

### In This Chapter

- Setting the Challenge: Emotion Regulation
- Personality (and the Emerging Self)
- Relationships

### Setting the Challenge: Emotion Regulation

- **Emotional regulation:** Capacity to manage one's emotional state
  - Maturing frontal lobe contributes to development of self-regulation abilities
  - Important for social and emotional success
- **Problematic temperamental tendencies**
  - Externalizing
  - Internalizing

### Personality (and the Emerging Self)

- **Piaget's concrete operational stage**
  - Think abstractly about inner states (theory of mind)
  - Become less egocentric
  - Become more self-aware through self-reflection and comparison to others

## Erikson's Psychosocial Stages

### Life Stage

Infancy (birth to 1 year)  
Toddlerhood (1 to 2 years)

Early childhood (3 to 6 years)  
Middle childhood (6 years to puberty)  
Adolescence (teens into twenties)  
Young adulthood (20s to early 40s)  
Middle adulthood (40s to 60s)  
Late adulthood (late 60s and beyond)

### Primary Task

Basic trust versus mistrust  
Autonomy versus shame and doubt  
Initiative versus guilt  
Industry versus inferiority  
Identity versus role confusion  
Intimacy versus isolation  
Generativity versus stagnation  
Integrity versus despair

## Erikson's Psychosocial Stages

- **Self-esteem:** Based on the value the child places on a particular dimension or dimensions

## Erikson's Psychosocial Stages

### • Erikson's industry versus inferiority

- Children have ability to work toward a goal
- May feel inferior if they do not measure up



*Can you identify how the above photos depict the difference between Erikson's initiative and industry tasks?*

## Personality: Harter

### • Changes in self-awareness

- 3-year-old self-descriptions focus on external facts
- Fourth grader's self-descriptions are:
  - Internal and psychological
  - Anchored in feelings, abilities, and inner traits

### • Self-esteem develops

- Evaluating oneself as good or bad
- Declines during early elementary school

## Self-Esteem Distortions

**Externalizing problems:** Child may exhibit unrealistically high self-esteem

- Emotional acting-out
- Real problem ignoring; lack of need to improve
- Continued failure

**Internalizing problems:** Child may exhibit overly low self-esteem

- Overly self-critical
- Inflate failures
- See failure when it does not exist

**Learned helplessness**

- Feel incapable of affecting the outcome of event
  - May stop trying
- Common in those with internalizing problems

## Interventions: Promoting Realistic Self-esteem

- Enhance **self-efficacy**
  - Feelings of competence
  - “I can succeed if I work hard.”
  - Be aware of Vygotsky’s *zone of proximal development*
  - Praise the child’s *effort*

## Interventions: Promoting Realistic Self-esteem

- Promote **accurate self-perceptions**
  - Set realistic goals
  - If child fails, gently give accurate feedback
  - Express care

## LEARN THE TERMS

- Emotional regulation
- Externalizing tendencies
- Internalizing tendencies
- Self-awareness
- Self-esteem
- Initiative versus guilt
- Industry versus inferiority
- Learned helplessness

## Doing Good: Prosocial Behavior

- **Prosocial behavior**
  - Sharing, helping, and caring actions
  - Appears as early as preschool; more frequent in elementary school
- **Empathy**
  - Feeling exact emotion that another experiences
- **Sympathy**
  - Involves feeling upset for a person who needs help



September 11, 2001

## Doing Good: Prosocial Behavior

- **Individual and gender variations**
  - Fewer variations by sex when viewing scenes of strong human emotions (EEG findings)
  - Females may be more attuned to others distress
- **Decoding prosocial behavior in a deeper way**
  - Children need to mute empathic feelings into sympathetic response
    - Superior information processing skills
    - Few or no externalizing or internalizing problems

## Interventions: Socializing Prosocial Children

- **Attend** to child's prosocial behaviors.
  - Attribute the kind act to the child's personality.
- **Reinforce** altruistic behavior and displays of empathy and sympathy.
- **Use inductive discipline**
  - Scaffold altruism
  - Intervene when child behaves in a hurtful, negative way.
- **Model** prosocial behaviors

## Shame Versus Guilt and Prosocial Acts

- **Shame** is the primitive feeling felt when personally humiliated.
  - Causes withdrawal, fury, and feelings of revenge
- **Guilt** is experienced when personal moral standard or hurtful action to another human being occurs.
  - In moderation, causes connections and attempts to make amends

## LEARN THE TERMS

- Prosocial behavior
- Empathy
- Sympathy
- Induction
- Shame
- Guilt

## Doing Harm: Aggression

- **Aggression:** Any hostile or destructive act
  - Physical aggression peaks at about age 2½.
  - Declines with onset of emotional regulation (maturing frontal lobes)



As he lunges for his friend's book, the boy on the right may feel powerful (proactive aggression). But his furious buddy is apt to react by bopping him on the head (reactive aggression).

