NOBA

Social and Personality Development in Childhood

Instructor Manual

Editors: Dr. Regan A. R. Gurung and Dr. Aaron Richmond
Contributing Authors: Dawn Albertson, Bethany Fleck, Travis Heath, Phil Kreniske, Linda Lockwood, Kristy Lyons, Aliza Panjwani, Janet Peters, Kasey Powers, Amanda Richmond, Anna Ropp, Jeremy Sawyer, Raechel Soicher, Sunda Friedman TeBockhorst, Courtney Rocheleau

This module, *Social and Personality Development in Childhood,* covers family and peer relationships including attachment and parenting styles. Also covered are social understanding and Theory of Mind, Personality, and Social and Emotional Competence.

Learning Objectives

- **Relevant APA Learning Objectives (2.0)**

  - Describe key concepts, principles, and overarching themes in psychology (1.1)

  - Develop a working knowledge of psychology's content domains (1.2)

  - Describe applications of psychology (1.3)

  - Use scientific reasoning to interpret psychological phenomena (2.1)

  - Engage in innovative and integrative thinking and problem solving (2.3)

  - Interpret, design, and conduct basic psychological research (2.4)

  - Incorporate sociocultural factors in scientific inquiry (2.5)

- Content Specific Learning Objectives: Social and Personality Development in Childhood

- Describe the association of temperament with personality development.

- Describe the significant contributions of parent–child and peer relationships to the development of social skills and personality in childhood.

- Explain how achievements in social understanding occur in childhood. Moreover, do scientists believe that infants and young children are egocentric?

- Explain what is "social and emotional competence" and provide some examples of how it develops in childhood.

- Provide specific examples of how the interaction of social experience, biological maturation, and the child's representations of experience and the self provide the basis for growth in social and personality development.

Abstract

Childhood social and personality development emerges through the interaction of social influences, biological maturation, and the child's representations of the social world and the self. This interaction is illustrated in a discussion of the influence of significant relationships, the development of social understanding, the growth of personality, and the development of social and emotional competence in childhood.

Class Design Recommendations

Social and Personality Development in Childhood can be taught in one class period. If you are not teaching gender on its own it can be incorporated to the end of this section as extra lecture and discussion material. Please also refer to the Noba PowerPoint slides that compliment this outline.

1st class period (50 min – 75 min):

- Definition of social and personality development
- Relationships

  - Attachment
  - Parenting styles

- ○ Peers

- Social Understanding/Theory of Mind
- Personality
- Social and Emotional Competence

  - ○ Conscience

  - ○ Moral Development

  - ○ Optional: Gender

Module Outline

Introduction

Asking, "How have I become the kind of person I am today?" is a question asked by every adult. To understand social and personality development we look at children from three perspectives: 1) the social context in which the child lives, 2) biological maturation, and 3) children's developing representations of themselves and the social world.

Relationships

- The earliest relationship is the interaction of an infant and parents. Virtually all infants develop strong attachments to those who care for them.
- Nearly all infants develop an emotional attachment to their caregivers, however, the security of the attachment varies. Infants are securely attached when their caregivers respond sensitively to them. They become insecurely attached when they receive insensitive care.
- The Strange Situation is a laboratory procedure where baby and mother are separated and reunited to gauge the security of attachment.
- Security of attachment is important because securely attached children develop stronger friendships and relationships with others.

- As children become more autonomous their preferences may lead to parent-child conflict. How the parent responds, the parenting style, affects how children react.

- Authoritative parenting, where parents have high or reasonable expectations and respond warmly to children, leads to children with greater competence than parents using authoritarian, uninvolved, or permissive styles.

- Parental roles change as children grow to adolescence.

- The Family Stress Model measures how family relationships are affected by external conditions. The model describes the effects of finances on marital health and child adjustment. Divorce is typically associated with economic stress for children and parents.

Peer Relationships

- Peer relationships are also important in a child's social development. Children learn to initiate and maintain social interactions with peers and learn valuable skills in many domains.

- Children's friendships provide secure relationships, which provide support that is different from parental support.

- Children compare themselves to their peers and this can be challenging as well as supportive as pressures of bullying and victimization enter the social domain.

- The social-emotional skills developed through peer relationships differ from those in parental relationships and influence self-concept.

Social Understanding

- Early relationships are key for social and emotional development. Children learn very young to have differing expectations from different relationships.

- Through social referencing, children will refer to their mother (or other trusted adult) to determine if a new situation is safe based on the mother's demeanor. This referencing shows that even infants have a rudimentary awareness that other have perceptions and feelings that may be different than their own.

- Through their understanding of others' intentions, infants are showing that they are developing a Theory of Mind.

