

**CHC08 Community Services
Training Package Version 4**

CHCFC504A

Support emotional and psychological development in early childhood

Learner guide

Version 2

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



Product Code: 5699

Acknowledgments

The TAFE NSW Training and Education Support Industry Skills Unit, Meadowbank would like to acknowledge the support and assistance of the following people in the production of this learner resource guide:

Writer:

Melissa Healy
Teacher, Child and Family Services
TAFE NSW

Contributors:

Margaret Spears, Sue Shrubbs, Melissa Healy, Maree Aldwinckle, Lisa Wallmeyer
Teachers,
Child and Family Services TAFE NSW

Dianne Nixon
Consultant

Reviewer:

Deborah Peters
Teacher
Child and Family Services
TAFE NSW

Project Manager:

Gail Horwood
A/ Education Programs Manager
TAFE NSW

Enquiries

Enquiries about this and other publications can be made to:

Training and Education Support Industry Skills Unit, Meadowbank
Meadowbank TAFE
Level 3, Building J,
See Street, MEADOWBANK NSW 2114

Tel: 02-9942 3200

Fax: 02-9942 3257

© NSW Technical and Further Education Commission (TAFE NSW Industry Skills Unit, Meadowbank), 2012.

Copyright of this material is reserved to NSW Technical and Further Education Commission (TAFE NSW Industry Skills Unit, Meadowbank). Reproduction or transmittal in whole or in part, other than for the purposes of private study or research, and subject to the provisions of the Copyright Act, is prohibited without the written authority of, TAFE NSW. Training and Education Support Industry Skills Unit, Meadowbank.

ISBN 978-1-74236-408-7

Developed by Training & Education Support Industry Skills Unit, Meadowbank

© TAFE NSW 2012

Table of contents

INTRODUCTION	7
1. General introduction	7
2. Using this learner guide	7
3. Prior Knowledge and Experience	9
4. Unit of competency overview	9
5. Assessment	15
SECTION 1: ESSENTIAL KNOWLEDGE ABOUT EMOTIONAL AND PSYCHOLOGICAL DEVELOPMENT	17
Terms, concepts and principles	19
Child development theorists	26
Current perspectives on developmental theory	41
SECTION 2: UNDERSTANDING EMOTIONAL AND PSYCHOLOGICAL DEVELOPMENT ...	45
Emotional development	47
SECTION 3: INTERACTIONS AND EXPERIENCES TO FOSTER EMOTIONAL AND PSYCHOLOGICAL DEVELOPMENT	77
<i>Unit elements and performance criteria:</i>	77
Developing trusting relationships with infants	80
Caregiving and temperament type	81
The attachment curriculum.....	83
Fostering emotional development with toddlers	85
Fostering emotional development with preschoolers	93
Building positive self-concept, self-esteem and confidence	95
Developing self help skills	99
Providing opportunities for emotional expression.....	102

Involving children in decision-making	106
Promoting respect for individual differences	111
Encouraging inclusive behaviours and attitudes in children	114
Ensuring high quality practices	119
SECTION 4: PLANNING EXPERIENCES TO FOSTER EMOTIONAL AND PSYCHOLOGICAL DEVELOPMENT	121
Elements and performance criteria	121
Monitoring emotional and psychological development	123
Significant behaviours	126
ANSWERS TO ACTIVITIES	169
Section 1	169
Section 2	176
Section 3	180
Section 4	191
RESOURCES	195
Legislation and policy requirements	195

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.

- *Belonging, Being & Becoming: The Early Years Learning Framework*
<http://acecqa.gov.au/resources-and-templates/>
- *Educator's Guide to The Early Years Learning Framework*
<http://acecqa.gov.au/resources-and-templates/>

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 an educator 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.

This reading gave you a brief introduction to the principles of development. Test your understanding of the principles by completing the revision exercise below.

Activity 1.3



Write a response

Read Nixon and Aldwinckle (2005), *Exploring*, pp 1-4 or a similar text. This reading gives you a brief introduction to the principles of development. Test your understanding of the principles by completing by answering the following questions:

- What is a developmental theory?

- Name the major developmental domains and one skill that you would find in each domain, e.g. physical – walking.

Go to the end of this learning resource to check your answers.

Influences on development and individual differences

You may already know that most children follow predictable developmental pathways and pretty much tend to learn their skills in the same order. Most babies crawl before they walk, babble before they say defined words and so on. This is sometimes called a developmental sequence. Children also tend to learn skills within a predictable age range. For example, walking tends to start between 9 and 18 months. These are called developmental norms. It is important to remember though that considerable individual variations occur. Many normative charts (those charts that tell us when children are expected to be attaining skills) are based on small or unrepresentative population groups (e.g. white, middle class). They are still relevant and can be used as a basis for comparison but don't fall into the trap of thinking that they are definitive.

Our development is influenced by many factors – it is the combination of factors and influences that we experience that makes each of us unique. These factors are going to help determine when you achieve certain milestones and also to some extent your proficiency at particular skills and behaviours. Read on for more information.

Genetic timetabling

- Skills will occur within a predetermined time period.
- Our bodies contain trillions of cells. Each cell contains chromosomes, which hold all our genetic information.
- Chromosomes will determine your eye colour, when you walk, your gender and so on.
- The actual substance that determines these things is DNA.
- Within the DNA you will find genes. The genes are a segment of DNA on the chromosome.
- Because your genes are inherited from your parents you will often find that you have many characteristics in common with your parents and siblings.

Environmental influences

- Teratogens – these are chemical and other external compounds that cross the placenta and affect the developing foetus and child. For example, alcohol and other drugs, pollution, medication, mercury and other elements, radiation and so on.
- Opportunities given to the child to explore their environment.
- Caregiving strategies used and the quality of interactions with the child.