

PSY 254: Precept 9

Parenting

AI/Preceptor: Kennedy (she/her)

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Today's Agenda



Baby photo presentations



Lecture recap



Parenting styles



Multimedia project overview



Preparation for next time



Lecture recap

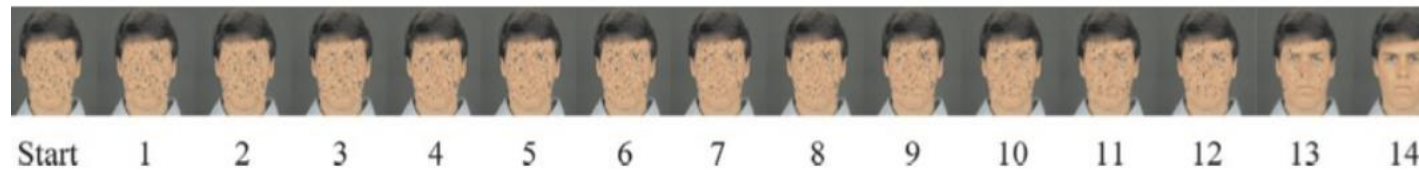
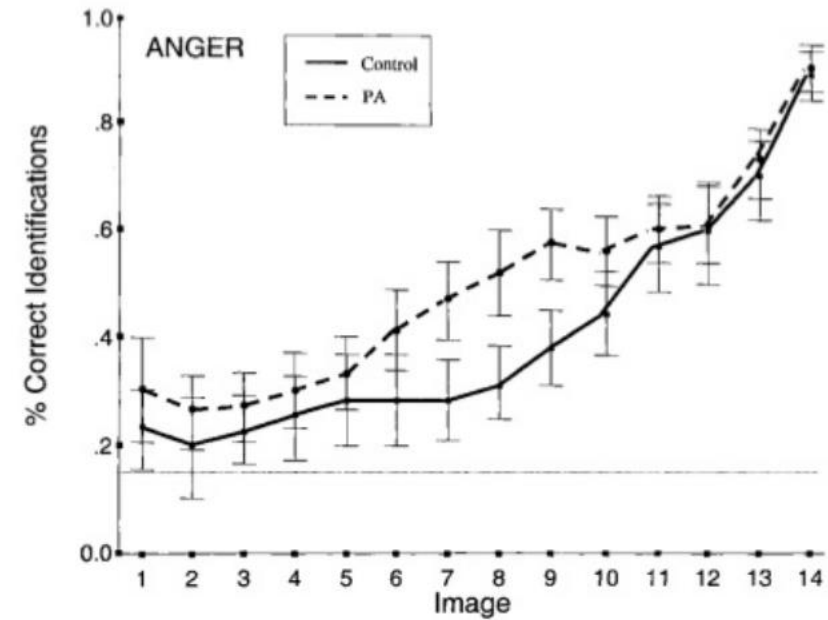
What is emotion in the first years of life?





Lecture recap

What is emotion in the first years of life?





Lecture recap

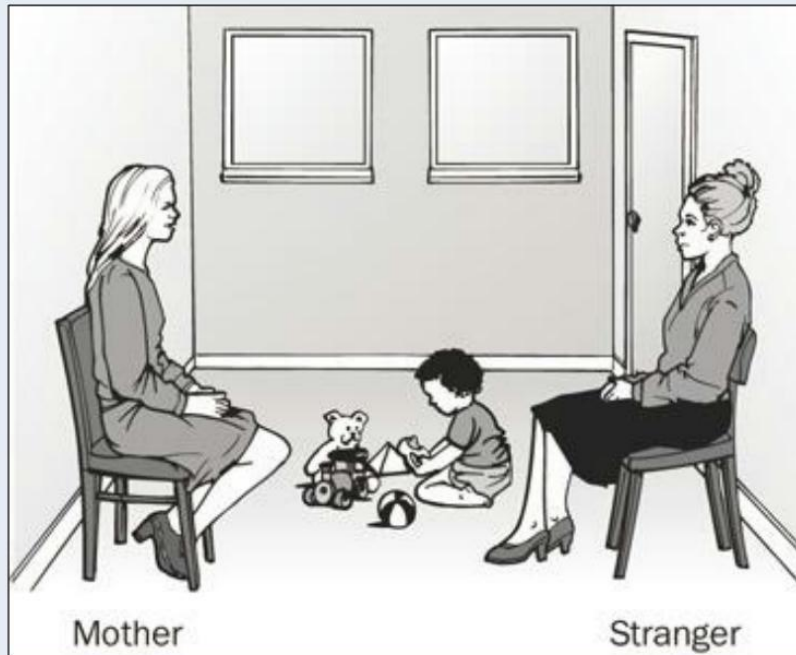




Lecture recap

How does attachment to parents shape development?

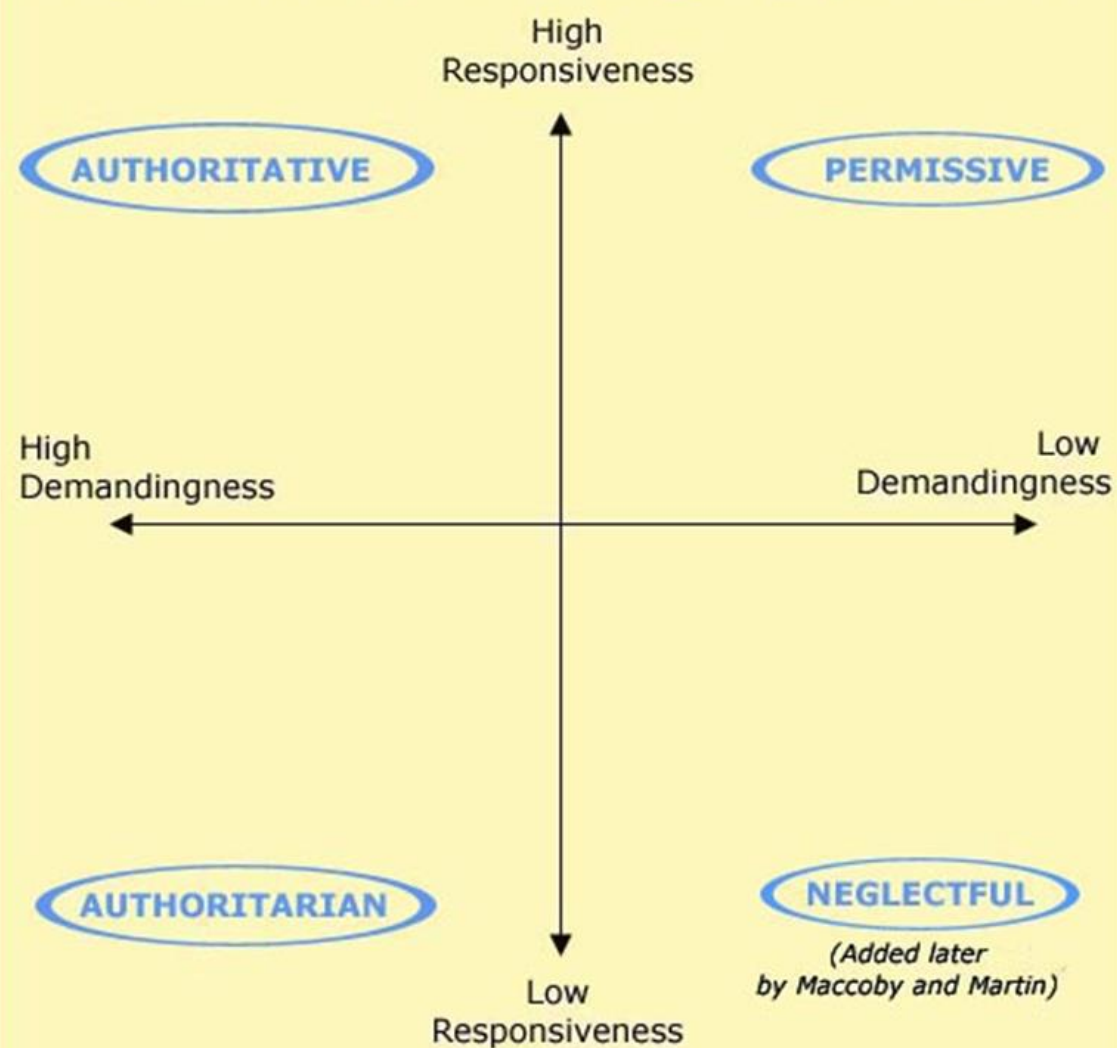
AINSWORTH'S STRANGE SITUATION STUDY (1969)





Any questions?

