Changes in Self-Concept during Middle Childhood

- More balanced, less all-or-none descriptions
- Social comparisons
- Ideal and real self
- Describe self by competencies vs. specific behaviors.
- Me-self as personal sense of self
- I-self as observing self in a more detached way as through
  the eyes of others
- Reference social groups
- Cultural variations

Influences on Self-Esteem

- Culture
- Child-rearing Practices
  - Authoritative style leads to children feeling good about themselves.
  - Authoritarian → inadequacy.
  - Permissive → false sense of S-E.
- Attributions
  - Common, everyday explanations for the causes of behavior.
  - Mastery-oriented (ability/effort)
  - Learned Helplessness (Luck)
  - Have a fixed view of ability.
  - Attributional retraining can help deal with learned helplessness.

4 Types of Self-Esteem

- Academic competence
  - I.e. “I am good at homework”
- Social competence
  - I.e. “I’m usually the one chosen for games” or “I can make friends”
- Physical/athletic competence
  - I.e. “I’m good at baseball”
- Physical appearance
  - I.e. “I like my eyes”

Hierarchical Structure of Self-Esteem in Middle Childhood
Achievement-Related Attributions

<table>
<thead>
<tr>
<th>Reason for Success</th>
<th>Reason for Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>Ability</td>
</tr>
<tr>
<td></td>
<td>Controllable factors</td>
</tr>
<tr>
<td></td>
<td>• Can change by working hard</td>
</tr>
<tr>
<td>Learned Helplessness</td>
<td>External factors</td>
</tr>
<tr>
<td></td>
<td>Ability</td>
</tr>
<tr>
<td></td>
<td>• Can NOT be changed by working hard</td>
</tr>
</tbody>
</table>

Emotional Development in Middle Childhood

- Self-conscious emotions more governed by personal responsibility
  - Pride—motivates to take on further challenges
  - Guilt—prompts to make amends and strive for self-improvement
- Emotional Understanding
  - Explain emotion using internal states
  - Happy or sad thoughts
  - Understand mixed emotions
    - 2 emotions simult. or a – and + emotion at same time
    - Rise in empathy
  - Supported by cognitive development and social experience
- Emotional Self-Regulation
  - Motivated by self-esteem & peer approval
  - Emotional self-efficacy
    - Feeling in control of their emotional experience

Emotional Intelligence

- What impact did school have on your emotional intelligence?
- Where did you learn social skills such as perspective taking, cooperation, negotiation, and seeking help?
- Do you think schools have an obligation to do more in this area? Why or why not?
- Do you imagine their would be resistance to implementing a social and emotional competency program in your local high school? How would you “sell” the idea to the community?

Coping Strategies

**Problem-Centered Coping**
- Situation is seen as changeable
- Difficulty is identified
- Decision made on what to do

**Emotion-Centered Coping**
- Used if problem-centered coping does not work
- Internal, private, and aimed at controlling distress when little can be done about outcome
Selman’s Stages of Perspective Taking

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>Undifferentiated</td>
<td>3 – 6 yrs</td>
</tr>
<tr>
<td>Level 1</td>
<td>Social-informational</td>
<td>4 – 9 yrs</td>
</tr>
<tr>
<td>Level 2</td>
<td>Self-reflective</td>
<td>7 – 12 yrs</td>
</tr>
<tr>
<td>Level 3</td>
<td>Third-party</td>
<td>10 – 15 yrs</td>
</tr>
<tr>
<td>Level 4</td>
<td>Societal</td>
<td>14 yrs to adult</td>
</tr>
</tbody>
</table>

- Understand that third-party perspectives can be influenced by one or more systems of larger societal values.

Development of Distributive Justice

- **Divide goods fairly.**
  - **Strict equality (5-6 years)**
    - Make sure that each person gets the same amount of an item such as money, turns in a game, or candy.
  - **Merit (6-7 years)**
    - Extra rewards should go to someone who has worked particularly hard or performed exceptionally.
  - **Equity and benevolence (around 8 years)**
    - Special consideration to disadvantaged individuals such as kids with no allowance.
    - I.e. disabled.

