**Emotional and Social Development**

**of a Preschooler Study Guide**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period:\_\_\_\_\_**

**Emotional Characteristics**

1. Gaining *\_\_\_\_\_\_\_* inner self-*\_\_\_\_\_\_\_* and self-*\_\_\_\_\_\_\_\_\_\_\_\_\_\_*of emotions.
2. Can begin to *\_\_\_\_\_\_\_\_\_*to other’s *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
   1. Sometimes they want to be and insist on being independent. They *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* from adults and others.
   2. Other times they are very dependent and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
   3. As a caregiver, show unconditional *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
   4. Know when to help and when to *\_\_\_\_\_\_\_\_\_\_\_\_*.
4. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
   1. Fear and anxiety is a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* against danger. Too much or too little fear and anxiety is not healthy.
   2. Fear and anxiety become *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* during the preschool years. (Monsters under the bed, vampires, etc.)
   3. Caregivers should listen to and *\_\_\_\_\_\_\_\_\_\_\_\_*the fears, assure that you will *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, be a role model of *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
5. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
   1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*is a feeling, an emotion.
   2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* is an attempt to hurt someone or something.
   3. Preschoolers need to learn how to get rid of and deal with their feelings of anger in an *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
   4. Preschooler’s aggressiveness should never be disciplined with aggressive forms of *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
   5. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*aggressive acts from occurring. Redirect behavior, eliminate competition, encourage cooperation.
6. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
   1. Jealousy occurs when a child recognizes that they must *\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and attention of an adult with another person.
   2. When that other *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, then it becomes sibling rivalry.
   3. Caregivers should discuss the child’s *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
   4. Caregiver and child should spend their own *\_\_\_\_\_\_\_\_\_\_\_\_\_* together.
7. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
   1. Preschoolers are just beginning to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* the concept of death and grief.
   2. Caregivers should answer the child’s questions *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
   3. Caregivers should explain, truthfully, their *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* concerning death on the child’s level.
   4. Adults should allow the child to see them *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* at times.

**Social Characteristics**

1. More able and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* with others.
2. Having *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* is common, normal, and shows good social and emotional skills.
3. If a child does *\_\_\_\_\_\_\_\_\_\_\_* with real friends, then this could be a *\_\_\_\_\_\_\_*.
4. They are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and realize that having friends outside of their family is fun.
5. Can learn specific *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* in the preschool environment:
   1. Taking *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
   2. *\_\_\_\_\_\_\_\_\_\_\_\_* still for longer periods of time
   3. Raising *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
   4. Improving *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Movement**

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* is the child’s first way of *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
2. Personal movement shows the *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* of an individual.
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* shows their *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* in their own way.
4. Movement also builds a child’s *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.

**Initiative vs. Guilt**

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*stage of development
2. Initiative:
   1. The decision and motivation to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* than expected or asked.
   2. The desire to accomplish tasks is based on the child’s *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
3. Play is a child’s *\_\_\_\_\_\_\_\_\_*. Children are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* during this stage.
4. Children who are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, allowed, and supported in these efforts develop *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* (the belief in one’s abilities).
5. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* or punishment may lead to feelings of *\_\_\_\_\_\_\_\_*, inferiority, or inadequacy.

**Teaching Moral Behavior**

1. Toddlers *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* their parents and other caregivers set, but they *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* behind the rules.
2. Toddlers do understand that some actions make a caregiver *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and others make a caregiver *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
3. They choose the latter behavior so they do not *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* of their caregiver.
4. Preschoolers are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* the reasons behind the rules and develop a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*(inner sense of right and wrong).
5. Their conscience will guide their behavior and help them to make *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
6. The caregiver has a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and help a child develop moral behavior.
7. They can be a good role model of it by:
   1. Setting clear *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
   2. Respond to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and talk about them in private
   3. Continue to *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* despite the misbehavior