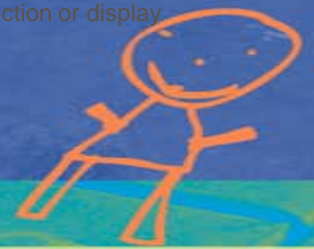


Psychosocial Development in Middle Childhood

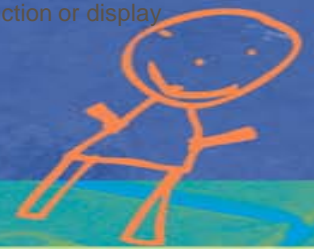


Chapter 14



Guideposts for Study

- 1. How Do Self-Concept and Self-Esteem Change in Middle Childhood, and How Do School-Age Children Show Emotional Growth?
- 2. What Are the Effects of Family Atmosphere and Family Structure, and What Part do Siblings Play in Children's Development?



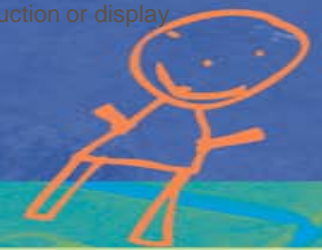
Guideposts for Study

- 3. How do Relationships with Peers Change in Middle Childhood, and What Factors Influence Popularity and Aggressive Behavior?
- 4. What Are Some Common Mental Health Problems of Childhood, and How do Children Respond to the Stresses of Modern Life?



Make it Real: The Peer Group

- *Think back to middle childhood:*
 - *What kinds of activities did you do with your friends?*
 - *How much adult supervision was there?*
 - *How did you handle conflicts?*
 - *Was there a “leader” of the group?*



The Developing Self

■ Self-Concept Development

- 3rd stage of the neo-Piagetian self-concept development
- Representational systems
 - Real self
 - Ideal self
 - Global self-worth



The Developing Self

■ Self-Esteem

■ Industry versus inferiority

■ Children learn skills valued in their society

- Read
- Write
- Count
- Use computers

■ Successful resolution of this stage is competence



The Developing Self

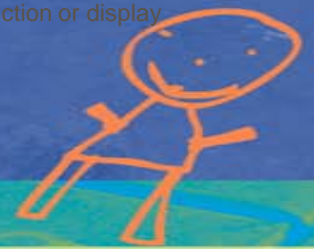
■ Emotional Growth

- More aware of their own and others' feelings
- Understand conflicting emotions
- Aware of culture's "rules" for emotional expression
- Emotional self-regulation
 - Control of emotions, attention, and behavior



The Developing Self

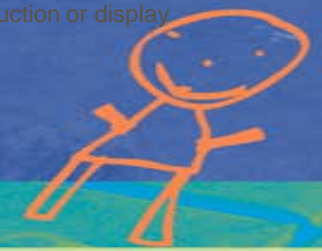
- Prosocial Behavior
 - Relatively free from negative emotion
 - Cope with problems constructively
 - Parental response to emotions has an effect on prosocial development and social skills



Make it Real: Family Structures

- *Share with a partner the “structure” of your family. How do you feel about having that family structure?*

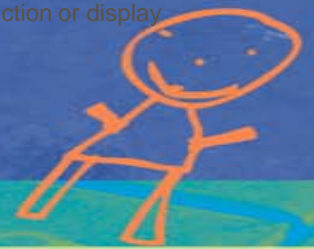
(Note: say “pass” if you don’t wish to share)



The Child in the Family

■ Family Atmosphere

- Parenting issues: coregulation and discipline
 - Transitional stage in which parent and child share power
 - Less direct management and more discussion
 - Children must bear consequences of behavior



The Child in the Family

■ Family Atmosphere

- Effects of parents' work
- Factors
 - Child's age, sex, temperament, and personality
 - Status of mother's work (full-time, part-time)
 - Partner support
 - Socioeconomic status
 - Kind of care the child receives before/after school
 - Structured care versus self-care



The Child in the Family

■ Family Atmosphere

■ Poverty and parenting

- 17 percent of U.S. children live in poverty
- Children who live in poverty are more likely to have emotional or behavioral problems
- Family characteristics most damaging to children
 - Unstimulating home environment
 - Lack of maternal sensitivity
 - Unstable adult relationships
 - Psychiatric problems
 - Violent or criminal behavior

