

Social and Emotional Development

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Social and Emotional Development
from Preschool Through High School

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THEORIES

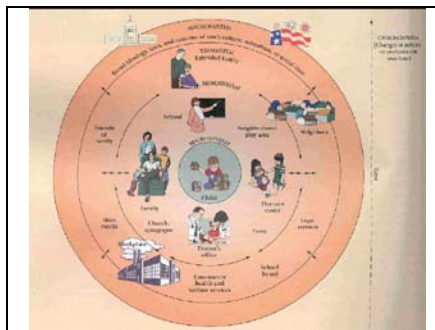
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Bioecological System Theory

- Urie Bronfenbrenner
- Examines the biological make-up of the child and the effects of environment on development
- Five environmental systems ranging from
 - direct interactions between child and other social mediators to
 - effects of culture and time

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Microsystem

- Setting in which an individual lives
 - Family, peers, school, neighborhood
- Direct interactions between child and microsystems
 - Bidirectional effects
- Child is active
 - Construct settings

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Mesosystem


- Relationships between microsystems
 - Family and peers
 - Family and teacher/school
 - School

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Exosystem


- Experiences in social settings
 - Child does not have an active role
 - Yet child is influenced via a microsystem environment
 - Parent's job: travel, salary, stress level, hours
 - Governmental funding: parks, libraries



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Macrosystem

- Attitudes and ideologies of one's culture
- For example
 - Judeo-Christian ethic
 - Democracy
 - Ethnicity



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Chronosystem

- Environmental events that occur over the life course
 - Example: disruptive effects of divorce peak one year after the divorce
 - Example: sociohistorical conditions

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Application of Bronfenbrenner's Theory to Education

- Teachers
 - provide stable relationships for students.
 - show students that they care about them.
 - welcome family members into the classroom.
 - foster relationships with students' parents and extended family (e.g., grandparents).
 - work cooperatively with parents to support children's education.
 - encourage and foster open communication between parents, students, and the school.

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Review and Discuss

- Describe the major components of Bronfenbrenner's systems: micro-, meso-, macro-, and chrono-systems.
- With a partner discuss specific issues from each system and how they can affect an individual child. How can issues from within each system affect learning in school?

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Psychosocial Development

- Erik Erikson
- Psychosocial theory of development
 - Developmental crisis
 - Eight stages

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| Erikson's Lifespan Theory | | |
|------------------------------|------------------|--|
| Crisis | Age Range | Positive Resolution |
| Trust vs. Mistrust | Infancy | Develop trust that their needs will be met |
| Autonomy vs. Shame and Doubt | Toddlerhood | Make choices and regulate own behavior, need encouragement and understanding |
| Initiative vs. Guilt | Preschool | Complete own activities, need support and encouragement |
| Industry vs. Inferiority | School-age | Do productive work, need recognition |
| Identity vs. Role Confusion | Adolescence | Sense of self and how one fits within society |
| Intimacy vs. Isolation | Young Adulthood | Develop intimate relationships |
| Generativity vs. Stagnation | Middle Adulthood | Concern for helping the next generation |
| Integrity vs. Despair | Older Adulthood | Reflect on life's accomplishments |

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Initiative vs. Guilt


- Initiative vs. Guilt (preschool)
 - Zest for initiating activities balanced with need for restraint
 - Learn about adult roles through pretend play
 - Help kids to make realistic choices that don't conflict with the needs of others



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Industry vs. Inferiority

- Industry vs. Inferiority
 - Desire to do productive work with a growing sense of confidence
 - Need to achieve recognition from teachers, parents, peers for production
 - Encourage kids to make and do and then praise




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Identity vs. Role Confusion

- Identity vs. Role Confusion
 - Who am I?
 - Mixed ideas and feelings about how fit in society
 - Organization of drives, abilities, beliefs, and history into a structure of self
 - Experiment with roles and activities



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Application of Erikson's Theory to Education

- Children experience success at challenging tasks
 - Independent tasks on students' academic level; group tasks beyond students' level
- Set realistic goals
 - Regulate behavior to reach goals
 - Provide encouragement during the process and praise work and effort
- Provide students with role models
- Foster students interests in a variety of activities and areas

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Review and Discuss


- Describe the impact of both positive and negative resolutions for each stage on the experiences of school age children.
- For your intended teaching position, how can you utilize Erikson's theory to maximize learning?