Baumrind's 3 Parenting Styles Model





I.D.E.A.

| Follow Erin on Twitter: @ErinBurnett



Being an 'Elephant Mom' in the Time of the Tiger Mother

It's okay for parents to nurture, protect, and encourage their children, especially when they're very young.



Shutterstock

Physical Discipline

Cultures vary greatly in their use of physical discipline

Physical discipline is generally considered bad in western cultures

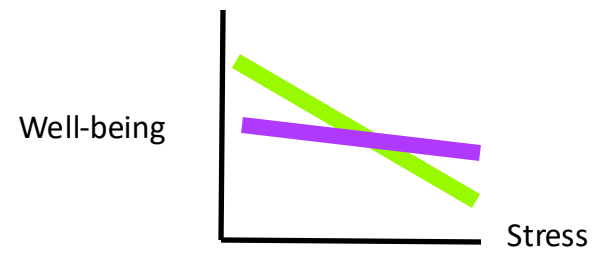
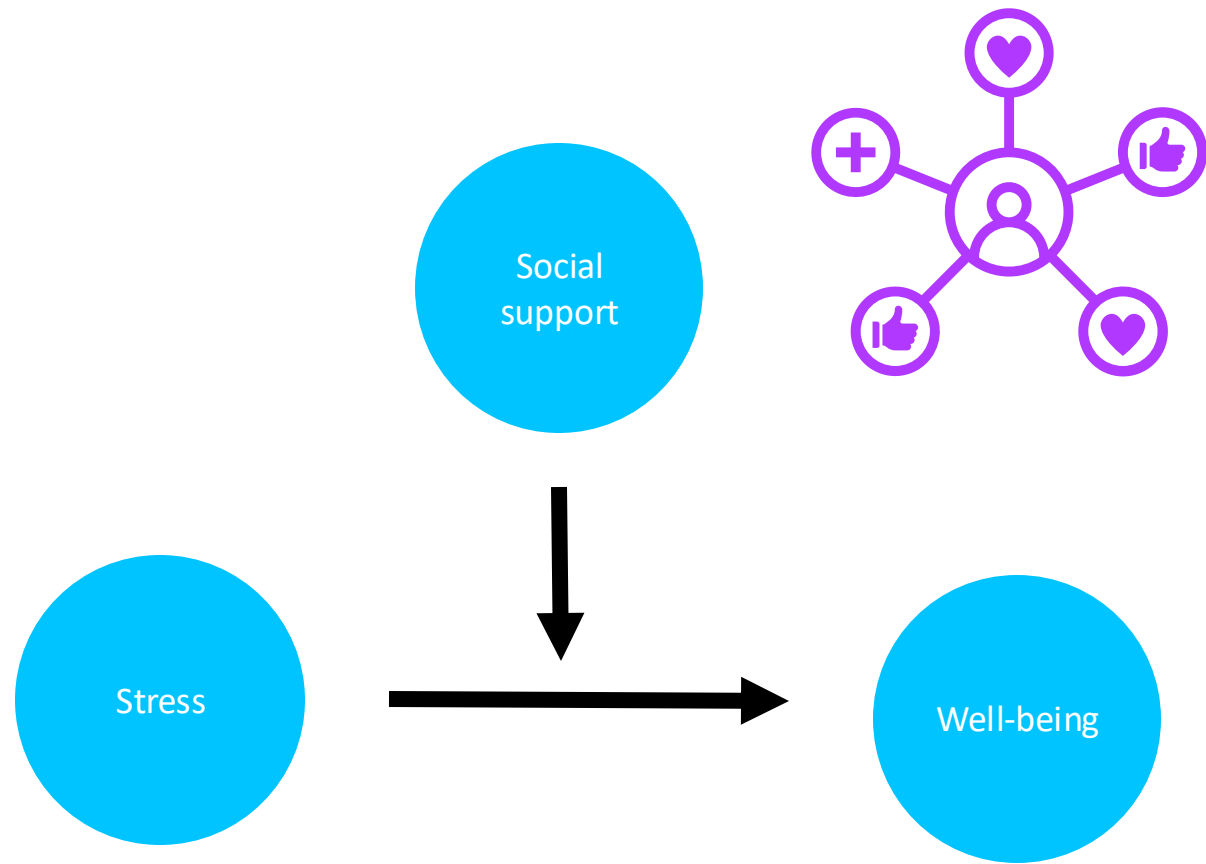
Culture might affect whether physical discipline is used *and* whether it has a negative effect on children's social and emotional development

Moderation analysis

Moderation analysis formalizes the importance of context

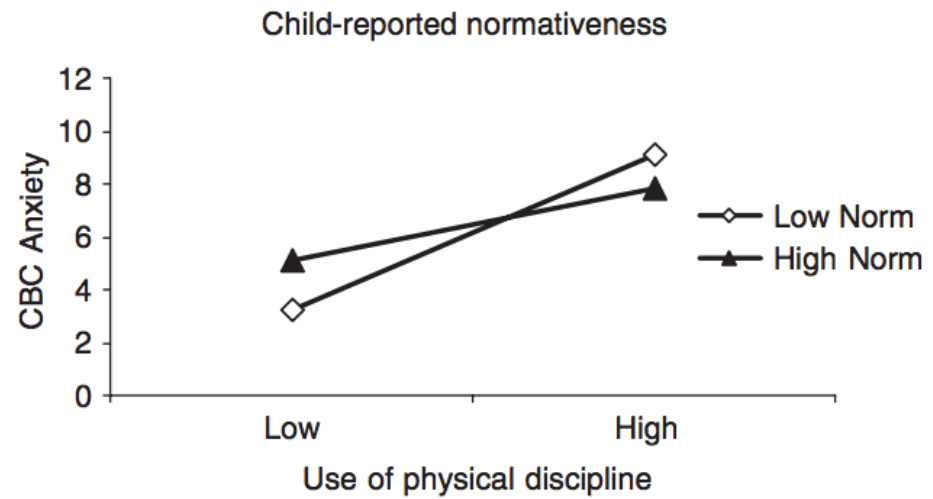
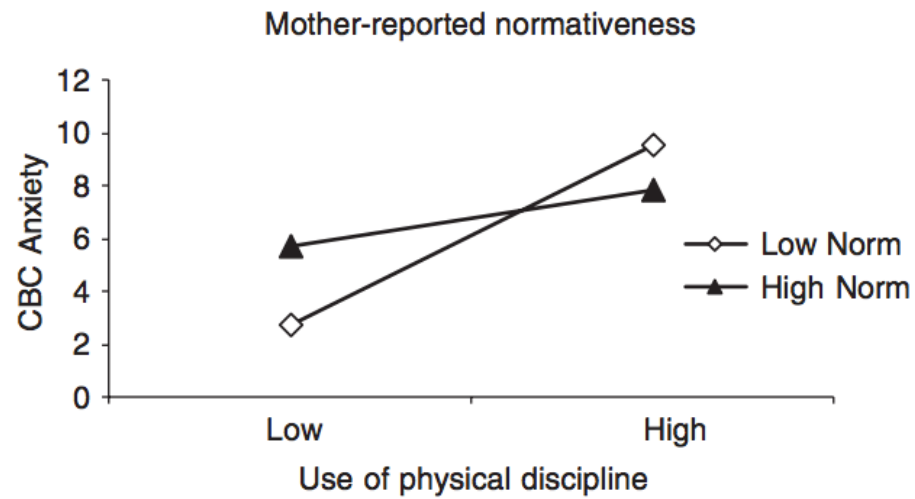
For example, social support moderates the effects of stress:

