

Development 3

- Role of Parents, Peers, & Culture

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Parenting Style: Baumrind

		How accepting / how responsive	
		More so	Less so
How demanding / how controlling	More so	Authoritative Reasonable demands, consistently enforced, with sensitivity to and acceptance of the child	Authoritarian Many rules and demands, few explanations and little sensitivity to the child's perspective
	Less so	Permissive Few rules and demands, children are allowed much freedom by indulgent parents	Uninvolved Few rules and demands, parents are uninvolved and insensitive to the child's needs

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- Of Baumrind's 4 parenting styles, which would you try to adopt as a parent?

- Authoritative
- Authoritarian
- Permissive
- Uninvolved

		How accepting / how responsive	
		More so	Less so
How demanding / how controlling	More so	Authoritative Reasonable demands, consistently enforced, with sensitivity to and acceptance of the child	Authoritarian Many rules and demands, few explanations and little sensitivity to the child's perspective
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- Of Baumrind's 4 parenting styles, which best describes the style of *your* parents?

- Authoritative
- Authoritarian
- Permissive
- Uninvolved

		How accepting / how responsive	
		More so	Less so
How demanding / how controlling	More so	Authoritative Reasonable demands, consistently enforced, with sensitivity to and acceptance of the child	Authoritarian Many rules and demands, few explanations and little sensitivity to the child's perspective
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Problems with Conclusions from Parenting Style Research

- Ignores child-parent effects
- Ignores genetic effects
- Ignores cultural influences on choices of parenting style
 - E.g., Chinese- and African-American parents are more likely to use the authoritarian style
 - For them, using this style is *not* correlated with a higher incidence of kids with problems

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- When parenting style research ignores the effects that children have on parents, this is an example of _____

- a parenting style problem.
- a 3rd variable problem.
- a directionality problem.
- a correlational problem.

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- When parenting style research ignores the effects of the genes shared by parents and their children, this can create instances of _____
- A. a parenting style problem.
- B. a 3rd variable problem.
- C. a directionality problem.
- D. a correlational problem.



A Dismal Summary of the Socialization Effects of Parents

Eleanor Macoby and John Martin

“These findings imply strongly that there is very little impact of the physical environment that parents provide for children and very little impact of parental characteristics that must be essentially the same for all children in a family: for example, education, or the quality of the relationship between the spouses. Indeed, the implications are either that **parental behaviors have no effect**, or that **the only effective aspects of parenting must vary greatly from one child to the other** within the same family.”

Birth Order Effects

- Children born at different points in families of different sizes grow up in different “environments”
- Birth order is unrelated to genetic similarity
- Logic of birth order research
 - If children’s personalities are affected by how their parents treat them, and
 - If parents treat firstborns differently from laterborns,
 - Then the order in which they were born should leave traces on children’s personalities

- Based on your experience – either within your own family or of children from other families – do you think that personality differences based on birth order are?

- A. Definitely real
- B. Possibly real
- C. Definitely not present

Birth Order Effects in the Popular Press

“A first child will make decisions and hold values consistent with or in exact opposition to the father. . . . They are other-oriented and socially aware. . . . First children often have trouble developing high self-esteem.”

“Second children naturally relate to the emotional maintenance needs of the system. . . . They will pick up “hidden agendas” immediately but not be able to express clearly what they feel. Because of this, second children often seem naive and puzzled.”

“The third child hooks into the relationship needs of the system. . . . Appears very uninvolved but is actually very involved. Feels very ambivalent and has trouble making choices.”

Birth Order Effects: Research Summary

Judy Dunn & Robert Plomin

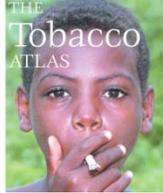
“It is frequently assumed that parents systematically treat their firstborn child differently from laterborn children. . . .

In an important sense such differences are not relevant. This is because individual differences in personality and psychopathology in the general population – the differences in outcome that we are trying to explain – are **not** clearly linked to the birth order of the individuals. Although this evidence goes against many widely held and cherished beliefs, the judgment of those who have looked carefully at a large number of studies is that birth order plays only a bit-part in the drama of sibling differences. . . .

If there are no systematic differences in personality according to birth order, then any differences in parental behavior that are associated with birth order cannot be very significant for later developmental outcome.”

What does it mean to be a “Successful” Child?

- Children gain pleasure and learn important lessons by imitating activities of their parents
- They must learn which adult activities not to imitate



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From Where/Who do Children and Adolescents Learn to be “Successful”?

