THEORIES OF EMOTIONAL AND SOCIAL DEVELOPMENT pdf

1: Social Development Theory - Socialize and Learn

This page presents an overview of the developmental tasks involved in the social and emotional development of children and teenagers which continues into adulthood. The presentation is based on the Eight Stages of Development developed by the psychiatrist, Erik Erikson in According to Erikson.

In the Bingham-Stryker model the crisis is emotional and financial self-sufficiency. The difference may lie in gender expectations. Boys are expected to become self-sufficient; the male crisis is one of establishing intimacy. Girls are expected to establish relationships; the female crisis is autonomy in terms of taking care of themselves emotionally and financially. A related observation made by those studying trends in modern society Huitt, is that everyone, both men and women, need to pay special attention to financial independence. Included in those skills is both a need to manage personal resources such as finances as well as develop the social and emotional skills that will allow one towork in groups and adapt to a rapidly changing environment. In this respect both Erikson and Bingham-Stryker are correct. For Erikson, the crises of adulthood revolve around the issues of generativity and ego identity. For Bingham and Stryker, the crises revolve around the contentment one has with life in terms of accomplishment in the workplace and relationships. I believe Covey, Merrill and Merrill have best expressed the issues of adulthood with their list--to live, to love, to learn, to leave a legacy. This expresses the issues of intimacy to love and generativity to leave a legacy proposed by Erikson as well as the issues of to live emotional, financial and to learn achievement in the world of work proposed by Bingham and Stryker. It is vitally important that we pay special attention to what works for girls as well as for boys. This is certainly an area in need of further exploration. References American Association of University Women. Shortchanging girls, shortchanging America. Things will be different for my daughter: A practical guide to building her self-esteem and self-reliance. The biology, psychology, and spirituality of the feminine life cycle. To live, to love, to learn, to leave a legacy. An exploration of early female development. Recommended books related to the growth, development, and socialization of girls and women. Retrieved October , from http: Success in the Conceptual Age: Retrieved August , from http: Encourage initiative in many aspects of classroom work. Develop student-run projects Reinforce choices that students may make for themselves. Have a free-choice time in which a child may select an educational game or activity. As much as possible, avoid interrupting a child who is very involved and concentrated on what he is doing. Avoid scolding or devaluating a child because he tries something on his own. If a child initiates an inappropriate or dangerous activity, restructure his efforts within acceptable limits rather than completely squelching his ideas. Encourage make-believe with a wide variety of roles. Play pretend games focusing on roles children are already familiar with. During these games have children switch roles so that all children are given a chance to lead. Make sure that each child has a chance experience success. Provide opportunity for child to engage in activities that match their temperaments, learning styles, abilities, etc. Provide students with opportunities to set and work toward realistic goals. Provide many relatively short projects that offer true gains. Allow student involvement in choice of projects. Let students have a chance to show their independence and responsibility. Show tolerance for student mistakes. Give students opportunities to participate in classroom duties. Know something about the friendship structure of your classroom and try to find ways to encourage isolates to get involved. Give isolates responsibilities that they can handle. Help students learn game skills needed to take part in peer activities. Give students a chance to think about fairness and justice. Use the Golden Rule as a basis for discussions of conflict. Give students a clear statement of class rules and their rationale. Provide encouragement to students who seem discouraged. Recognize students for their accomplishments. Give students many models for career choices and other adult roles. Provide models from literature and history. Invite guest speakers to share their occupations. Encourage students to develop interest in many activities. Provide a variety of extra-curricular clubs and activities. Help students find assistance in working out personal problems. Provide school counseling services. Refer students to outside services when necessary. Give students a chance to examine some of the choices they must make. Choose lessons which center on career choices. Provide units on changing family life. Check to see if the textbooks and other materials you are using

are presenting an honest view of the options open to both females and males and make adjustments when necessary. Are both males and females portrayed in traditional and nontraditional roles at work, at leisure, and at home? What effects are the materials likely to have on the self-images and aspirations of the female students? Discuss your findings with the students and ask them to help you find similar biases in other materials. Locate additional materials to fill gaps noticed in the regular materials. Watch for any unintended biases in your own classroom practices. Do you group students by gender for certain activities? Do you tend to call on one gender or the other for certain answers boys for math and girls for poetry, for example? Look for ways in which your school may be limiting the options open to male or female students. What advice is given by guidance counselors to students in course selection and career decisions? Is there a good sports program for both boys and girls? Give students realistic feedback about themselves. In addition to grading, comment on the strengths and weaknesses in their work. Educational psychology for teachers.

2: Vygotsky and the Theories of Emotions: in search of a possible dialogue

Child development theories focus on explaining how children change and grow over the course of childhood. Such theories center on various aspects of development including social, emotional, and cognitive growth.

It encompasses both intra- and interpersonal processes. National Scientific Council on the Developing Child , 2 Infants experience, express, and perceive emotions before they fully understand them. In learning to recognize, label, manage, and communicate their emotions and to perceive and attempt to understand the emotions of others, children build skills that connect them with family, peers, teachers, and the community. These growing capacities help young children to become competent in negotiating increasingly complex social interactions, to participate effectively in relationships and group activities, and to reap the benefits of social support crucial to healthy human development and functioning. Healthy social-emotional development for infants and toddlers unfolds in an interpersonal context, namely that of positive ongoing relationships with familiar, nurturing adults. Young children are particularly attuned to social and emotional stimulation. Even newborns appear to attend more to stimuli that resemble faces Johnson and others Responsive caregiving supports infants in beginning to regulate their emotions and to develop a sense of predictability, safety, and responsiveness in their social environments. In other words, high-quality relationships increase the likelihood of positive outcomes for young children Shonkoff Experiences with family members and teachers provide an opportunity for young children to learn about social relationships and emotions through exploration and predictable interactions. Professionals working in child care settings can support the social-emotional development of infants and toddlers in various ways, including interacting directly with young children, communicating with families, arranging the physical space in the care environment, and planning and implementing curriculum. Brain research indicates that emotion and cognition are profoundly interrelated processes. Most learning in the early years occurs in the context of emotional supports National Research Council and Institute of Medicine Together, emotion and cognition contribute to attentional processes, decision making, and learning Cacioppo and Berntson Furthermore, cognitive processes, such as decision making, are affected by emotion Barrett and others Brain structures involved in the neural circuitry of cognition influence emotion and vice versa Barrett and others Young children who exhibit healthy social, emotional, and behavioral adjustment are more likely to have good academic performance in elementary school Cohen and others ; Zero to Three The sharp distinction between cognition and emotion that has historically been made may be more of an artifact of scholarship than it is representative of the way these processes occur in the brain Barrett and others This recent research strengthens the view that early childhood programs support later positive learning outcomes in all domains by maintaining a focus on the promotion of healthy social emotional development National Scientific Council on the Developing Child ; Raver ; Shonkoff Infants as young as three months of age have been shown to be able to discriminate between the faces of unfamiliar adults Barrera and Maurer The foundations that describe Interactions with Adults and Relationships with Adults are interrelated. They jointly give a picture of healthy social-emotional development that is based in a supportive social environment established by adults. Children develop the ability to both respond to adults and engage with them first through predictable interactions in close relationships with parents or other caring adults at home and outside the home. Children use and build upon the skills learned through close relationships to interact with less familiar adults in their lives. In interacting with adults, children engage in a wide variety of social exchanges such as establishing contact with a relative or engaging in storytelling with an infant care teacher. Quality in early childhood programs is, in large part, a function of the interactions that take place between the adults and children in those programs. How teachers interact with children is at the very heart of early childhood education Kontos and Wilcox-Herzog , Infants use relationships with adults in many ways: Return to Top Interactions with Peers In early infancy children interact with each other using simple behaviors such as looking at or touching another child. Interactions with peers provide the context for social learning and problem solving, including the experience of social exchanges, cooperation, turn-taking, and the demonstration of the beginning of empathy. Social interactions

