Expert Groups – Emotional Development

Topic: Psychosocial Development

Group Members: Liz, Jennifer, Jenni, Manessa, Cristal

Important Points:

- Erikson developed this theory based on his own childhood – he was not accepted into the Jewish community he grew up in (blonde & blue eyed) felt that people grow through life challenges.
- When people do not constructively address these challenges, they will dwell on their social emotional problems.

Trust vs. Mistrust (infants)

- Infants depend on caregiver building sense of trust, when caregiver is inconsistent develops mistrust.

Autonomy vs. Shame/Doubt (toddler)

- Develop better control of muscles & can satisfy their own needs.
- Encouragement of self-sufficient behavior = autonomy develops
- If caregivers demand too much too soon - children develop shame.

Initiative vs. Guilt (preschool)

- Encouragement of pursuing own activities = development of initiative
- Discouraging initiative develops guilt of acting inappropriately.

Industry vs. Inferiority (Elementary)

- Liking pattern of working hard for accomplishments, with reinforcement from adults.
- Ridiculed or punished for efforts & cannot meet adult expectations.

Identity vs. Role Confusion

- Liking identity, find a sense of identity in society.
- Liking experiment with attitudes & actions.

Intimacy vs. Isolation (young adulthood) - Once a person's identity is established, they are ready to make commitments to others. By forming reciprocal relationships that involve sacrifice and compromise, they are capable of intimacy. If people are unable to build intimacy, they may experience isolation.

Generativity vs. Stagnation (middle age) - Generativity occurs when an individual makes contributions for the betterment of society. If an individual is uncapable or unwilling to contribute to society, they experience stagnation.
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Topic: Contemporary perspectives on Erikson’s Theory

Group Members: Brian, Tawnee, Melanie, Adelle, Sahar

Important Points:

**Strengths:**

- Important developmental stages occur throughout the lifespan.
- Significant socio-emotional developments.
- Development is a dynamic synthesis of nature, nurture, and a person's own motivation to make sense of life.
- Aligns with contemporary views of development (changes are complex blends of several interacting factors)

**Limitations:**

- Observations were anecdotal and vague.
- Stages and ages do not align.
- Mostly observed men (gender-bias)
- Underestimate cultural differences (self-assertiveness)

**Implications:**

- Current/Most educators agree with Erikson.
- Children can find inner strength to transform life's challenges into worthwhile assets:
  - Self-confidence
  - Productive social values
  - Good work ethics
- Failed to provide detailed information about how to cultivate social-emotional skills and attributes in younger children; other scholars have taken it
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Topic: Developmental Changes in Emotion

Group Members: Sarah Larbaha, Erika Espinoza, Annie Weber, Wakanaha Hirayama

Important Points: Emotions: feeling, both physiological & psychological, that people have in response to events that are personally relevant to their needs & goals.

Infancy:
- few basic emotions (distress, content, interest)
- develop fear around 6 mths
- recognize facial exp around 4 mths
- develop self-soothing behaviors
- respond to other people’s emotions

Early Childhood:
- social referencing for reactions
- self-conscious emotion (pride, guilt, shame) develops
- talk about emotion → connect words with expressions
- ego centrism begins to fade towards the end
- emotional support from parents

Middle Childhood
- learn emotional expressions do not always reflect people’s actual feelings
- learn other people can have different & conflicting feelings than themselves

Adolescent
- learn to regulate their emotions through strategies (e.g., expression through art)
- develop empathy
- turn to peers for emotional support
- learn to curb their emotional rxn based on what is socially acceptable
- marked by new anxieties & pressures
**Expert Groups – Emotional Development**

**Topic:** Group Differences in Emotion

**Group Members:** Jess Hendricks, Katie Rafael, Jasmine Wang
Aneliya Dimitrova

**Important Points:**

- "All children progress developmentally in their expression + control of emotions."
- Influenced by group membership:

  1. **Gender differences:**
     - **Boys**
       - Show more anger
       - Self-confident front when vulnerable
       - Aggressive + rebellious tendencies
       - Unrealistic pressures to have personal strength
       - Socialization = show feelings
     - **Girls**
       - Sad, fearful, guilty
       - More likely to be depressed (moody)
       - Respond more negatively to failure → dwell on problems
       - Socialization = talk about/show feelings

   *Keep gender differences in mind but don’t stereotype!*

  2. **Family & Cultural differences:**
     - **Individualistic**
       - Express emotions (full range)
       - Assertive + active
     - **Collectivist**
       - Express feelings that keep harmony in group
         - Discourage: frustration, anger and pride

   *With family support, in a low SES environment, they can have better coping skills.*

  3. **Socioeconomic differences:**
     - **Low**
       - Prone to anxiety, depression and behavior problems
       - Limited resources
     - **Middle/High**
       - Parents may project high expectations on students
       - Overcritical parents
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Topic: Promoting Emotional Growth

Group Members: Megan Heer, Heather Cullen, Jocelyn Varga, Jen Uken

Important Points:

- Educators can promote emotional development if they consider emotions as competencies – valuable skills that can improve over time.

