



#TheLink

#PositivemindsPositive Futures

Social, Emotional and Moral Development

Information for anyone who lives and/or works with children and young people.

Age 4 to 5 years

Developmental tasks

- To learn to distinguish between reality and fantasy
- To become comfortable with own sexuality
- To make connections and distinctions between feelings, thoughts and actions
- To solve problems by initiating and creating

Indicators Related to Developmental Lag

- Excessive fears
- Separation anxiety
- Bedwetting
- Shyness
- Threatening or bullying peers
- Inhibited play and talk
- Ritualistic behaviours, especially around food
- Persistent speech problems
- Toileting problems
- Excessive fear of strangers
- Lack of interest in others or in a child's normal activities

Normal Characteristics	Suggested behaviour for effective parenting
Is very active and consistently on the go. Is sometimes physically aggressive.	Provide plenty of play space both indoor and out. Provide for rest as child easily tires
Likes to shock adults with bathroom language	Ignore bad language, since paying attention only reinforces it.
Has insatiable curiosity, talking incessantly and asking insurmountable questions	Answer the questions patiently
Nightmares are common	Accept the frights are real and help the child to gain power over the experience.
Has imaginary friends and an active fantasy life	Don't ridicule or underestimate the importance of this fantasy in play.
Really needs to play with others; has relationships that are often stormy; when playing in groups will be selective around playmates.	Send a child to preschool or playgroup. If not possible, encourage group play but don't be surprised by disagreements or child's behaviour toward different playmates.
Likes to imitate adults and has a good imagination.	Allow the child to participate in adult activities which they can manage like setting the table or filling a pets bowl.
Relies less on physical aggression and is learning to share. Has started to accept rules and take turns.	Except that the child can take simple responsibility and follow simple rules such as taking turns.
Exhibits a great deal of name calling and can be demanding or threatening.	Keep a sense of humour and playfulness.
Is often bossy, belligerent; goes to extremes of being bossy then shy; frequently whines, cries and complains.	Provide outlets for emotional expression through talking, physical activity and creative media.
Often tests people to see who can be controlled.	Establish limits and adhere to them.
Is boastful, especially about self and family.	Provide opportunities for talking about self and family.
Has a growing confidence in self and the world.	Strengthen positive self esteem by pointing out the things the child can do for themself.
Is beginning to develop some feelings of insecurity.	Assure the child that they are loved.
Is becoming aware of what is right and wrong; usually has a desire to do rights; may blame others for their own wrongdoing.	Help the child be responsible and discover the consequences of his/her behaviour. Be aware of your feelings and try to understand his/her perspective.

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