with peers also allow older infants to experiment with different roles in small groups and in different situations such as relating to familiar versus unfamiliar children. As noted, the foundations called Interactions with Adults, Relationships with Adults, Interactions with Peers, and Relationships with Peers are interrelated. Interactions are stepping-stones to relationships. Burk , writes: We, as teachers, need to facilitate the development of a psychologically safe environment that promotes positive social interaction. As children interact openly with their peers, they learn more about each other as individuals, and they begin building a history of interactions. Return to Top Relationships with Peers Infants develop close relationships with children they know over a period of time, such as other children in the family child care setting or neighborhood. Relationships with peers provide young children with the opportunity to develop strong social connections. Infants often show a preference for playing and being with friends, as compared with peers with whom they do not have a relationship. The three groups vary in the number of friendships, the stability of friendships, and the nature of interaction between friends for example, the extent to which they involve object exchange or verbal communication. Infants demonstrate this foundation in a number of ways. For example, they can respond to their names, point to their body parts when asked, or name members of their families. Through an emerging understanding of other people in their social environment, children gain an understanding of their roles within their families and communities. They also become aware of their own preferences and characteristics and those of others. Self-efficacy is related to a sense of competency, which has been identified as a basic human need Connell For example, they pat a musical toy to make sounds come out. The later ability to use words to express emotions gives young children a valuable tool in gaining the assistance or social support of others Saarni and others Tronick , described how expression of emotion is related to emotion regulation and communication between the mother and infant: Some cultural groups appear to express certain emotions more often than other cultural groups Tsai, Levenson, and McCoy In addition, cultural groups vary by which particular emotions or emotional states they value Tsai, Knutson, and Fung Positive emotions appeal to social partners and seem to enable relationships to form, while problematic management or expression of negative emotions leads to difficulty in social relationships Denham and Weissberg The use of emotion-related words appears to be associated with how likable preschoolers are considered by their peers. Children who use emotion-related words were found to be better-liked by their classmates Fabes and others Infants respond more positively to adult vocalizations that have a positive affective tone Fernald It appears likely that the experience of positive emotions is a particularly important contributor to emotional well-being and psychological health Fredrickson , ; Panksepp Return to Top Empathy During the first three years of life, children begin to develop the capacity to experience the emotional or psychological state of another person Zahn-Waxler and Radke-Yarrow The following definitions of empathy are found in the research literature: The concept of empathy reflects the social nature of emotion, as it links the feelings of two or more people Levenson and Ruef Since human life is relationship-based, one vitally important function of empathy over the life span is to strengthen social bonds Anderson and Keltner Research has shown a correlation between empathy and prosocial behavior Eisenberg In particular, prosocial behaviors, such as helping, sharing, and comforting or showing concern for others, illustrate the development of empathy Zahn-Waxler and others and how the experience of empathy is thought to be related to the development of moral behavior Eisenberg For example, those behaviors are modeled through caring interactions with others or through providing nurturance to the infant. Quann and Wien , 28 suggest that one way to support the development of empathy in young children is to create a culture of caring in the early childhood environment: The relationships among teachers, between children and teachers, and among children are fostered with warm and caring interactions. Researchers have generated various definitions of emotion regulation, and debate continues as to the most useful and appropriate way to define this concept Eisenberg and Spinrad As a construct, emotion regulation reflects the interrelationship of emotions, cognitions, and behaviors Bell and Wolfe Emotion regulation is influenced by culture and the historical era in which a person lives: Adults can provide positive role models of emotion regulation through their behavior and through the verbal and emotional support they offer children in managing their emotions. Emotion regulation skills are important in part because they play a role in how well children are liked by peers and teachers and how

socially competent they are perceived to be National Scientific Council on the Developing Child At kindergarten entry, children demonstrate broad variability in their ability to self-regulate National Research Council and Institute of Medicine As infants grow, they become increasingly able to exercise voluntary control over behavior such as waiting for needs to be met, inhibiting potentially hurtful behavior, and acting according to social expectations, including safety rules. Group care settings provide many opportunities for children to practice their impulse-control skills. Peer interactions often offer natural opportunities for young children to practice impulse control, as they make progress in learning about cooperative play and sharing. Social understanding is particularly important because of the social nature of humans and human life, even in early infancy Wellman and Lagattuta Return to Top References Ainsworth, M. Infant Care and the Growth of Love. Johns Hopkins University Press. American Academy of Pediatrics. Caring for Your Baby and Young Child: Birth to Age 5 Fourth edition. University of Chicago Press. Attachment Second edition , Attachment and Loss series, Vol. Foreword by Allan N. Self-Regulation in Early Childhood: California Department of Education. Return to Top Campos, J. Science and Practice, Vol. Helping Young Children Succeed: The University of Chicago Press. Early Language Milestone Scale: Emotional Development in Young Children. The Beginnings of Social Understanding. Return to Top Fabes, R. Infant, Family, and Society Fourth edition. Denver II Screening Manual. The Social World of Children: Why Are They So Important? Return to Top Kravitz, H. Caring for Infants and Toddlers in Groups:

3: Social Development Theory

Emotional Development Theories. Despite being a relatively new field of study, there are many theories of emotional development. While one could fill entire volumes explaining the intricacies of these theories, two of them will be the focus of this article.