- High Social Support: Stress has no effect on quality of life
- Low Social Support: Stress significantly impacts quality of life



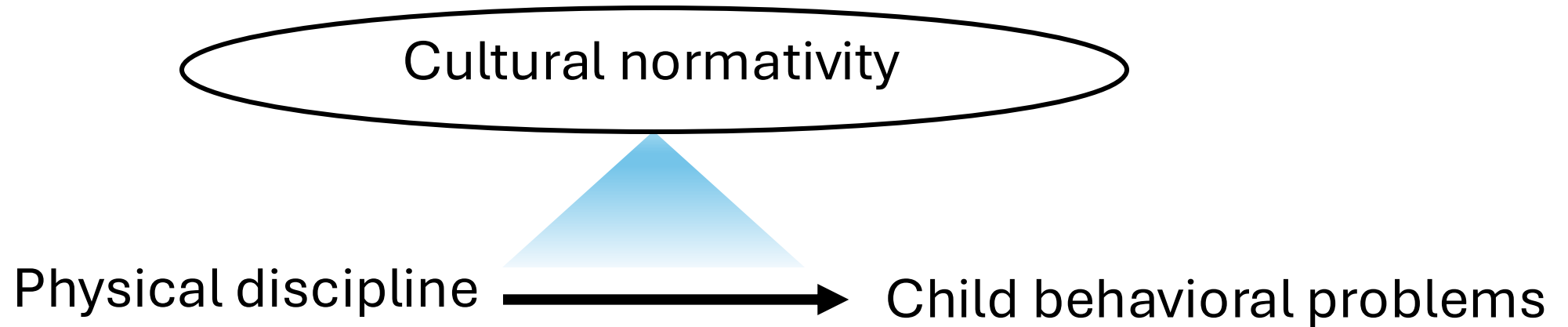
Lansford et al. (2005)

- What was the main research question?
- What was the sample?
- How did the researchers measure the use and normativeness of physical discipline?
- How did they measure child adjustment?
- What were their two main hypotheses?



- What were the results and what do they mean?
- Limitations?

- Normativity of physical discipline varies by culture
- Children tend to demonstrate more behavioral problems when their mothers use physical discipline more often
- Cultural normativity of physical discipline moderates how severely child behavior was affected by physical discipline



Pollak et al. (2005): Physical abuse and attention modulation

- At its core, the story that Pollak and his co-authors tell in this paper is a story about **emotion** and **attention**.
- When we're young, we can't pay attention to everything
- So we have to pay attention to really important aspects of the environment – which might be different from normal if you're suffering from child abuse

Anger and fear: **salient, frequent, and highly predictable** for victims of abuse



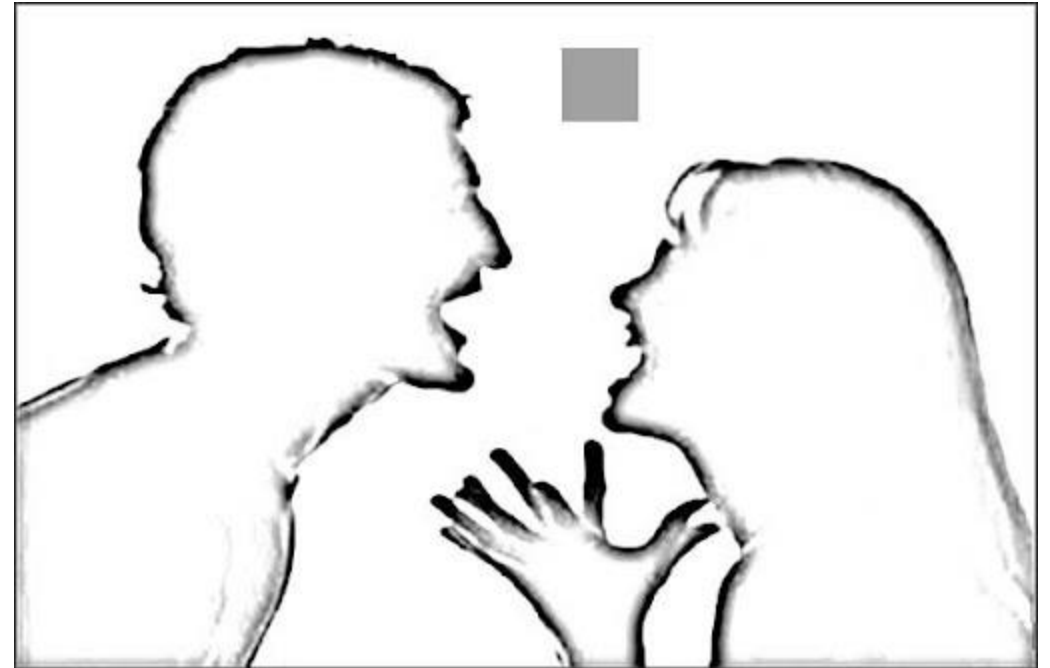
Happiness, relief: **not salient, infrequent, and not predictable** for victims of abuse



Main research question: *The present study was designed to explore how exposure to interpersonal anger affected physically abused children's attention regulation.*

General logic for the experiment:

- Give abused and non-abused kids a task that measures their sustained attention
- In the background, play a recording of two adults arguing angrily, to see if the arguing affects the kids' attention differently between the two groups

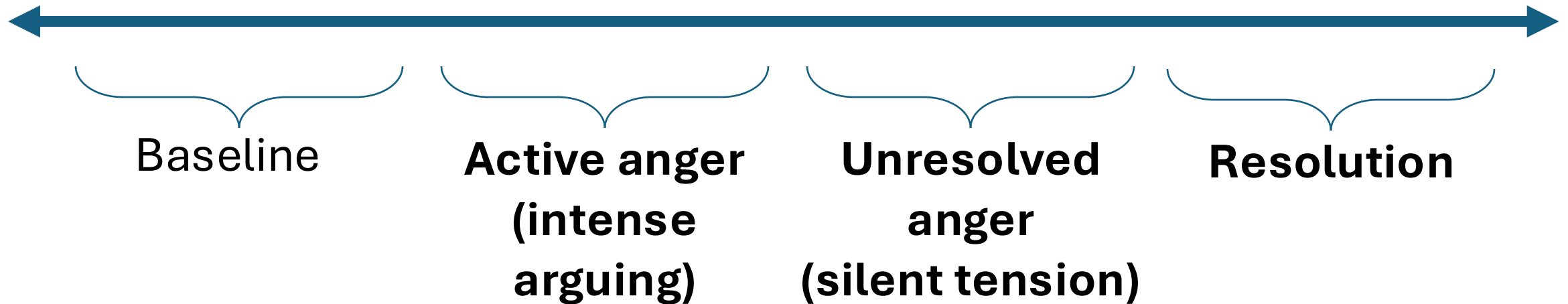


Heart rate deceleration (change from baseline)

