

Social and Emotional Development from Preschool through High School

Slide 1) Social and Emotional Development from Preschool through High School

Slide 2) Theories

Slide 3) 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**

Slide 4) Bronfenbrenner's Model (picture)

Slide 5) Microsystem

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

Most research has focused on microsystems

Slide 6) Mesosystem

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

Slide 7) 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**

Slide 8) Marcosystem

- ▶ **Attitudes and ideologies of one's culture**
- ▶ **For example**
 - **Judeo-Christian ethic**

- **Democracy**
- **Ethnicity**

Slide 9) Chronosystem

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

Slide 10) 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.**

Slide 11) 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?**

Slide 12) Psychosocial Development

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

Framework for understanding the needs of students in relation to society

Psychosocial: all humans have the same basic developmental needs; society must provide for these needs.

Primary motive for human behavior is social; desire to affiliate with others

Stages: 8 crises/conflicts need a positive resolution for healthy development

- Developmental changes throughout life span
- Experiences at all ages are important

Criticisms: stages have positive/negative poles; crisis in each stage needs resolution

Slide 13) 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

Trust vs. Mistrust

- infancy: needs food, diapers changed, and affection
- consistent care leads to trust
- inconsistent care, world is not dependable, unpredictable
- Develop trust when needs for food and care are satisfied

Autonomy vs. Shame and Doubt (toddlers)

- Development of confidence and control—mobility
- Autonomy—take care of self: feed, dress, toilet
- Need protective parents
- Shame and doubt—demand too much too soon, refuse to allow kids to care for themselves, ridicule kids

Intimacy vs. isolation

- Develop close personal relationships, commitment to others
- Reciprocal intimate relationships

Generativity vs. stagnation

- Caring for the needs of future generations; productivity and creativity are critical
- Contribute to society usually through childrearing

- Stagnation—unable/unwilling to give to society, general dissatisfaction with life

Integrity vs. despair

- Consolidate one's sense of self
- Look back on life either with contentment with respect to accomplishments, feel happy, and led a productive life OR feel disappointed with life and didn't achieve goals

Slide 14) 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**

Independence—start and finish tasks on own, plan and undertake the plan

Guilt—discourage independence, dismiss as silly or bothersome

To encourage initiative:

- Provide limited choices
- Help children make realistic choices that do not conflict with the needs of others.
- Encourage pretend play
- Be patient and understanding when mistakes are made

Slide 15) 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**

Industrious childhood leads to well-adjusted adulthood; leads to diligence, perseverance, work ethic

Inferiority—incapable of meeting expectations, ridiculed/punished for efforts

Industry:

- Assist with goal setting and promote goal achievement
- Scaffold to allow independence
- Provide recognition within the classroom and school

Slide 16) 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**

Identity:

- Provide non-traditional/non-stereotypical role models
- Provide guidance in utilizing personal, vocational, and educational counseling
- Allow exploration of roles and time to figure out how one fits within the classroom
- Provide feedback about realistic achievement levels

Slide 17) 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**

Slide 18) 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?**

Slide 19) Attachment Theory

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

Attachment is an emotional bond between an infant and a regular care giver.

- Earliest function is for survival
- Believed to be a biological function (Bowlby, 1973)

Ainsworth (Ainsworth et al., 1978)

- Able to classify attachment styles proposed by Bowlby
- Strange Situation: research procedure where mother-infant dyads enter unfamiliar room full of toys, stranger enters and speaks with mother, mother leaves the room while child stays with stranger, mother returns
- How does the child react upon separation and reunion?

Slide 20) 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**

Barnett & Vondra, 1999, Main & Solomon, 1990, 65% of North American samples

Cross cultural variation; secure pattern is most prevalent though (van Ijzendoorn & Sagi, 1999)

Attachment is to primary caregiver, not just mother, although original research was conducted with mothers

Slide 21) 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**

10-15% North American infants

Slide 22) 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**

20% of North American samples

Slide 23) Disorganized Attachment

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

10% of North American infants

Slide 24) 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**

Bowlby, 1973

Bretherton, 1996

Tidwell et al., 1996

Bohlin et al, 2000

secure infants more popular and less socially anxious at age 8/9; Urban et al., 1991 same at age 10; Weinfield et al., 1997 same during adolescence

Mikulineer et al., 2000

Slide 25) 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?**

Slide 26) Self Contexts

Slide 27) Temperament

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

Temperament—individual differences in reactivity (quickness and intensity of reaction) and self-regulation (ability to alter reactivity)

