I-Self and Me-Self

I-Self
- Self as knower & actor:
  - Separate from surrounding world
  - Same over time
  - Private inner life
  - Controls own thoughts and actions

Me-Self
- Self as object of knowledge
- Consists of all qualities that make self unique:
  - Physical, material
  - Psychological
  - Social

Self Concept
- The set of attributes, abilities, attitudes, and values that an individual believes defines who he/she is.
- For preschoolers are very concrete and based on:
  - Observable characteristics
    - Physical appearance
    - Possessions
    - "I have a ____"
    - Everyday behavior
      - "I can do... all by myself."
  - Typical Emotions and Attitudes
  - Asserting rights to objects ("Mine!") helps define boundaries of self

Self-Esteem
- Judgments we make about our own worth
- Feelings associated with those judgments.
- Includes global appraisal and judgments of different aspects of self.
  - Learning things well in school.
  - Trying hard at challenging tasks.
  - Making friends.
  - Treating others kindly.
- Affects preschoolers' initiative to master new skills.

Developing Emotional Competence
- Understanding of others’ emotions improves.
- Emotional self-regulation improves.
  - Can verbalize strategies for adjusting emotions to more comfortable level.
- More self-conscious emotions (shame, guilt) and empathy as self-concept develops.
Emotional Self-Regulation

- By age 3-4, know strategies for adjusting emotional arousal
- Effortful control important
- Affected by parents, temperament

Self-Conscious Emotions

- Shame
- Embarrassment
- Guilt
- Envy
- Pride
- Preschoolers depend on adult feedback to know when to experience these emotions
- Culture also has an influence

Empathy and Sympathy

- As the ability to take another’s perspective improves, empathic responding increases.
- Sympathy
  - Feelings of concern or sorrow for another’s situation.
- Empathy
  - Feeling with another person and responding emotionally in a similar way.
  - Complex mix of cognition and emotion
  - Must detect emotions, take other’s perspective

Peer Sociability in Play

<table>
<thead>
<tr>
<th>Nonsocial Activity</th>
<th>Unoccupied, onlooker behavior</th>
<th>Solitary play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallel Play</td>
<td>Plays near other children with similar materials, but does not try to influence them</td>
<td></td>
</tr>
<tr>
<td>Social Interaction</td>
<td>Associative play</td>
<td>Cooperative play</td>
</tr>
</tbody>
</table>
Early Childhood Friendships

- “Someone who likes you,” plays with you, shares toys
- Friendships change frequently

- Friends more reinforcing, emotionally expressive than non-friends
- Friendship provides social support

Punishment in Early Childhood

<table>
<thead>
<tr>
<th>Frequent and harsh physical punishment has undesirable and negative side effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternatives to harsh punishment:</td>
</tr>
<tr>
<td>Time Out</td>
</tr>
<tr>
<td>Withdrawing privileges</td>
</tr>
<tr>
<td>Positive Discipline</td>
</tr>
<tr>
<td>Parents can increase effectiveness of punishment:</td>
</tr>
<tr>
<td>Consistency</td>
</tr>
<tr>
<td>Warm parent-child relationship</td>
</tr>
<tr>
<td>Explanations</td>
</tr>
</tbody>
</table>

Positive Discipline

- Use transgressions as opportunities to teach
- Reduce opportunities for misbehavior
- Have children participate in family duties, routines
- Try compromising and problem solving
- Encourage mature behavior

Types of Aggression

<table>
<thead>
<tr>
<th>Instrumental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meant to help child get something he or she wants—an object, privilege or space.</td>
</tr>
<tr>
<td>In trying to get it, they push, shout at, or attack a person in the way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hostile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meant to hurt someone else</td>
</tr>
<tr>
<td>Overt – physical harm or threat.</td>
</tr>
<tr>
<td>Hitting, kicking, threatening to beat up.</td>
</tr>
<tr>
<td>Relational – damage to social relationship</td>
</tr>
<tr>
<td>Social exclusion or rumor spreading.</td>
</tr>
</tbody>
</table>
Types of Hostile Aggression