- Intuition: heart rate should **slow down** relative to normal when allocating attentional resources in anticipation of something important happening

Skin conductance level

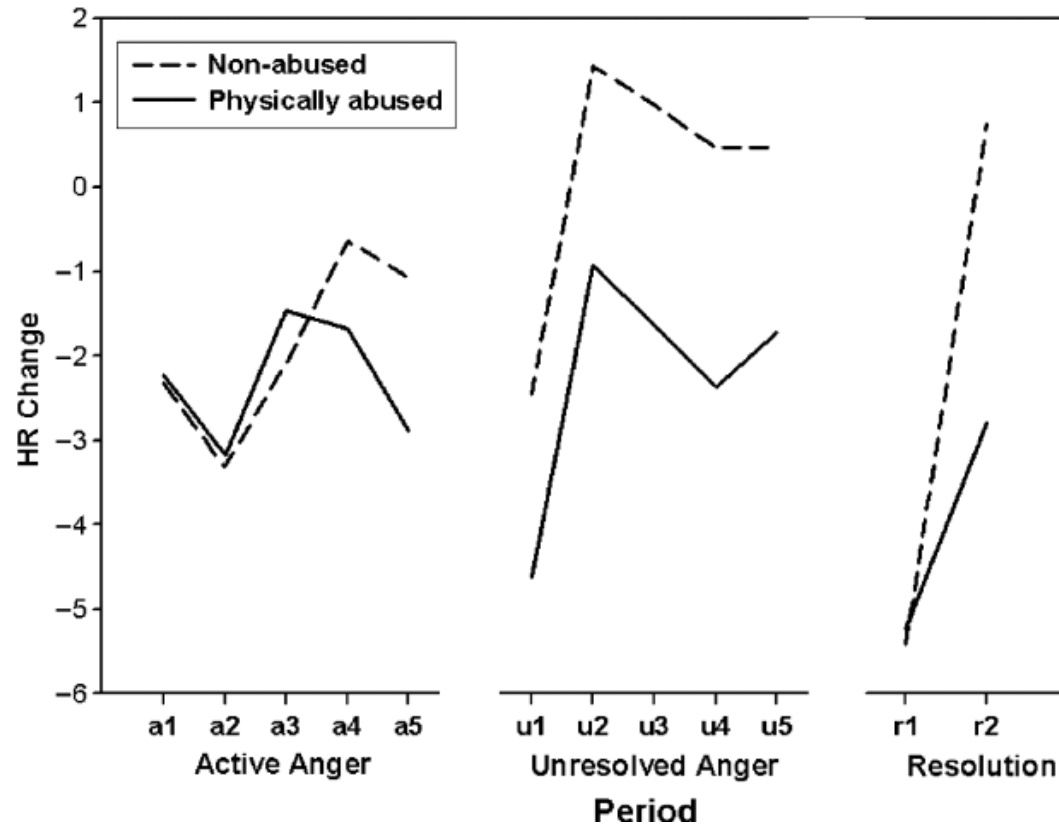
- Intuition: Skin conductance level should be **higher** when the child is emotionally aroused



