18 AND UNDER

Distractions May Shift, but Sleep Needs Don’t


Can We Increase Our Intelligence?

- http://judson.blogs.nytimes.com/2009/03/10/guest-column-can-we-
  increase-our-intelligence/?scp=3&sq=olivia%20judson&st=cse
The Flynn effect is the rise of average Intelligence Quotient (IQ) test scores over the generations, an effect seen in most parts of the world, although at greatly varying rates.

- It is named after James R. Flynn, who did much to document it and promote awareness of its implications.

- This increase has been continuous and roughly linear from the earliest days of testing to the present.

  - "Test scores are certainly going up all over the world, but whether intelligence itself has risen remains controversial," psychologist Ulric Neisser wrote in an article in 1997 in *The American Scientist*. 
Below Intelligence Norms

Mental Retardation

- Public Law 94-142, the Education for All Handicapped Children Act
  - Least restrictive environment
  - Mainstreaming
  - Full inclusion

Benefits of Mainstreaming

- Ensure that all persons, regardless of ability or disability, have access to full range of educational opportunities, and fair share of life’s rewards
How is mental retardation identified?

- American Association on Mental Retardation definition
  - Familial retardation
  - FAS
  - Down Syndrome
- Levels
  - Mild
  - Moderate
  - Severe
  - Profound

Above Intelligence Norms

- Gifted
  - Federal government guideline (P.L. 97-35 Sec 582)
- Research suggests that highly intelligent people tend to be outgoing, well adjusted, and popular
Educating Gifted and Talented Children

- Acceleration
- Enrichment

Chapter 4: Middle Childhood

Module 4.3
Social and Personality Development in Middle Childhood
Looking Ahead

- In what ways do children’s views of themselves change during middle childhood?
- Why is self-esteem important during these years?
- How does children’s sense of right and wrong change as children age?
- What sorts of relationships and friendships are typical of middle childhood?
- How do gender and ethnicity affect friendships?
- How do today’s diverse family and care arrangements affect children?
Who Am I?

- During middle childhood, children begin to view themselves:
  - Less in terms of external physical attributes
  - More in terms of psychological traits

Erik Erikson’s conception of middle childhood

- Encompasses the **INDUSTRY-VERSUS-INFERIORITY STAGE**
## Erikson’s stages of personality development

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Psychosocial Development in Middle Childhood

**Industry Versus Inferiority**
- **Industry** = feelings of mastery and proficiency and a growing sense of competence
- **Inferiority** = feelings of failure and inadequacy

Erik Erikson’s conception of middle childhood
- Encompasses the **INDUSTRY-VERSUS-INFERIORITY STAGE**
- Period from ages 6 to 12 years of age
- Characterized by a focus on efforts to attain competence in meeting the challenges related to:
  - Parents
  - Peers
  - School
  - Other complexities of the modern world
How do school-agers change?

- Children realize they are *good* at some things and *not so good* at others
- Self-concept and self-esteem continue to develop

SELF-ESTEEM

*Develops in important ways during middle childhood*

- Children increasingly compare themselves to others
- Children are developing their own standards
Moral Development

- According to Piaget, older children:
  - consider the intentions of the individual
  - believe that rules are subject to change
  - are aware that punishment does not always follow wrongdoing

- Based on Piaget, Kohlberg proposed six stages of moral development which he believed are universal

The Kohlberg Stages

- Based on Piaget, Kohlberg proposed three levels (six stages) of moral development that he believed are universal

  - **Preconventional reasoning**
    - children interpret good and bad in terms of external rewards and punishments
  
  - **Conventional reasoning**
    - individuals apply certain standards, but they are the standards set by others, such as parents or the government

  - **Postconventional reasoning**
    - individuals recognize alternative moral courses, explore the options, and then decide on a personal moral code
Kohlberg’s Critics