Self-soothing and learning to modulate reactivity. Regulation of attention in service of coordinated action. Behavior synchrony with others in some expressive channels. Increasing expressive responsiveness to stimuli under contingent control. Increasing coordination of expressive behaviors with emotion-eliciting circumstances. Social games and turn-taking e. Socially instrumental signal use e. Emergence of self-awareness and consciousness of own emotional response. Irritability due to constraints and limits imposed on expanding autonomy and exploration needs. Self-evaluation and self-consciousness evident in expressive behavior accompanying shame, pride, coyness. Increasing verbal comprehension and production of words for expressive behavior and affective states. Anticipation of different feelings toward different people. Early forms of empathy and prosocial action. Adoption of pretend expressive behavior in play and teasing. Sympathetic and prosocial behavior toward peers. Seeking support from caregivers still prominent coping strategy, but increasing reliance on situational problem-solving evident. Problem-solving preferred coping strategy if control is at least moderate. Distancing strategies used if control is appraised as minimal. Appreciation of norms for expressive behavior, whether genuine or dissembled. Use of expressive behavior to modulate relationship dynamics e. Awareness of multiple emotions toward the same person. Use of multiple time frames and unique personal information about another as aids in the development of close friendships. Increasing accuracy in appraisal of realistic control in stressful circumstances. Capable of generating multiple solutions and differentiated strategies for dealing with stress. Distinction made between genuine emotional expression with close friends and managed displays with others. Increasing integration of moral character and personal philosophy in dealing with stress and subsequent decisions. Skillful adoption of self-presentation strategies for impression management. Awareness of mutual and reciprocal communication of emotions as affecting quality of relationship. From Saarni , pp. Copyright by Jossey-Bass. Reprinted by permission of the author. Recent Research Results The Development of Emotional Competence A productive way to look at emotional functioning is the degree to which it serves the adaptive and self-efficacious goals of the individual. The construct emotional competence3 has been proposed as a set of affect-oriented behavioural, cognitive and regulatory skills that emerge over time as a person develops in a social context. Thus, we actively create our emotional experience, through the combined influence of our cognitive developmental structures and our social exposure to emotion discourse. Through this process, we learn what it means to feel something and to do something about it. Table 2 lists the 8 skills of emotional competence. Skills of Emotional Competence 1. Capacity for adaptive coping with aversive or distressing emotions by using self-regulatory strategies that ameliorate the intensity or temporal duration of such emotional states e. Awareness that the structure or nature of relationships is in part defined by both the degree of emotional immediacy or genuineness of expressive display and by the degree of reciprocity or symmetry within the relationship; e. Capacity for emotional self-efficacy: The individual views her- or himself as feeling, overall, the way he or she wants to feel. The infant is then secure in his or her attachment to the caregiver. The caregiver-child relationship establishes the foundation for the development of emotional skills, and sets the stage for future social relationships. A secure attachment leaves the child free to explore the world and engage with peers. In a study of preschoolers, Denham and her colleagues4 found a positive association between security of attachment to mothers and security of attachment to teachers. Furthermore, security of attachment to both mother and teacher related positively to emotion understanding and regulated anger. Insecure attachment is associated with emotional and social incompetence, particularly in the areas of emotion understanding and regulated anger. For example, a child who experiences maltreatment may develop primary emotional responses such as anxiety or fear. With young children, emotion knowledge is more concrete, with heightened focus on observable factors. Elementary school children advance in their ability to offer self-reports of emotions, and to use words to

explain emotion-related situations. As children mature, their inferences about what others are feeling integrate not only situational information, but also information regarding prior experiences and history. Older children are also more able to understand and express complex emotions such as pride, shame or embarrassment. By adolescence, issues of identity, moral character and the combined effects of aspiration and opportunity are more explicitly acknowledged as significant by youth. The skills of emotional competence do not develop in isolation from each other and their progression is intimately tied to cognitive development. Furthermore, as children learn about how and why people act as they do, they grow in their ability to infer what is going on for themselves emotionally. Positive Development and Emotional Competence Competent children and youth do not experience lives free of problems, but they are equipped with both individual and environmental assets that help them cope with a variety of life events. Conclusions Strengths in the area of emotional competence may help children and adolescents cope effectively in particular circumstances, while also promoting characteristics associated with positive developmental outcomes, including feelings of self-efficacy, prosocial behaviour and supportive relationships with family and peers. Furthermore, emotional competence serves as a protective factor that diminishes the impact of a range of risk factors. Research has isolated individual attributes that may exert a protective influence, several of which reflect core elements of emotional competence, including skills related to reading interpersonal cues, solving problems, executing goal-oriented behaviour in interpersonal situations, and considering behavioural options from both an instrumental and an affective standpoint. Principles of emotion and emotional competence. An advanced course pp. The interface of emotional development with social context. The development of emotional competence. Pathway to social competence. Child Development, 74, Recognizing emotion in faces: Developmental effects of child abuse and neglect. Developmental Psychology, 36, Mechanisms linking early experience and the emergence of emotions: Illustrations from the study of maltreated children. Current Directions in Psychological Science,, 17, Emotional competence and early school adjustment: A study of preschoolers at risk. Early Education and Development, 12, How to cite this article: Emotional Development in Childhood. Lewis M, topic ed. Encyclopedia on Early Childhood Development [online]. Accessed November 15,

4: Personal, Social and Emotional Development | Sally, Tahlia & Sian

During middle childhood, children make great strides in terms of their ability to recognize emotions in themselves and others, control their own emotions, and communicate about emotions, both expressively and with language.