Heart rate measure

Skin conductance measure

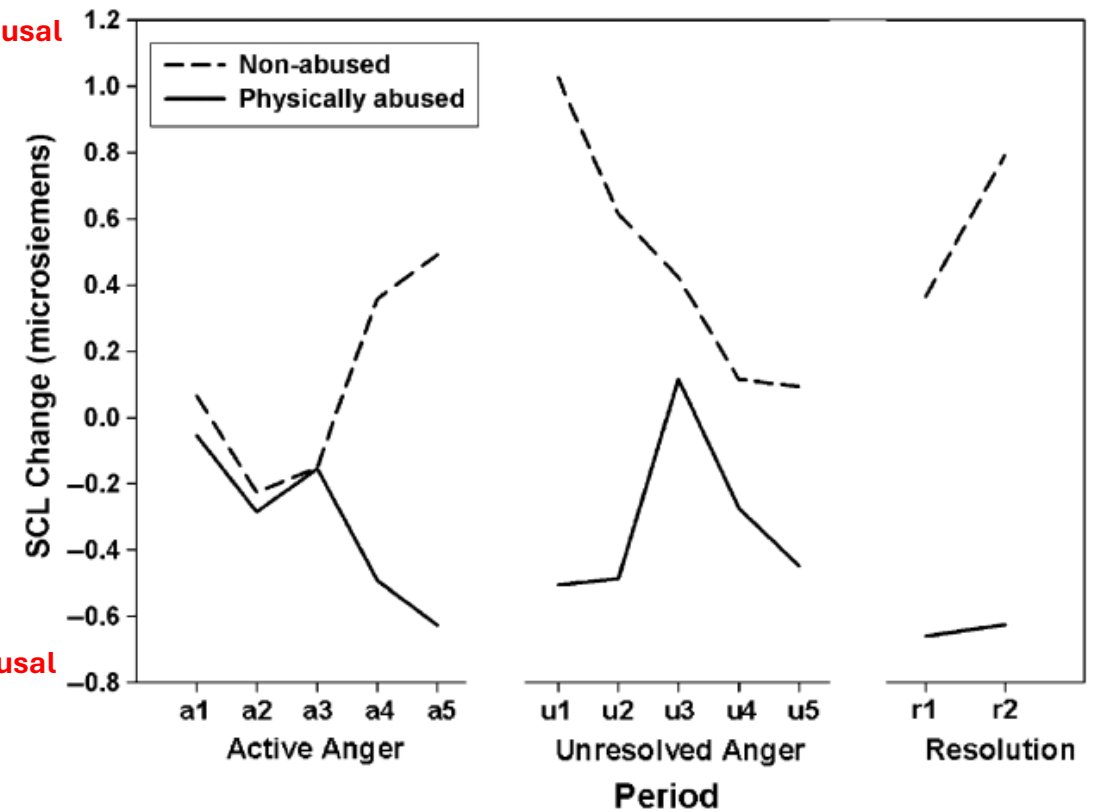
Less
attention
allocation



More
attention
allocation

More arousal

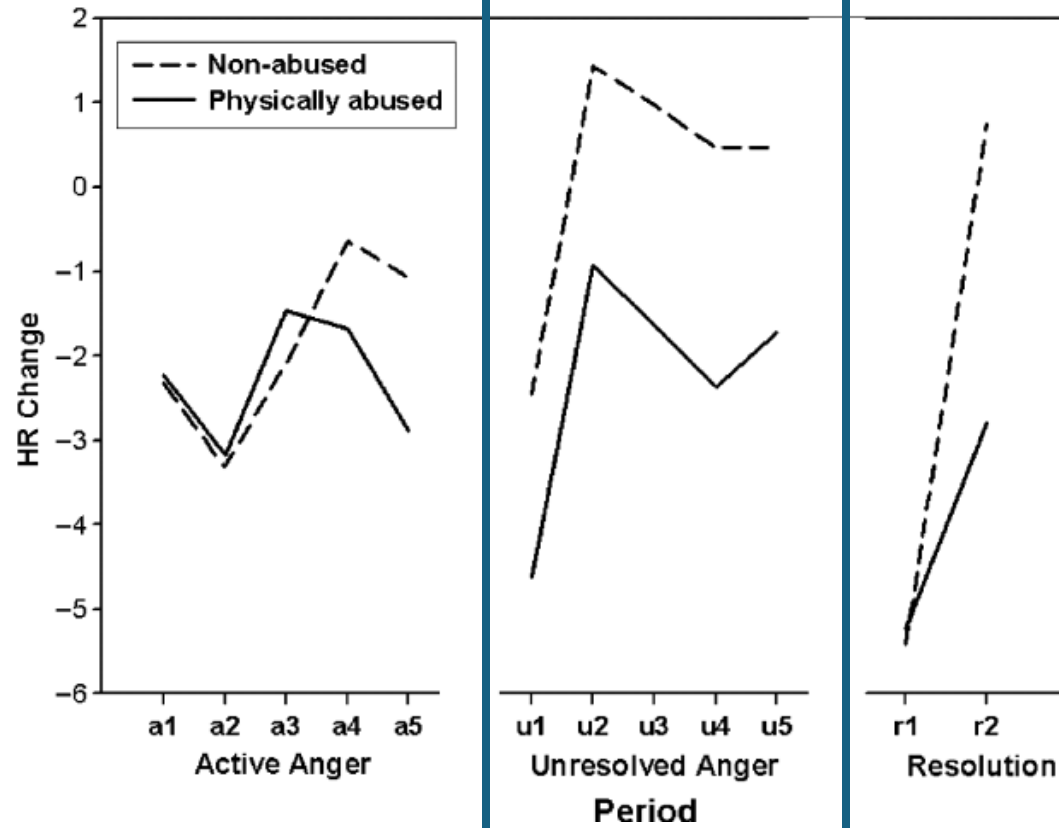
Less arousal



Heart rate measure

Skin conductance measure

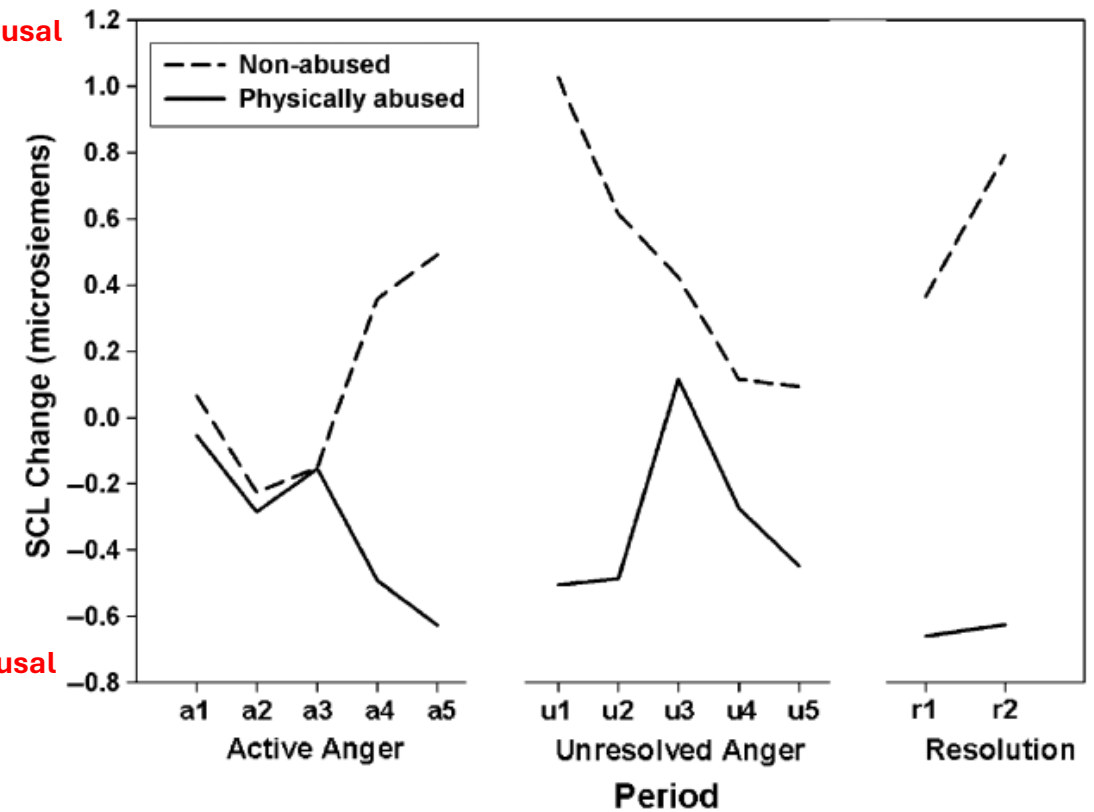
Less
attention
allocation



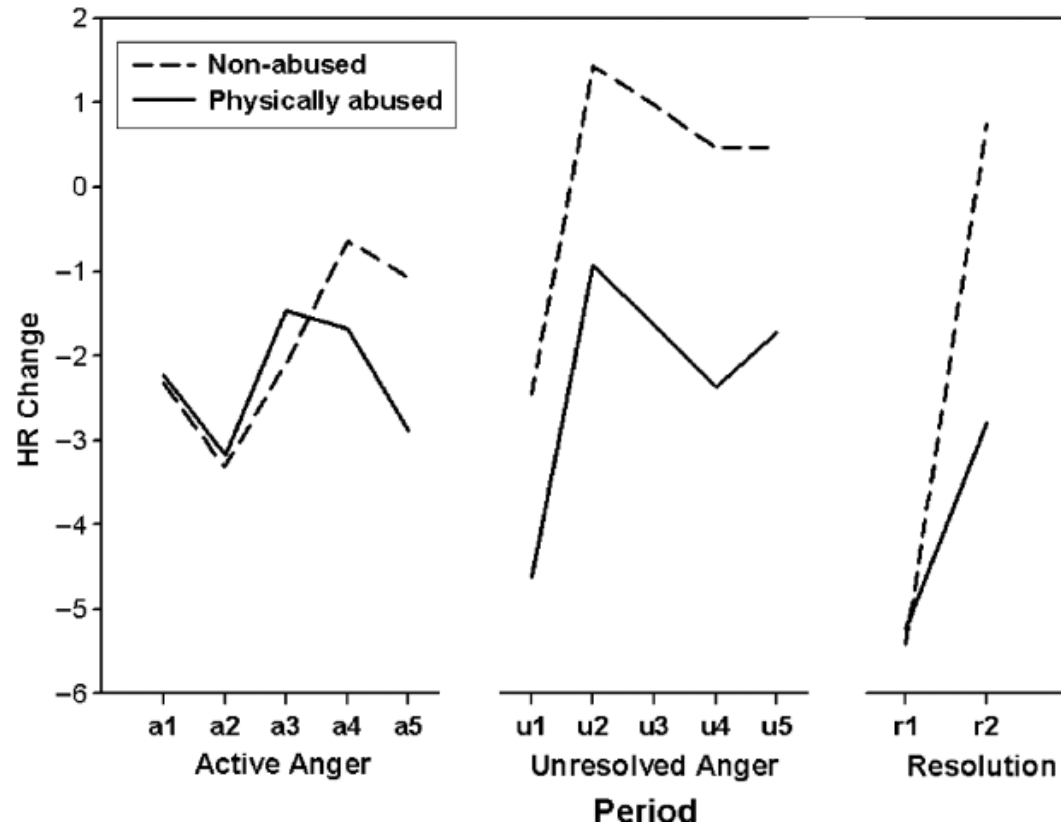
More
attention
allocation

More arousal

