**Which of the following parents exhibit an authoritarian parenting style?**

High in punishment, rigidity, obedience, status, and autocracy

Parent's word is law

rejecting/neglectful

inconsistent/withdrawn/detached

high in control & low in warmth (W11 slide 11)

**Which of the following is among Harris' main points on parenting?**

Peers > Parents

- Parents only contribute genes and context

- Children learn from groups their parents put them in, not the parents

-Parenting industry has high demand, but no purpose

**All of the following statements about same-sex peer preferences are true EXCEPT:**

Appear to emerge in preschool > More opportunities to interact with same-age peers, shift from parallel play to more interactive or shared play; play becomes more complex, overall just more social experience.

Continue to grow through middle childhood > By 6.5 same-sex preferences are even stronger, suggests social categorization exists and may persist even longer with gender than race/ ethnicity

Cross-cultural phenomenon> preschool children across a range of cultures displayed consistent same-sex preferences

**Imagine you are a prominent scholar in the field of parenting. You are most likely to describe parenting in terms of what two dimensions?**

Control = Demandingness

Warmth = Responsiveness (W11 slide 11)

**According to Lansford et al. (2005), parents' physical discipline of children is NOT strongly related to child maladjustment (e.g., aggression, anxiety) in countries where physical discipline is:**

-The norm

-Physical discipline is related to child maladjustment when it is not a societal norm

**Researchers studying the links between temperament and gender have generally concluded:**

Effortful Control:

consistent evidence of girl's greater ability to regulate attention and impulses

boys demonstrated greater incidence of internalizing problems

male maturation lag persists through middle school

Negative Affectivity:

few gender differences

Surgency (Reactivity, particularly related to positive affect):

- small gender differences

boys are slightly more active, less shy and derive more pleasure from high-intensity stimuli than girls

**The research by Yunger et al. (2004) focused primarily on understanding the relationship between examined constructs of gender identity and well-being**

results:

low gender typicality and high felt pressure from gender conformity that was conducive to internalizing symptoms

anyone have more info on this??

**Although a traditional socialization approach to gender suggests that gender differentiation is a product of socialization (primarily by parents), Maccoby argues:**

gender differentiation must be examined within a developmental context… this is supported by Kohlberg's Cognitive Developmental Theory of Gender

gendered aspects of an individual's behavior are brought into play by the gender of others

**Sex and sex differences typically refer to an individual's biological sex while gender and gender differences:**

Sex/sex differences:

-Typically refers to biological sex

- Marked by chromosomes, hormones, internal and external sex organs

Gender/gender differences:

-Typically describes characteristics and behaviors having to do with masculinity and femininity

-Shaped by societal messages and culture

**What is a zone of proximal development?**

the difference between what a child can do without help and what a child can do with help

In the case of play, it creates a place for a child to behave beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development. Through learning how to restrain themselves, children learn self-control.

According to Vygotsky, the developmental origins of play reside in: "Play seems to be invented at the point when the child begins to experience unrealizable desires... to resolve this tension, the preschool child enters an imaginary world in which the unrealizable desires can be realized, and this world is what we call play" (W9 slide 9)

Bateson (2005) writes that play serves all of the following functions, EXCEPT: Bateson (evolutionary perspective on play) argues that play DOES serve the following functions:

Biological functions:

Simulating adult skills

Active engagement with environment

Creativity and innovation

•Roles of Play in Evolution:

•Organic selection: behavior modification in response to changed conditions

•"[A]nimals are able to modify their behavior in response to changed conditions; this flexibility allows evolutionary change... Play might likely be involved... as organic selection... [T]hose aspects of play that are creative or break out of local optima are especially promising candidates for driving evolution."

Vygotsky believed that the most developmentally complex forms of play directly from Vygotsky's Role of Play in Development:

"At the end of development, rules emerge, and the more rigid they are the greater the demands on the child's application, the greater the regulation of the child's activity, the more tense and acute play becomes. Simply running around without purpose or rules is boring and does not appeal to children. Consequently, a complex of originally undeveloped features comes to the fore at the end of play development -features that had been secondary or incidental in the beginning occupy a central position at the end, and vice versa.

