



Emotional Occupation of the Body Image in Early Childhood

Session Body and Emotion

Dr. Inés Brock, Magdeburg, Germany

Interest

- Abstract and paper deal with the connection between body image and emotion in the early childhood
- There is hardly any literature about
- There is hardly any integration in early education programs
- There is hardly any reflexion in pedagogical practice
- There is no holistic look at children as entity of body, mind and mental health during growing up in early childhood

Introduction

- Especially in the first years, children discover their bodies in an uncommitted fashion.
- Attention to children's bodies, and how these function, are experienced and constructed by each child individually
- This is an important presupposition in understanding children as social actors.
- We have to bear in mind that some effects are influenced by the relationships in which the children are involved

- Infants and very young children are reliant on the habits of their parents, the behavior of their siblings and peers and the rules of professionals.
- My theoretical interest concerns the social practice and emotional circumstances under which children's physical personification arise.
- The body and childhood can be comprehended as complex entities in which a mixture of cultural and natural factors influence the possibilities.

- A child's body is seen as one characterized by change and growth – a process of biological and emotional development dependent on the quality and behavior of closely related peers and adults.
- Children experience themselves simultaneously *in* and *as* their bodies. In the early part of an individual's life course, personal and social relations are very important in accepting the physical changes and in finding the appropriate balance of personal well-being and the acceptance of social norms

Theoretical Framework – correspond with ES

- Influences of feelings at emotional culture and social structure

Components of emotional perception

- a. Interpretation of physical experiences
- b. Interpretation of expression (mimic art, posture, gestures)
- c. Definition of situations and relations
- d. All founded in emotional culture

found: by Terpe after Gordon

Background and Strategy

expected Outcome in Sociology of Emotion

Childhood Studies Socialisation Experiences in and out the family	Developmental Psychology Stage and Norms Psychodynamik Interpretation	Early Child Education Family Life Setting
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Research Questions

- Which emotions do occur in social encounters and influence physical experiences of children, parents and professionals?
- Are there any ambivalence and insecurity and how were they transmitted into attitudes and social practices?
- Which feeling rules spread out in micro-, meso- and possibly in makrosystemic social arenas?
- Do an emotional occupation of the body image arise?
- How the children themselves take notice of it?

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Methods - Generating of the data

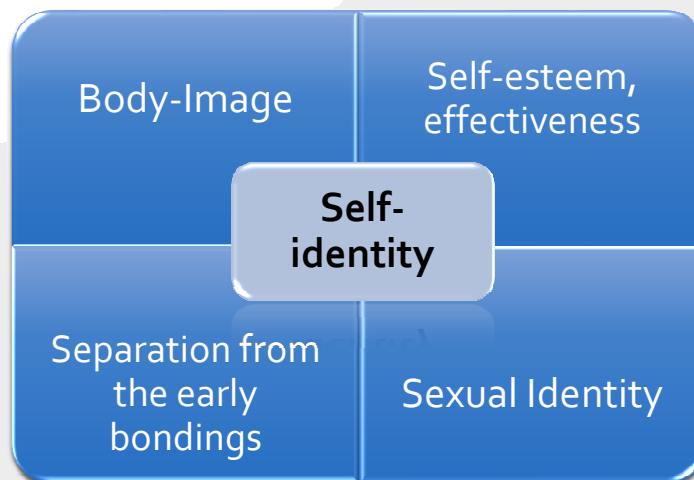
- Informants
 - Early Child Carer/ Professionals
 - Parents
 - Children at the age of 4-6 in the kindergarden
 - Children at the age of 4-10 in the family (siblings)
- Methods
 - Interviews with an open guide about emotions and bodily aspects
 - Beginning with emotions, physical perception and early experiences with sexual aspects
 - Group session with children – paintings and discussion about

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Between the age of 4 to 6 :



