

Please talk to the people near you . . .

What are the implications of what we have learned for . . .

- teachers?
- children?
- parents?

37

Cooperation and Responsibility



38

4.0 Cooperation and Responsibility	
At around 48 months of age	At around 60 months of age
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.
<i>Children strive to follow adult instructions to maintain a good relationship with the parent or teacher and because of incentives and rules. Children often become dismayed or distressed when corrected. Children have more difficulty complying with instructions when without adult support or when distressed or frustrated.</i>	<i>Children's cooperation with adult instructions is more reliable because of better capacities for self-control. Children are motivated by adult approval and by a desire to view themselves approvingly for their good conduct, reflecting their acceptance of adult standards for themselves.</i>

39

Early childhood is an important period for learning to be a responsible member of the group.

The growing ability to cooperate is based on . . .

- Developing self-regulatory competence
- Growing self-awareness
- Better working memory for expectations & routines
- Improved social and emotional understanding
- Young children's emotional attachments to parents and teachers
- Cultural values and expectations for young children

These are the foundation for conscience development

40

How do we help young children develop skills in cooperation and responsibility?

- Developmentally appropriate expectations (are young children *capable* of the cooperative conduct we expect of them?)
- Move beyond rules to a description of the broader principles behind them (e.g., sharing so everyone can be included)
- Build a classroom community with responsibility for "our room" to which everyone contributes
- Warm, secure relationships as incentives for cooperation
- Model (with words) cooperative, responsible behavior to others
- Encourage children to work out problems together; refer children to each other for assistance
- Use children's positive behavior as a model for others

41

Please talk to the people near you . . .

What are the implications of what we have learned for . . .

- teachers?
- children?
- parents?

42
