Chapter 5

TODDLERHOOD

Instructor: Monica Garcia
Tuesday evening class: 6:50 pm to 10:00 pm
November 1, 2016
Fall 2016
Learning Objectives

• LO 5.1 Describe the typical changes in physical growth that take place in toddlerhood and explain the harmful effects of nutritional deficiencies on growth
• LO 5.2 Describe the changes in brain development that take place during toddlerhood, and identify the two most common methods of measuring brain activity
• LO 5.3 Describe the changes in sleeping patterns and sleeping arrangements that take place during toddlerhood
• LO 5.4 Describe the advances in motor development that take place during toddlerhood
• LO 5.5 Compare and contrast the process and timing of toilet training in developed countries and traditional cultures
• LO 5.6 Distinguish the weaning process early in infancy from weaning later in toddlerhood
• LO 5.7 Outline the cognitive achievements of toddlerhood in Piaget’s theory
• LO 5.8 Explain Vygotsky’s sociocultural theory of cognitive development and contrast it with Piaget’s theory
Learning Objectives

• LO 5.9  Summarize the evidence for the biological and evolutionary bases of language
• LO 5.10  Describe the milestones in language development that take place during the toddler years
• LO 5.11  Identify how parents’ stimulation of toddlers’ language varies across cultures and evaluate how these variations relate to language development
• LO 5.12  Describe how emotional development advances during toddlerhood and identify the impact of culture on these changes
• LO 5.13  Describe the changes in self-development that take place during toddlerhood
• LO 5.14  Distinguish between sex and gender and summarize the evidence for the biological basis of gender development
• LO 5.15  Describe the essential features of attachment theory and identify the four classifications of attachment
• LO 5.16  Identify the key factors influencing the quality of toddlers’ attachment to their mothers, and explain what effect attachment quality has on development
Learning Objectives

• LO 5.17  Summarize the major critiques of attachment theory, including the cultural critique
• LO 5.18  Compare and contrast the typical patterns of father involvement with infants and toddlers in traditional cultures and developed countries
• LO 5.19  Describe relationships with siblings, peers, and friends during toddlerhood
• LO 5.20  Identify the characteristics of autism spectrum disorders and recognize how they affect prospects for children as they grow to adulthood
• LO 5.21  Identify the typical rates of television use in toddlerhood and explain some consequences of toddlers’ TV watching
Gender Identity
LO 5.14 Gender Development

• Children begin to identify as male or female during toddlerhood
  ▪ Sex—Biological status of being a male or female
  ▪ Gender—Identifies as a male or female
• Culture communicates gender expectations to boys and girls
Attachment Theory

LO 5.15 Attachment Theory

• At first- Attachment was connected to the reduction of a distressing physical state and pleasure of feeding

• Three important research findings
  ▪ Rene Spitz- Found children still suffered emotional development even if feed well. (orphanage)
  ▪ Harry Harlow- Cloth monkey, Wire Monkey
  ▪ Bowlby- Bonding for the purpose of protection and feeling safe. (imprinting)
Attachment: John Bowlby

Bowlby concluded that attachment is based on the need for protection and survival, not nourishment.

- Primary attachment figure (parent)
- Attachment evolves as they grow
- When young they like strangers as the child gets older stranger anxiety will develop
- Separation anxiety - Fear because person who protects them is gone
Varieties of Attachment: The Strange Situation

- Mary Ainsworth made up an experiment to show attachment behavior.
- The “stranger situations” were made up to assess attachment by going through 8 vignettes.
- This led to the development of four attachment classifications.

LO 5.15 Attachment Theory
Figure 5.5 The strange situation. The Strange Situation features a series of episodes in which (a) the mother leaves the room, (b) the toddler is alone with the stranger, and (c) the mother returns to the room and is reunited with the toddler.
Variations in Attachment

LO 5.15 Attachment Theory

• Secure attachment—Mom is secure, cry upon separation, return to mom upon return

• Insecure avoidant attachment—No interaction with mom, no response upon separation or return
Variations in Attachment

LO 5.15 Attachment Theory

• Insecure resistant attachment—less likely to return, show distress upon separation, show ambivalence upon return

• Disorganized-disorientated—extremely unusual behavior, dazed when mom leaves and fear upon return
• Fathers in traditional cultures
  ▪ Provider and disciplinarian (but can be warm)
    - Some contrasts are the Warlpiri (aboriginal Australia) who have unique bond with daughter and the Manus (New Guinea) who become primary attachment figure by toddlerhood.
The Social World of the Toddler
The Role of Fathers

• Fathers in developed countries
  ▪ Provider and interact less with more play than care
    - Change to more egalitarian in recent years
    - Parenting learned, not innate
In traditional cultures older siblings may be responsible for the care of the younger sibling.

Older sibling can provide emotional comfort and security if primary not around.
• Younger siblings can lead to negative consequences including attachment changes, increased aggressiveness
• Parents can help but conflict is more common in siblings than any other relationship
Sibling Rivalry
The Social World of the Toddler
Peers and Friends

• Peer interaction can be understood by types of play
  ▪ Solitary play—all by themselves
  ▪ Parallel play—same activity but not with each other
  ▪ Simple social play—talking, smiling, sharing

LO 5.19 Relations With Siblings, Peers, & Friends
The Social World of the Toddler
Peers and Friends

- Toddlers in day care exhibit social play sooner
- Friendships can develop as in later ages: Companionship, mutual affection, and emotional closeness

LO 5.19 Relations With Siblings, Peers, & Friends
Autism: A Disruption in Social Development

• Features for diagnosis include
  ▪ Lack of interest in social relations
  ▪ Abnormal language development
  ▪ Repetitive behaviors

LO 5.20 Autism Spectrum Disorders
Toddlers with autism have deficits in their social and language development. Here, a boy plays alone at a school for children with autism in Beijing, China.
Autism: A Disruption in Social Development

- 1:500 children affected by autism
- 4:100 have features (Autistic Spectrum Disorder)
- Origins are unclear
- Although diagnosed between 18–30, it can be seen in infancy
- May never develop language
- As adults, may live with parents or in sponsored group homes
The Social World of the Toddler Media Use in Toddlerhood

• 58% of children under 3 watch TV every day
• Toddlers understand images are not real although it is not completely clear
• Can encourage pro-social behavior
• Displacement effect is a concern
• It is suggested that children watch no more than 2 hours of television per day

LO 5.21 Television Use in Toddlerhood