

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 participation 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 condier 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) undifferentiated (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)

C

By **Dani D (Bubble)**
cheatography.com/bubble/

Published 19th April, 2020.

Last updated 19th April, 2020.

Page 1 of 3.

Sponsored by **ApolloPad.com**

Everyone has a novel in them. Finish Yours!

<https://apollopad.com>

Diversity & Inequality

Stereotype Threat: fear of being 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 Prejudice:

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 Prejudice:

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 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 unique values/similarities 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

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 accomplishments, results in quarrelling

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 mood, 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 adjustment 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