Thomas & Chess

- Easy—develop routines, positive mood, adapts easily to new experiences
- Difficult—irregular routines in infancy, reacts negatively and intensely/cries, slow to accept change
- Slow-to-warm-up—mild reaction to environment, moderately negative mood, slow to adapt to new experiences

Rothbart

- Effortful control—ability to suppress dominant response and behave in a more adaptive manner

Stability of temperament

- Low to moderate stability (Putnam, Samson, & Rothbart, 2000)
- Changes with age due to maturation
- Also affected by parenting styles

Slide 28) 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**

Self-concept

- beliefs and perceptions about self and competencies
- School age children begin making social comparisons

Hierarchical

- General self-concept is made up of more specific concepts; general view of self
- Secondary concepts—more specific concepts; social, physical, cognitive, artistic
- Third level—more specific concepts; physical self-concept includes physical ability, appearance; social includes relationships with peers and family
- Strongest during adolescence—very fine distinctions

More situation specific in adults; separate self-concepts do not necessary contribute to overall self-concept

Slide 29) 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**

Preschoolers tend to have very high self-esteem

- Self-esteem becomes more realistic during school age (e.g., receive more feedback)
- Higher self-esteem—more positive attitudes and success in school
- Student self-esteem influenced by teacher caring, feedback, and evaluation
- Lack of competence in area that is not valued does not influence self-esteem
- Greatest increases in self-esteem come with greater competence in valued areas; kids need many opportunities for success in valued areas
- Girls gradually lower perceptions of own ability relative to boys
- Boys in most ethnic groups are more confident than girls
- Few studies of non-White groups

How to promote positive self-esteem

- Promote self comparisons
- Promote mastery

Slide 30) Self-efficacy

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

Mastery experiences—personal behavior history; what happened in the past when tried to carry out the behavior/cope with the situation

Vicarious experiences—in difficult/overwhelming situations closely observe peers; if peers can do it, then feel reassured that he/she can do it too

Verbal persuasion—pep talks to assure students that they can indeed cope with the situation, be successful

Physiological states—before and during task, monitor body messages; if calm, feel confident; if heart racing, hands sweating not feeling confident

Slide 31) Review and Discuss

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

Slide 32) Identity Statuses

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

Statuses emerge during adolescence based on conflict encountered and response to the conflict (decision made).

Use vocational choice as example

Identity foreclosure—no crisis AND firm commitment to occupation but based on others' prescriptions

Identity diffusion—no exploration/crisis and no commitment

Moratorium—no commitment but active exploration; identity crisis but no commitment

Identity achievement—from moratorium emerge with commitment; crisis, followed by active exploration, and firm commitment in the end

Slide 33) Vocational Development

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

Roles: child, student, leisurite, citizen, worker, homemaker

Personal: heredity, intelligence

Situational: SES, sociohistorical events

Help students set goals, clarify their self-concept, help to transfer school based knowledge and skills to vocational skills, expose students to wide variety of role models, provide opportunities for direct experiences

Slide 34) 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)**

Life Span Career Stages

- Growth: (4-13 years) develop self-concept, move from play to work orientation; move from fantasy/little reality career choices to identifying likes/dislikes and finally implementing reality of own skills to specific types of jobs
- Exploration: (14-24 years) develop realistic self-concept, make tentative choices to try out different vocational roles (e.g., coursework, part time job, volunteer), preference for vocation moves to choice (e.g., college major or job)
- Establishment (25-44 years) settle down in a job and advance in that position (e.g., promotion, further hone skills)
- Maintenance (45-65 years) continue established work
- Disengagement (over 65 years) deceleration of career, retirement planning, and retirement living

Slide 35) 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)**

Processes: Gottfredson and Lapan (1997) propose three developmental processes: (a) the development of images of oneself as well as the occupational world (images are similar to stereotypes but without the negative connotation; occurs through progression of 4 stages), (b) progressive circumscription of careers with age, and (c) compromises with reality.

The first stage, Orientation to Size and Power, spans the nursery school and kindergarten years (3-5 years old). At this point, young children realize that jobs are adult roles and classify people as being big or little. By the end of this stage, size is equated with power (e.g., bigger is more powerful) and magical thinking about taking on non-human roles has subsided.

Stage 2, Orientation to Sex Roles, occurs between the ages of 6-8 years old. During this stage, children develop their gender self-concept, seeing themselves as male and female. They further begin to classify people based on salient gender cues, such as dress, activities, or behaviors. Occupations also are classified on the basis of the sex of the majority of workers, as perceived by children.