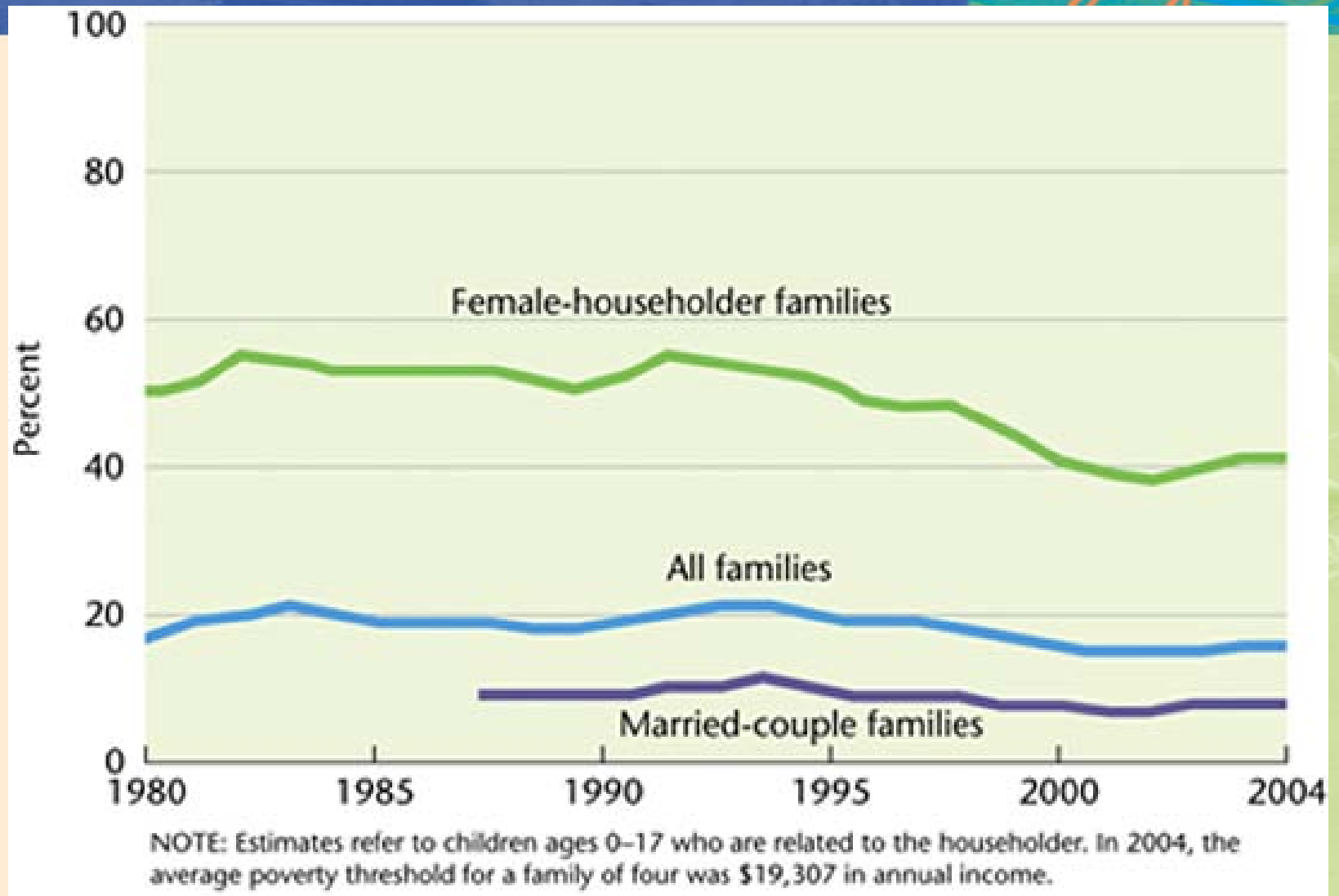
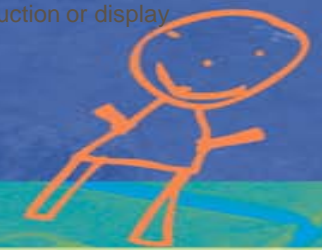