Emotional Development Theories By Ashley Seehorn ; Updated April 18, Despite being a relatively new field of study, there are many theories of emotional development. While one could fill entire volumes explaining the intricacies of these theories, two of them will be the focus of this article. One of the most prominent theories is that of Erik Erikson, whose work is based on the psycho-sexual theory of Sigmund Freud. Another important theorist in the area of emotional development is Lawrence Kohlberg, whose work is based on the work on developmental psychologist Jean Piaget, who focused on a constructivist perspective of development. The first crisis, Trust versus Mistrust, occurs in infancy birth to 18 months. If a baby is fed when hungry, changed when necessary, and generally cared for, she will develop trust. This is linked with healthy risk-taking behavior in adults. If a baby is neglected or abused, she will develop mistrust. Mistrust can cause an individual to insulate herself from society and fear trying new things. The second crisis, Autonomy Versus Shame and Doubt, occurs in toddlerhood years. In this stage, a child builds self-confidence and independence through exploration of herself and her environment. If parents are neglectful or do not allow the child to take some risks, she will not build a healthy sense of independence. In this stage, a child should develop a sense of purpose by planning and doing things on her own, such as dressing herself. If a parent discourages her from doing these things, either because they are done incorrectly or because the child takes too long, the child will be afraid to attempt tasks due to a fear of disapproval. The fourth stage, Industry Versus Inferiority years , is crucial for a child to develop a sense of competence. A child needs to find her strength areas and develop a sense of accomplishment. Children who fail at schoolwork or who are not allowed to develop their potential will feel inferior. The fifth crisis, Identity Versus Role Confusion, begins at puberty years. In this stage a child needs to develop a sense of her own identity through self-exploration. If she is forced to conform to a parental ideal, she will develop identity confusion, not knowing who she is as an individual. The individual must find the right person and path for herself or she will develop a sense of isolation, of feeling left out. The seventh stage is Generativity Versus Stagnation years. In this crisis, the individual should feel a sense of having contributed to the next generation. Otherwise, she will feel a sense of stagnation due to having not made an impression on future generations. If the older individual looks back on her life and feels satisfied with her accomplishments, she will develop a sense of integrity. If she is overcome by regrets and feelings of failure, she will develop a sense of despair. Kohlberg proposed six stages of development that can be grouped into three levels. The first level is the pre-conventional level. Pre-conventional morality is generally associated with children, but many adults operate on this level of moral development. The first stage of this level is Obedience and Punishment Orientation. In this stage, individuals associate right and wrong with direct consequences to themselves. If a behavior is likely to end in punishment, a child labels it as "bad" behavior. If the result is praise or reward, the child labels it as "good" behavior. The second stage of this level is Individualism and Exchange. In this stage, children judge morality based on individual self-interest. Right and wrong seem relative to the person involved. These stages are linked by the lack of consideration for family or society, and focus exclusively on the actions of and consequences to the individual. Conventional Morality The conventional level is generally associated with adolescence and early adulthood. The first stage is concerned with Interpersonal Relationships. At this stage, an individual is concerned with behavior that will help her integrate with her peers and community. She looks for approval of others toward her behavior. This is also known as the "Good Boy" or "Good Girl" stage. The second stage of conventional morality emphasizes Maintaining the Social Order. At this stage, individuals begin to appreciate the rules of society. Good behavior is associated with following social rules and laws, thus maintaining an orderly society. In general, conventional morality is associated with following conventions of the group. Post-Conventional Morality Post-conventional morality is associated with late adolescence and adulthood, however, individuals do not always achieve this level of moral reasoning. The first stage of this level is concerned with Social Contracts

and Individual Rights. Individuals operating at this level concede that laws are important to a society, but individual rights and beliefs must also be considered. Laws can and must be modified to fit an evolving society. The democratic process is associated with this level of moral development. In this stage, the individual must act upon an internal sense of conscience rather than on rules or laws of society. Often this means acting in opposition to laws when an individual feels she is ethically obligated to act on her beliefs.

5: Social and Emotional Development | Urban Child Institute

Social-emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding.

Terminology[edit] Though the term development usually refers to economic progress, it can apply to political, social, and technological progress as well. These various sectors of society are so intertwined that it is difficult to neatly separate them. Development in all these sectors is governed by the same principles and laws, and therefore the term applies uniformly. Economic development and human development need not mean the same thing. Strategies and policies aimed at greater growth may produce greater income in a country without improving the average living standard. This happened in oil-producing Middle Eastern countriesâ€"a surge in oil prices boosted their national income without much benefit to poorer citizens. Conversely, people-oriented programs and policies can improve health, education, living standards, and other quality-of-life measures with no special emphasis on monetary growth. This occurred in the 30 years of socialist and communist rule in Kerala in India. Survival refers to a subsistence lifestyle with no marked qualitative changes in living standards. Growth refers to horizontal expansion in the existing plane characterized by quantitative expansionâ€"such as a farmer increasing the area under cultivation, or a retailer opening more stores. Development refers to a vertical shift in the level of operations that causes qualitative changes, such as a retailer turning into a manufacturer or an elementary school turning into a high school. Human development[edit] Development is a human process, in the sense that human beings, not material factors, drive development. The energy and aspiration of people who seek development forms the motive force that drives development. Development is the outer realization of latent inner potentials. These factors come into play whether it is the development of the individual, family, community, nation, or the whole world. As society develops over centuries, it accumulates the experience of countless pioneers. The essence of that experience becomes the formula for accomplishment and success. The fact that experience precedes knowledge can be taken to mean that development is an unconscious process that gets carried out first, while knowledge becomes conscious later on only. Unconscious refers to activities that people carry out without knowing what the end results will be, or where their actions will lead. They carry out the acts without knowing the conditions required for success. Those initiatives may call for new strategies and new organizations, which conservative elements may resist. Later, growing success leads to society assimilating the new practice, and it becomes regularized and institutionalized. This can be viewed in three distinct phases of social preparedness, initiative of pioneers, and assimilation by the society. The pioneer as such plays an important role in the development processâ€"since through that person, unconscious knowledge becomes conscious. The awakening comes to the lone receptive individual first, and that person spreads the awakening to the rest of the society. Though pioneers appear as lone individuals, they act as conscious representatives of society as a whole, and their role should be viewed in that light. That endorsement tempts others to imitate the pioneer. If they also succeed, news spreads and brings wider acceptance. Conscious efforts to lend organizational support to the new initiative helps institutionalize the new innovation. Organization of new activities[edit] Organization is the human capacity to harness all available information, knowledge, resources, technology, infrastructure, and human skills to exploit new opportunitiesâ€"and the face challenges and hurdles that block progress. Development comes through improvements in the human capacity for organization. The development of organizations may come through formulation of new laws and regulations, or through new systems. Each new step of progress brings a corresponding new organization. Increasing European international trade in the 16th and 17th centuries demanded corresponding development in the banking industry, as well as new commercial laws and civil arbitration facilities. New types of business ventures formed to attract the capital needed to finance expanding trade. Each new developmental advance is accompanied by new or more suitable organizations that facilitate that advance. Often, existing inadequate organizations must change to accommodate new advances. Many countries have introduced scores of new reforms and proceduresâ€"such as the release of business directories, franchising, lease purchase,service,