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Research – Thesis 1

- “Over the life courses – and childhood would seem to be a crucial stage – it changes through processes that are simultaneously biological and social. ... Instead the body is understood not as an underlying reality but as a form of knowledge shaped by the social circumstances of its construction.” (Prout, 2000, S. 6)
- „... show how the notion of the body as socially and biologically unfinished might be worked through in relation to children – provided that children’s interpretative activity as social beings is also appreciated. Children’s bodies then appear in a variety of roles: in the construction of social relations, meanings and experiences between children themselves and with adults; as a product of and resources for agency, action and interaction; and as sites for socialization through embodiment.” (Prout, 2000, S. 11)

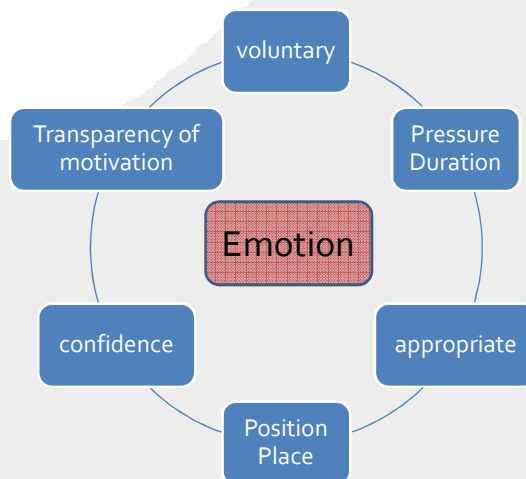
Research – Thesis 2

- “Children’s bodies (and minds) have been and continue to be the medium through which the passage of time in the early part of an individual’s life course is charted and judged. Particularly apparent in the health, welfare and educational fields, it is a view which extends both into the privacy of the family home to shape parenting practices and into the social world of the school to contextualize children’s own social relations. It would be surprising; then, if children’s understanding and experiencing of their bodies did not reflect this insistent attention to bodily change which encounter in their everyday lives.” (James, 2000, S. 21)

Research – Thesis 3

- “Older sisters ‘othered’ their younger siblings by attempting to regulate them in ways that they themselves had been regulated by their parents, and younger brothers ‘othered’ their older sisters through the use of hegemonic masculinity.” (Grieshaber, 2004, S. 190)
- strong gender aspect
- early sexual development – could‘nt be divided from mental, emotional and physical experiences at all