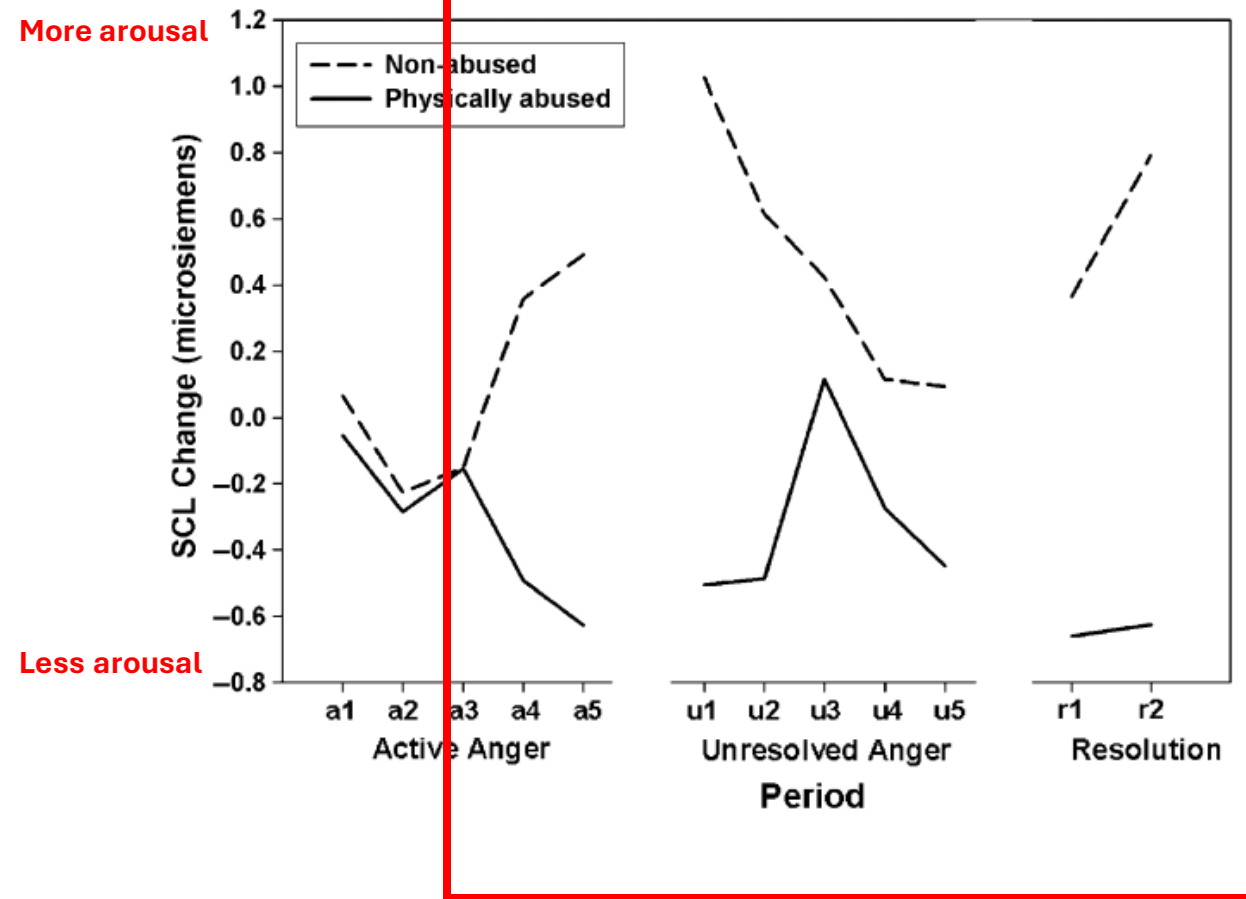
Less arousal



Heart rate measure



Skin conductance measure



Less
attention
allocation

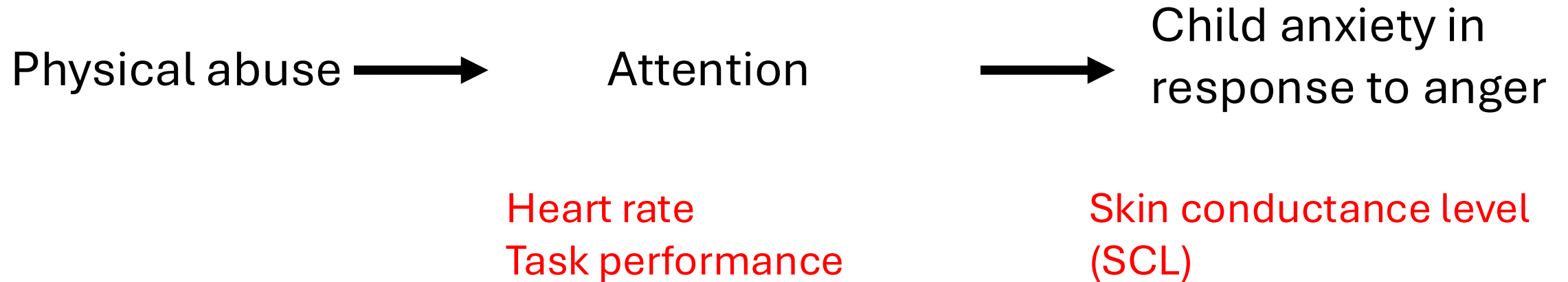
More
attention
allocation

More arousal

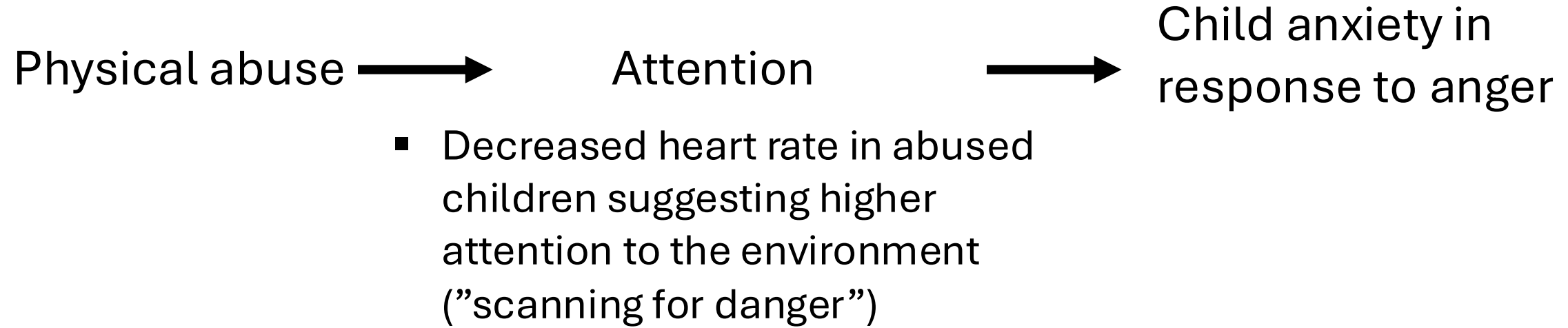
Less arousal

Putting it all together: What does this mean?

Were the results as predicted and if not what might the explanation be?



Putting it all together: Science is messy!