- Experimental studies show that by preschool age, children understand that another's beliefs can be incorrect instead of correct. Also that memories affect your feelings and that you can hide feelings.

- Children are sensitive to the observing the emotional states of others. Especially those to who they are securely attached. Developing language skills allow the children to talk to parents about feelings, thus developing social understanding through everyday interactions.

Personality

- Temperamental qualities are discernable from birth and temperament is a foundation for personality development.
- Personality is also heavily shaped by goodness of fit between the child's temperament and the child's environment. The environment is made up of the personalities and activities of those living in the same household.
- Temperament is biological (nature) and the goodness of fit or interactions in early life (nurture) work together to developing a child's personality.
- Children's cognitive abilities and their social relationships also shape personality.

Social and Emotional Competence

- Social and emotional competence is a person's ability to react in socially constructive way such as helping others and curbing aggression.
- The development of conscience is the basis for moral development. Conscience is made up of the cognitive, emotional, and social influences that give young children an internal standard of conduct.
- Temperament is involved in the development of conscience as some children have better effortful control (the ability to inhibit) than others allowing them to better act according to their internal standard.
- Conscience develops through interaction with parents with regard to how well behavioral expectations are communicated and enforced.
- Conscience development expands as children develop a moral self and want to do the right thing.

Difficult Terms

Authoritarian
Authoritative
Conscience
Egocentrism
Theory of Mind

Lecture Frameworks

Overview

We recommend using the three modules—cognitive development, social development, and aging-- in the order presented. A good place to start this module is by asking students the same question that starts the text "How have I become the kind of person I am today?" Students will come to class with various levels of preparedness and some will give answers from the text, but hopefully you can draw out answers that involve more critical thinking. All students should be able to think of at least one specific example from their childhood that they think shaped their personality. Ask students to keep this example in mind throughout the class period and to think about how the different topics apply.

- Lecture – Refer to slides for the following:

  - To introduce the concepts of social and personality development and why they are important. Ask them to think about what shapes their personalities and how they form relationships. How did they get to where they are today?

  - To introduce the concept of attachment. Show video (3:38): **https://www.youtube.com/watch?v=DH1m_ZMO7GU**

    - This video is a good example because it illustrates secure and insecure attachment and the differences between ambivalent and avoidant insecure. Understanding what insecure attachment looks like can be difficult and many videos only show secure attachment, which is the most common.

  - To introduce types of parenting styles.

- Activity–Parenting Styles Questionnaire

- Lecture – Refer to slides for the following:

  - To describe the significance of peer relationships.

- To introduce the concept of Social Understanding.

  - Social Referencing video – Still face experiment:
  - **http://youtu.be/apzXGEbZht0?list=PLCA0727EFEE78D08...**
  - Theory of Mind video – False Belief Task: **http://www.youtube.com/watch?v=8hLubgpY2_w**

- To describe the formation of personality.

- To describe the significance of social and emotional competence.

- Activity–Moral Self

Discussion/Questions

- Wrap up by asking students if they have any questions. If you did the Parenting Styles Questionnaire you can ask students how they think their parent's style shaped their development and if they think they will parent the same way or change things.

- You could also use the discussion questions from the text.

Activities & Demonstrations

Moral Development (extra topics)

Kohlberg's classic paradigm still works well for a discussion of moral development. It works as a whole class activity, but can also be used with groups. Students can either argue their own position, or you could assign each group a "steal" or "don't steal" position and ask them to come up with as many arguments as to why. In a whole class discussion, it's good to play the devil's advocate and ask about the opposite of whatever argument a student presents. Let them know that this is an exercise in thinking and that there are no right or wrong answers. Students can take the reasoning pretty far and find applicable transfer, such as the fairness / ethical decisions about healthcare in the US. Alternatively you can use a variation on the dilemma such as speeding for X reason or cheating on a test (Vandendorpe, 2008). After some discussion and sharing the different reasons have students categorize these into the preconventional, conventional, and post conventional stages of more reasoning (Kohlberg,

1971).

Kohlberg's dilemma:

In Europe, a woman was near death from a very bad disease, a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging 10 times what the drug cost him to make. He paid $200 for the radium and charged $2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could get together only about $1000, which was half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." Heinz got desperate and broke into the man's store to steal the drug for his wife.

[Source: Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D. A. Goslin (Ed.), Handbook of socialization theory and research (p. 379). Chicago: Rand McNally.]

