Social Emotional Development;
Sense of “Self”
And Parenting
Sense of Self

- **Mirror recognition – 18 months (Brooks-Gunn)**
  - By age 2
    - Use of “I,” “me,” “mine”
    - Physical characteristics
  - By age 8
    - Social identity
    - Personality trait terms
    - Social comparison
Sense of Self

• Categorical/Physical in preschool years
• In childhood sense of self based on many factors – increasing use of comparison to others
• Becomes increasingly complex and abstract through adolescence
Sense of Self: Stages and Processes

• **Development of Self**
  – Joint attention – 9 mo
  – Self-recognition - 15-24 mo
  – Categorical self – 18-24 mo
  – Based on
    • Cognitive development
    • Social experience
### TABLE 11.5
Sample Items from Susan Harter’s Self-Perception Profile for Children, a Commonly Used Measure of Self-Esteem and Self-Perceptions

<table>
<thead>
<tr>
<th>Really True for me</th>
<th>Sort of True for me</th>
<th>Scholastic Competence</th>
<th>Social Acceptance</th>
<th>Athletic Competence</th>
<th>Physical Appearance</th>
<th>Behavioral Conduct</th>
<th>Global Self-Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>Some kids feel that they are very good at their school work BUT Other kids worry about whether they can do the school work assigned to them.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□</td>
<td>Some kids find it hard to make friends BUT Other kids find it’s pretty easy to make friends.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□</td>
<td>Some kids do very well at all kinds of sports BUT Other kids don’t feel that they are very good when it comes to sports.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□</td>
<td>Some kids are happy with the way they look BUT Others kids are not happy with the way they look.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□</td>
<td>Some kids often do not like the way they behave BUT Other kids usually like the way they behave.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□</td>
<td>Some kids are often unhappy with themselves BUT Other kids are pretty pleased with themselves.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Harter (1985)
Attachment Theory

• Emphasis on the close emotional ties to an adult caregiver
• Based on theories of Lorenz, Harlow, and the work of Rene Spitz on Orphaned Children
Attachment in Humans: Proposed Mechanisms

• Caregiver-Infant Relationships
  – Early contact not crucial nor sufficient
  – Neonatal reflexes endearing to parent, e.g., smiling
  – Cooing and babbling
    • Early conversations
  – Synchronized routines
    • Peek-A-Boo
    • Sensitive responding
Imprinting
Definition of Imprinting

• *The rapid, innate learning within a limited critical period of time that involves attachment to the first moving object seen*
Attachment in Humans: Proposed Stages

- **Infant-Caregiver Relationships**
  - Social responsiveness
    - Birth: Undiscriminating
    - 2-6 mo: Preferences
  - Proximity seeking
    - 6 mo – 3 yrs
    - Attachment figures
  - Partnerships by 3 yrs
Strange Situation Procedure

- SSP – lab task used to measure the ‘quality of attachment.
- Secure vs. Anxiously attached.
- [http://www.psychology.sunysb.edu/attachment/](http://www.psychology.sunysb.edu/attachment/)
Caregiving Styles and Attachment Classification

• Caregivers of securely attached babies are sensitive to their signals - consistently available to respond to their infants’ needs.
• Caregivers of avoidant babies - unavailable or rejecting
• Caregivers of resistant babies sometimes respond to their babies’ need and sometimes do not.
• Caregivers of disorganized babies often neglect or physically abuse their babies.
Issues In Attachment Theory

• Naturally occurring Fears—Separation Anxiety; Stranger Wariness

• Adult as a “Secure Base”

• Quality of Attachment Predicts later Developmental Outcomes

• Quality of Parental “responsiveness” predicts quality of attachment
Attachment: Outcomes

- Securely attached child
  - Cognitively and socially competent
  - Expect positive reactions

- Insecurely attached child
  - Withdrawn, dependent, fearful
  - Less competent

- Patterns last through adolescence
<table>
<thead>
<tr>
<th>Mothers of type D infants are at least three times more likely than mothers of types A, B, and C infants to exhibit these behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laugh when infant is crying</td>
</tr>
<tr>
<td>Invite approach and then distance</td>
</tr>
<tr>
<td>Use friendly tone while maintaining threatening posture</td>
</tr>
<tr>
<td>Direct infant to do something and then say not to do it</td>
</tr>
<tr>
<td>Display a sudden change of mood, not elicited by the context</td>
</tr>
<tr>
<td>Handle the infant as though the infant were not alive</td>
</tr>
<tr>
<td>Display a frightened expression</td>
</tr>
<tr>
<td>Withhold a toy from the infant</td>
</tr>
<tr>
<td>Neglect to soothe a distressed infant</td>
</tr>
</tbody>
</table>
Temperament Theory

- Temperament: Inborn traits that organize how the child responds to his or her world.
- May form the basis for later personality
  - Genetically based
  - Buss & Plomin
    - Emotionality, Activity, Sociability (EAS)
  - Kagan: Behavioral Inhibition – shyness
  - Thomas & Chess
    - Easy, Difficult, Slow to warm-up
  - Goodness of Fit
Dimensions of Temperament (Thomas & Chess)

- Activity level
- Rhythmicity
- Approach-withdrawal
- Adaptability
- Intensity of reaction
- Threshold of responsiveness
- Quality of mood
- Distractibility
- Attention span
Classification of Parenting Styles
Types of Child Discipline - Disciplinary Strategies

- Power Assertion: Using physical punishment or a show of force
- Withdrawal of Love: Withholding affection
- Management Techniques: Stress Inductive Strategies. Use a combination of praise, recognition, approval, rules and reasoning
Baumrind’s Parenting Styles

- Authoritative
- Authoritarian
- Permissive
- Neglecting Rejecting
Dimensions of parenting

• Control/Demand Characteristics
• Warmth/Affection/Child Centeredness
• Predominant Disciplinary Strategies
<table>
<thead>
<tr>
<th>Parental acceptance/responsiveness</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authoritative</td>
<td>Reasonable demands, consistently enforced, with sensitivity to and acceptance of the child</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>Permissive</td>
<td>Few rules and demands; children are allowed much freedom by indulgent parents</td>
<td>Neglectful</td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Child Outcomes and Parenting Styles: Authoritarian Families

- Tend to perform moderately well in school
- Typically uninvolved in problem behavior.
- Poorer social skills, lower self-esteem, and higher levels of depression.
Child Outcomes: Permissive Families

- *Children* - more likely to be involved in problem behavior
- Tend to perform less well in school.
- Higher self-esteem, better social skills, and lower levels of depression.
Authoritative Parenting: Child Outcomes

- More socially and instrumentally competent
- They are more likely to do well in school
- Less likely to dropout or get involved in the drug scene.
- Positive indictors of emotion regulation
Uninvolved/Rejecting-Neglecting

- Children and adolescents whose parents are *uninvolved* perform most poorly in all domains
- Parent: Personality, Financial resources
- Psychological distress
- Marital bond
- Parent: Behavior, Relations
- Child: Temperament, Physical appearance
- Child socioemotional problems
- Poverty, Economic loss
- Social support and controls: Extended family members, Extrafamilial individuals, Community