

Self Control

- **Self Control:** The ability to rise above immediate pleasures and not give in to impulse.
- No pain, no gain.
- Fools rush in...



Beginnings of Self-

- age 1-aware that others impose demands
- age 2-have internalized some controls
- age 3-have some strategies
- ability to main self-control is consistent over development
- And correlated with distractibility, planning, stress management, and SAT's!

Temperamental Influences on Self-Control

- Children who are naturally **fearful** respond to parents' requests to comply with rules.
- Children who are **not** naturally **fearful** respond to parents' requests to cooperate that are based on the attachment relationship.

Improving Self-Control

- Get a strategy, stupid!
- Remind children of the need to resist temptation.
- Make tempting events less attractive.
 - Don't look at it!
 - Do something else!

Piaget's Views

- *up to age 7, children are **moral realists**: rules are absolute and must be followed or else. (immanent justice)!*
- *after 7, children are **moral relativists**: rules created by people to help them get along.*

Kohlberg's Theory

- Three levels of moral reasoning, each with two stages for a total of 6 stages. Developed after watching children and adults try and solve moral dilemmas like the ones you have.



Level 1: Preconventional

- All about authority and rewards and punishments.
 - Stage 1: Obedience above all! Follow the rules!
 - Inspector Javert
 - Immanent Punishment
 - Stage 2: *Instrumental*: Self interest at heart.
 - Follow the rules only if can get caught.
 - Looking out for number one.
 - Rules only apply if help or will hurt you.

Level 2: Conventional

- All about the people, about convention.
 - Stage 3: *interpersonal norms*:
 - act according to others expectations.
 - "good boy/girl"
 - do what people want.
 - Stage 4: *Social System*.
 - Society norms.
 - Not what your friend's say, it's about society.

Level 3: Postconventional

- All about abstract principles
 - Stage 5: *Social contract*:
 - Rules exist to help us live together.
 - Don't follow them if they push us apart.
 - What about Cannibals?
 - Stage 6: *Universal Principles*
 - Justice, compassion, equality, life above all.
 - "All are created equal." "Do no harm."
 - Would you kill one man, to save all?

Summary

- 3 levels of moral reasoning: Moving from self-interest, to societal conventions, to universal ethical principles.
- Support for the theory:
 - people progress through the stages in sequence and moral reasoning is linked to moral behavior.

Beyond Kohlberg's Theory

- **C. Gilligan**: *caring* is more important than rules and abstracts like justice.
- **N. Eisenberg**: *prosocial* behavior is more important: we move from self-centered thinking to social norms, to moral principles. Screw the abstracts!
- Are we writing comic books or living together?

Real problem with Kohlberg

- Most people never make it through.
- Less than 10% above stage 4.
- 60% Stage 4.
- 33% Stage 3.
- Different cultures, different genders, even different religions emphasize different abstract principles.
- Maybe there are absolutely no absolutes!

13.3 Helping Others

- **Prosocial Behavior:** Actions that benefit others.
 - Helping a little old lady across the street.
 - May also benefit you.
- **Altruism:** Prosocial behavior with no direct benefit to you.
 - Self-sacrifice or resource sacrifice.
 - But keep in mind might be reciprocal altruism.



Cognitive Skills Underlying

- **Perspective-taking:** Children help when they can imagine another's situation.
- **Empathy:** Children help when they can feel as another person is feeling.
- **Moral reasoning:** Children help when they feel a moral imperative to do so.



Situational Influences

- Feel **responsible** to the person in need.
- Feel **competent** to help.
- In a good **mood**.
- When the **cost** is **modest**.



Girls vs. Boys?



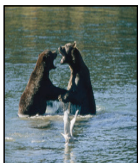
- ❖ Girls no more likely to give or request help than boys.
- ❖ Although often display stronger facial and vocal expressions.

How do we, as Parents, get Billy to be Prosocial?

- Using **reasoning** when disciplining
 - How do you think that made him feel?
- **Model** and **encourage** prosocial behavior.
- Using **praise**, particularly dispositional praise.
- But don't bribe them!



12.4 Aggression



Aggression: physical or verbal behavior intended to harm, damage, or injure without regard to individual rights.

Types of Aggression

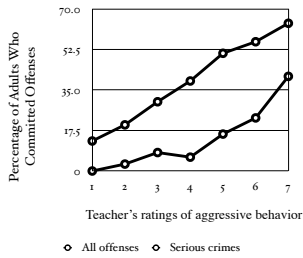
- **Reactive** aggression: reaction to another's actions.
- **Relational** aggression: words and gossip instead of fists.
- **Instrumental** aggression: toward a goal
 - Give me that sandwich!
- **Bullying**: intimidating, harassing, and humiliating other children. (Bluto, That kid on The Simpsons)
- Can be girls (although usually not).



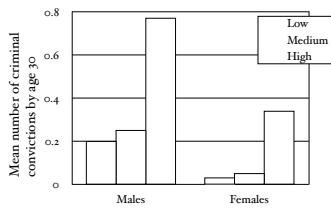
Change and Stability

- Physical aggression – particularly bullying – **is common in preschoolers**.
- Physical aggression is **less common in the school years**, particularly for girls, who turn to relational aggression.
- Individual differences **are stable** throughout childhood and adolescence and linked to criminal offenses!





Boys vs Girls?



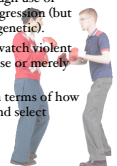
How did my child get so aggressive?

- **Genetic predispositions**: boys more than girls, some kids more than others.
- Doesn't mean you can't do anything. But we need to be very aware of evocative gene-environment influences
- Violence is "natural" for some.
- Notice I said natural, not good, or inevitable, or something not worth stamping out.



Environmental Roots of Aggressive Behavior

- Scarcity and opportunity - frustration aggression
- Parents contribute, particularly through use of physical punishment and parental aggression (but not clear whether environmental or genetic).
- TV also contributes, when children watch violent TV shows (but not clear if direct cause or merely exacerbates things).
- Cognitive processes are important in terms of how children interpret social situations and select appropriate responses.



How can we, as parents, make Billy less Aggressive?

- Modeling and encouraging prosocial behavior.
- Turn off violent shows, if he's too into them.
- Tune into Sesame Street.
- Talk to him.
- Keep in mind your reactions.



Give them another, more effective way to go!

- Think of aggression as children trying out a behavior to see the reaction.
- If you don't overreact, they will learn not to.
- If a child yells and you yell, now two people yelling: effectively, two children.
- But if you whisper, they have to shut-up and learn a better way.



Victims of Aggression

- Youngsters are likely to be victims of aggression when they are aggressive themselves or are withdrawn and submissive.
- Children can avoid being victims by learning new ways of responding to aggression, by raising their self-esteem, and by having friends.