credit rating, collection agencies, industrial estates, free trade zones, and credit cards. Additionally, a diverse range of Internet services have formed. Each new facility improves effective use of available social energies for productive purposes. The importance of these facilities for speeding development is apparent when they are absent. When Eastern European countries wanted to transition to market-type economies , they were seriously hampered in their efforts due to the absence of supportive systems and facilities. Beyond this point, an organization does not need laws or agencies to foster growth or ensure a continued presence. The income tax office is an example of an organization that is actively maintained by the enactment of laws and the formation of an office for procuring taxes. Without active governmental support, this organization would disappear, as it does not enjoy universal public support. On the other hand, the institution of marriage is universally accepted, and would persist even if governments withdrew regulations that demand registration of marriage and impose age restrictions. The institution of marriage is sustained by the weight of tradition, not by government agencies and legal enactments. Cultural transmission by the family[edit] Families play a major role in the propagation of new activities once they win the support of the society. A family is a miniature version of the larger societyâ€"acceptance by the larger entity is reflected in the smaller entity. The family educates the younger generation and transmits social values like self-restraint, responsibility, skills, and occupational training. When families propagate a new activity, it signals that the new activity has become an integral part of the society. Education[edit] One of the most powerful means of propagating and sustaining new developments is the educational system in a society. It equips each new generation to face future opportunities and challenges with knowledge gathered from the past. It shows the young generation the opportunities ahead for them, and thereby raises their aspiration to achieve more. Information imparted by education raises the level of expectations of youth, as well as aspirations for higher income. It also equips youth with the mental capacity to devise ways and means to improve productivity and enhance living standards. Society can be conceived as a complex fabric that consists of interrelated activities, systems, and organizations. That organizational improvement can take place simultaneously in several dimensions. Quantitative expansion in the volume of social activities Qualitative expansion in the content of all those elements that make up the social fabric Geographic extension of the social fabric to bring more of the population under the cover of that fabric Integration of existing and new organizations so the social fabric functions more efficiently Such organizational innovations occur all the time, as a continuous process. New organizations emerge whenever a new developmental stage is reached, and old organizations are modified to suit new developmental requirements. The impact of these new organizations may be powerful enough to make people believe they are powerful in their own rightâ€"but it is society that creates the new organizations required to achieve its objectives. Increasing awareness leads to greater aspiration, which releases greater energy that helps bring about greater accomplishment. Resources can be divided into four major categories: Land, water, mineral and oil, etc. Knowledge, information and technology are mental resources. The energy, skill and capacities of people constitute human resources. The science of economics is much concerned with scarcity of resources. Though physical resources are limited, social, mental, and human resources are not subject to inherent limits. Even if these appear limited, there is no fixity about the limitation, and these resources continue to expand over time. That expansion can be accelerated by the use of appropriate strategies. In recent decades the rate of growth of these three resources has accelerated dramatically. Correspondingly, the role of non-material resources increases as development advances. One of the most important non-material resources is information, which has become a key input. Information is a non-material resource that is not exhausted by distribution or sharing. Greater access to information helps increase the pace of its development. Ready access to information about economic factors helps investors transfer capital to sectors and areas where it fetches a higher return. Greater input of non-material resources helps explain the rising productivity of societies in spite of a limited physical resource base. Moreover, technology shows it is possible to reduce the amount of physical inputs in a wide range of activities. Scientific agricultural methods demonstrated that soil productivity could be raised through synthetic fertilizers. Dutch farm scientists have demonstrated that a minimal water consumption of 1. These examples show that the greater input of higher non-material resources can raise the productivity of physical resources and thereby extend their limits. When it applies itself to

society it can come up with new organizations. When it applies itself to technology, it makes new discoveries and practical inventions that boost productivity. Technical creativity has had an erratic course through history, with some intense periods of creative output followed by some dull and inactive periods. However, the period since has been marked by an intense burst of technological creativity that is multiplying human capacities exponentially. Political freedom and liberation from religious dogma had a powerful impact on creative thinking during the Age of Enlightenment. Dogmas and superstitions greatly restricted mental creativity. For example, when the astronomer Copernicus proposed a heliocentric view of the world, the church rejected it[citation needed] because it did not conform to established religious doctrine. When Galileo used a telescope to view the planets, the church condemned the device as an instrument of the devil, as it seemed so unusual. The Enlightenment shattered such obscurantist fetters on freedom of thought. From then on, the spirit of experimentation thrived. Though technological inventions have increased the pace of development, the tendency to view developmental accomplishments as mainly powered by technology misses the bigger picture. Technological innovation was spurred by general advances in the social organization of knowledge. In the Middle Ages , efforts at scientific progress were few, mainly because there was no effective system to preserve and disseminate knowledge. Since there was no organized protection for patent rights, scientists and inventors were secretive about observations and discoveries. Establishment of scientific associations and scientific journals spurred the exchange of knowledge and created a written record for posterity. Nobel laureate economist Arthur Lewis observed that the mechanization of factory production in Englandâ€"the Industrial Revolution â€"was a direct result of the reorganization of English agriculture. Enclosure of common lands in England generated surplus income for farmers. That extra income generated additional raw materials for industrial processing, and produced greater demand for industrial products that traditional manufacturing processes could not meet.

6: ReCAPP: Theories & Approaches: Adolescent Development: Aspects

Vygotsky's Social Development Theory is the work of Russian psychologist Lev Vygotsky () [1][2]. Vygotsky's work was largely unkown to the West until it was published in Vygotsky's work was largely unkown to the West until it was published in

