

**\*Note: this is a guide it is not intended to be an exhaustive list of exam topics. Make sure to read all assigned chapters and view all videos/lectures.**

### Chapter 6

- Dimensions of the self
  - o basic self-concept (always in the process of changing): adolescents view of his or her personality and “perceptions of his abilities and his status and roles in the outer world”
    - self- concept- conscious, cognitive perception and assessment by an individual of himself or herself; it is one’s thoughts and opinions about oneself
    - first step= a person recognized that he or she is a distinct, separate individual
    - often described as as a global entity, meaning how someone feels about themselves in general but also been described as multiple self conceptions
      - six different selves: who I really am, who I think I am, who others think I am, who I think others think I am, who I think I will become, who I think others want me to become
    - proprium- all aspects of personality that make for inward unity; the core of all personal identity
  - o transitory self-concepts: influenced by the mood of the moment or by a recent of continuing experience
  - o social selves: the selves he or she thinks others see, which in turn influences how the individual sees himself or herself
  - o ideal self: the kind of person an adolescent would like to be; an ideal self that is too low impedes accomplishment; too high may lead to frustration and self depreciation; having a realistic concept leads to self-acceptance, mental health and attainment of realistic goals
- Possible selves
  - o hoped-for selves: the people we wish to become
  - o expected selves: the people we think we will become
  - o feared selves: the people we dread becoming
- What contributes to a positive self-concept?
  - o Significant others: others views of us, the way we think others view us
    - Individuals who occupy a high level of importance; influential and their opinions are meaningful
  - o Parents: adolescents with higher self-esteem report greater intimacy with their mothers and father
    - Mother-adolescent relationships is an important factor, esp. for adolescent girls
    - Father-child relationships serve different but equally important roles in adolescent development
    - When children perceive conflict between parents or between themselves and parents, lower self-esteem can be expected
  - o Socioeconomic status:
    - Low SES students have lower self-esteem than high SES students
    - The effect of socioeconomic status appears to be more indirect than direct, teenagers are doing poorly because of economic status
    - Teenagers from low-income families are unlikely to be able to afford latest fashion or clubs that make people popular which leads to feeling judge and lower self esteem
  - o Race/ethnicity:

- self-esteem in African Americans has risen
- adolescents who have a healthy dose of racial pride are apt to have a higher self-esteem
- Asian-American youth are found to have the lowest self-esteem
- o Gender:
  - In adolescence, girls global self-esteem is somewhat lower than boys
  - Girls self-esteem is tied much more strongly to their perceived physical attractiveness and their feelings of interconnectedness
  - Boys self-esteem is most strongly related to their feelings of achievement and athletic ability
- o Disabilities:
  - Individuals with physical disabilities have negative body images and more difficulty developing positive self-concepts and self-esteem
- o Stress:
  - As stress goes up, self-esteem goes down
- Erikson's view on identity development
  - o How does identity develop? What contributes to a strong identity?
    - Temporal perspective versus time confusion: gaining a sense of time and the continuity of life; estimating and allocating ones time, does not develop until age 15 or 16
    - Self- certainty versus self-consciousness: developing self-confidence based on past experiences so that a person believes in himself or herself and believes there is a chance of accomplishing future aims
    - Role experimentation versus role fixation: trying out different roles, personality characteristics, ways of talking and acting, goals and types of relationship
    - Apprenticeship versus work paralysis: exploring and trying out different occupations before deciding on vocation; choice of career
    - Sexual polarization versus bisexual confusion: clear identification with one sex or the other as a base for heterosexual intimacy and as a basis for firm identity; sexual polarization
    - Leadership and followership versus authority confusion: expanding social horizons, beginning to take on leadership responsibilities and understanding how to follow them
    - Ideological commitment versus confusion of values: individuals need something to believe in or follow
  - o Marcia's identity statuses: diffused, foreclosure, moratorium, achieved
    - Diffused: have not experienced a crisis period, have not made commitments to occupation, religion sex roles
      - More unsophisticated identity status; normal for early adolescents
    - Foreclosure: have not experienced a crisis but have made commitments to occupations and ideologies that are ready made- handed down by parents at times
      - They become what others want them to be
      - Are not able to distinguish between their own goals and the ones parents plan for them
      - Often authoritarian and intolerant
      - Negative identity- derives satisfaction from rebelling against and defying more obedient, mainstream individuals (reverse foreclosure)

- Moratorium: period of delay granted to someone who is not yet ready to make a decision or assume an obligation
  - Experiencing crises, they tend to be anxious, try on identities
- Achieved: resolved their identity crises by evaluating alternatives and choices, have come to conclusions and decisions on their own
- o Identity as a process: identity control system
  - Identity control system: consists of two interpersonal and three intrapersonal components
    - Interpersonal- social behavior and interpersonal feedback one gets back
    - Intrapersonal factors- self- concept, ones identity standards (beliefs about how one should behave) and a comparator (asses the similarity between the two)
- Three styles of identity searching
  - o Informational style- seek out diagnostic information and modify their plans and behavior, if necessary to match it
  - o Normative style- resistant to change and block out discrepant information
  - o Avoidant style- put off making and evade feedback
- Ethnic identity- sum total of group members feelings about those symbols, values, and common histories that identify them as a distinct group
- Four patterns of acculturation: separation, assimilation, integration, marginality
  - o Acculturation- adjustment of minority groups to the culture of the dominant group
  - o Separation- exclusive focus on the cultural values and practices of the ethnic group and little or no interaction with the dominant society
  - o Assimilation- an ethnic group member chooses to identify solely with the culture of the dominant society and to relinquish all ties to his or her ethnic heritage
  - o Integration- strong identification and involvement with both the dominant society's culture and the traditional ethnic culture
  - o Marginality- the absence or loss of one's culture or origin and the lack of involvement with the dominant society
  - o Blended biculturalism, alternating biculturalism, fusion
    - Blended biculturalism- finds commonalities between his or her ethnic culture and the mainstream society; acts in ways congruent with both cultures
    - Alternating biculturalism- someone who moves back and forth between the two cultures; acts sometimes in line with ethnic culture and sometimes with mainstream culture
    - Fusion- someone truly merges both cultures into a new, coherent whole
- Gender identity
  - o Gender schema theory
    - First, children learn that they are boys are girls
    - Next, children recognize that not only people but things and behaviors are also labeled "boy" or "girl" things
    - Children will begin to prefer gender-appropriate actions and perform them more frequently than gender-inappropriate ones
  - o Social learning theory
    - A child learns sex-typed behavior through a combination of reward, punishment, direct instruction, and modeling
    - Parental identification- process by which a child adopts and internalizes parental values, attitudes, beliefs, behavioral traits, and personality characteristics