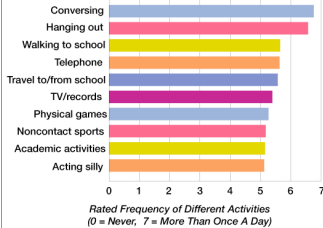


Peer Interactions



- We are not alone!
- This section looks at when and how young children interact with each other.
- Who were your friends?
- What did you do with them?



Peers as Equal Status Interactions



- Emotional security
- Growth promoting conflicts of viewpoint.
- Practice in compromise.
- Feedback and practice in role taking skills.
- Training for later intimate relationships.

Time for Playtime!

6mo: Nonsocial (Onlooker) play.

12mo: Parallel play.

15mo: Simple social (Associative) play.

24mo: Cooperative play.

School: Rough and Tumble Play



Parents play too!



- Playmate!
 - Attachment
 - Scaffolding
- Mediator
 - Cooperative Kids.
 - Sharing and Playing.
- Social Coach
 - More social
 - Less aggressive

Why can't we just be Friends?

- **Friendship:** A voluntary relationship between two people involving a mutual liking.



Ok, Einstein,
Tell me something I didn't know.

Friendship

- Based on **common interests** and **liking** in children; **intimacy** is more important in adolescents (esp. girls).
- Friends usually alike in **age, gender, and race** (unless small class size or popular).
- Only opposite-sex friendships often indicative of rejection.

Consequences of friendship

- Children with good friends have higher self-esteem, are more cooperative, and deal better with life stresses.
- Of course, this could be the effect, not the cause.
- But friends can make us nicer/meaner.

Romantic Relationships

- Sooner or later, adolescents find a special someone.
- Individuals with high self esteem are likely to think that their significant other likes them - **positive feedback loop**.
- Those with low self esteem, not so lucky, and often avoid intimacy for fear of rejection or poison the well - **negative feedback loop**.
- Moral of the story: be nice and optimistic!

Teen Sexuality

- Most have sex before end of teens (culture determined).
- Sexually transmitted diseases
 - 1 in 4 will contract an STD!
- Teenage pregnancy and childbearing
 - 1 in 10 will become pregnant (40% abort).
 - This is generally bad (not the sex, the pregnancy).
 - Neither teen moms nor babies do well.
 - So why did they do it?

Teen pregnancy

- Caused by total lack of birth control. Why?
 - Involuntarily
 - Ignorance (serious lack of knowledge about getting pregnant)
 - I thought only if older, not if he pulled-out, not if I drank milk...
 - No access to contraceptives
 - Want to have a child.
- Dealing with the problem of teenage sexuality
 - Abstinence IS 100% effective, but not for everybody.
 - 30-60% of teens WILL have sex! In 10 get pregnant, 1 in 4 get STD.
 - Preventive strategy: Parental discussions concerning sexual matters
 - Teen Outreach: Volunteer service activities
 - Formal sex education

POWER OF GROUPS



- Groups are amazing!
- They are more powerful than one alone.
- And more dangerous.

Robber's Cave Sherif (1961) (HINT: Survivor is based on it)



POWER OF GROUPS
Week one:
Leaders emerge.
Week two:
Tribes fight/compete.
Week three:
Work together.

Characteristics of Groups

- **Clique:** 4-6 friends; **Crowd**--larger group who have similar values and attitudes.
 - Some crowds have higher **status** (jocks) and their members have higher self-esteem.
- Groups have a **dominance** hierarchy.
 - Boys it's power, Girls it's skills.
- Groups exert pressure primarily where social standards are **fuzzy**.

Popularity: Social Skill

- 5 common categories:
- *Popular:* liked (Julia Roberts).
 - *Rejected:* disliked (Kato).
 - *Controversial:* both (Jim Carey).
 - *Average:* tolerated (Ed Norton).
 - *Neglected:* ignored (Ed Beagley).

Popularity*

- popular children tend to be attractive, smart, and socially skilled (the world over).
- rejected children are more likely to drop out of school, commit juvenile offenses and are socially unskilled (as are their **parents**).

Television Habits

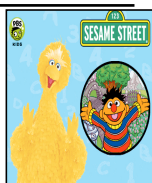
3-4 hours a day!
25 hours a week!
20,000 hours by age 15!



Two years straight!
More time than on any other activity, except sleeping.
So does TV make us couch potatoes?
Does it make us lazy thinkers?
Are we sacrificing our lives to the square god?