Independence Transcendence Stage 1 Dependence is most prominent at the child age. Children are dependent on their parents for everything, and we expect them to be. But it becomes a problem when people cling to this stage in to adulthood. Substance abuse is very very common in stage 1 people. Drugs and alcohol help numb the suppressed pain. She will tend feel wrathfully angry and despair. She will tend to feel frustrated because nothing she does seems to fix things. She will tend to despair and she will tend to blame others for it. She will tend to be prone to violence and quick to judgment. She will tend to see things in black and white. She will tend to never admit a mistake. She will tend to put others on pedestals, as well as herself. She will tend to think that when she is hurt by other people, those people hurt her intentionally. A stage 1 individual has no boundary between herself and loved ones. If her child, or brother, or friend is hurt, she is hurt. An attack against someone she is dependent on is an attack on herself. Thus she will tend to be overprotective and suffocating, yet contradictorily violent and abusive. A Stage 1 person is marked by Lack of Agency, i. Thus she is always afraid that everything she loves and cares for could be at once whisked away, never to be felt nor seen again. There is no foundation except that which she can forcibly establish. She will tend to obsess over Safety. Because she has no boundaries, she tends to feel constantly at threat from anything and anyone. All important things in life are matters of Life and Death to her. It is when everyone figures out that they can have a will of their own and can take responsibility for their own successes and mistakes. It is rebellion and it is healthy. But it is a problem if someone carries it in to adulthood. A Stage two person tends to run from his problems. He is afraid of becoming dependent again, so he challenges and fights and flees. He will leave the house of his parents as soon as he can. He will want to reject everything about his authorities, even if what he is rejecting is a good thing. He will tend to be consumed with frustration and shame as his pent up emotions hold him back. He will tend to obsess over not being his parents to the point where his parents control him. Anything his parents say can make him instantly upset, angry and sad. That is because he is still emotionally dependent on them. He will tend to be excessively logical. His rebellion causes him to express a lot of counter-dependent emotion, good as well as harmful. If he is unable to find a means to properly vent these emotions, and if the people in his life are unable to help him relieve these emotions, he will tend to suppress them. He will tend to seek out tools to aid his fight against authority. He will tend to seek out mental techniques to combat the feeling of these suppressed emotions, as well as techniques that allow him to conquer over others. Unfortunately for him, the mental techniques he will find are inherently temporary. They do not relieve emotional suppression, only mask it. They are to be used only a couple of times during periods of great busyness, until one manages to get enough time to properly Grieve. I know this from personal experience. He will tend to obsess over Status and Achievement. Because he is attempting to establish his own identity, he tends to try and demonstrate his value. A very common way to do this is to make others feel less valuable. All important things in life are matters of winning and losing. Everyone would hopefully reach this stage by 20s adulthood. You are now OK with sharing burdens without feeling you are too dependent on anybody. You are now OK with doing things independently because you can trust people to support you. This sounds pretty good, but the major problem with Group-dependent people is obligation and expectation. Basically, a Stage 3 person is someone who takes on the burdens of others. They still accumulate negative emotion. A person who is Group-dependent tends to expect other people to be Group-dependent. A stage 3 person will tend to not, but she will still feel hurt over it. She will accumulate negative emotion. But they take in a bit more than they can handle each time. They do a little more work than they should, stretch themselves a little farther than they should. She will grow frustrated that nobody does what is expected of them. Since she does not understand Stage 1 and 2 people, she will tend not to give them mercy when they betray her expectations too much. When they do, she will tend to either yell at them or abandon them. She will become resentful. If the blame is on

herself, then she may yell and abandon herself. What does it mean to abandon oneself? She will tend to grow cynical. She will tend to share only with people who share with her. To her, what binds a group together is what each member does for the group, and so she cannot allow herself to not do those things. She needs to care and she needs to be cared for. Thus she tends to be obsessed with notions of Obligation and Duty. Notably she will have the most difficulty in handling Stage 2 people, as folks in Stage 2 will inherently desire to rebel against the obligations and duties a Stage 3 person conjures for herself and others. Because a Stage 3 person is past Stage 2, they are no longer concerned with their self-image; they are comfortable in their own skin. But the mistake Stage 3 folks often make is they tend to extend their personal experiences which apply only to them on to others without bothering to see if their experiences actually do apply to the lives of others. Certain that what applied to their lives naturally applies to others. Stage 3 is when Emotion and Logic fuse. And what do we call that fusion? Morality first emerges in Stage 3. Stage 3 is the minimum stage a person should reach before they consider marriage. The characteristics that most describes this kind of person is charitable, communicable, confident, and collected. A person at Stage 4 has come to fully understand his limits. To understand your limits is to understand others. As you become more aware of your own bubble, you begin to see the bubbles that surround others, and being able to do so allows you to better predict their behavior, thought process, and feelings. You begin to see what would irk them, plague them, enliven them, inspire them. Stage 5 is when I imagine a person can not only see these bubbles, but dive in to their depths, to really see and understand the core of people. A primary emotion of Stage 4 is Sorrow. Sorrow is a type of sadness, a type that facilitates pain-free grieving. The higher the stages you reach, the less painful grieving can become. Sorrow is Sadness for the unfortunate circumstances that have allowed for trauma to arise. A stage 4 person can have sorrow for the murdered and the murderer. The persecuted and the persecutor. They understand at an emotional level the bullying cycle, that the bullied often though not always become bullies themselves to cope with the pain and trauma. He can see why people act the way they do. He will tend to be able to predict what people will say, do, and think next. He will take up burdens seemingly on a whim and may drop those burdens just as quickly. He will offer up his home, pick up hitchhikers and volunteer at soup kitchens without anyone knowing he does, because he wants to. He will also choose not to offer up his home, reject hitchhikers, and not volunteer even when there is social pressure to do so. He will help people because he wants to, and he will not help people because he wants to. And most significantly, he will actually know what he genuinely wants in his life because he fully understands his limits. Understanding his limits allows him to see where he cannot go, and understanding where he cannot go allows him to see where he can go, and that is where he will go. Thus a Stage 4 person acquires an incredible degree of Confidence due to being able to do things he precisely understands that he can do.

7: Children's services- Child development theorists

Social and emotional development is the change over time in children's ability to react to and interact with their social environment. Social and emotional development is complex and includes many different areas of growth.