Peer Groups

- Formed from proximity, similarity.
- Adopt similar dress and behavior.
- **Peer Culture**
  - Behavior, vocabulary, dress code.
  - Relational aggression—girls
    - Odd Girl Out and Mean Girls
    - Gossip, rumor spreading, and exclusion.
  - Overt aggression—boys
    - Verbal insults, pranks, etc.
    - Exclusion
    - Their own group excluding them
    - Prior behavior often reduces chances of being included elsewhere.
    - Often turn to other low-status peers for group belonging—this, then, reduces opportunities to learn socially competent behavior.
    - Form group ties
    - 4H, scouts, etc.

Friendship in Middle Childhood

- **Personal qualities, trust become important.**
- More selective in choosing friends.
  - Choose friends similar to self.
- Friendships can last several years.
  - Learn to resolve disputes.
- Type of friends influences development.
  - Aggressive friends often magnify antisocial acts.
### Peer Acceptance

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| Popular (+ votes)      | • Popular-prosocial  
                         • Combine academic and social competence.  
                         • Popular-antisocial  
                         • "Tough" boys with athletic skills, but poor students. |
| Rejected (actively disliked) | • Rejected-aggressive  
                         • High rates of conflict, hostility, and hyperactive, inattentive, and impulsive behavior. Deficient in social understanding.  
                         • Rejected-withdrawn  
                         • At risk for abuse by bullies. (school shootings)  
                         • Passive and socially awkward. |
| Controversial (many + & - votes) | • Hostile and disruptive, but also engage in high rates of positive, prosocial acts. |
| Neglected (seldom chosen whether + or -) | • Are usually well adjusted.  
                         • Considered shy by classmates, but are not less socially skilled than average children. |

### Understanding Individual Rights

- Challenge adult authority within personal domain
- View denials of personal choices as wrong
- However, place limits on individual choice
  - Typically decide in favor of kindness and fairness

### Bullies and Victims

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
</table>
| Bullies       | • Most are boys  
                         • Physically, relationally aggressive  
                         • High-status, powerful  
                         • Popular  
                         • However, most eventually become disliked |
| Victims       | • Passive when active behavior expected  
                         • Give in to demands  
                         • Lack defenders  
                         • Inhibited temperament  
                         • Physically frail  
                         • Overprotected, controlled by parents |

### Gender Typing in Middle Childhood

- Gender Stereotypes
  - Extend stereotypes to include personalities and school subjects
  - More flexible about what males and females can actually do
- Gender Identity (3rd-4th grade)
  - Boys strengthen identification with “masculine” traits
  - Girls’ identification with “feminine” traits declines
- Influence of cultural and social factors
Gender Identity

- Self-evaluations affect adjustment
  - Gender typicality
  - Gender contentedness
  - Felt pressure to conform to gender roles

Longterm Consequences of Divorce

- Wallerstein’s view
  - Kids of divorce lack a template of successful relationship
- Hetherington’s view
  - Negative effects have been exaggerated and positive effects ignored such as personal growth, resiliency, etc.
- Does longevity alone make a relationship successful?
- What developmental outcomes might be associated with kids whose parents stayed unhappily married?
- What other issues need to be considered in the research?

Consequences of Parental Divorce

**Immediate**
- Instability, conflict, drop in income
- Parental stress, disorganization
- Consequences affected by
  - Age
    - Younger children often blame self
  - Temperament
    - Difficult temp is magnified.
    - Easy temp are often less targets of parent anger and so better able to cope with adversity
- Sex

**Long-Term**
- Improved adjustment after 2 years
- Boys & children with difficult temperaments more likely to have problems
- Father’s involvement affects adjustment

Fears and Anxieties in Middle Childhood

- Fears of dark, thunder, lightning, supernatural beings persist
- Fears based on wider world emerge
  - Many are media-fueled
  - Harsh living conditions can lead to anxiety
- School phobia
  - 5–7 years – separation from home
  - 11–13 – particular aspects of school
**Child Sexual Abuse**

| Characteristics of Victims | • More often female  
|                           | • Reported in middle childhood  
| Characteristics of Abusers | • Usually Male  
|                           | • Parent or known by parent  
| Consequences              | • Emotional reactions  
|                           | • Physical symptoms  
|                           | • Effects on behavior  
| Prevention and Treatment   | • Prevention: education  
|                           | • Treatment: long-term therapy  

**Factors Related to Resilience**

- Personal Characteristics  
  - Easy temperament  
  - Mastery orientation  
- Warm parental relationship  
- Supportive adult outside family  
- Community resources