

- Self-Concept in Middle Childhood
 - Recall preschool self-concept based on Observable characteristics
 - Ex- appearance, possessions, behavior/actions
 - School-aged: More refined self-concept
 - Instead of specific behaviors, children now emphasize
 - Competencies
 - Personality characteristics and general dispositions
 - Things that don't change between situations
 - Psychological dimensions; likes and dislikes
 - Group membership
 - Social comparisons & Evaluations from others are more important
 - Social Comparisons
 - Not just to another, but to "others"
 - Evaluations from others
 - Mead described the self as a blend of what important people in our lives think of us
 - Mead believed in the "looking glass self"
 - Perspective-taking skills
 - School-age children become better at "reading others" messages and incorporating these into their self definitions
 - As school-age children internalize others' expectations, they form an ideal self (what they should be doing or what they should be like) that they use to evaluate their real self
- Evaluative Component of the Self: Self Esteem
 - Hierarchically structured
 - Separate areas and general self-esteem
 - Hierarchical Structure of Self-Esteem in Middle Childhood
 - General Self Esteem (components of)
 - Academic competency (grades, etc.)
 - Social competency (family/peer relations)
 - Physical/Athletic competency (achievement in sports)
 - Physical appearance (indicator of self-esteem)
 - Changes in Levels of Self Esteem
 - Drops first few years in school, then rises
 - Eventually kids balance social comparisons with personal achievement
 - Drop in S-E is not so harmful
 - From 4th grade on, self-esteem rises for most kids
 - Especially in peer relationships & athletic abilities
 - Influences on Self-Esteem
 - Valued areas of competencies and success in those areas
 - Culture
 - Competitiveness in school (ex- Asian children score lower in self esteem)
 - Ethnic background
 - African American children tend to have higher self esteem (different standards of beauty compared to European Americans)

- Child-rearing practices
 - Positives: Parents who are accepting, affectionate, and involved in their children's lives
 - Negatives: Parents who have excessively high standards and unrealistic standards
 - Undermines child's sense of self
 - Feelings of incompetence, unworthiness, and that they are unlovable
 - Authoritative child rearing style leads to
 - High self-evaluations
 - Warm, positive parenting lets children know they are accepted as competent and worthwhile
 - Firm but appropriate expectations, backed with explanations, help children make sensible choices and use reasonable standards for evaluating their behavior
 - Parents are more likely to have age- and ability-appropriate expectations
 - Controlling parents communicate a sense of inadequacy to children that is linked to low self esteem
 - Indulgent parenting is linked to unrealistically high self esteem (the children feel entitled) which also undermines development
- Erikson's Theory: Industry vs. Inferiority
 - Positive experiences earlier result in a drive toward mastery
 - Industry vs. inferiority - Erikson's fourth stage of psychosocial crises, in which children see themselves as competent or incompetent.
 - in-dus-tri-ous: working energetically, enthusiastically, and devotedly; hardworking; diligent
 - Resolved positively when children's experiences lead them to develop a sense of competence at useful skills and tasks
 - Erikson's Theory:
 - Industry
 - Developing a sense of competence at useful skills.
 - Energetic, devoted activity at any work or task; diligence
 - Influences application and effort
 - Inferiority
 - Pessimism and lack of confidence in own ability to do things well.
 - Leads to decreased application and effort
 - Erikson's sense of industry combines several developments of middle childhood:
 - A positive but realistic self-concept,
 - Pride in accomplishment
 - Achievement & self-competence,
 - Moral responsibility, and
 - Cooperative participation with agemates/peers.
- Moral Development
 - Moral Model?
 - Ex- someone famous, an authority figure, family members
 - What is moral development?

- Thoughts/feelings/behaviors regarding rules and regulations about what people should do in interactions with other people
- o When does conscience develop?
 - 3-5 years old
- o What does conscience look like at the preschool age?
 - Internalization of controls and standards others have taught them
- o How does morality develop?
- o Perspectives on Moral Development
 - Psychoanalytic—Freud: superego and guilt, Oedipal Conflict
 - Child conforms to avoid guilt
 - Girls express more guilt than boys
 - Empathy contributes to guilt
 - o The more you understand others' behavior, the more guilt you feel
 - Behavioral view—rewards and punishment
 - Reinforcement and punishment
 - o Effectiveness of rewards and punishment
 - They'll comply while you're there
 - Maybe when you are not
 - Low to moderate internalization—living by the rules of others
 - Less likely to have transfer of training (knowing what behavior is right and using it in all situations, even when the rewarder/punisher is not present)
 - Social Learning—modeling moral behavior
 - Characteristics of Good Models of Moral Behavior
 - o Children are more likely to use someone with warmth and responsiveness as a model
 - o Competence and power (ex- parents were upset when Michael Phelps was caught smoking pot)
 - o Displays consistency between words and behavior (NOT "do as I say not as I do")
 - Cognitive Developmental—children as active thinkers about social rules
 - Influenced by
 - o Cognitive development
 - o Self-control
 - o Perspective-taking ability
- Piaget's moral reasoning
 - o Two distinct stages for children—HAHA
 - o Piaget's Theory of Moral Development
 - Heteronomous morality (4-7)
 - Justice and rules seen as unchangeable
 - Removed from control of people
 - Belief in immanent justice - immediate punishment when rule is broken
 - As child ages thinking gets more sophisticated; understands cooperation and negotiation
 - Autonomous Morality (7-10 and older)
 - Children become aware that rules and laws are created by people