Figure 14-2



The Child in the Family

■ Family Structure

- Many two-parent families are stepfamilies, resulting from divorce and remarriage
- Growing number of single-parent families, gay and lesbian families, and grandparent-headed families
- Father's involvement is directly involved in the child's well-being and physical, cognitive, and social development

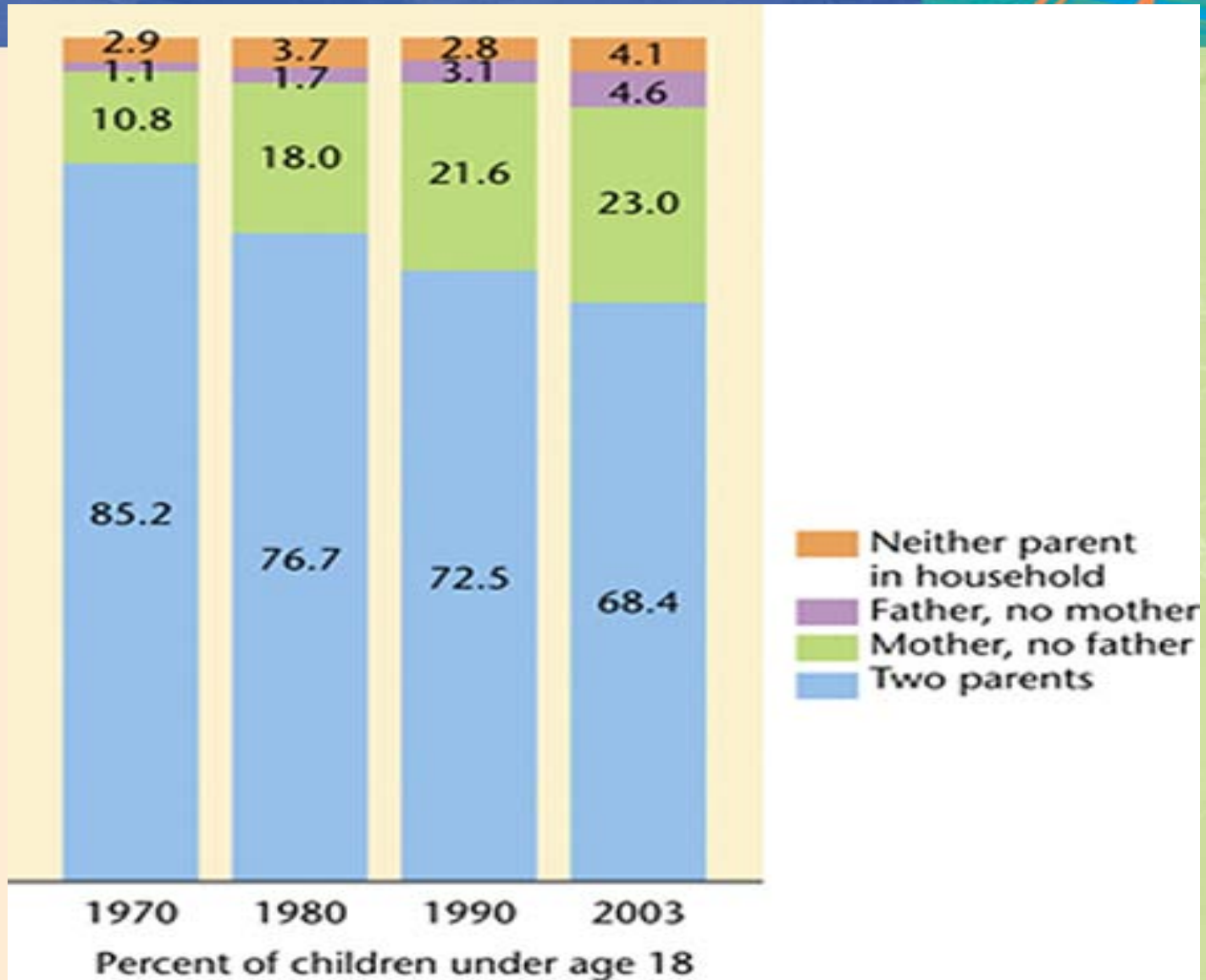


Figure 14-1



The Child in the Family

■ Family Structure

■ When parents divorce

■ Adjusting to divorce

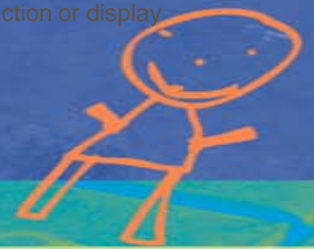
- May negatively affect parenting
- Family standard of living likely to drop
- Relationship with noncustodial parent may suffer
- Adjustment may depend on...
 - Age or maturity
 - Gender
 - Temperament and psychosocial adjustment



