


















- 1  **Psychosocial Development in Middle Childhood**  
Chapter 14
- 2  **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?
- 3  **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?
- 4  **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?*
- 5  **The Developing Self**
- Self-Concept Development
    - 3<sup>rd</sup> stage of the neo-Piagetian self-concept development
    - Representational systems
      - Real self
      - Ideal self
      - Global self-worth
- 6  **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
- 7  **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
- 8  **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
- 9  **Make it Real: Family Structures**
- *Share with a partner the "structure" of your family. How do you feel about having that family structure?*
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- (Note: say "pass" if you don't wish to share)*

- 10  **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
- 11  **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
- 12  **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
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- 14  **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
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- 16  **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
- 17  **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

18  **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

19  **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

20  **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

21  **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

22  **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

23  **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
- 24  **The Child in the Family**
  - Family Structure
    - Living with grandparents
      - “Skip generation” families
    - Causes
      - Teenage pregnancy
      - Substance abuse
      - Illness
      - Divorce
      - Early death
- 25  **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
- 26  **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?*
- 27  **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
- 28  **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
- 29  **The Child in the Peer Group**
  - Popularity
    - Sociometric popularity
      - Five peer status groups
        - Popular
        - Rejected
        - Neglected
        - Controversial
        - Average
    - Perceived popularity
- 30  **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

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32  **The Child in the Peer Group**

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

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**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

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**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

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**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

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**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

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**Mental Health**

- Common Emotional Disturbances
  - Disruptive conduct disorders
    - Oppositional defiant disorder (ODD)

- Usually boys
- Conduct disorder
- May progress to criminal violence
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38  **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
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39  **Mental Health**

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

40  **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

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