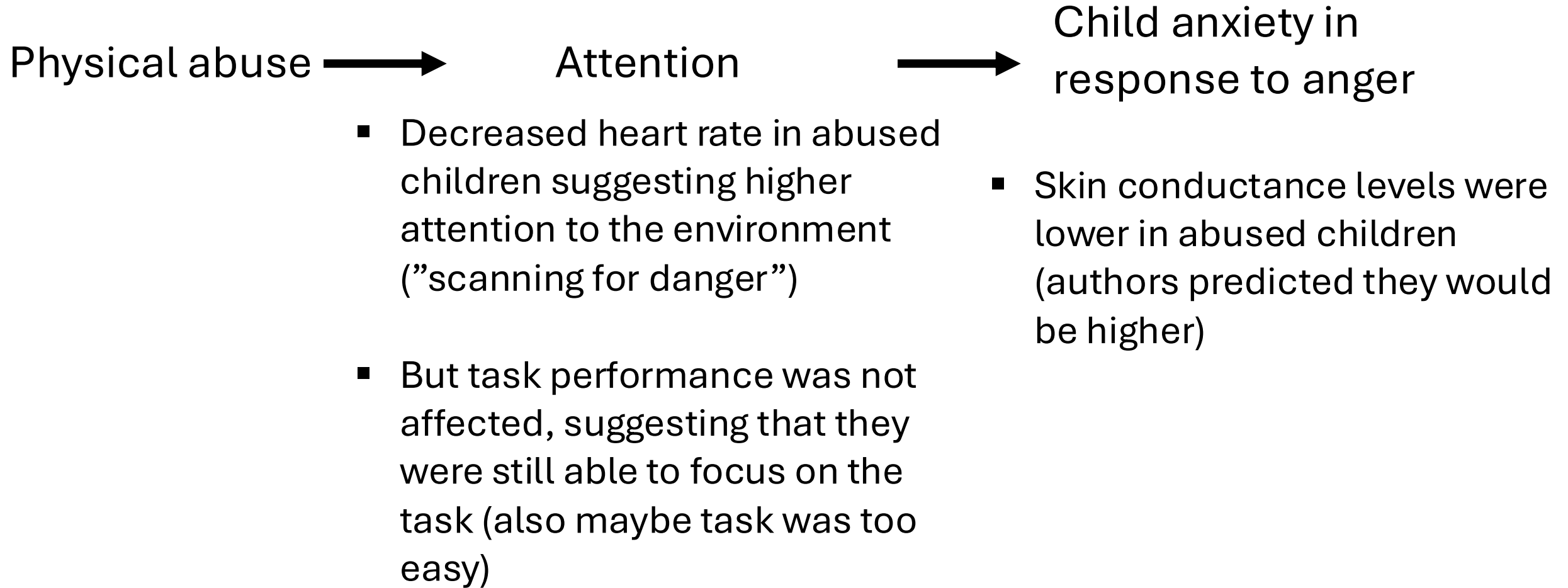


Putting it all together: Science is messy!

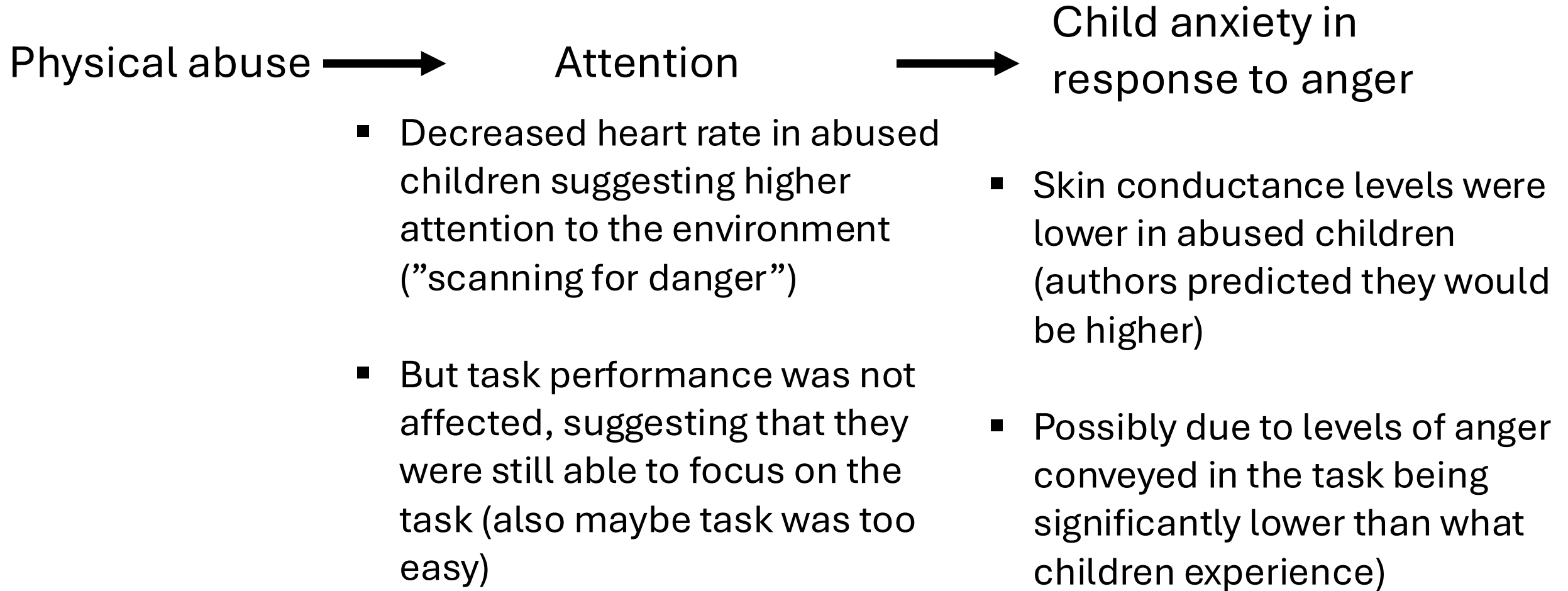


- Decreased heart rate in abused children suggesting higher attention to the environment (“scanning for danger”)
- But task performance was not affected, suggesting that they were still able to focus on the task (also maybe task was too easy)

Putting it all together: Science is messy!



Putting it all together: Science is messy!



Overall takeaways from this week

- Parents are *important* – parenting styles and practices influence children's adjustment and well-being (although this differs by culture)
- In the cases where parents fail, children on average are negatively affected
- However, children can be abused and still turn into well-adjusted adults (we will soon cover the topic of *resilience*)

