

## Psyc Mid.Childhood - Emotional & Social Dev. Cheat Sheet by Dani D (Bubble) via cheatography.com/121742/cs/22426/

### **Erikson's Theory**

Major Question: "How can I be good?"

Basic Virtue: Competence.

Important Event(s): School

### INDUSTRY

tasks

develop a sense of competence at useful skills and

INFERIORITY

can result in social and emotional struggles

develop a sense of pride in their accomplishments

positive but realistic

pessimism & lack of confidence in one's ability to do tasks well negative feelings are

deepened from

cooperative partic-

self-concept

ipation with

agemates

purpose

lack in confidence because ppl in their lives do too

friends/family/society

### **Moral Development**

flexible moral rules: lying isn't always bad and the truth isn't always good children begin to condiers intentions, more respect for conventions and

development of disruptive justice
strict equality (5-6yrs)- comparing 2
values for equality

merit (6-7yrs)- good or worthy quality

#### **Moral Development (cont)**

equity: the quality of being fair and impartial) & Benevolence: the quality of being well-meaning/kindness (~8yrs)

Selman's Stages of perspective thinking

- 0) undifferentiared (3-6yrs)- Children recognize that the self and others can have different thoughts and feelings, but they frequently confuse the two.
- 1) social-informational (4-9yrs)- Children understand that different perspectives may result because people have access to different information.
- 2) self-reflective (7-12yrs)- Children can "step in another person's shoes" and view their own thoughts, feelings, and behaviour from the other person's perspective. They also recognize that others can do the same.
- 3) third-party (10-15yrs)- Children can step outside a two-person situation and imagine how the self and other are viewed from the point of view of a third, impartial party.
- 4) societal (14yrs-adult)- Individuals understand that third-party perspective-taking can be influenced by one or more systems of larger societal values.

**Self-Concept** 

Social comparisons: judgements about appearance, abilities, and behaviours in relation to those of others

children emphasize competencies

children describes both positive and negative personality traits > balance

less all-or-none descriptions

#### **Emotional Development**

Self conscious emotions: are those affected by how we see ourselves and how we think others perceive us. governed by personal responsibility (pride, jealousy, embarrassment)

Emotional Understanding: understanding of the nature, causes, and control/regulation of emotion. supported by cognitive development and social experience

Emotional Self-regulation: socially tolerable and sufficiently flexible, motivated by self-esteem & peer approval

problem centered coping: situation is changeable, identifies the difficulties, and decides what to do about it

emotion centered coping: if problem doesnt work, it is internal, private, and aimed at controlling distress (when little can be done about the outcome)



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#### **Diversity & Inequality**

Stereotype Threat: fear of beig judged on the basis of a negative stereotype (which can trigger anxiety)

by school age..children begin to assign stereotype traits to minorities

Development of Predjudice:

fixed view of personality traits- traits are unchangeable & are either good/bad

overly high self esteem- belittle disadvantage people/groups

social world where people are sorted into groups- if adults highlight better groups kids begin to as well

Reducing Predjudice:

have intergroup contact

long-term contact & collaboration

inducing to view other's trait as changeable & influences on those traits

#### Gender

Stereotypes: through personalities traits (tough vs. gentle) & school subjects (athletics vs. arts)

identity: boys strengthen masculine identity & girls feminine identity decline

cultural & Social influences: social media, passed down views of gender, advertisements, etc

Self Evaluations: affect adjustments, pressure to fit in / conform to gender roles

#### Gender (cont)

Gender Stereotype Flexibility: overlap in the characteristics of males and females

Gender Typicality: degree to which a child feels similar to others of the same gender

Gender Contentedness: degree to which a child feels comfortable with their assigned gender

Pressure to conform to gender roles: degree to which a child feels parents/peers disapprove of their gender related traits

#### Self Esteem

Hierarchical Structure- General Self

- a) Academic competence (grades, specific subjects)
- b) Social competence (relationships with parent and/or peers)
- c) Physical/athletic competence (outdoor games/various sports)
- d) Physical appearance (from peers/family/society/media > influences youths overall satisfaction with themselves)

Influences on Self Esteem: Culture, gender, child-rearing practices, achievement related attributions

mastery-oriented attributions: crediting their success to ability, improved by trying hard (effort pays off), incremental view of ability

#### Self Esteem (cont)

learned helplessness: attribute their failures, not success, to ability (conclude success have to do with "luck" not themselves), fixed view of ability

Attribution Retraining: encourages learnedhelplessness kids to believe they can overcome failure by exerting more effort & using effective strategies

#### **Peer Groups**

collective that generate uniqure values/similarites and standards of behaviour formed through proximity and similarities

Friendships: contribute to the development of trust and sensitivity

selective in choosing friends

learn to resolve disputes

Peer Acceptance:

Popular- well-liked; prosocial: antisocial:

Rejected- disliked; aggressive: withdrawn:

Controversial-liked and disliked

Neglected- are seldom mentioned

Average- average of being liked & disliked

Bullies: popular(not for long), powerful, aggressive

Victim: passive, frail, have helicopter parents

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#### **Family Influences**

Parent-Child Relationships: children spend less time with parents in mid-childhood

Coregulation: supervision where parents exercise general oversight while letting children take charge of moment-bymoment decision making

children gain greater independence but still need family support

Siblings: important sources of support through companionship, emotional support, and assistance

rivalry- from parental comparisons

comparisons- of traits and accomplishments, results in quarelling

Only Children:

closer relationship with parents but have pressure for mastery

usually lack practice in conflict resolution

Homosexual Families: same as hetero but children are more open-minded and less discrimination

Divorce: causes drop in income, instability, conflict, family stress, increase risk for adjustment problems

Immediate Consequences:

Age- young kids: often blame themselves, display anxious, defiant, fearful reactions. older kids: depressed moode, decline in grades, risky/reckless behaviour OR take on more tasks, emotional support for single parent, mature behaviour, care for younger siblings.

#### Family Influences (cont)

Gender- Girls: internalize reactions.

Boys: risk for adjustemnt problems. both: show demanding & attention-getting behaviour

Temperament- difficult children: magnifies their difficulties because of stress and inadequate parenting VS. easy children: not targets for parental anger & cope more effectively with adversity

Long Term Consequences:

Improved adjustment (~2yrs later)

have lower self esteem, academic achievement, & social competence



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