Level & Stage	Age Range	Examples
Preconventional **Stage 1: Avoidance of punishment** **Stage 2: Exchange of favors**	**Preschool – elementary; some junior high; few high school students**	**Stage 1: "I would cheat if I knew I wouldn't get caught."** **Stage 2: "I'll let you copy mine if you do my homework."**
Conventional **Stage 3: Good child** **Stage 4: Law and order**	**Few older elementary children, some junior high, many high school students (Stage 4 does not typically appear until high school)**	**Stage 3: "I'm not going to tell because I want her to like me."** **Stage 4: "You can't do that because the teacher said no."**
Postconventional **Stage 5: Social contract** **Stage 6: Universal ethical principle**	**Rarely seen before college (stage 6 is extremely rare)**	**Stage 5: "In this case, the rule may be wrong."** **Stage 6: "You shouldn't lie because it violates the Golden Rule."**

Image from: **http://www.studyblue.com/notes/note/n/adol-ch-56-w…**

Kohlberg, L. (1971). Stages of moral development. Moral education, 23-92.

Vandendorpe, M. M. (2008). Three tasks of adolescent identity: Cognitive, Moral, and social. In L. T. Benjamin, Jr. (Eds.), *Favorite activities for the teaching of psychology* (185-187). Washington D.C.: American Psychological Association.

Parental Authority Questionnaire Activity

Buri, J. R. (1991). Parental Authority Questionnaire. *Journal of Personality and Social Assessment, 57,* 110–119.

- Students can take the questionnaire to determine the parenting style of their parents. After scoring there are a few options of things to do with the results. They can write a short paper or discuss in small groups or as a whole class. Alternatively a shorter version of the questionnaire (Alkharusi, Aldhafri, Kazem, Alzubiadi, & Al-Bahrani, 2011) could be used.
- Alkharusi, H., Aldhafri, S., Kazem, A., Alzubiadi, A., & Al-Bahrani, M. (2011). Development and validation of a short version of the parental authority questionnaire. *Social Behavior and Personality, 39* (9) 1193-1208.

Outside Resources

Web: Center for the Developing Child, Harvard University
http://developingchild.harvard.edu

Web: Collaborative for Academic, Social, and Emotional Learning
http://casel.org

Evidence-Based Teaching

Klinzing, D. G. (2006). A parent interview course assignment. *Teaching of Psychology, 33* (3)

202-204.

- Students use a questionnaire to interview their parents and write a paper about different topics in child development. A reflective questionnaire given after the papers were turned in, but before they were graded allowed the researcher to examine the effectiveness of the assignment.

Suggestions from the Society for Teaching's Introductory Psychology Primer

Brown, C.M. (2013). Developmental. In S.E. Afful, J. J. Good, J. Keeley, S. Leder, & J. J. Stiegler-Balfour (Eds.). *Introductory Psychology teaching primer: A guide for new teachers of Psych 101.* Retrieved from the Society for the Teaching of Psychology web site: http://teachpsych.org/e-books/intro2013/index.php

POSSIBLE ASSESSMENTS (Out of Class)

APA's Division 7 (Developmental Psychology) Web Site (http://ecp.fiu.edu/APA/div7). For this assignment, students will go to the Web site, browse, and then write a one- to two-page summary of what they found of interest on the Web site, and what they learned about developmental psychology by browsing. (LO: 1.2a (4), 2.2, 6.4b)

Journal Article Scavenger Hunt. For this assignment, students will choose a topic of interest (related to developmental psychology) and then use PsycINFO to locate three empirical journal articles – each article must be from a different journal (for example, *Developmental Psychology, Child Development, Infant and Child Development Journal*, etc.). Students then write a summary of each of the three journal articles (paying close attention to the method and results of each article) and describe what each of the articles tells us about the students' topic of choice. (LO: 1.2a (4), 2.2, 3.1, 6.4b)

Web Site Evaluation. For this assignment, students choose one organization from a list provided (example organizations include March of Dimes, Autism Speaks, La Leche League

International, etc.). The students then use Google to find the organization's Web site. After closely examining the site, the students respond to the following questions: (1) From the list you have been provided, which organization did you choose? Why did you select this particular organization? What drew you to it? (2) Based on a close examination of the Web site, what does this organization do, specifically, to encourage children's development and well-being? Is this organization invested in children's physical, cognitive, or social development? How so? (4) What are a few strengths of the artistic layout of the site? What are a few weaknesses of the artistic layout? Is the site easy to navigate, or difficult? How so? (5) In your future, do you think you might ever use this site as a source of developmental psychology information? Why, or why not? (LO: 3.1, 6.4b)

The Interaction of Nature and Nurture. For this assignment, students will identify and describe, in a short paper, three essential features of who they are. They will then describe how they think these three features are due to both nature and nurture, citing specific examples. (LO: 1.2a (4), 1.2d (1), 3.1, 4.4, 9.1)

ACTIVITIES & TECHNIQUES (In Class)

"Six Things to Never Say to or Ask a Developmental Psychologist." This is an introduction to developmental psychology that can occur on the first day. The activity dispels myths that many people hold regarding who developmental psychologists are and what developmental psychologists do. This is a fun, informative activity that will introduce students to developmental psychology and help give them a better understanding of what developmental psychology is (and is not) about. (LO: 1.2d (1), 2.2, 3.)