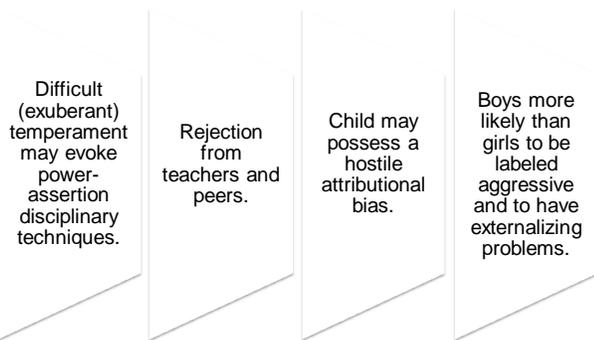
## Aggression Types: What motivates the behavior?

- **Proactive aggression:** Acts that are actively instigated to achieve a goal
  - Emotionally cool and more carefully planned
- **Reactive aggression:** Acts that occur in response to being frustrated or hurt
  - Furious, disorganized, impulsive response

## Aggression Types: What is its form?

- **Direct aggression**
  - Everyone can see it
  - At its peak at about 2 or 3; declines as children get older
  - More common in boys, especially physical aggression
- **Relational aggression**
  - Carried out indirectly, through damaging or destroying the victim's relationships
  - Occurs mainly during elementary school and may be at its peak during adolescence
  - It is common throughout adult life

### Pathway to Producing Problematic Aggression



### LEARN THE TERMS

- Aggression
- Proactive aggression
- Reactive aggression
- Relational aggression
- Hostile attributional bias

### Relationships: Play

- **Children's non-sports-oriented play can be classified into different categories.**
  - Rough-and-tumble play:
    - Excited shoving, wrestling, and running around
    - Most apparent with boys
  - Pretending or fantasy play
    - Emerges at end of sensorimotor stage
    - Initially, scaffolded by parent/caregiver
    - Evolves into collaborative pretend play around age 4 (theory of mind is present)

### Purposes of Pretending

- Allows children to practice adult roles
- Allows child a sense of control
- Furthers understanding of social norms
- Offers the adult world insights into what children may be thinking

## Girls' and Boys' Play Worlds

- **Gender segregated play is firmly entrenched by elementary school.**
- Gender differences
  - Girls
    - Calm, more subdued play
    - Nurturing themes
    - Play collaboratively; relate one-to-one
  - Boys
    - Rambunctious play
    - Superhero, warrior themes
    - Try to establish dominance; enjoy competition
    - Rigid gender-specific rules for play

## What Contributes to Gender-Stereotyped Play?



- **Biological underpinnings**
  - Role of testosterone
- **Socialization of gender-specific behaviors**
  - Traditional gender roles
- **Impact of cognitions**
  - Gender schema theory (Bem)

## LEARN THE TERMS

- Rough-and-tumble play
- Fantasy play
- Collaborative pretend play
- Gender-segregated play
- Gender schema theory

## Relationships: Friendships



**Core qualities:** Similarity, trust, emotional support

**Friendships stimulate personal development.**

- Help child to learn to manage emotions
- Help child to handle conflicts
- Friends protect and enhance the developing self

## Popularity

- **Friendship** involves relating with a single person in a close one-to-one way
- **Popularity** is a group concern that requires rising to the top of the social totem pole



Woodfor & Wahahe/Getty Images

## Popularity Categories

- **Popular**
  - Most-liked
- **Average**
  - Middle-range status
- **Rejected**
  - May be socially anxious
  - May have internalizing or externalizing tendencies
  - May not fit in with dominant group

## Relational Aggression and Popularity Among Elementary Schoolers

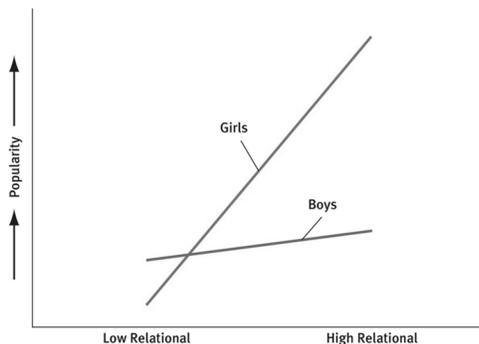


Figure 6.3  
Bullying, Experiencing The Lifespan, 4e © 2016 Worth Publishers

## Bullying: A Core Contemporary Childhood Concern

- **Bullying:** Situation in which one or more children (or adults) harass or target a specific child for systematic abuse
- **Two categories**
  - Bully-victim: Exceptionally aggressive children who repeatedly bully and get victimized
    - May demonstrate both externalizing and internalizing tendencies
  - Classic victim (internalizing)
    - Anxious, shy, low on the social hierarchy, unlikely to fight back

## Cyberbullying

- **Cyberbullying:** Aggressive behavior repeatedly carried out via electronic media
  - Ensures large, amorphous audience that multiplies distress
  - Emotionally easier to conduct; removes all inner controls
- **Motives**
  - Revenge
  - Recreation
  - Social rewards or reinforcement from peers



© Rawdon Wyatt/Alamy

## Interventions: Attacking Bullying And Helping Rejected Children

- **Olweus Bully Prevention Program**
  - Administrators working with students form a school-wide norm of intolerance of bullying
- **Parents of shy children**
  - Foster a secure attachment
  - During preschool, connect your temperamentally shy child with a friend
- **Parents of children with externalizing disorders**
  - Display loving, sensitive parenting
  - Minimize power assertion
  - Teach emotional regulation skills and reattribution of biases

## LEARN THE TERMS

- Bullying
- Bully-victims
- Cyberbullying