The Child in the Family

■ Family Structure

- Custody, visitation, and co-parenting
 - Mother usually gets custody but paternal custody is increasing
 - Children adjust better when father pays child support
 - Cooperative co-parenting
 - Joint custody
 - Legal custody
 - Physical custody



The Child in the Family

■ Family Structure

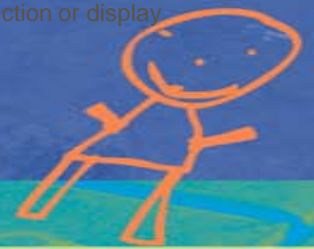
■ Long-term effects of divorce

■ In adolescence

- Increased risk of antisocial behavior and dropping out of school

■ In adulthood

- Increased risk of serious social, emotional, or psychological problems
- Lower SES
- Marriages tend to be of poorer quality and more likely to end in divorce



The Child in the Family

■ Family Structure

■ Living in a one-parent family

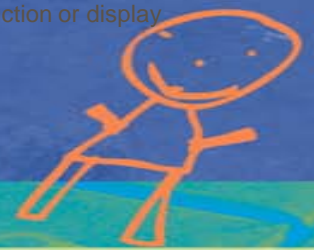
- 25 percent of U.S. children live with one parent; 50 percent of black children
- Tend to lag socially and educationally
- Factors
 - Age
 - Level of development
 - Financial circumstances
 - Geographical moves
 - Paternal involvement



The Child in the Family

■ Family Structure

- Living in a cohabitating family
 - Similar to married families
 - Parents tend to be more disadvantaged
 - More likely to break up
 - Worse emotional, behavioral, and academic outcomes

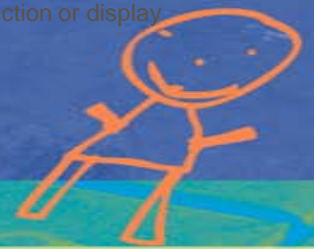


The Child in the Family

■ Family Structure

- Living in a stepfamily
 - 15 percent of U.S. children
 - Loyalties to biological parent may interfere with forming ties
 - Studies found that boys may benefit from a stepfather, however, girls may feel a threat to her independence or relationship with her mother



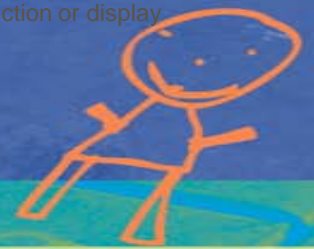


The Child in the Family

■ Family Structure

■ Living with gay or lesbian parents

- Studies show no consistent difference between homosexual and heterosexual parents in emotional, social, academic, or psychological problems of children

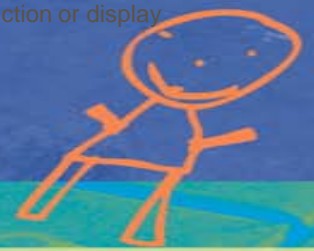


The Child in the Family

■ Family Structure

■ Adoptive families

- Open adoptions are more common
- Cognitively, adoption is beneficial
- Foreign born adoptions have quadrupled since 1978
 - Transracial: Asian or Latin American
 - No significant problems with psychological or school adjustment



The Child in the Family

■ Family Structure

- Living with grandparents
 - “Skip generation” families
 - Causes
 - Teenage pregnancy
 - Substance abuse
 - Illness
 - Divorce
 - Early death





The Child in the Family

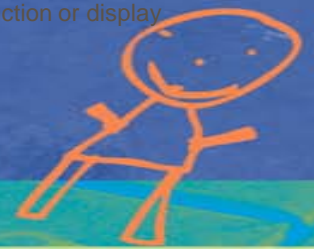
■ Sibling Relationships

- Factors that determine roles and relationships
 - Number
 - Spacing
 - Birth order
 - Gender
- Can be a laboratory for conflict resolution
- Influence each other's gender development



