

**CHC08 Community Services  
Training Package**

**CHCFC504A**  
**Support emotional and  
psychological development in early  
childhood**

**Learner guide**

**Version 1**

**Training and Education Support  
Industry Skills Unit  
Meadowbank**



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## Section 1: Essential knowledge about emotional and psychological development

### ***Elements and performance criteria:***

This section relates indirectly to all elements and performance criteria. It particularly addresses aspects of essential knowledge and skills that are necessary so that expectations about children's emotional and psychological behaviour are appropriate to their stage of development.

By the end of this section you should be able to:

- Demonstrate some knowledge and understanding of terms, principles and theories relating to emotional and psychological development.
- Accept that each child's rate of development is individual and unique.
- Identify factors that influence emotional and psychological development.
- Demonstrate some knowledge and understanding of the theories that are used to help understand children's emotional and psychological development.
- Demonstrate some understanding of the links between different developmental domains.
- Demonstrate some knowledge and understanding of moral and spiritual development.

### ***Getting started***

Before you begin make sure you have the following resources:

- Nixon, D, and Aldwinckle, M., 2005, Exploring: Child Development from Three to Six Years, or a similar textbook.
- Nixon, D, and Gould, K, 1999, Emerging: Child Development in the First Three Years, or a similar textbook.

- Stonehouse, A, 2002, NSW Curriculum Framework for Children's Services: The Practice of Relationships.

You will also need to arrange the following:

- Internet access would be useful but is not essential
- Spend some time with your facilitator and other learners working through activities and reflective exercises.

*NOTE: As you work through this section you may find you have completed some of the information and activities before in the unit **CHCFC503A Foster social development in early childhood**". If this is the case then simply move on to the next section and the next activity. There is some duplication of information and activities due to overlaps between the Elements and Performance Criteria associated with both of these units.*

Welcome to the unit '*Support emotional and psychological development in early childhood*'. In this unit you will be learning how children develop socially and emotionally from the time they are born until they are six years old.

You may have received an introduction to some of the concepts covered here in '*Support the development of children*' and '*Foster social development in early childhood*'. This unit will build upon these concepts. Here we are going to look at the emotional and psychological development of children in detail. I think you will find this a really enjoyable and interesting unit as you probably will find all the 'fosters'. I have found in a face-to-face situation that learners generally enjoy studying child development as the knowledge that they gain underpins everything a carer does while working with young children.

As with the other development units we are going to start with the theoretical aspects. These will be introduced here and then built upon throughout the unit.

## Terms, concepts and principles

### Activity 1.1



Write a response

Jot down your definitions of the following:

- Emotional development is ...

- Psychological development is ...

*See suggested answers at the end of this resource.*

Hopefully you can clearly see that all of these areas of development interact and relate to one another. When we say that we need to express and control our emotions appropriately we are looking at socially acceptable ways of doing so. In order to effectively relate to people we need to be able to 'read' the cues they send out which will help us determine their emotional or psychological state. In this unit some attempt will be made to separate the emotional from the social so that you can identify some of the differences, but in many ways this will be a rather artificial separation - you will see many overlaps. We will make no real distinction between psychological and emotional development.

## Activity 1.2



Write a response

You may already know some facts and concepts relating to child development, particularly if you completed previous development units. Try the following quiz to see how much you know about emotional development. If you need help refer to your texts.

Match the term and the definition by drawing a line to the correct ones.

1. Emotional development		a. Where the child has knowledge of their sex and the differences between them.
2. Self-awareness		b. The value judgement we place on our skills, attributes and abilities.
3. Self-concept		c. The development of our feelings and learning how to control and express those feeling appropriately.
4. Self-esteem		d. The bonding that takes place between a child and it's caregivers
5. Gender awareness		e. When a child realises that they are separate from their mother and can make things happen.
6. Attachment		f. Having knowledge about the factors that determine who we are. How do we see ourselves?

*You will find suggested answers at the end of this resource.*