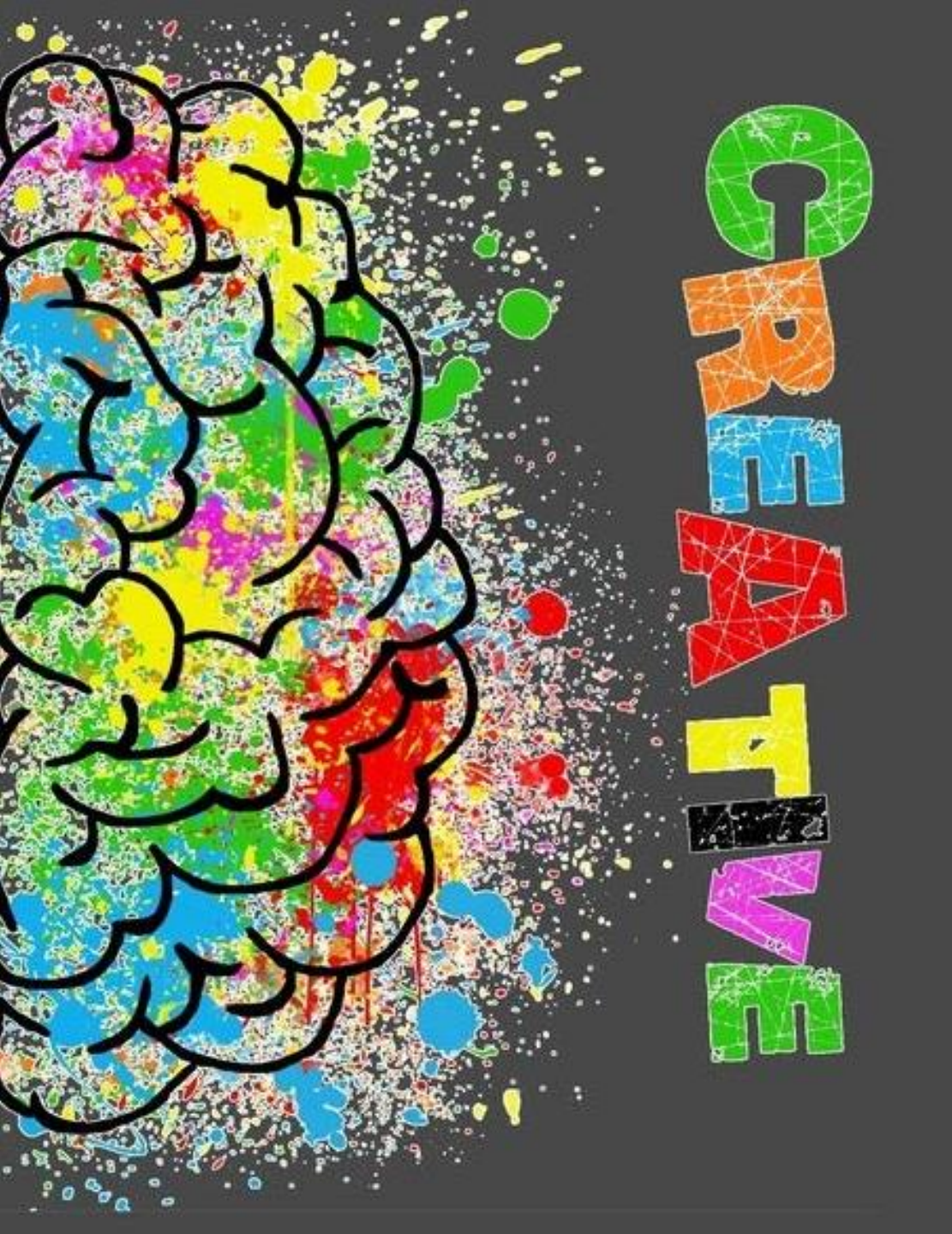
Outline Feedback

Comments: If you receive comments, make sure to read them carefully

Important Note: Your grade/the number of comments you receive is not linked to:

- The quality of your outline
- The strength of your proposed study

Get Help: My office hours are Wednesdays 10:30am-11:30am in PSH 217. Communicate *early* if you need assistance—don't wait until the last minute!



Multimedia presentation

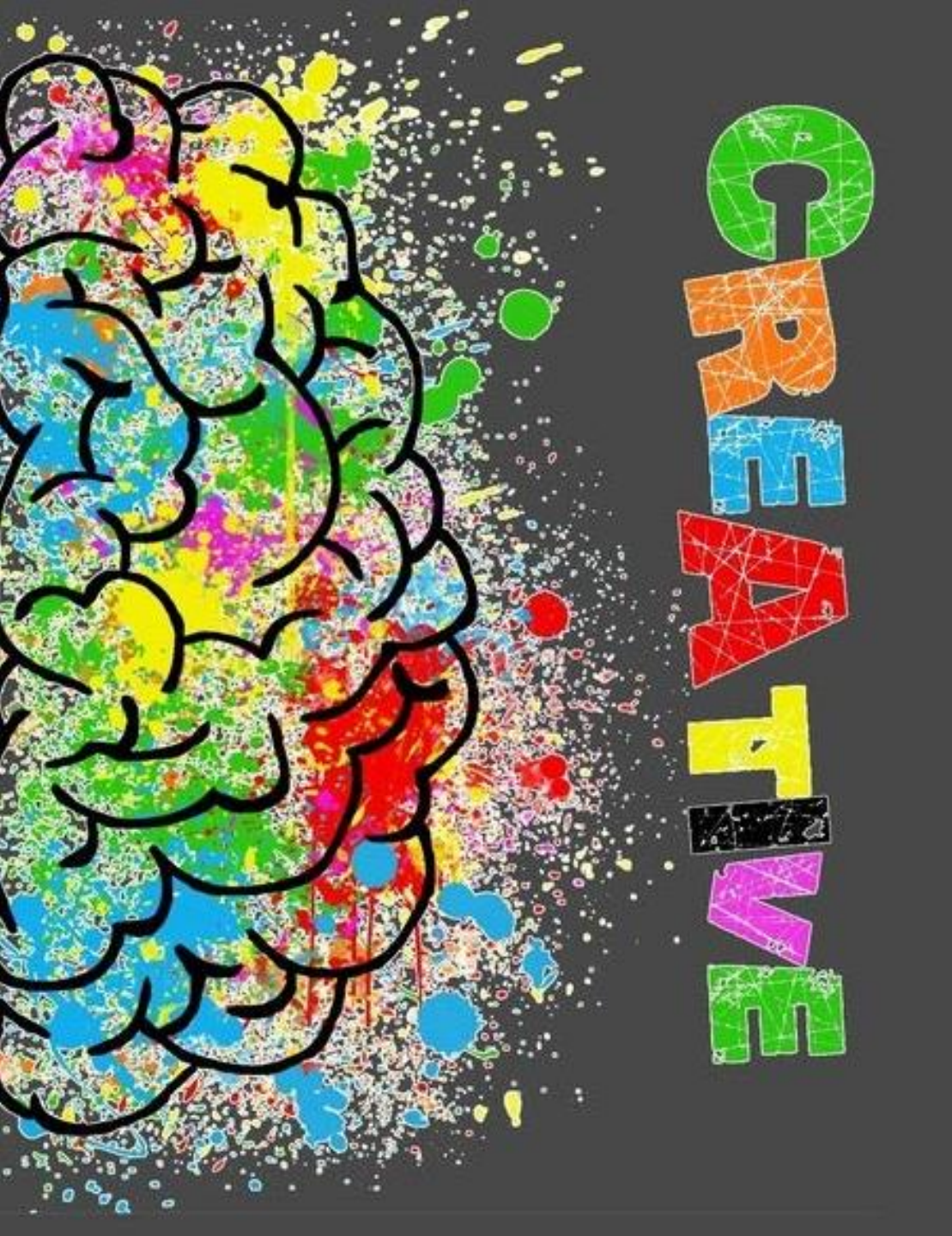
You will present in precept for 5 minutes
(December 3)

You may work in groups (same precept)

Share something and how it relates to the class,
textbook, lecture, precept, etc.

Worth 5% of your final grade

The point is to demonstrate creativity in the way you
think about developmental psychology



Multimedia presentation

It can be anything and be about *anything* related to developmental psychology

Examples:

- Board Game
- Infographic
- Song
- Dance
- Painting
- Tiktok



Preparation for next time

Homework:

App/toy/book evaluation due tomorrow at 5pm (see Canvas)

Read two papers (Dweck; Warneken)

Submit MCQ before precept

Review outline feedback and plan ahead for your **final draft due on December 9th**

Office hours:

Wednesdays 10:30-11:30am in PSH 217

Email me (kcasey@princeton.edu) with questions or to schedule alternate meeting time