- "You must love children!" (Why it's a myth: Developmental psychology is not about children only. Rather, it is about the lifespan – here, you can go over the periods from prenatal to late adulthood.).

- "Can you give me parenting advice?" (Why it's a myth: Developmental psychology is about so much more than parenting. Life span development is the study of how people grow, change, and stay the same over the course of their life, with focuses on three topical areas: physical, cognitive, and social.)

- "It must be fun to play with kids all day. Developmental research must be a blast!" (Why it's a myth: Research in developmental psychology is diverse, including observations, interviews, fMRI, longitudinal, cross-sectional study, etc., and the research focuses on all age groups.) •

- "So, is it nature or nurture?" (Why it's a myth: Developmental psychologists recognize that almost everything about us can be explained by an interaction between nature and nurture; neither nature nor nurture alone is sufficient to explain who we are.)

- "Our time as a baby is the most important, right?" (Why it's a myth: Every life period is important in its own way. This would be a good time to introduce the ongoing debate in developmental psychology over the importance of early life experiences versus later life experiences, and to present the idea of sensitive and critical periods.)

- "Why bother studying development? Aren't we all the same?" (Why it's a myth: Each of us belongs to a cohort, or people who were born around the same time and in the same place as us. This is a good time to introduce cohort effects and how the make for different developmental ecologies.)

"Who Would Have Said It?" To really know developmental psychology, you have to know about the "key players." In this activity, students are presented with a list of statements and a list of many of the "key players" of developmental psychology, and they match each statement with its correct "key player" (see Appendix A). This is a way to introduce students to many of the most well-known people in developmental psychology, while giving them a beginning understanding of what each person's theoretical perspective. (LO: 1.2a (4), 1.2d (1))

"What are the Myths of Developmental Psychology?" Using Scott Lilienfeld's (2009) book, 50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior, quiz the students on their knowledge of developmental psychology. On either PowerPoint slides or a handout, list some (or all) of the myths provided in the developmental psychology section of Lilienfeld's book and ask the students to respond to each with "true" or "false." Some of the myths in the book: Playing Mozart to an infant boosts their intelligence, adolescence is inevitably a time

50 of psychological turmoil, most people experience a midlife crisis in their 40s or early 50s. Lilienfeld's section on human development lists over 20 myths and their explanations. This can be an eye-opening activity for students, as they are often surprised to learn that they have believed some (or all) of these myths. (LO: 1.2a (4), 1.2d (1), 2.2, 3.1)

PowerPoint Presentation

This module has an associated PowerPoint presentation. Download it at

https://nobaproject.com//images/shared/supplement_editions/000/000/270/Social%20and%-20Personality%20Development%20in%20Childhood.pptx?1416603075.

About Noba

The Diener Education Fund (DEF) is a non-profit organization founded with the mission of re-inventing higher education to serve the changing needs of students and professors. The initial focus of the DEF is on making information, especially of the type found in textbooks, widely available to people of all backgrounds. This mission is embodied in the Noba project.

Noba is an open and free online platform that provides high-quality, flexibly structured textbooks and educational materials. The goals of Noba are three-fold:

- To reduce financial burden on students by providing access to free educational content
- To provide instructors with a platform to customize educational content to better suit their curriculum
- To present material written by a collection of experts and authorities in the field

The Diener Education Fund is co-founded by Drs. Ed and Carol Diener. Ed is the Joseph Smiley Distinguished Professor of Psychology (Emeritus) at the University of Illinois. Carol Diener is the former director of the Mental Health Worker and the Juvenile Justice Programs at the University of Illinois. Both Ed and Carol are award- winning university teachers.

Acknowledgements

The Diener Education Fund would like to acknowledge the following individuals and companies for their contribution to the Noba Project: The staff of Positive Acorn, including Robert Biswas-Diener as managing editor and Peter Lindberg as Project Manager; The Other Firm for user experience design and web development; Sockeye Creative for their work on brand and identity development; Arthur Mount for illustrations; Chad Hurst for photography; EEI Communications for manuscript proofreading; Marissa Diener, Shigehiro Oishi, Daniel Simons, Robert Levine, Lorin Lachs and Thomas Sander for their feedback and suggestions in the early stages of the project.

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Contact Information:

Noba Project
www.nobaproject.com
info@nobaproject.com