The Emerging Self and Socialization in the Early Years

SPCL 7804
Session 7
Erikson

Stage 3: Initiative vs. Guilt

- Children possess a desire to take initiative or to think of ideas and initiate action
  - We need to reinforce this initiative
  - Children should not be made to feel guilty for having initiative
    - Of course, this is an individualist perspective
The Self System

• Includes aspects related to the self, such as self-concept, self-regulation, and self-esteem.

  • **Self-Concept**: a description of personal attributes

  • **Self-Esteem**: one’s evaluation of these attributes (positive, negative, or neutral valence or affective value of these attributes)
The Looking Glass Self

This drawing depicts the looking-glass self. The person at the front of the image is looking into four mirrors, each of which reflects someone else's image of himself.
• Precursors of self-awareness in infancy
  • Imitation
    https://youtu.be/JPejofp9BnQ
    https://youtu.be/Nupfxo2ihQc
  • Representations of Interactions (RIGs)
  • Self-Efficacy
  • Social Referencing
    https://youtu.be/jbSL_mLk_Zk

The “Pre-Self”
• Joint attention and social referencing
  • https://youtu.be/1Ab4vLMMAbY

• Self-recognition
  • Mirror recognition technique
    https://youtu.be/M2I0kwSu4a44

Emergence of Self-Awareness & Self-Concept during the 2\textsuperscript{nd} Year
Self Concept in 2- and 3-Year-Olds

- 2-year olds
  - Boy/girl
  - Big/little
  - Personal pronouns

- 3-year-olds
  - Concrete physical attributes
  - Race
  - Ethnicity
  - Skin color

https://youtu.be/tzMYMzYaOFk

https://youtu.be/Thd71AlasIE

https://youtu.be/xRELJ7Xzr5w
1. The ability to stop oneself from performing a proscribed act e.g., stop from taking cookies when told “no cookies”

2. The ability to make oneself perform an act that one might not feel like doing

• Emotional regulation underlies any ability to control behavior

Self-Control
Behavior Regulation

• Depends on two cognitive and emotional advances:
  1. representational thought
  2. emotional response to wrongdoing

Self-Conscious Emotions

• Emerge at the end of the 2\textsuperscript{nd} year
• Include shame, embarrassment, and pride
• Feelings of guilt $\rightarrow$ other directed empathy

• Developing empathy: https://youtu.be/lX6krHsZA_w

• Helping young children to self-regulate: https://youtu.be/oDRj_1sgZPk
Early Socialization by Parents

Limiting some behaviors and demanding others

Dimensions of parenting style

• Warmth Dimension
• Control Dimension
• Watch the video clip from “Meet the Parents: Little Fockers”
https://www.bing.com/videos/search?q=meet+the+parents%3a+Little+Fockers+parenting+style+video&view=detail&mid=DDAD1D0B671C8346F6D7DDAD1D0B671C8346F6D7&FORM=VIRE

• Which parenting style is being exhibited?

Parenting Style Application
Parenting Practices: Methods of Control

• Power Assertion

• Love Withdrawal

• Induction
Power Assertion

- Physical punishment or threat of physical punishment; withdrawal of privileges
  - Usually effective for immediate control
  - Usually not effective in promoting self-regulation
  - Milder forms are more effective than harsher forms
Love Withdrawal

• Consists of
  • Withdrawing attention or affection
  • Expressing disappointment with child
  • Turning away from child
  • Cutting off verbal or emotional contact
  • Enforcing separations

• Characteristic of parents who use psychological control

• Generates high anxiety

• Only short-term results
Induction

• Characteristic of authoritative parents

• Consists of:
  • parental use of explanation
  • giving reasons for rules
  • appealing to child’s desire to be grown-up

• “Other-Oriented” explanations are very effective in fostering empathy
  • “When you hit someone, you hurt them and make them sad.”

• The most effective way of promoting the internalization of rules
  • Children self-regulate
## Parenting Style and Children’s Development

<table>
<thead>
<tr>
<th>EFFECTS</th>
<th>Self Image</th>
<th>Emotions</th>
<th>Social Skills</th>
<th>Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>High self-esteem</td>
<td>Trust feelings</td>
<td>Socially responsible</td>
<td>Learn well</td>
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<tr>
<td></td>
<td>Assertive</td>
<td>Regulate well</td>
<td>Less peer pressure</td>
<td>More confident</td>
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<tr>
<td></td>
<td></td>
<td>Self control</td>
<td>Get along</td>
<td>High</td>
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<td></td>
<td></td>
<td></td>
<td>Empathic</td>
<td></td>
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<tr>
<td>Permissive</td>
<td>High self-esteem</td>
<td>Irregular</td>
<td>Difficulty keeping friends</td>
<td>Less interest in school</td>
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<tr>
<td></td>
<td>Self-Confident</td>
<td>Voice feelings</td>
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<tr>
<td></td>
<td>Less responsible</td>
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<td></td>
<td>Impulsive</td>
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<tr>
<td>Authoritarian</td>
<td>Low self-esteem</td>
<td>Don’t trust feelings</td>
<td>Don’t get along</td>
<td>Difficulty concentrating</td>
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<tr>
<td></td>
<td></td>
<td>Weak behavior</td>
<td>Poor social skills</td>
<td>Mid</td>
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<td></td>
<td></td>
<td></td>
<td>achievement</td>
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<tr>
<td>Uninvolved</td>
<td>Low self-esteem</td>
<td>Hide feelings</td>
<td>Withdrawn</td>
<td>Perform poorly</td>
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<tr>
<td></td>
<td>Little confidence</td>
<td>Irregular feelings</td>
<td>Disrespectful</td>
<td>On their own</td>
</tr>
<tr>
<td></td>
<td>Hates self/others</td>
<td>Avoid feelings</td>
<td>Distrustful</td>
<td></td>
</tr>
</tbody>
</table>

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Temperament & Parenting Styles

- Infants and toddlers with difficult temperaments are often more affected by parenting style

- Children with difficult temperaments are more likely to be aggressive
  - Level of aggression is influenced by parenting style

Culture & Parenting Style

• The benefits of authoritative parenting are based on U.S. majority samples

• More severe corporal punishment is associated with increase in antisocial behavior
  • However, there are cultural differences
1. Describe your parents’ parenting style(s)
2. What about your level of attachment as a child? Securely attached? Anxious ambivalent? Avoidant?
3. Describe the perfect parenting style in your own point of view.

Application
Freud saw play as being cathartic: an emotional release and a way to cope with difficult situations (e.g., play therapy).

Vygotsky and Piaget thought that children develop their cognitive abilities through play.

Mildred Parten classified children’s play into 6 types.
Parten’s Classification of Play

https://www.youtube.com/watch?v=NHmyNVoE63c