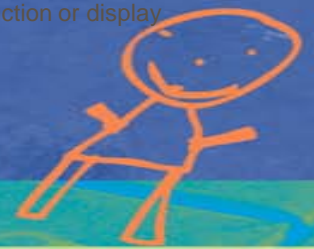
Make it Real: Social Acceptance

- *Can you recall a child who was rejected by peers during your schooling? What factors contributed to his/her disliking? What could have been done to help him/her?*



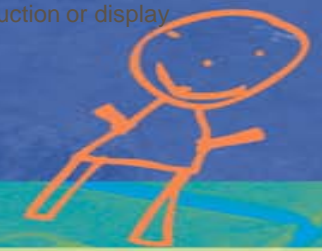
The Child in the Peer Group

- Positive and Negative Effects of Peer Relations
 - Develop skills needed for sociability and intimacy—gain a sense of belonging
 - Offer emotional security
 - May reinforce prejudice
 - Can foster antisocial tendencies
 - Shoplifting
 - Drugs



The Child in the Peer Group

- Gender Differences in Peer-Group Relationships
 - Engage in different types of activities
 - Boys
 - Play in large groups with well-defined leadership hierarchies
 - More competitive and rough-and-tumble play
 - Girls
 - More intimate conversations
 - Prosocial interactions and shared confidences



The Child in the Peer Group

■ Popularity

■ Sociometric popularity

■ Five peer status groups

- Popular
- Rejected
- Neglected
- Controversial
- Average

■ Perceived popularity



The Child in the Peer Group

■ Friendship

- Seek out same age, sex, ethnicity, and interests
- Involves equal give-and-take
- Learn to communicate and cooperate
- Quarrels help to resolve conflicts
- Friendlessness has long-term effects



Table 14-1

Selman's Stages of Friendship

Stage	Description	Example
<i>Stage 0: Momentary playmateship (ages 3 to 7)</i>	On this <i>undifferentiated</i> level of friendship, children are egocentric and have trouble considering another person's point of view; they tend to think only about what they want from a relationship. Most very young children define their friends in terms of physical closeness and value them for material or physical attributes.	"She lives on my street" or "He has the Power Rangers."
<i>Stage 1: One-way assistance (ages 4 to 9)</i>	On this <i>unilateral</i> level, a "good friend" does what the child wants the friend to do.	"She's not my friend anymore, because she wouldn't go with me when I wanted her to" or "He's my friend because he always says yes when I want to borrow his eraser."
<i>Stage 2: Two-way fair-weather cooperation (ages 6 to 12)</i>	This <i>reciprocal</i> level overlaps stage 1. It involves give-and-take but still serves many separate self-interests, rather than the common interests of the two friends.	"We are friends; we do things for each other" or "A friend is someone who plays with you when you don't have anybody else to play with."
<i>Stage 3: Intimate, mutually shared relationships (ages 9 to 15)</i>	On this <i>mutual</i> level, children view a friendship as having a life of its own. It is an ongoing, systematic, committed relationship that incorporates more than doing things for each other. Friends often become possessive and demand exclusivity.	"It takes a long time to make a close friend, so you really feel bad if you find out that your friend is trying to make other friends too."
<i>Stage 4: Autonomous interdependence (beginning at age 12)</i>	In this <i>interdependent</i> stage, children respect friends' needs for both dependency and autonomy.	"A good friendship is a real commitment, a risk you have to take; you have to support and trust and give, but you have to be able to let go too."

Source: Selman, 1980; Selman & Selman, 1979.