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Attachment Theory

- Attachment defined
- Bowlby and Ainsworth
 - Secure
 - Insecure
 - Avoidant
 - Resistant
 - Disorganized



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Secure Attachment

- Child explores room of toys, uses mother as secure base
- Child mildly distressed/may cry by mother's leaving
- Seeks mother's attention and affection upon reunion
- Returns to play



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Resistant Attachment

- Seek closeness of mother when in unfamiliar room and explores very little
- Child very upset and anxious about mother's leaving
- Upon return, child is angry and resists mother's affection
- Difficult to comfort



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Avoidant Attachment

- Children ignore mother when entering the room and playing
- No response when mother leaves
- Avoid mother upon return and/or slow to greet her

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Disorganized Attachment

- Most insecure
- Upon reunion do not look at mother
- May appear to be confused and/or exhibit flat emotion

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Long Term Effects of Attachment

- Internal working model
 - Schemas for social relationships
- Predicts relationship quality
 - Level of peer popularity and social anxiety during school years
- Loving relationships as adults

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Review and Discuss

- Describe the four attachment types.
- How can knowledge of attachment styles affect your interactions with students?
- How might students' attachment styles affect classroom behavior?


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SELF CONTEXTS

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Temperament

- Temperament defined
- Structure [(Thomas & Chess, 1977) and Rothbart (2003)]
 - Easy
 - Difficult
 - Slow-to-warm-up
 - Effortful control
- Stability



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Self-concept

- Self-concept
 - Cognitive structure
 - Ideas, feelings, and attitudes about oneself
- Hierarchical
 - Secondary concepts
 - Third level—more specific concepts
 - Strongest during adolescence
- More situation specific in adults

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Self-esteem

- Self-esteem
 - Affective
 - Evaluation of self-concept
 - Extent to which one believes self to be capable and worthy
- Hierarchical
 - Secondary concepts: Academic, social, and physical competence and physical appearance

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Self-efficacy

- Belief in one's ability to learn and perform a behavior
- Subject specific
- Sources:
 - Mastery experiences
 - Vicarious experiences
 - Verbal persuasion
 - Physiological states

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Review and Discuss

- Differentiate between self-concept, self-esteem, and self-efficacy.
- How will these concepts affect students' learning?

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Identity Statuses

- James Marcia
- Involves crisis emergence and level of commitment to decision
- Identity statuses
 - Identity foreclosure
 - Identity diffusion
 - Moratorium
 - Identity achievement

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Vocational Development

- Super's developmental theory
 - Ages and stages
 - Roles
 - Personal and situational determinants
- Gottfredson's developmental theory
 - Developmental processes
 - Ages and stages

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Super's Career Stages

- Life Span Career Stages
 - Growth: (birth-13 years)
 - Exploration: (14-24 years)
 - Establishment (25-44 years)
 - Maintenance (45-65 years)
 - Disengagement (over 65 years)

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Gottfredson's Stages

- Orientation to Size and Power (3-5 years old)
- Orientation to Sex Roles (6-8 years old)
- Orientation to Social Valuation (9-13 years old)
- Orientation to the Internal Unique Self (begins at age 14 and continues until a career is selected)

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Review and Discuss

- How can teachers promote children's career development?
- How might career exploration be affected by self-esteem, self-concept, and self-efficacy?

