Chapter 11 Outline

I. The Developing Self
   A. The Self-Concept and Cognitive Development
      • Self-concept: A system of descriptive and evaluative representations about the self.
        1. Changes in Self-definition: The 5 to 7 Shift
           • Self-definition: Cluster of characteristics used to describe oneself.
           • Single representations: In neo-Piagetian terminology, first stage in development of self-definition in which children describe themselves in terms of isolated one-dimensional items.
           • Real self: The person one actually is.
           • Ideal self: The person one would like to be.
           • Representational mappings: In neo-Piagetian terminology, the second stage in development of self-definition, in which a child makes logical connection between parts of his image of the self but still sees these characterized in all-or-nothing terms.
           • Representational systems: Take place in middle childhood when children begin to integrate specific features of the self into a general multidimensional concept.
        2. Cultural Differences in Self-Description:
           • Interdependent aspects of the self: Compliance with authority, appropriate conduct, humility, and a sense of belonging to the group.
           • Independent aspects of the self: Individuality, self-expression, and self-esteem.
   B. Self Esteem
      • Self-Esteem: The judgment children make about their own worth.
        1. Developmental Changes in Self-Esteem
        2. Contingent Self-Esteem: The “Helpless” Pattern
   C. Understanding and Regulating Emotions
      1. Understanding Conflicting Emotions
      2. Understanding Emotions Directed Toward the Self
      3. Cultural Influences on Emotional Regulation
   D. Erikson: Initiative versus Guilt
      • Initiative versus Guilt: Erikson’s third crisis in psychosocial development, in which the child plans and carries out activities with growing pangs of conscience about those plans and activities.

II. Gender
   • Gender identity: Awareness, developed in early childhood, that one is male or female.
A. Gender Differences

- **Gender differences**: Psychological or behavior differences between males and females.
- **Gender similarities hypothesis**: The theory that boys and girls have more similarities in their behaviors than differences.

B. Perspectives on Gender Development

- **Gender roles**: Behaviors, interests, attitudes, skills, and traits that a culture considers appropriate for males or for females.
- **Gender typing**: Socialization process by which children learn appropriate gender roles.
- **Gender stereotypes**: Preconceived generalizations about male or female role behavior.

1. **Biological Approach**: Gender differences may be biologically based.
   - **Corpus callosum**: Larger in females, may contribute to verbal abilities.
   - **Congenital Adrenal Hypertensia**: A disorder where girls have high prenatal levels of androgens.
   - **Androgens**: Male sex hormones.
   - **Estrogens**: Female sex hormones.

2. **Evolutionary Developmental Approach**: Gender roles underlie the evolved mating and childrearing strategies of males and females.
   - **Theory of sexual selection**: The selection of sexual partners is a response to the differing reproductive pressures that early men and women confronted in the struggle for survival of the species.

3. **Psychoanalytic Approach**: (Freud)
   - **Identification**: The adoption of characteristics, beliefs, attitudes, values, and behaviors of the parent of the same sex.

4. **Social Learning Approach**
   - **Social Cognitive Theory**: Bandura’s expansion of social learning theory which sees gender identity as the outcome of a complex array of interacting influences both personal and social.

5. **Cognitive Approaches**
   a. **Kohlberg’s Cognitive-Developmental Theory**
      - **Gender constancy**: (sex-category constancy) A child’s realization that his or her sex will always be the same.
      - **Gender identity**: Awareness of one’s gender and that of others.
      - **Gender stability**: The realization that gender does not change over time.
      - **Gender consistency**: The realization that changes in behavior and appearance do not change gender.
   b. **Gender-schema theory**: Theory, proposed by Bem, that children socialize themselves in their gender roles by developing a mentally organized network of schemes.
      - **Gender schema**: Mentally organized network of information about gender that influences behavior.

6. **The Role of Socialization**
   a. **Family Influences**
b. Peer Influences

c. Cultural Influences

- **Biosocial Theory**: Psychological aspects of gender arise from interaction between the physical characteristics of the sexes, their developmental experiences, and the character of the societies in which they live.

### III. Play: The Business of Early Childhood

#### A. Cognitive Levels of Play

- **Functional play**: In Piaget’s and Smilansky’s terminology, the lowest cognitive level of play, involving repetitive muscular movements.
- **Constructive play**: In Piaget’s and Smilansky’s terminology, the second cognitive level of play, involving use of objects or materials to make something.
- **Pretend play**: In Piaget’s and Smilansky’s terminology, the third cognitive level of play, involving imaginary people or situations; also called fantasy play, dramatic play, or imaginative play.
- **Formal games with rules**: Fourth level of play; organized games with known rules and procedures.

#### B. The Social Dimension of Play

- **Parallel constructive play**: Child playing near another child, may indicate independence and maturity.
- **Reticent play**: A combination of onlooker and unoccupied categories, often indicates shyness.

#### C. How Gender Influences Play

#### D. How Culture Influences Play

### IV. Parenting

#### A. Forms of Discipline

- **Discipline**: Methods of teaching children character, self-control, and acceptable behavior.
  1. **Reinforcement and Punishment**
     - **External rewards**: Reinforcement from outside the child.
     - **Internal rewards**: A sense of pleasure or accomplishment.
     - **Corporal punishment**: Use of physical force with the intention of causing pain, but not injury, to correct or control behavior.
     - **Psychological aggression**: Verbal attacks that may result in psychological harm.
  2. **Power Assertion, Induction, and Withdrawal of Love**
     - **Power assertion**: Disciplinary strategy designed to discourage undesirable behavior through physical or verbal enforcement of parental control.
     - **Inductive techniques**: Disciplinary techniques designed to induce desirable behavior by appealing to a child’s sense of reason and fairness.
     - **Withdrawal of love**: Disciplinary strategy that may involve ignoring, isolating, or showing dislike for a child.
• Psychological aggression: Verbal attacks that may result in psychological harm.

B. Parenting Styles
1. Diana Baumrind and the Effectiveness of Authoritative Parenting
   • Authoritarian: Parenting style that values control and obedience.
   • Permissive: Parenting style that values self-expression and self-regulation.
   • Authoritative: Parenting style that values respect for a child’s individuality with an effort to instill social values.
   • Neglectful/uninvolved: Maccoby and Martin’s term to describe parents who focus on their own needs rather than those of the child.

2. Support and Criticisms of Baumrind’s Model
3. Cultural Differences in Parenting Styles

V. Special Behavioral Concerns
A. Prosocial Behavior
   • Altruism: Behavior intended to help others out of an inner concern and without expectation of external reward.
   • Prosocial behavior: Any volunteer behavior intended to help others.

B. Aggression
   • Instrumental aggression: Aggressive behavior used as a means of achieving a goal.
     1. Gender Differences in Aggression
        • Overt aggression: Physical or verbal aggression that is openly directed at its target.
        • Relational aggression: Aggression aimed at damaging or interfering with another person’s relationships, reputation, or psychological well being; also called covert, indirect, social or psychological aggression.

2. Influences on Aggression
3. Culture and Aggression

C. Fearfulness
   • Systematic Desensitization: Therapeutic technique in which a child is exposed in gradually increasing “doses” to a feared object or situation.

VI. Relationships with Other Children
   • Self-efficacy: Sense of capability to master challenges and achieve goals.

A. Siblings—or Their Absence
   1. Brothers and Sisters
   2. The Only Child

B. Playmates and Friends
   1. Choosing Playmates and Friends
2. Characteristics and Effects of Friendships
3. Parenting and Popularity