Erikson's Theory

Major Question: "How can I be good?"

Basic Virtue: Competence.

Important Event(s): School

INDUSTRY	INFERIORITY
develop a sense of competence at useful skills and tasks	can result in social and emotional struggles
develop a sense of pride in their accomplishments	pessimism & lack of confidence in one's ability to do tasks well
positive but realistic self-concept	negative feelings are deepened from friends/family/society
cooperative partic-ipation with agemates	lack in confidence because ppl in their lives do too

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 purpose

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, embarrass-ment)

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

Emotional Self-regulation: socially tolerable and sufficiently flexible, motivated by self-e-steem & 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 disadv-antage 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, advertise-ments, 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 Esteem:

- 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 learned-helplessness kids to believe they can overcome failure by exerting more effort & using effective strategies

Peer Groups

collective that generate uniqure values/si-milarites 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-by-moment 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 accomplis-hments, 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 themse-lves, 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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