When children enter into Stage 3, Orientation to Social Valuation, at the age of 9, they begin and continue to learn that jobs are important to people and that people procure and maintain specific jobs based their abilities. Further, jobs provide specific levels of socio-economic status or social class. Children view both social class and ability as important determinants of social behavior and expectations. In fact, one's occupation is deemed the "most important determinant of social class" (Gottfredson, 1981, p. 562). Differences in occupational prestige as well as differences in social class and intelligence among people take the forefront through the end of this stage, around 13 years old.

The final stage, Orientation to the Internal Unique Self, begins at age 14 and continues until a career is selected. Young people begin to focus on their own unique identity and seek occupations congruent with their interests, competencies, and values. This is a time of self- and occupational-exploration and, therefore, there is some uncertainty about their identities as well as their most preferred jobs.

Slide 36) 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?**

Slide 37) 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**

Benefits

- Higher self-esteem, positive attitudes toward ethnicity, higher school achievement (Carlson, Uppal, & Prosser, 2000; Chavous et al, 2003; Wong, Eccles, & Sameroff, 2003)

Challenges

- Awareness of discrimination
- Can develop resistance cultures as reaction to/against majority group

To promote ethnic identity in classroom

- Respect native language
- Respect different learning styles
- Counter stereotypes

Slide 38) 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**

View self as more or less masculine or feminine; can mention androgyny

View include behaviors that are appropriate for men/women

Preschool children have most stereotyped views of gender roles

Biological Theory: Boys and girls develop specific gender roles due to biological predisposition; evolution may play a role in determination of sexual behavior which were environmental adaptations

Social Learning Theory: Boys and girls develop gender roles by observing and imitating the behavior of others; these behaviors have been rewarded; television provides a variety of models to observe and imitate, however many of the models may portray gender stereotypes.

Slide 39) 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**

Sexual orientation is choice of sex partner: heterosexual—opposite sex partner, homosexual—same sex partner

Age 6 often feel “different”—not sure why

Adolescents may feel “confused”—confusion results from not fitting expectations or fitting in with others

Young adulthood reaches acceptance—acceptance is personal, coming out occurs in one’s own time often to close friends first, teachers and parents often not first to be told (Berk, 2005)

Slide 40) Emotional Development

- ▶ **Emotion understanding**
- ▶ **Emotion regulation**
- ▶ **Self-conscious emotions**

Emotion understanding

- Preschoolers can interpret, predict, and change (e.g., hug to feel better) other’s feelings
- By age 4 can attribute reasons for other’s emotions, judge causes accurately, emphasize external reasons
- After age 4 begin to understand internal reasons
- Pretend play excellent source for acting out and learning about emotions
- School age children can explain emotions by referring to internal states, realize they can experience more than one emotion simultaneously

Emotion regulation

- Preschoolers improved regulation over outbursts, blocking unpleasant experiences
- Effortful control improves allowing children to inhibit impulses and change behavior/refocus attention; advances in early childhood
- School age kids use problem-centered coping (i.e., see issue as changeable and determine what to do about it) and emotion-centered coping (i.e., control own feelings when cannot change situation)
 - Also use talk to deal with negative emotions rather than crying or emotional outbursts

Self-conscious emotions

- By age 3, aware of how feelings affect sense of self (e.g., shame, pride)
- Linked to self-evaluation
- School age feel pride and guilt based on personal responsibility

Slide 41) 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?**

Slide 42) Social Contexts

Slide 43) Parenting Styles

▶ Styles

- **Authoritative**
- **Authoritarian**
- **Permissive**
- **Uninvolved**

▶ Effects



Baumrind (1971)

Features that differentiate effective styles from less effective styles (Gray & Steinberg, 1999; Hart, Newell, & Olsen, 2003)

- Acceptance and involvement
- Control
- Autonomy granting

Authoritative: most successful; high acceptance and involvement by parents, responsive to child's needs, firm and realistic control, provide rationales for decisions, allow child independence in decision making as appropriate

- Effects: happier mood, greater self-control, greater persistence, higher self-esteem, perform better in school

Authoritarian: low acceptance and involvement, not responsive to child, demanding, uses coercion for compliance, resorts to force/punishment, low child autonomy

- Effects: children tend to be anxious and unhappy

Permissive: high acceptance and warmth but low involvement, little control over child's behavior, children expected to make decisions that they are not mature enough to make, can be overindulgent or inattentive