In one sense a child at play is free to determine his own actions. But in another sense this is an illusory freedom, for his actions are in fact subordinated to the meanings of things, and he acts accordingly."

According to Vygotsky, Lewin's demonstration that a small child has a difficulty to understand that she must first turn her back to sit on a stone suggests that: explains the developmental changes in a child's ability to play

at an early age a child cannot identify functional direction, rather can only identify visual direction

- at 18 m/o a child makes a visual connection with the goal (sitting on the rock) and the direction of the activity is made to coincide with the visual direction to the goal

preschool age: children begin to separate meaning from objects

The narrators of the Vygotsky video argued for which of the following when discussing adult involvement in children's play? (anyone catch this during the video in lecture or know if it's on the slides some where? It would have been week 9 slide 25 for reference)

only a preview is available online

According to Vygotsky, the paradox of play is that children: Play brings pleasure BUT we do not just do whatever we want.

Each play activity has rules that the child must follow even if they do not want to.

o While children are playing, they must follow rules even though they may not want to

o They desire something, but must renounce it in order to follow the rules of play

The Tools of the Mind curriculum stresses a program dedicated to improve the self-regulation abilities of young children, based on the teaching of Lev Vygotsky, and teaching math and literacy skills at the same time in a way that is socially mediated by peers and teachers

achieved through mature dramatic play

reinforce habits of self- control

child focused, adults serve as facilitators

Which of the following claims did Clark et al. (1952) make in their brief to the Supreme Court? This conflict and confusion leads to self-hatred and rejection of his own group.

- tendency to retard the educational/mental development of minority children

[S]egregation, prejudices and discriminations, and their social concomitants potentially damage the personality of all children-- the children of the majority group in a somewhat different way than the more obviously damaged children of the minority group...

-as minority group children learn the inferior status to which they are assigned-- as they observe the fact that they are almost always segregated and kept far apart from others who are treated with more respect by society as a whole-- they often react with feelings of inferiority and a sense of personal humiliation. Many of them become confused about their own personal worth.

Hughes et al. (2006) made the argument that racial socialization and ethnic socialization broadly reflect parents' efforts to transmit to children information about race and ethnicity. They describe a range of practices that parents might use to accomplish this goal, including: Hughes et al. (2006) reported that children perceive more preparation for bias messages than their parents report sending, whereas they perceive fewer messages about cultural socialization and egalitarianism. Thus, distinguishing situations in which ethnic-racial socialization is child-initiated from those in which it is parent-initiated, elaborating the synergistic qualities of the process, and exploring correspondence between parents' and youths' perceptions are each essential for a complete understanding of the process.

Cultural Socialization> reflects parental practices that teach children about their racial or ethnic history and heritage; promote racial and ethnic pride, explicitly and implicitly

Preparation for Bias> reflects parents' efforts to promote awareness of discrimination and help prepare children to cope with it

Promotion of Mistrust> reflects parents' practices that highlight the need for wariness or distrust of "out-groups" or other racial/ethnic interactions; encourages vigilance

Egalitarianism and Silence about Race> reflects parents' encouragement to value individual qualities over racial group membership or to avoid mention of race

**All of the following were true of Sherif (1956), EXCEPT:**

This is the Robbers Cave study, with the homogeneous group of boys. Group formations with a horizontal structure of roles, niches and specialization, a certain structure of social status. Something about hostility and in-group out-group behavior. Boys put aside their differences when working toward a common goal (harmony task) but when there was competition there was escalated violence (conflict task)

**The contact hypothesis, as articulated by Allport, asserts that inter-group prejudice may be reduced by interpersonal contact, especially when members of the majority and minority:**

The Nature of Prejudice (Allport, 1954)

- prejudice (unless deeply rooted in the character structure of an individual) may be reduced by equal status contact between majority and minority groups in the pursuit of common goals

- this effect is greatly enhanced if this contact is sanctioned by institutional supports and provided it is of a sort that leads to the perception of common interests and common humanity between members of two groups

**Children who show an implicit bias towards minorities are:**

Adolescents do not passively adopt implicit biases within their everyday interactions, rather they consciously interpret and reason about them and form judgments...