Quality issue of interpersonal touching

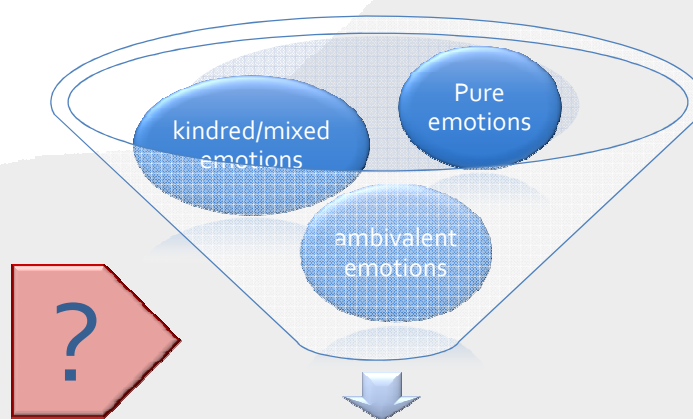


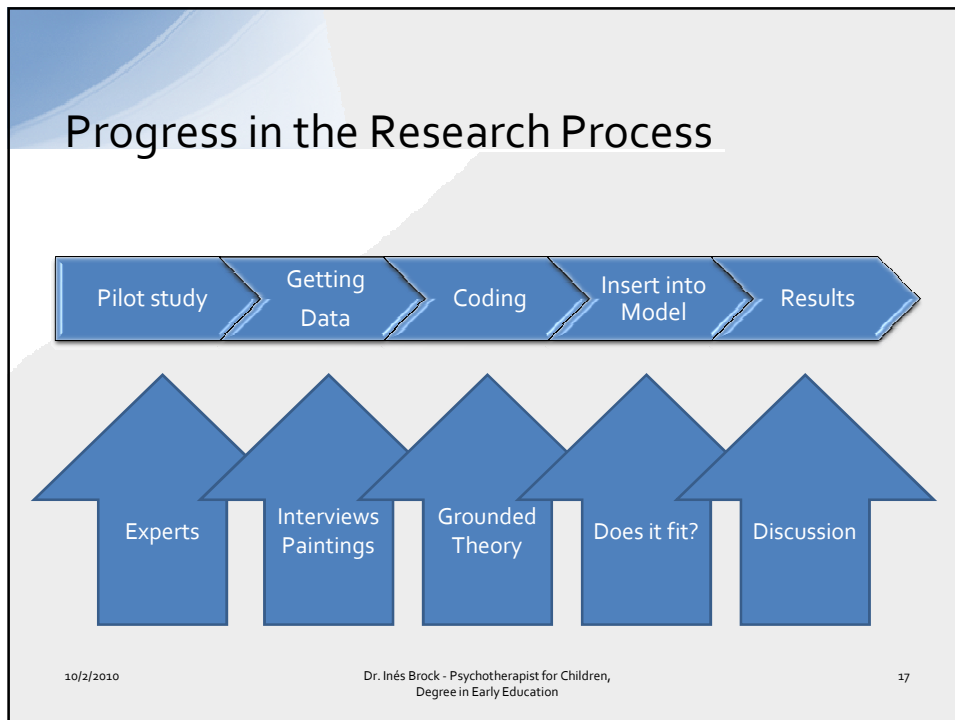
Access for coding

Emotion leads to acting manners

- Unit of emotional and physical expression (What feelings can be seen?)
- Interpretation of words' connotation
- Analysing the descriptions of behaviour
- Implicit meaning and explicit narration of feelings
- Looking for primary (basic affects) and secondary emotions (mentally occupied, assessed)
- Bodily needs (satisfied, keen interest)
- Social interaction (body-contact, conversation)
- Role of being naked (from the child's point of view)

following Flam/Terpe differentiated between





First Results

1. Management of feelings plays an important role
2. Experts describe more the visible actions
3. Being conscious and assessing often occur – have to differentiate further
4. Professionals act as mirror of emotions of Children
5. Self-reflexivity and impact of someones own expressing of emotions

Codesystem | 1-Int...

- Instinkt
- Körperliche Bedürfnisse
- potty training
- Geschlechtsidentität
- Junge
- Wahrnehmung
- körperliche Nähe
 - Körper Kind-Erzieher/in
 - Körper Kind-Kind
 - Körperselbst
- Gefühle
 - stolz
 - Angst
 - Lust
 - Scham
 - Zufriedenheit
 - Ärger
 - Freude
 - Traurigkeit
 - Geborgenheit
 - Wut
- Wertungen
- Emotion
- bewußt

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Example

Sorry, but lively citations are not translatable because of tone dealing and gesture.

Und es ist nicht dazu gekommen, dass sie sich geprügelt haben, weil das Kind, das wütend wurde, es geschafft hat, seine irgendwie Wut, ja anders. Das war eine wunderschöne Situation.

Mit Sonnencreme einschmieren, ist was Tolles... Dass sie dann ganz entspannt werden, ganz weich ... und die Kinder genießen das einfach. Da stehen sie alle da mit ihren Kugelbäuchen und helfen sich auch gegenseitig so, ja. Da gibt es auch wenig Berührungsängste.

Female Expert of 33 – academic care-giver in a group of 21 children between 3-7 years, half the day, since five month

Hypotheses

- Physical perception and emotions in early childhood are inseparable
- Physical experiences produce feelings and vice versa
- In institutional context in the early childhood rules of managing emotions depend on the professional self-reflexivity of the care-giver
- assessment and awareness of emotions in the behavioural level could be regarded as the base of mental health
- Quality of touching is very important

Please give me some
comments!



Thank you!