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Ethnic Identity


- Ethnic identity
 - Feeling of belongingness or membership within an ethnic group
 - Includes attitudes and feeling about group membership
- Benefits
 - School achievement
 - Self-esteem
- Challenges
 - Discrimination
 - Resistance cultures



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Gender Role Identity


- Gender identity
 - View of self as male or female
- Gender role identity
 - View self as masculine or feminine
 - Part of self-concept
- Schema development



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Sexual Identity

- Includes gender identity, gender role identity, and sexual orientation
- Homosexuality
 - Age 6 often feel "different"
 - Adolescents may feel "confused"
 - Young adult reaches acceptance



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Emotional Development

- Emotion understanding
- Emotion regulation
- Self-conscious emotions



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Review and Discuss

- Describe ethnic, gender, and sexual identity.
- How might these identities manifest themselves in the classroom?
 - What behaviors would you expect to see in your students?
 - How might these identity processes and the resulting behaviors impact learning?

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SOCIAL CONTEXTS

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Parenting Styles


- Styles
 - Authoritative
 - Authoritarian
 - Permissive
 - Uninvolved
- Effects



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Play

- Types
 - Solitary
 - Onlooker
 - Parallel
 - Associative
 - Cooperative
- Education Implications



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Peers

- Peer acceptance
 - Popular
 - Rejected
 - Controversial
 - Neglected

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Friendships

- Context for social and emotional development
- Peer groups
- Peer culture
- Friendships
- Educational Implications



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Prosocial Behavior

- Prosocial behavior defined
- Empathy
- Sympathy

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Interpersonal Reasoning

- Perspective taking
 - Preschoolers
 - School age
 - Adolescents

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Review and Discuss

- Describe the different parenting styles and their effects on children.
- How can parenting styles affect children's interactions at school?
- Differentiate between friendship and peer acceptance. Why is it important for children to have friends?
- Contrast prosocial and antisocial behavior. How can you promote prosocial behavior?

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MORAL DEVELOPMENT

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Theories

- Piaget
- Kohlberg
- Gilligan

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Piaget

- Levels of moral judgment
 - Heteronomous or Moral Realism (ages 5-10 years)
 - Intermediate (ages 8-12 years)
 - Autonomous or Moral Cooperation (ages 11+ years)

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Implications of Piaget’s Theory in Education

- Emphasize cooperative social interactions for decision making and problem solving
- Provide opportunities for personal discovery of morality and definitions of right/wrong and fairness

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Kohlberg

- Level 1: Preconventional
 - Stage 1: Punishment avoidance and obedience
 - Stage 2: Exchange of favors
- Level 2: Conventional
 - Stage 3: Good boy/Good Girl
 - Stage 4: Law and order
- Level 3: Post-conventional
 - Stage 5: Social contract
 - Stage 6: Universal ethical principles

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Gilligan

- Care perspective
 - Emphasis on human relationships, connections with each other, and communication

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Implications of Kohlberg’s Theory in Education

- Provide experiences for students to encounter moral issues
 - Students need to act as members of a community not individuals
 - Encourage democratic interactions where students must come to consensus on decisions

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Moral Education

- Piaget—opportunities for problem solving which lead to discovery of fair solutions
- Kohlberg—encourage students to move to the next level of moral reasoning by providing time for individual reflection as well as social interactions

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Moral Education

- Hidden Curriculum
- Character Education
- Values Clarification
- Cognitive Moral Education

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Service Learning


- Form of education
- Promotes social responsibility and service to the community
- Goal: adolescents become less self-centered and more focused on helping others



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Aggression

- Aggression, defined
 - Versus Assertiveness
- Types of aggression
 - Instrumental
 - Overt
 - Relational



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Review and Discuss

- Compare and contrast Piaget's and Kohlberg's moral development theories.
- How can teachers foster the care perspective described by Gilligan significantly earlier than during adulthood?
- How can teachers dissuade students from cheating?
- Is it possible for behavior to always reflect moral reasoning? Explain your response.

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Review and Discuss (cont.)

- Compare and contrast the different types of moral education programs.
- Explore your level of comfort in using the different types of programs.
 - Can your feelings dictate your behavior in this instance? Explain your response.
- How can teachers foster assertion in students and minimize aggression?

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THE END