- Ways to Promote Children’s Emotional Development:
  - Create an atmosphere of warmth, acceptance, and trust.
  - Consider using a research-based curriculum for fostering emotional development.
    - Stop Light Structure: Red: Calm down, Yellow: Consider options, Green: Try a plan.
  - Offer age-appropriate outlets for emotional expression
    - Younger children: fantasy play w/ peers
    - Older children: writing in a journal
  - Discuss emotions experienced by characters in literature and guess what emotions people may feel in particular scenarios
  - Take cultural differences into account
  - Help children keep anxiety at a manageable level
    - Anxiety – emotional state characterized by worry & apprehension
      - Examples: practice tests, note cards for oral reports
  - Pay attention to your own emotions
  - Model appropriate ways of dealing with negative emotions
    - Example: teacher who whispered to show anger
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Topic: Individual Differences in Children's Attachments

Group Members: Alli Aryanara, Ina Chou, Hosai Hashimi

Lina Gil, Bernadette Saludana

Important Points:

> Strange Situation
  * Experiment done by Ainsworth, 1978
  * 1 year-old infants, caregivers, and a stranger were the subjects

> Experiment
  * Child + caregiver are in a playroom, stranger is introduced
  * Caregiver leaves room, child left with stranger
  * Caregiver comes back, stranger leaves

> Observable types of attachment are witnessed

> Secure Attachment
  * When caregiver is present, the infant seeks proximity and attachment figures as a source of comfort in times of distress + as a secure base
  * 60 percent of infants are classified as securely attached

> Insecure-Avoidant Attachment
  * Somewhat oblivious to caregivers presence.
  * Attachment classification in which children appear somewhat indifferent to departure + return of caregivers. *15 percent of children

> Insecure-Resistant Attachment
  * Preoccupied with their caregivers
  * Not easily comforted during reunions
  * Caregivers return, infants are distressed + angry.
  * 10 percent

> Disorganized + Disoriented Attachment
  * Children lack a single coherent way of responding to attachment figures, they have no consistency + behavior
  * 15 percent
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Topic: Origins of Attachment

Group Members: Hannah Wells, Alice Lee, Hana Kim, Eston Gruvel

Important Points:

→ Need for Relatedness: need to be/feel socially connected to, loved by, and respected by other people.

→ Attachment: described as the child’s first bond, it is emotionally enduring and unites the child to the caregiver with far-reaching effects.

ETHOLOGICAL ATTACHMENT THEORY: Bowlby’s theory that suggests that the human capacity for close relationships has evolved through the years of human history.

- Example: environmental conditions which made it necessary for children to stay close to their parents. The kids grow up to imitate their parents (generation to generation)

- Later developed by Mary Ainsworth: strange situation assessment in order to assess attachment in young children.

- Found 3 levels of attachment:
  - Secure attachment: caregivers are secure bases (kids can explore independently).
  - Insecure avoidant: children are indifferent to caregivers.
  - Insecure resistant: not easily comforted by caregivers if caregiver steps away.

Today's 2 systems of attachment:
1. Safe haven - dependent on parents
2. Secure base - can go explore w/ comfort & knowledge that their parents are there.
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Topic: Implications of attachment research

Group Members: Christina Hin, Kaitlyn Friday, John Fink, Chelsea Davidson

Important Points:

- Attachment to parents ≠ attachment to others
- Attachment can change overtime
- Children need loving and encouraging environments.
- Children with insecure attachments with parents can develop secure attachment w/ caregivers.
- Teachers should model positive caregiving and interactions.
- Attachment to both parents when divorced.
- Attachment problems should be addressed by a professional (counselor, social worker, psychologist)
- Encourage social interaction to develop emotional bonds with multiple people.
- Model appropriate behavior. (How to express your emotions)
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Topic: Supporting Children & Adolescents w/ Emotional & Behavioral Problems

Group Members: Amanda Danvers, Sally Feng, Angela Khai, Annie Ngai

Important Points:

- Approximately 5-25% of children and adolescents in the U.S. are affected by mental health problems such as difficulty handling and coping with mixed emotions; and following everyday rules.

- Depression: trouble concentrating, lose interest in usual activity, little appetite, and difficulty sleeping, culturally variable affected by genetics and environmental factors, and previous history of a depressive episode.
  - Low suicide rates during ages 10-14 year olds.
  - High suicide rate (8x) during ages 15-24 year olds.

  * Strategy: show an interest in the well-being of all children and adolescents.
    - Greet youngsters warmly, express concerns when they seem worried, lend a ready ear.

- Anxiety Disorder: worry excessively and difficult to control thoughts and feelings.
  - Generalized: worry about a wide range of things
  - Specialized: worry about one specific things

  * Strategy: communicate explicit expectations and create well structured environments.

- Conduct Disorder: chronic pattern of misbehavior w/ little shame or guilt about wrong doings.
  - Aggression towards people & animals, destruction of property, theft & deceitfulness, serious violation of rules.

  * Strategy: teach social skills
    - Set reasonable limits for behavior
    - Give children & adolescents a sense that they have some control
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**Topic:** Supporting Youngsters w/ Emotional & Behavioral Problems

**Group Members:** Kelsey Conn, Leslie Kim, Donna Lipiz, Brandon Choi

**Important Points:**

- **Show an interest in the well-being of all children & adolescents.**
  - the “little things” are crucial (eye contact, greeting them).

- **Teach social skills.**
  - difficulty maintaining relationships, so encourage effective social skills (say something friendly to a peer).

- **Provide extra structure who have high levels of anxiety.**
  - communicate expectations for performance. when the environment is well-structured, they tend to relax more.

- **Set reasonable limits for behavior.**
  - est. rules for appropriate behavior & impose consequences for infractions.

- **Give children & adolescents a sense that they have some control.**
  - let them feel like they have some control over the situation, but that they need to conform to teacher’s expectations. (don’t turn it into a power struggle).

- **Advise parents about their children’s needs.**
  - some parents need guidance (est. clear rules, recognizing good behavior, help children understand/regulate emotions).

- **Be alert for signs that a child or adolescent may be contemplating suicide.**
  - be aware of warning signs (depression, dramatic personality changes, substance abuse).