They are now able to analyze situations logically in terms of cause and effect. They can appreciate hypothetical situations. This gives them the ability to think about the future, evaluate alternatives, and set personal goals. They can engage in introspection and mature decision-making. As a result of their growing cognitive abilities, most developing adolescents will: Take on increased responsibilities, such as babysitting, summer jobs, or household chores. Shift their school focus from play-centered activities to academics. Begin to consider future careers and occupations. Look to peers and media for information and advice. Begin to develop a social conscience: Develop a sense of values and ethical behavior: As adolescents begin to exercise their new reasoning skills, some of their behaviors may be confusing for adults. It is normal for them to: Argue for the sake of arguing. The new cognitive skills of maturing adolescents give them the ability to reflect on who they are and what makes them unique. Identity is made up of two components American Psychological Association, Each adolescent will approach this exploration in his or her own unique way. Adolescents must also develop relationship skills that allow them to get along well with others and to make friends. The specific skills that they need to master as part of their emotional development include: Recognizing and managing emotions. Learning to resolve conflict constructively. Developing a cooperative spirit. The course of emotional development will be unique for each adolescent. Yet some tendencies are seen in specific groups of adolescents. Gender Differences Boys and girls face different challenges in our culture and may have different emotional needs during adolescence. Some girls may need help learning to express anger and to be more assertive. Cultural Differences For many adolescents, this may be the first time that they consciously recognize their ethnic identity. Ethnic identity includes the shared values, traditions and practices of a cultural group. This can be a difficult challenge for adolescents from minority cultures in the United States, given that they are often faced with negative stereotypes about their culture. Key features of adolescent social development are summarized in Table 6 American Psychological Association,

8: Social and Emotional Development in Children

Piaget systematically attempted to relate cognitive, moral, and emotional development in infancy, childhood, and adolescence. In his view, cognitive and emotional development show parallel, complementary courses of development, with cognition providing the structure and emotion the energy of.

Jean Piaget A Swiss theorist who has had a great influence on the way we understand children. He emphasised the importance of maturation and the provision of a stimulating environment for children to explore. He believed children were active learners. Sensori-motor stage â€" Birth to two years. Children are using their physical or motor skills and their senses to explore their world and develop their cognitive understandings. Pre-operational stage â€" Two to seven years. During this stage even though someone has shown them that two balls of dough exactly the same size and got them to agree that the balls are the same size, when one is flattened, children will usually tell you that one of them is now bigger. This inability to conserve is a feature of the preoperational stage. Concrete operations â€" Seven to twelve years. In this stage which aligns with middle childhood, children are beginning to be able to demonstrate much more logical thinking. They do though need concrete materials to help them reach the correct conclusions. Thus in this stage you will see children working on mathematical problems but using blocks or counters or even their fingers to help them work out the answer. Formal operation â€" 12 years on. This final stage encompasses the rest of our lives. We can deal with much more complex issues. Piaget believed that children think differently from adults. According to Piaget, their development is largely due to maturation of the brain and nervous system and active exploration of the environment. Piaget proposed that the following principles underpin all cognitive development. The child is an active learner. The child must be given opportunities to explore, discover and experiment. This is not because children know less than adults but because their thinking processes are different. That is, infants, toddlers, preschoolers and school-aged children have different thinking strategies and have quite different ways of problem-solving and exploring the environment. All children pass through the same stages of cognitive development and in the same order. The rate of progression through the stages is different for each child. Young children can perform complex, cognitive processes and their approaches support this understanding and foster opportunities for this to happen. If we understand how children think and learn, we can provide a stimulating environment that will support their learning. This will involve a good range of experiences and a free-choice approach so that each child will be able to follow their own interests at the level they are ready for. He was important because he saw children as active participants in their own learning. Jean Piaget categories of play Sensori motor play Here an infant up to two years of age will use various senses and motor skills to explore objects and their environment. Symbolic play In this type of play, symbols are much more evident. Children can pretend that one object is another, the cubby house becomes a rocket. Games with rules In this stage, children are able to follow rules of games, changing their understanding of the purpose of rules as they get older. Children in the concrete operations stage are usually also in this play stage Nixon and Gould Note that Piaget did not tend to see play as learning through the accommodation of new information, but rather the assimilation of new materials into existing cognitive structures. It is relaxed practice time rather than the challenging learning time for taking in completely new information. Piaget, along with socio-emotional theorists such as Erikson, believed that children could use play to act out unpleasant experiences or experiences where they had very little power. This explains why children entering school play teachers over and over again with younger children, acting out teachers who are ferocious in their ability to order and command. The child can imagine themselves in the position of power and this helps them to deal with being powerless. This is also common with children witnessing or involved in violent households. Piaget believed that children learn through play and hands on, concrete experiences. Emergent curriculum, developmentally appropriate practice, the project approach and even the Reggio Emilia approach all have this need for children to play, touch and learn through real experiences within the foundations of the program. Jean Piaget has been a significant influence on early childhood education and care. Think back to your earlier child development topics where you will have explored his theories in detail. He believed that children learn

through play and that development, skills and knowledge occur in a particular pre-ordained manner. Children move through the developmental stages at a set rate and cannot skip stages. Piaget also saw children as theorists â€" continually taking on board information, applying it to their situation and then adapting it in light of new information they had gained. This was his process of assimilation and accommodation. Piaget believed that children needed to have hands on, concrete experiences before they could progress to higher level or abstract thinking and that children learnt about the world and their place in it by exploring and acting on their environment. For more information on Piaget try these websites:

9: Educational Psychology Interactive: Socioemotional development

â€¢ The first stage of Erikson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life.2 â€¢ Because an infant is utterly dependent, the development of trust is based on the dependability and quality of the child's caregivers.

This basically means that he is unable to survive and thrive on his own, because it is in his makeup and nature to be with others â€" to interact with them, connect with them, and even develop relationships. This nature of his is what leads him to seek a sense of belonging, and partake of society. This has been interpreted in several ways, and one of these interpretations equate humanity to the need to connect and interact with others in a social setting. Several other notable thinkers came forward even long after the Greek philosopher had passed on, each with their own theories on human development and how the social factor figures into it. Their social learning theories have become the foundation of several disciplines and fields of study in psychology. One of the most oft-discussed fields is cognitive development , which refers to the development of a person from infancy and childhood, through adolescence and adulthood, in terms of his thought processes, problem-solving, and decision-making. His thoughts and ideas on the subject were embodied in what is now known as the Social Development Theory. He may have died at the relatively young age of 37 in , and it may have taken around 4 decades before his ideas were formally introduced and incorporated in psychology curricula across universities in the Western world, but they have since become integral to the study of psychology, particularly in the field of educational and early childhood psychology. These principles are encapsulated in three theories or themes: Social Interaction Key concept 1 Social interaction plays a central role in cognitive development. It is ingrained in every individual, even as a child, to seek meaning in everything. Curiosity sets in early on during childhood, and you probably noticed how, even from a very young age, a person starts asking questions. He will be looking around, wide-eyed, wonder and interest in his observant eyes. This dynamic relationship denotes a relationship of mutuality between the two. Just as society has an impact on the individual, the individual also has an impact on society. Children are unable to learn and develop if they are removed from society, or are forbidden to interact with it. Take a look at the typical development of a child: On play dates, he learned how to play with other kids his age, and slowly built a bond with one or two kids that he ended up being the closest to. On the first day of school, he met his teacher, and several other teachers in the following years. The process of learning also required him to work closely with other people besides his teachers, such as older students and classmates. Through these social learning experiences, he was able to gradually develop and grow. And that brings us to the next concept of the Social Interaction. Key concept 2 Social learning precedes development. Vygotsky claims that a child will not be able to develop unless he undergoes or experiences social learning first. Social level, or interpsychological. The functions first appear between individuals first. This is where the person will have to interact, connect and reach out to other people. This is the level where social learning takes place. Individual level, or intrapsychological. This is the area within the child or the individual. Once he has passed the social level, where he acquired social learnings, the functions will appear a second time and, this time, more developed and thus, leading to cognitive development. To put it plainly, without learning, there is no way that that individual will be able to function and become fully developed. However, that does not mean that people are born with absolutely zero abilities. Vygotsky is quick to point out that everyone is born with basic or elementary functions or abilities that will get them started on the road to their intellectual development. The elementary mental functions include those that come by naturally with birth and growth, without influence by an external stimulus. In other words, these capacities are not learned, involuntary, and often do not really require any thought on the part of the individual. Vygotsky even went so far as saying that most of these elementary mental functions are acquired by a child through genetics Examples of elementary or lower mental functions LMFs are: A child does not need to be taught that something is hot, cold, sweet, or bitter. His senses are will automatically deliver those messages to his brain, so he can react accordingly. When an infant is hungry, he is hungry, and so he will show it by crying or acting restless. He does not need to be told that he is hungry since