- Effects children often are disobedient, impulsive, no persistence

Uninvolved: low acceptance and low involvement, no control, parents are disengaged from child

- Effects: difficulty in school, antisocial behavior

Slide 44) Play

▶ Types

- **Solitary**
- **Onlooker**
- **Parallel**
- **Associative**
- **Cooperative**

▶ **Education Implications**

Types

- Solitary—play by self
- Onlooker—watch other children play without trying to play with them
- Parallel—play near other children and play with same materials but do not interact with others
- Associative—play next to/near others, talk to others, but activities are separate
- Cooperative –play together, have same goal

Slide 45) Peers

▶ **Peer acceptance**

- **Popular**
- **Rejected**
- **Controversial**
- **Neglected**

Peer acceptance—likeability, one-sided opinion; predicts psychological adjustment; students respond by indicating who they like very much or very little

- popular—classmates like the student very much, typically a kind person; popular-prosocial: academically and socially competent; popular-antisocial: relationally aggressive and/or defy authority
- rejected—classmates do not like the student very much typically due to negative social behaviors; rejected-aggressive: conflict, aggression, hyperactive, inattentive; rejected-withdrawn: passive and socially awkward; all rejected peers are excluded by peers as early as kindergarten, at-risk for bullying; few friends, not well adjusted—tend to be unhappy, low self-esteem, poor school performance, emotional and social problems
- controversial—mixed opinion; both positive (e.g., prosocial behaviors) and negative (e.g., disruptive) behaviors displayed; often bully others
- neglected—neither popular nor rejected, just not selected by peers; considered shy but are well adjusted and socially skilled

Slide 46) Friendships

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

Peer group—group of children who are close together in proximity or share some similarities, can be exclusive, has rules for behavior

Peer groups—values and expected behaviors unique to group members; leaders and followers; organized based on proximity and similarity (gender, ethnicity); leads to peer culture—customs and behaviors bind students together and exclude others

Friendships—reciprocal relationships; children like each other’s personal characteristics; once formed, trust becomes an integral part of the relationship; preschool: many friends, school-age: more selective with friends; girls desire more intimacy in relationships than boys; select friends similar to one’s self

Friendships begin around age 3, friends receive more greetings, praise from each other, friends are more emotionally expressive, talk and laugh more, and offer social support

Educational Implications

- Middle school—peer groups and conformity become important issues
- High school—peer group assists with identity development; adolescents tend to choose friends based on similar likes/interests and values

Slide 47) Prosocial Behavior

- ▶ **Prosocial behavior defined**
- ▶ **Empathy**
- ▶ **Sympathy**

Prosocial behavior

- Altruistic behavior, helping others without expectation of help/reward for oneself
- Begins with toddlers
- Friends exhibit similar levels of prosocial behaviors

Empathy

- Feeling how another person feels

Sympathy

- Showing concern/care for someone

Slide 48) Interpersonal Reasoning

- ▶ **Perspective taking**
 - **Preschoolers**
 - **School age**
 - **Adolescents**

Ability to imagine what others are thinking and/or feeling

Preschoolers: realize others may have feelings/thoughts that differ from one’s own

School age: realize ability to put self in another person’s shoes and the ability of others to do the same

Adolescents: ability to view self and others from a neutral point of view

Slide 49) 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?**

Slide 50) Moral Development

Moral development—ability to distinguish between right and wrong; conscience begins to emerge in early childhood, morality controlled by external agents (e.g., parents); over time conscience controlled by internal standards and beliefs

Slide 51) Theories

- ▶ **Piaget**
- ▶ **Kohlberg**
- ▶ **Gilligan**

Slide 52) 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)**

Focused on moral reasoning or judgments not behaviors; through interaction with peers that moral cooperation develops

Development occurs due to action—construct knowledge based on interactions with the environment
Studied males' understanding of rules about games and stealing and lying

Heteronomous or Moral Realism (ages 5-10 years)—obey rules set by authority figures; rules cannot be changed; due to egocentrism—inability to consider own perspective and another's at the same time, unidirectional view of rules and power, and moral realism—rules are not changeable, value the rule and following it rather than the purpose; behaviors judged as moral or right based on consequences (immanent justice—wrong behaviors are punished); between 7 and 10 years, begin reasoning about rules with peers

Intermediate (ages 8-12 years)—interact with peers, begin to feel autonomous and have an equal relationship with peer, begin to believe that punishment should fit the crime, believe in fairness