<table>
<thead>
<tr>
<th>Type</th>
<th>How the Harm is Caused</th>
<th>Direct or Indirect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Physical injury</td>
<td>Either</td>
</tr>
<tr>
<td>Verbal</td>
<td>- Threats of physical aggression</td>
<td>Always direct</td>
</tr>
<tr>
<td></td>
<td>- Name-calling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teasing</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>- Social exclusion</td>
<td>Either</td>
</tr>
<tr>
<td></td>
<td>- Malicious gossip</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Friendship manipulation</td>
<td></td>
</tr>
</tbody>
</table>

Sources of Aggression

- Individual Differences
  - Gender
  - Temperament
- Family
  - Harsh, inconsistent discipline
  - Cycles of discipline, whining and giving in
- Media violence

Family Patterns and Aggression

Influences on Gender Typing

- Genetic
  - Evolutionary adaptiveness
  - Hormones
- Environmental
  1. Family
     - Stereotypical expectations.
  2. Teachers
     - Gender typing is encouraged.
  3. Peers
     - Same-sex peer groups strengthen gender-stereotyped beliefs and behavior.
     - I.e. girls play with dolls and boys with trucks.
  4. Broader Social Environment
     - Occupations, leisure activities, entertainment, TV, achievements of men/women.
Theories of Gender Identity

<table>
<thead>
<tr>
<th>Social Learning</th>
<th>Behavior leads to gender identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive-Developmental</td>
<td>Self-perceptions (gender constancy) come before behavior</td>
</tr>
<tr>
<td>Gender Schema</td>
<td>Combines social learning and cognitive-developmental theories</td>
</tr>
</tbody>
</table>

Characteristics of Child-Rearing Styles

<table>
<thead>
<tr>
<th></th>
<th>Acceptance</th>
<th>Involvement</th>
<th>Control</th>
<th>Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>High</td>
<td>High</td>
<td>Adaptive</td>
<td>Appropriate</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Permissive</td>
<td>High</td>
<td>Too low or too high</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Uninvolved</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Indifference</td>
</tr>
</tbody>
</table>

Authoritative

- The most successful approach to child rearing.
- **High** acceptance and involvement, **adaptive** control techniques, and gradual **appropriate** autonomy granting allowing the child to make decisions in areas where he’s ready to make choices.
- Warm, attentive, and sensitive to their child’s needs.
- Establish an enjoyable, emotionally fulfilling parent-child relationship.
- Exercise firm, reasonable control; insist on mature behavior and give reasons for their expectations.

Authoritarian

- **Low** acceptance and involvement, **high** in coercive control, and **low** in autonomy granting.
- Appear cold and rejecting; frequently degrade their child by putting them down.
- Exert control by yelling, commanding, and criticizing. “Do it because I said so!”
- Resort to force and punishment.
- Make decisions for their child and expect the child to accept their word in an unquestioning manner.
- Anxious and unhappy children. Interact with peers in hostile manner when frustrated.
Permissive

- Warm and high acceptance, but overindulging or inattentive rather than involved.
- Engage in little control of child’s behavior.
- Instead of gradually granting autonomy, they allow children to make many of their own decisions at an age when they’re not yet capable of doing so.
- Children can eat and go to bed when feel like it, and watch as much TV as want.
- Don’t have to learn good manners or do any household chores.
- Impulsive, disobedient, and rebellious children who are overly demanding, dependent on adults, and show less persistence on tasks.

Uninvolved

- Low acceptance and involvement with little control and indifferent to autonomy granting.
- Emotionally detached and depressed parents who are overwhelmed with life stress and have little time and energy for children.
- At the extreme are neglectful parents.

Cultural Variations in Child-Rearing

- Compared to middle-class European-Americans, some groups might use
  - More firm control
  - More physical punishment
  - Can seem less warm
- May be more appropriate to context

Consequences of Child Maltreatment: Physical/sexual/emotional abuse and neglect

- Emotional problems
  - Poor emotional self-regulation
  - Depression
- Adjustment difficulties
  - Aggression
  - Peer problems
  - Substance abuse
  - Delinquency
- School, learning problems
- Brain damage