Implicit associations formed early in life may establish the potential for biases, but whether these biases turn into prejudices and behavior that excludes others is dependent on how children learn to reason about and judge issues of morality and group identity in everyday encounters.

**Wilson and Rodkin (2011) measured interpersonal tensions between African- and European Americans by:**

examining dependent variables of:

perceived popularity (popular to not popular)

social preference (liked most to liked least)

examining independent variables of:

predictors of interest: peer group segregation, cross-ethnicity dislike

control variables: gender, prosocial, over/relational aggression

**Wilson and Rodkin (2011) found that interpersonal tensions between African- and European-American children were highest in classrooms that were:**

African American—but not European American—children had more segregated relationships and were more disliked by cross-ethnicity peers when they had fewer same-ethnicity classmates.

**According to Killen and Rutland (2011), the extent of adolescent intergroup bias:**

The results showed that children attributed more negative intentions to a Black child than to a White child in potential ambiguous peer encounters. They also rated a Black child's next action and friendship potential more negatively than that of a White child. While these findings initially appeared to reflect a pervasive racial bias, there was an important qualification. This bias was only revealed by European-American children in racially homogeneous (i.e., racially non-mixed) schools. European- American children of the same age, in the same school district, and enrolled in heterogeneous (i.e., racially mixed) schools did not attribute more positive intentions to their ingroup than the outgroup; in fact, race was not used to attribute negative intentions... While school composition and intergroup contact was related to children's attributions of negative intentions in intergroup contexts, other findings from the same studies indicated that European-American children enrolled in both heterogeneous and homogeneous schools were less likely to view interracial dyad peers as likely to be friends than were ethnic minority children. This suggests that European-American children used race to attribute the potential for friendship, and more so than did ethnic minority children in heterogeneous schools. Thus, race was not used by ethnic majority children in heterogeneous schools to attribute negative intentions but it was used in their judgments about interracial friendship potential."

**According to Kohlberg's cognitive developmental theory of gender, which of the following statements is TRUE?**

Age 3: understand themselves as being either male or female

Age 4-5: identify things as appropriate for either males or females

Age 6-10: perceptions of gender become less rigid

Age 12-16: perceptions of gender become more rigid- gender intensification

Research clearly suggests that play is a key developmental task for preschool children but that there are distinct gender differences in styles of play. Which of the following most accurately describes these differences. Divergence in Styles of Play

boys: roughness, dominance, aggression (verbal and physical), activity

girls: cooperative, more negotiating

Divergence in Play Spaces

Traditional socialization theory would suggest that one of the primary tasks of parents and families is to: parent manage the child which is a passive unit

Results from Tu et al. (2014) provided evidence of the importance of a person-environment fit by showing that: parental directing can have benefits for adolescent peer adjustment, but both the manner in which the directing is done (e.g., parenting style) and the adolescent's individual characteristics (e.g., physiological reactivity) influence the outcomes

Espelage and colleagues (2014) extended existing research on family violence and adolescent adjustment by doing all of the following EXCEPT: What they DID examine...

family violence, fighting (bullying) perpetration, substance use

3 waves

Conclusions from study:

family violence provides a salient context in which to understand links between peer aggression and substance use

i.e. bullying and fighting offer two potential mechanisms by which family violence predicts substance use among males, but not females

greater exposure to family violence appears to lead to increased peer aggression and increased aggression may lead to high substance use over time

Why only boys?

peer aggression may simply be another antisocial precursor to substance abuse

peer aggression and substance use may both stem from negative peer experiences, perhaps driven factors such as limited self-control, peer rejection, and peer exclusion