Television: The good side

- TV is *not*, by itself, evil.
- Like any of our creations, it has potential for great good and great evil.
- Can encourage prosocial behavior, & vocabulary.
 - Children who watch PBS are smarter, and more creative.



Television Myths

- No significant correlation between hours watched and
 - Creativity
 - Attention span
- TV is a diversion
 - If kids didn't watch they would go to movies read comic books, listen to music, and otherwise waste time. *So who cares?*



Blame Canada!

- Once upon a time, isolated town called Notel, that ironically had NO Television.
- Children there were smarter than kids in surrounding towns served by TV.
- Then came TV, - Reading skills and creativity went down. There was less community involvement, and increases in aggression and gender stereotyping.

Some Potentially Undesirable Effects of Television

- Correlations of televised violence (very frequent)
 - 58% of programs contain violence without remorse
 - TV violence strongly correlated with **aggression**
 - Found the world over, boys/girls in Australia Canada, Finland, Great Britain, Israel and Poland.
 - **Mean world** beliefs and Desensitization.
 - Reciprocal Relation: Strongest effects are those that identify with the violent characters.
- Television is a source of **social stereotypes**.

Commercials

- 20,000 television commercials each year.
- 18 or more minutes an hour!
- Fast food, toys, treats.
- Children are easily persuaded by **commercial messages**. (not until **8 or 9** years do kids get that commercials are trying to persuade.)

TABLE 16.1 Effective Strategies for Regulating Children's Exposure to Television

Strategy	Implementation
Limit TV viewing	Set clear rules that limit when children may watch TV. Don't use the medium as an electronic babysitter or increase its attractiveness by withholding TV privileges as a punishment.
Encourage appropriate viewing	Encourage children to watch child-appropriate informational or prosocial programs. Use lock-out features available on cable or satellite systems and in newer TV sets to restrict child access to channels with excessive violent or sexual content.
Explain televised information to children	Watch TV with children and point out subtleties that they may miss, such as an aggressor's antisocial motives and the unpleasant consequences that perpetrators may suffer as a result of their violent acts. Critical discussions centering on the violence and negative social stereotypes portrayed on television help children to evaluate what they see and to view it as less "real."
Model good viewing habits	Parental viewing practices influence children's viewing practices so avoid watching too much television, particularly programs that are inappropriate for children.
Parent authoritatively	Warmth coupled with reasonable and rational limit setting make children more responsive to parental control, including restrictions on TV viewing.

Source: Saby et al., 1998; Seppes, 1997.

Computers like TV

- Again, the emphasis is on content not medium.
- video games--exposure to violent video games makes kids less sensitive to violence and associated with lower grades and aggression.
- computers used in education for tutoring, to provide experiential learning, and as a multipurpose tool for traditional academic goals
- Word processing, programming, and having a computer are all good.

Day Care

- Day care is harmful to children only when the care is low quality and combined with ineffective parenting.
- Some children can safely care for themselves after school, but many factors must be considered (e.g., child's maturity, neighborhood safety) and parents must monitor their children's behavior.

Neighborhoods

- Socioeconomic status - income and education of the residents.
- Children growing up in a wealthy neighborhood have access to more resources than children living in poverty.
- But sense of community is still important.

Schools

- Some misconceptions about effective schooling
 - Monetary support makes no difference in effectiveness.
 - School size: Large schools may discourage participation in extracurricular activities.
 - Class size: No differences found when classes hold 20 to 40 students.
 - Ability tracking is still being debated.

Schools

- Factors that contribute to effective schooling
 - The scholastic atmosphere of successful schools
 - Academic emphasis
 - Classroom management
 - Discipline
 - Teamwork
 - Parental Involvement
 - Safety
 - The "goodness-of-fit" between students and schools.
 - Those with high-abilities like being pushed to do better.
 - Those struggling students like warm and encouraging.
 - Classroom composition.

Cross Cultural School Performance

- Different cultures place the burden of instruction differently.
 - Asian students spend more time being educated than American students do.
 - Asian parents are strongly committed to the educational process and hold higher achievement expectations
 - Asian students are assigned more homework.
 - Asian students in high school spend much less time working, dating, or socializing with friends.
- A strong emphasis on effort for Asian students.
- Vastly higher average grades. Are we complacent?

Part-Time Employment

- When students work more than 15-20 hours per week, their school performance suffers and they experience mental health problems and misleading affluence.
- Part-time work is okay when students limit their hours at work and learn new skills.
- Summer jobs are not harmful.