- Key criticisms involve
  - link between moral thought and moral behavior
  - roles of culture and the family in moral development
  - significance of concern for others
- Kohlberg’s theory misses or misconstrues some moral concepts in particular cultures

(Lapsley, 2006; Lapsley & Narvaez, 2006; Smetana, 2006; Turiel, 2006; Walker, 2006) (Miller, 2006; Shweder & others, 2006; Wainryb, 2006)
Friends in Middle Childhood

- Provide emotional support and help kids to handle stress
- Teach children how to manage and control their emotions
- Teach about communication with others
- Foster intellectual growth
- Allow children to practice relationship skills
Damon’s Stages of Friendship

**Stage 1 (ages 4-7 years)**
- Children see friends as like themselves
- Children see friends as people to share toys and activities with
- Children do not take into account personal traits

**Stage 2 (ages 8-10 years)**
- Children now begin to take other’s personal qualities and traits into consideration
- Friends are viewed in terms of kinds of rewards they provide
- Friendships are based on mutual trust
Damon’s Stages of Friendship

Stage 3 (ages 11-15 years)
- Friendships become based on intimacy and loyalty
- Friendships involve mutual disclosure and exclusivity

King or Queen of the Hill…Status Hierarchies

- Children’s friendships show clear hierarchies in terms of STATUS
- STATUS is the evaluation of a role or person by other relevant members of a group
What Personal Characteristics Lead to Popularity?

Popular Children

- Helpful and cooperative
- Good sense of humor
- Good emotional understanding
- Ask for help when necessary
- Not overly reliant on others
- Adaptive to social situations
- Social problem-solving skill competence
But…

– Although generally popular children are friendly, open, and cooperative, one subset of popular boys displays an array of negative behaviors, including being aggressive, disruptive, and causing trouble.

– Despite these behaviors, they may be viewed as cool and tough by their peers, and they are often remarkably popular. This popularity may occur in part because they are seen as boldly breaking rules that others feel constrained to follow.

Unpopular Children

● Lack social competence
● Immature or inappropriately silly
● Overly aggressive and overbearing
● Withdrawn or shy
● Unattractive, handicapped, obese, or academically slow
Unpopular Children

*Lack of popularity may take two forms:*

NEGLECTED CHILDREN receive relatively little attention from their peers in the form of either positive or negative interaction.

REJECTED CHILDREN are actively disliked and their peers may react to them in an obviously negative manner.

Teaching Social Competence

- Several programs teach children a set of social skills that underlie general social competence.
Bullying

SCHOOL - THE BULLY

- 160,000 U.S. schoolchildren stay home from school each day because they are afraid of being bullied
- About 10 to 15 percent of students bully others at one time or another.
- About half of all bullies come from abusive homes.

Bully

SCHOOL – BULLIED

- Some 90 percent of middle-school students report being bullied at some point in their time at school, beginning as early as the preschool years
- Characteristics
  - Loners who are fairly passive
  - Often cry easily
  - Lack the social skills that might otherwise defuse a bullying situation
When the Pink Princess Becomes a Bully!
(or: Relational Aggression Among Girls)

- Odd Girl Speaks Out: Girls Write about Bullies, Cliques, Popularity, and Jealousy
  - Rachel Simmons

- Mean Chicks, Cliques, and Dirty Tricks: A Real Girl's Guide to Getting Through the Day With Smarts and Style
  - Erika V Shearin Karres

- GirlWise: How to Be Confident, Capable, Cool, and in Control
  - Julia Devillers

- The Bully, the Bullied, and the Bystander: From Preschool to High School--How Parents and Teachers Can Help Break the Cycle of Violence
  - Barbara Coloroso

Becoming an Informed Consumer of Development

*Increasing Children’s Social Competence*

- Encourage social interaction
- Teach listening skills to children
- Make children aware that people display emotions and moods nonverbally
- Teach conversational skills, including the importance of asking questions and self-disclosure
- Don’t ask children to choose teams or groups publicly

See link on course website regarding “rude kids”