Autonomous or Moral Cooperation (ages 11+ years)—believes rules can be changed through negotiation; mutual respect, cooperation, and fairness guide reasoning; behaviors judged based on intent (not consequence); differentiate between own values and those of others

Slide 53) 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**

Slide 54) 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**

Influenced by Piaget's theory of cognitive development

Kohlberg used moral dilemmas to study moral reasoning

Preconventional: seen in preschool children, most elementary, some early junior high, few high school students; good and bad interpreted in terms of external rewards and punishments

1: Emphasis on avoiding punishment and getting rewards; morality of self-interest (own needs and perceptions); consider what is best for self without respect for anyone's needs/feelings; obey rules because they're rules if they are made by a more powerful other; disobey rules if won't get caught; wrong behaviors are the ones that are punished; fear punishment for disobedience

2: begin to recognize others have needs and will help to satisfy those needs if get something in return; pursue own interests and let others do the same; define right/wrong in terms of consequences to self

Conventional (Stages 3, 4): few older elementary school kids, some junior high, and most high school students; Emphasis on social rules; morality of law and social convention; consider expectations of society

3: desire to please others, especially authority figures including teachers and peers/leaders; maintain interpersonal relationships (value trust, loyalty); adopt parents' standards of morality (right/wrong), want to be viewed as good by parents; consider others' perspectives when making decisions

4: look to society to determine right and wrong; duty to obey rules; rules are not flexible, they don't change; rules/laws are needed for a society to run smoothly

Postconventional (Stages 5, 6): Emphasis on moral principles; morality of abstract principles; recognize alternative moral routes; rarely prior to college, Stage 6 rare in adults

5: rules needed for appropriate behavior, maintain order; useful to maintain order; rules are flexible, if no longer work or not needed then change them; personal values and rights surpass rules/laws; evaluate laws and determine how well they protect fundamental human rights

6: few abstract principles that guide behavior (equality for all, respect for human dignity, justice); strong inner conscience and will disobey laws if they violate ethical principles

Criticisms

- Stages are not separate but sequenced and consistent
- Levels of moral reasoning situation specific not global
- Cultural differences in moral reasoning ignored
- Relied on male samples
- Omits morality of compassion and caring; justice and caring important for all
- Moral issues of right/wrong vs. social conventions or agreed upon rules
- Gilligan
 - men and women are socialized differently from childhood
 - Women are concerned with relationships and therefore would never reach the final stage of level 3 of Kohlberg's theory
 - For women, the last stage should be a morality of responsible social relationships (concern for others' welfare) which would complement men's concerns with abstract ethics

Slide 55) Gilligan

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

Criticized Kohlberg's theory for gender bias; Kohlberg researched mostly males in his early work; argues males and females socialized differently where females are focused on interpersonal relationships
Males and females BOTH show concern for human welfare, compassion, and justice in their moral reasoning

Slide 56) 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**

Slide 57) 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**

Slide 58) Moral Education

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

Hidden Curriculum—Dewey recognized this in 1933: schools provide a moral atmosphere, created by the school and classroom rules, moral orientation of teachers and administrators, and educational materials

Character Education—direct teaching of morals and values, goal is prevention of immoral behavior and causing harm to oneself and others; behaviors targeted include lying, cheating, stealing; schools have explicit moral code, violations are punished; now includes care perspective (consider others' feelings, helping others)

Values Clarification—identify and clarify what one's values are and understand others values

Cognitive Moral Education—students learn to value abstract ideas such as democracy and justice; high school students meet for a semester and discuss moral issues, instructor is facilitator not a director; goal is for students to advance their ideas about abstract ideas such as cooperation, trust, and responsibility

Slide 59) 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**

Benefits to individual: higher grades, increased goal setting, higher self-esteem (Hart, Matsuba, & Atkins, 2008; Reinders & Youniss, 2006)

Opportunities for input into placement and for reflection on participation

Slide 60) Aggression

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

Aggression—forceful and/or hostile actions

Assertiveness—affirm/maintain a legitimate right

Instrumental aggression—aggress to get what you want without any intent to harm anyone, but others may be harmed in the process; want to attain goals, objects, privileges

Hostile aggression (overt or relational)—intentional harm; response to frustration or provocation

overt—threats, physical attacks; mostly boys

relational—threaten and/or damage social relationships; insults, gossip, taunting; girls mostly

Victims—targets of aggression; low self-esteem, feel anxious, unhappy, insecure OR provoke aggression; all are rejected by peers

Slide 61) 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.**

Slide 62) Review and Discuss

- ▶ **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?**