt.
15. Is it causing a problem for this child or for peers?

G. RERUN strategy

1. R = Reflect
2. E = Explain
3. R = Reason
4. U = Understand
5. N = Negotiate
6. Two children want the same toy.
  - a) First, put the toy down and ask the children to tell us about the problem. Don't say what the problem is. Say, "I see there's a problem. What's wrong?"
  - b) Explain what you heard: Say back what you have heard from them. "I hear you saying these are your sunglasses. I heard you (2nd child) say these are yours."
  - c) Reason: "We only have one pair of sunglasses and two of you. You need to figure out what to do about that."

- d) Understand: Check that they understand the problem and why it matters.
  - e) Negotiate: Let them go back and forth deciding what to do. When they decide, check with each child individually to ask what the decision is.  
Make sure it's the same so they agree.
7. This takes a long time. Call another teacher to watch the other kids while you coach this. They learn the process, but learn that it takes a while with the teacher walking them through each step, so they only come to the teacher when they really need help.
  8. Empowering the child, helping them see themselves as smart enough to solve their own problems, is great cognitive develop and makes them less dependent on adults. We don't need to hold onto all that power as adults.