

## Emotional and Behavioral Development of Child

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Emotion and behavior are supported the child's developmental stage and temperament. Every child has a private temperament, or mood. Some children could also be cheerful and adaptable and simply develop regular routines of sleeping, waking, eating, and other daily activities. These children tend to reply positively to new situations. Other children aren't very adaptable and should have great irregularities in their routine. These children tend to reply negatively to new situations. Still other children are in between.

Emotional growth and therefore the acquisition of social skills are assessed by watching children interact with others in everyday situations. When children acquire speech, the understanding of their spirit becomes far more accurate. Like intellect, emotional functioning is often delineated more precisely with specialized tools.

Crying is infants' primary means of communication. Infants cry because they're hungry, uncomfortable, distressed, and for several other reasons which will not be obvious. Infants cry most—typically 3 hours/day—at age 6 weeks, usually decreasing to 1 hour/day by age 3 months. Parents typically offer crying infants food, change their diaper, and appearance for a source of pain or discomfort. If these measures don't work, holding or walking with the infant sometimes helps. Occasionally nothing works. Parents shouldn't force food on crying infants, who will readily eat if hunger is that the explanation for their distress.

At about age 8 months, infants normally become more anxious about being separated from their parents. Separations at bedtime

and at places like child care centers could also be difficult and may be marked by temper tantrums. This behavior can last for several months. For several older children, a special blanket or stuffed animal serves at this point as a transitional object that acts as a logo for the absent parent.

At age 2 to three years, children begin to check their limits and do what they need been forbidden to try to, simply to ascertain what is going to happen. The frequent "nos" that children hear from parents reflect the struggle for independence at this age. Although distressing to oldsters and youngsters, tantrums are normal because they assist children express their frustration during a time once they cannot verbalize their feelings well. Parents can help decrease the amount of tantrums by not letting their children become overtired or unduly frustrated and by knowing their children's behavior patterns and avoiding situations that are likely to induce tantrums. Some young children have particular difficulty controlling their impulses and wish their parents to line stricter limits around which there are often some safety and regularity in their world.

At age 18 months to 2 years, children typically begin to determine identity. During the preschool years, children also acquire a notion of role, of what boys and girls typically do. Exploration of the genitals is predicted at this age and signals that children are starting to make a connection between gender and body image.

Between age 2 years and three years, children begin to play more interactively with other children. Although they'll still be possessive about toys, they'll begin to share and even alternate live.

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