



Children's Personal and Social Development

ED209 Book 2

Overview I

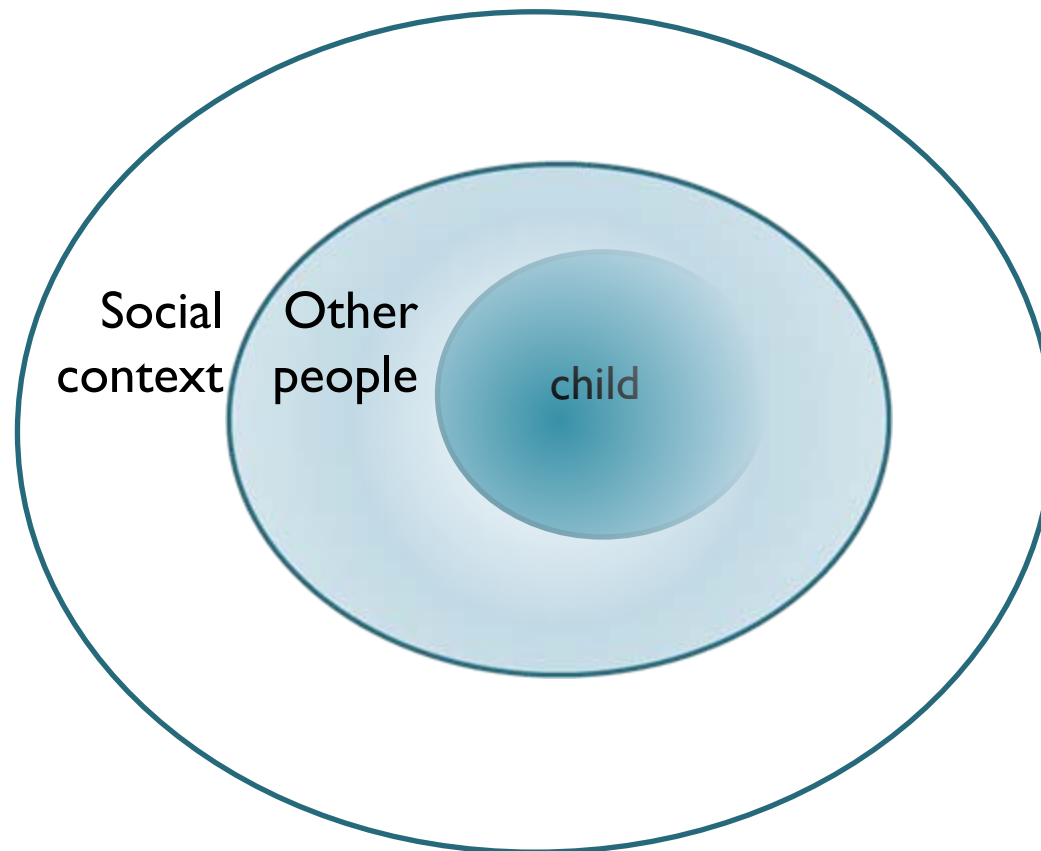
- Structured into two sections:
 - Children's relationships with others
 1. Parenting and Attachment
 2. Disturbed and Disturbing Behaviour
 3. Children's Relationships: siblings and peers
 - Children's emerging sense of their own identity
 4. The early development of identity
 5. Gender identity and the development of gender roles
 6. National identities in children and young people
 7. Young consumers

Overview 2

- As well as main chapters, there is:
 - Introduction
 - Chapter 8: Themes and Issues
- Each of these sections are fairly short, and they serve as a really useful start to your revision
- The summary sections within the chapters serve as useful tools to ensure you have covered key concepts, theories, etc
- Today's session is structured around the themes and issues identified in Chapter 8

Levels of analysis

Social development



Levels of analysis - examples

- Child
 - Smiling; imitating; recognising her/himself
- Other people
 - Attachment to parent
 - Complementary/reciprocal relationships
 - Play as an interactional accomplishment
- Social context
 - When is behaviour a 'problem'?
 - Cultural differences in the notion of the 'self' as individual and separate from society

Levels of analysis - Key points

- Importance of cultural expectation
 - E.g., when is behaviour a ‘problem’?
 - ‘contextually embedded’
 - ‘normatively defined’
- Transactional model
 - i.e., child as active agent in their own development
 - ‘meaning-makers’
 - ‘complex, continuous transactions between the child and social processes’

Processes and products

- Need to understand the 'how' as well as the 'what'



- The 'how' is complex and multifaceted, and is becoming increasingly so as the modern world develops

Processes and products

- Examples

- Child, *through interacting with other children*, learns about social rules.
 - But what is it about this interaction that allows that to happen? Look into the 'black box' to learn about process.
- Chapter 3, Section 5 discusses how interactions have changed due to technological advances (i.e., mobile phones and the internet).

Methodological issues

- ‘Choices and challenges’
 - Which method?
 - Observation, interview, questionnaire, biological...?
 - What are the pros and cons of the chosen method?
 - Reliability & validity?
 - Inference?
 - What’s normal?
 - What’s ok to ask kids/parents to do?

Methodological issues

- Children's voices
 - Important shift in social research to include children and young people
 - "...involvement of children as active, engaged participants and co-researchers in research work..."
 - "...increasing recognition of the need to ensure that methods play to children's strengths rather than weaknesses."

from p265

Methodological issues

- Children's voices
 - E.g., Blatchford et al (1990) interviewed children about their break-times at school
 - E.g., Pollard (1987) on 'goodies', 'jokers' and 'gangs'
 - E.g., Carrington & Short's studies on children's perceptions of what makes a person British or American

Complexity and diversity

- Need to acknowledge and understand the ‘joined-up’ nature of children’s experiences
 - Interconnectedness of relationships and contexts
 - Impact of experiences over time
 - Culturally-constituted construction or universal experience?
- Not an easy task!

Identity in question

- Second section of book focused on development of personal identity
- But this is inextricably linked with relationships and socio-cultural context
- Transactional relationship between child and environments
- “...identity becomes increasingly dependent on meanings which have been formed through comparison or interaction with others.”

Identity in question- examples

- Tobin et al (1998) investigated differences in values considered important in the early education of children in America and Japan
- Dweck et al (1978) investigated the impact of different teacher feedback on gender differences in achievement-related beliefs, emotions, and motivation
- Carrington & Short (1996) investigated British children's national identities – Ruth's notion of what it is to be Scottish
- Storm-Mathisen (1998) investigated attempts to conform to 'style leaders' being labelled as 'followers' or 'trying too hard'

The interrelationship between the socio-emotional and the cognitive

- Not realistic to investigate social, emotional, and cognitive processes as if they are occurring in parallel
- They are closely interlinked and may be mutually dependent
 - e.g., internal working model – this is a cognitive element of attachment (as social/emotional concept).
 - e.g., language problems (cognitive) and behavioural problems (social) are linked.

Problematizing development

- Critical of the notion of ‘development’ as natural, unfolding process
- Development as ‘performative’ – accomplishment of everyday practices in line with age-appropriate expectation
- Development as ‘learning to be the next step older’

Specimen questions

- To what extent is problem behaviour in young children a function of parental behaviour and attitudes?
- Discuss the influence of social and cognitive factors on gender development in children.