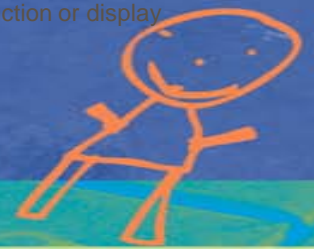
The Child in the Peer Group

- Aggression and Bullying
 - Instrumental aggression
 - Aimed at achieving an objective
 - Hostile aggression
 - Intended to hurt another person



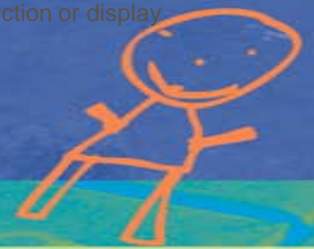
The Child in the Peer Group

- Aggression and Bullying
 - Gender differences in aggressiveness
 - Boys
 - Tend to aggressive when a group is forming, as they compete for dominance
 - Girls
 - Seek status through more manipulative means involving indirect or relational aggression



The Child in the Peer Group

- Aggression and Bullying
 - Types of aggression and social information processing
 - Instrumental (proactive) aggressors
 - View force as an effective way to get what they want
 - Hostile (reactive) aggressors
 - Self-defense or retaliation
 - Hostile attribution bias



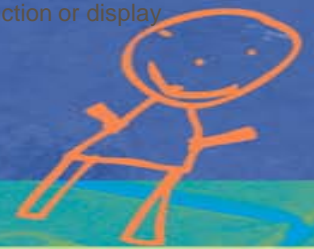
The Child in the Peer Group

- Aggression and Bullying
 - Does media violence stimulate aggression?
 - Images seen become primary role models and sources of information of how people behave
 - Study: The best predictor of aggressiveness at age 19 was the degree of violence in the shows they had watched as children



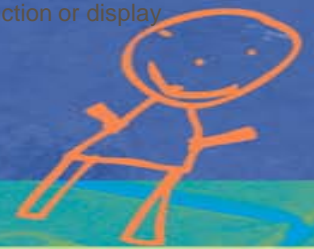
The Child in the Peer Group

- Aggression and Bullying
 - Bullies and victims
 - Both exhibit psychological problems
 - Both tend to be disliked
 - Risk factors for being bullied
 - Anxious or depressed
 - Cautious
 - Quiet
 - Submissive
 - Cry easily
 - Argumentative and provocative



Mental Health

- Common Emotional Disturbances
 - Disruptive conduct disorders
 - Oppositional defiant disorder (ODD)
 - Usually boys
 - Conduct disorder
 - May progress to criminal violence



Mental Health

■ Common Emotional Disturbances

■ Mood disorders

- School phobia
- Separation anxiety disorder
- Social phobia (social anxiety)
- Generalized anxiety disorder
- Obsessive-compulsive disorder (OCD)
- Childhood depression



Mental Health

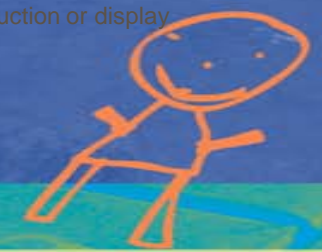
- Treatment Techniques
 - Individual psychotherapy
 - Family therapy
 - Behavioral therapy (Behavioral modification)
 - Cognitive behavioral therapy
 - Art therapy
 - Play therapy
 - Drug therapy



Mental Health

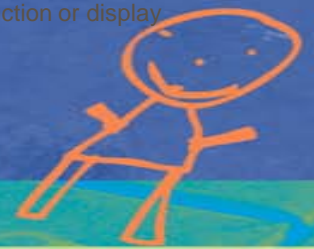
■ Stress and Resilience

- David Elkind's "hurried child"
- Children are more susceptible to psychological harm from a traumatic event
- Resilient children
 - Protective factors
 - Good family relationships
 - Good cognitive functioning

**Table 14-3****Characteristics of Resilient Children and Adolescents**

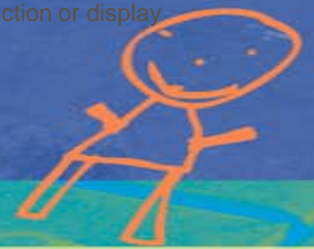
Source	Characteristic
Individual	<ul style="list-style-type: none"> Good Intellectual functioning Appealing, sociable, easygoing disposition Self-efficacy, self-confidence, high self-esteem Talents Faith
Family	<ul style="list-style-type: none"> Close relationship to caring parent figure Authoritative parenting: warmth, structure, high expectations Socioeconomic advantages Connections to extended supportive family networks
Extrafamilial context	<ul style="list-style-type: none"> Bonds to prosocial adults outside the family Connections to prosocial organizations Attending effective schools

Source: Masten & Coatsworth, 1998, p. 212.



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