- Children and adolescents spend most of their days with other children and adolescents



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Having Different Personalities in Different Contexts is Normal

Properly speaking, a man has as many social selves as there are distinct groups of persons about whose opinion he cares. He generally shows a different side of himself to each of these different groups.

Many a youth who is demure enough before his parents and teachers, swears and swaggers like a pirate among his 'tough' young friends.

We do not show ourselves to our children as to our club-companions, to our customers as to the laborers we employ, to our own masters and employers as to our intimate friends.

From this there results what practically is a division of the man into several selves; and this may be a discordant splitting, as where one is afraid to let one set of his acquaintances know him as he is elsewhere; or it may be a perfectly harmonious division of labor, as where one tender to his children is stern to the soldiers or prisoners under his command.

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Doesn't Social Learning Generalize across Situations?

- There is a strong tendency not to transfer the knowledge or training to new situations

Douglas Detterman (1993): there is no convincing evidence that people spontaneously transfer what they learned in one situation to a new situation, unless the new situation closely resembles the old one.

- Especially for social situations, under-generalization may be more adaptive than overgeneralization
- Although we talk about a person's personality, the behavior of children and adults often depends on social context

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Reprise: The Longevity of Beliefs about Birth Order Effects

- Ernst & Angst social context hypothesis: Birth order effects on personality exist, but only within the home
- Children leave these characteristics behind when they leave the home and go into different social contexts
- A complication: A child has the same genes in all contexts and this produces some similarity of behavior across contexts

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- Imagine that a family with young children from a non-English speaking country settles in a neighborhood in America in which few people speak their language.

Would you expect the children to

- Learn equally well both English and the native language of their family
- Learn English better than the native language of their family
- Learn English poorly but continue developing the native language of their family

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Learning Language

- Genes endow all children with the ability to learn a language; the child's environment determines *which* language is learned
 - Which parts of the environment influence the language learned?
- Children of immigrant parents, once they get outside of the home generally learn and prefer the language of the culture over that of home

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Bringing "Outside" Language Home

- Immigrant parents often desire that their children continue to speak their native language

"She would mostly speak to me in Korean, and I would answer her in English."
- If immigrant parents insist that their children continue to address them in the parent's native language the children may do so, but their ability to communicate in that language will remain childish, while their ability to communicate in the outside-the-home language continues to grow.
- Parents do not have to teach their children the language of their community

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"Separate Contexts" Applies to Culture

- Consider this anecdote

A girl at my school was walking down the hall and remembered she forgot something.

"Oh shoot!" she exclaimed.

As she looked around and saw her friends she said, "I mean oh shit."



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Is Humans Unique in Conforming to the Behavior of Peers?

- Human children, chimpanzees, and orangutans can socially learn from other species members
- But humans do not just learn from other people, they *adjust their responses* to match those of their peers: *conformity*
 - peer influence leads individuals to abandon idiosyncrasies and to converge on the most prevalent conventions

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Peer influence

- Has been studied extensively and found to exist among human
 - Adults
 - Teenagers
 - School-age children
 - Youngest group so far studied: 4 year olds

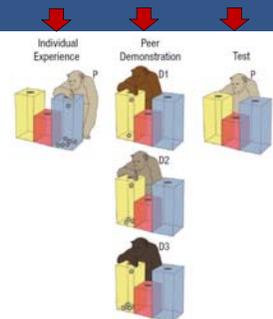
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Haun, Reckers, & Tomasello (2014)

- Compared the tendency for
 - 2-year-old children (n=18),
 - Chimpanzees (n=12), and
 - Orangutans (n=12)
- to abandon an individually acquired behavioral strategy after being exposed to a majority of peers demonstrating an equally effective alternative strategy.

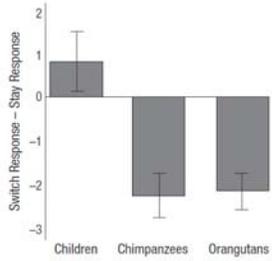


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Results



- Infants, like older humans, abandon their behavioral preference in favor of matching the preference of a unanimous group of peers
- Other primates do not
- Other data suggest that infants do this because of the social consequences of behaving like peers

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Looking Ahead

- For next Monday
 - Gleitman: Ch. 14, pp. 582 – 588
- Next Wednesday
 - Chapter Test 5 – Development
- Final Exam - Monday, Dec. 15th at 8 AM
- Two Review Sessions:
 - Friday, Dec. 12th, at 2:00 PM in SSL 248
 - Saturday, Dec 13th, at 2:00 PM in SST 220A+B

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