

Objectives:

1. *Describe theories of social development.*
2. *Explain how parenting styles contribute to socialization.*
3. *Outline Kohlberg's stages of moral reasoning.*

I. Introduction

1. Children learn how to behave in their society from their parents, from other people around them, and from their own experiences. The process of learning the rules of behavior in a culture is called _____.

II. Cognitive Development

- A. The way in which children seek independence and the ease with which they resolve conflicts about becoming adults depend in large part on the parent-child relationship. There are three distinct parenting styles that have been identified by psychologists that influence this relationship.
 1. _____ Families: parents are the bosses. They set rules that are expected to be followed by children without question.
 2. _____ Families: Children play a role in the decisions that affect their lives. Parents listen to the children's reasons for wanting to do something. Parents can still say no.
 3. _____ Families: Parents may try to guide their children but for the most part children make the decisions and run their lives. Rules are almost nonexistent and children are often ignored.
- B. Numerous studies have suggested that adolescents who have grown up in democratic or authoritative families are more _____ of their own _____ and _____ than other young people.
- C. This seems to come from two features—the establishment of limits/boundaries on the child and responding to the child with _____ and _____ (Bukatko & Daehler, 1992).
- D. The style parents adopt in dealing with their children _____ adolescent development.
- E. However, it would be wrong to conclude that parents are _____ responsible for the way their children turn out.
- F. Children _____ may contribute to the style parents embrace, with consequences for their own personal development.

- G. The _____ one grows up in also plays a role in how a parent may raise their child. (Example: in some religions girls are taught to be more submissive to boys)

III. Child Abuse

- A. Child abuse includes _____ and _____ injury, _____ abuse, _____, or _____ of children by adult caregivers. Many abusive parents were themselves mistreated as children. Also, _____ and _____ parents are more likely to abuse their children.
- B. Parent _____ for abusive parents helps them to learn better ways to deal with their children. Also, _____ resources and _____ systems can help reduce abuse.
- C. Abuse can rob children of their _____. It can cause them to lose trust and feel guilty. There is a high correlation of people who suffer with depression, low self-esteem, and other emotional problems to abuse they experienced as a child.

IV. Social Development Theories

- A. Socialization is the process of learning the _____ of behavior in the _____ you live in. To live with other people, children must learn what behavior is _____ and unacceptable.
- B. _____ – _____ believed that all children are born with powerful sexual and aggressive urges. In learning to control these urges, children gain a sense of right and wrong.

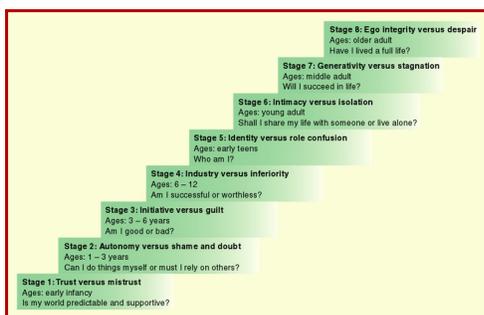
Freud's 5 Stages of Development:

1. In the _____, the child's erotic feelings come through the mouth, primarily through his/her mother's nursing breasts. According to Freud, severe conflict occurs when the child is weaned from nursing and for the first time struggles to not get what they want. This is the first time the experience "NO" in their lives.
2. In the _____, the child learns to exhibit his/her first control in toilet training where they learn to control their freedom (pooping whenever they want) to establishing social control (instead of pooping your pants, you learn to control your urge until you find a toilet).

3. In the _____, the child struggles for the affection of the parent of the opposite sex. In the drive to win over the parent from the same sex rival the child takes on patterns of the rival to win the love of the opposite sex parent. Through this process, called _____, children learn the morals, values, and conscience of the rival parent.
Example: “Dad is helpful to mom so I will help her to so that maybe she will like me more than him.”
4. In the _____, the child’s sexual desires are pushed to the unconscious background and the child uses this time to explore the world and develop new skills. The process of redirecting sexual urges to promote learning tasks is called _____.
5. In the _____, the now adolescent child faces the return of sexual urges. Relationships with others become a critical part of life. The individual seeks satisfaction by both giving and receiving pleasure. According to Freud, this stage is the end of personality development.

C. _____ – _____ recognized a child’s sexual and aggressive urges, he also believed that the need for social approval is just as important.

1. Erikson studied _____ development, which refers to life periods in which an individual’s goal is to satisfy desires associated with social needs.
2. Unlike Freud, Erikson believed that development was a lifelong interactive process among people. How we develop depends on how other _____ respond to our efforts.
3. Erikson argues that we all face many “crises” as we _____ and people expect _____ from us.
4. Erikson believed that a child encounters a psychosocial challenge at 8 stages of development. If a child _____ the challenge at one stage they then _____ onto the next.



D. The Cognitive-Developmental Approach

1. Another theory is the cognitive-developmental approach. Cognitive means _____. Psychologists who follow this theory believe that social development results from a child trying to make _____ of the _____ they encounter in the world around them.

Example: Games and Play

When children play games they make up rules. Much of their play involves _____. Role-taking is when children take on adult roles such as a parent, teacher, etc. This make-believe play allows children to experience different points of view.

E. Moral Development

1. _____ studies show just how important being able to see other people's points of view is to social development in general and to moral development in particular.
2. Kohlberg (1968) studied the development of _____-deciding what is right and what is wrong-by presenting children of different ages with a series of moral dilemmas.
3. What interested Kohlberg was how children arrived at a _____ to a moral dilemma.
4. After questioning 84 children, Kohlberg identified _____ of moral development at which children pass through.
5. He then replicated his findings in several different _____.

V. Kohlberg's Stages of Moral Development

A. The first two stages of Kohlberg's moral development scale make up the _____ level.

1. In *stage one*, children are totally _____. They have no real sense of right and wrong and only care about themselves. Their main priority is to avoid _____.
2. In *stage two*, children have a better idea of how to receive _____ as well as to avoid punishment. Children think in the line of "if you scratch my back, I'll scratch yours" or "What's in it for me?"

B. Stages 3-4 of Kohlberg's moral development scale make up the _____ level.

1. In *stage three*, children become acutely sensitive to what other people want and think. They seek _____ at this stage.
2. In *stage four*, a child is less concerned with the approval of others and more concerned with "law and order". Laws become the _____ code of society and they are obeyed because of the strong belief in the established _____.

C. Stages 5-6 of Kohlberg's moral development scale make up the _____ level.

1. In *stage five*, a person is primarily concerned with whether a law is _____ or just. They believe that laws must _____ as the world changes. They question if laws or rules are good for _____ as a whole.
2. *Stage six* involves an acceptance of _____ principles that apply to everyone, like the Golden Rule: "Do unto others as you would have them do unto you."

D. To reach the highest levels of moral development, a child must first be able to see other people's _____ of _____.

E. Thus, the development of _____ or cognitive abilities influences _____ development.

Level	Stage	Orientation	Example
Pre-conventional	1	Obedience and punishment	I don't steal cookies because mommy would get mad at me.
	2	Instrumental relativist	For a cookie, I will clean my room.
Conventional	3	"Good boy/Nice girl"	I don't misbehave because my teacher doesn't like it.
	4	"Law and order"	I don't steal because it's against the law.
Post-conventional	5	Social contract	I don't steal because society has made a law against stealing. (The law benefits society.)
	6	Universal ethics principle	I don't steal because it is wrong.