his body will manifest the fact. To be more specific, natural or unmediated memory. Young children are able to immediately commit things to memory in a natural manner. Unlike elementary mental functions, they are stimulated. They are taught, and they are learned in social settings or environments, and they often come with social meanings. The given examples include: As a child develops, so does his capacity for languages. The need to communicate to people around him â€" whether to express his discontent about something or to inform his parents that he is hungry or he has to go potty â€" will spur the need to learn languages. As he grows older and undergoes a multitude of other social processes, language learning will also advance, as well as his thought processes. This refers to what comes after the child has gone past the natural memory stage. This time, his memory can be cultivated and controlled, and he now has access to memory aids and tools. He is now able to make the relevant associations, and he can pick the things that he deems must be memorized, using these tools. Examples of these so-called tools of intellectual adaptation, or tools that allow children to use their elementary mental functions more effectively, include mind maps , memory mnemonics, note-taking, and other visual cues and aids. You may have heard toddlers and small children being described as having short attention span. Social learnings will arm the child with the ability of focus and concentration, and the ability to figure out what to do with it. He gets to decide which objects, actions or thoughts to focus on. Full cognitive development means that, eventually, he will be capable of selective or focused attention and shared or divided attention, and sustain it. Through sensing, a child is able to recognize a sensory stimuliâ€¦ but it ends there. His lack of perception skills will render him unable to interpret the meaning or significance behind it. Key concept 3 Language accelerates cognitive development. It is a given that language is very important in any social interaction, since it is the primary medium of communication in any social setting. First, let us take a look at the three stages of speech development, according to Vygotsky. Stage 1 â€" Social or External Speech This covers the preverbal stage, usually under the age of three, when the child is still unable to transcribe his thoughts in complete thought messages. His thoughts are pretty simple, and his emotions basic, and there is no intellectual or thinking exercise involved. Therefore, he makes use of his limited speech to express simple thoughts of hunger, pleasure, displeasure, satisfaction and dissatisfaction through crying, laughing, shouting, and gurgling. This is usually demonstrated between the ages of 3 and 7, when the child starts to enunciate words more clearly and form more complete sentences, with more sense or thought. They practice this by talking out loud to themselves. It is actually normal behavior for them at this stage to do things, even the simple act of playing with a train set, with a running commentary of every little thing that they are doing. Stage 3 â€" Inner Speech The final speech development stage takes place once the child becomes older and starts growing toward adulthood, and he is able to use it to direct both his thinking and the resulting behavior or action. This does not require his thoughts to be voiced out loud, with all thinking processes done in his head. He can do mental calculations in his head, analyze a situation from all angles without saying a single word, and form an opinion without verbalizing his arguments. It is during this stage that the individual is now able to engage in all the other higher mental functions. Language involves speech â€" both its expression and comprehension. The two-way nature of communication requires that the language must be expressed or delivered, and it must also be understood. When expressed differently, or even erroneously, the recipient will receive a different meaning. This essentially means that language can dictate the way people look at things, and how they process information. It is powerful enough to have an impact on the rate or speed of cognitive development, given how it is connected or related to the other cognitive functions. For example, language can affect how a person perceives something. In the same manner that an individual is more motivated to memorize something that is in a language he understands, and ignore one that is expressed in a language that is completely foreign to him. Learn about the benefits of a bilangual brain in the following video. According to Jean Piaget, the inherent curiosity of young children pushes them to be actively involved in their learning, and motivate them to discover and explore new things by themselves. They are the ones to actively initiate the discovery and development process. For Piaget, this is self-initiated and hands-on approach in discovery learning is the best way for children to learn. Vygotsky agrees mostly with Piaget, except for the last part. They acquire knowledge and hone skills through these interactions, as well as the culture surrounding them, and these ultimately shape their cognition. As he grows older, he will be interacting

with tutors and teachers, who are likely to provide verbal instructions and model or demonstrate behavior that will, consequently, guide him. The More Knowledgeable Other MKO Meet the MKO, a person with a better understanding and considerably higher or superior level of ability, skill or knowledge about a particular subject, task or process, than the person who is attempting to learn also called the learner. It is common sense, really. Why would you seek to learn from someone who knows less than you? The MKO often comes in the person of a teacher, a superior at work, or a peer with more experience. There are instances when he could be someone younger, but with more cultivated knowledge and skill. In this digital age, the MKO may even be a computer or any intelligent machine. In the eyes of a child, adults are the MKOs. Take, for example, a father and his little boy headed to their backyard to play catch. He happens to know how to play baseball, and he plans to teach his boy the basics while he is still young. In this case, the MKO is the father, by virtue of his adult status and his knowledge and skills in the sport. Twenty years later, the son is now a professional baseball player, and his father has just retired. Before a major game, the son hands his father the latest, most advanced camcorder model, so he can film the game from his VIP seat. He sits down with his father and teaches him how to operate the camcorder.

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