

10th lecture – 25/08/16

- **Development of self-** many developmental psychologists believed that infants are born without a sense of self and do not distinguish themselves from others in the environment. E.g. psychoanalytic ideas about object relations.
- More recently, evidence from developmental psychology has begun to question this assumption. For example, newborns cry at hearing a recording of other babies crying, but not their own. They can use proprioceptive feedback to mimic facial expressions. Reflexes vs. true sense of self.
- **Self as an agent in infancy-** likely that infants possess a ‘body scheme’ that differentiates me from not-me in a physical sense. Who am I? ‘I am a looker, chewer, reacher and grabber that acts on objects and makes things happen.
- 2 month olds’ self-concept based on **personal agency** (I can cause events).
- **Joint attention** (9-12 months)- infant directs another’s attention to an object by pointing.
- **Physical self-recognition- eye gaze methods-** can infants and children recognise themselves? Video and mirror methods- infants at 4-5 months treat their own face as familiar stimuli. Infants at 5 months show a gaze preference for another’s face over their own. Infants at 9 months pay more attention to a face of an adult mimicking them than to their own face. They try to engage adult as playmate when video is stopped.
- **Rouge test-** Lewis and Brook-Gunn developed a methodology for self-recognition. They place a spot of rouge on an infant’s nose and then place the infant in front of a mirror. 9-14 months- no self-recognition, often tries to wipe rouge off person in mirror. 15-17 months- some infants recognised self. 18-24 months- majority of infants recognised self.
- Experience with self images are not necessary, but cognitive maturation is. Infants from nomadic tribes that have no experience with mirrors display self-recognition at the same ages. This suggest that cognitive maturation is not based on experience with images of oneself, but on creation of mental symbols (representation of one’s face and body) that allow the establishment of contingencies between the proprioceptive feedback and the results of one’s actions (moving image in the mirror).
- **Social experience is necessary-** Gallup showed that adolescent chimps reared in isolation did not have self-recognition on rouge tests.
- **Self recognition across time-** only at 3.5 years will a child remove a sticker that is placed on the head if they see it in a video with a 2-3 minute delay. Present self vs. extended self.
- **Attachment and self-knowledge-** in humans, secure (versus insecure) attachment is associated with increased scores on self-knowledge (name, gender, self-recognition). Social experience affects self-knowledge in humans.
- **Development of Theory of Mind-** ToM refers to the understanding that people have mental states, such as desires, beliefs, and intentions that are not directly accessible to others, and that guide their behaviour.
- Developmental milestones of ToM-
- 2 months- will repeat gestures from a human but not inanimate object.
- 6 months- humans behave differently towards people versus inanimate objects. If an actor is speaking to something behind a screen, they expect it to be a human. If an actor manipulates something behind a screen, they expect an object, not a human.

- 9 months- understand teasing.
- 9-12 months- understand desires influence behaviour. E.g. food preference.
- 2-3 years- **desire ToM**- people's actions are reflection of their desires.
- 3-5 years- **belief-desire ToM**- the child realises that beliefs and desires will influence behaviour, and that people may act on their beliefs, even if they are inaccurate.
- **False belief task**- Sally Anne Task- where will Sally look for the marble, is her behaviour governed by her desire for the marble or by her belief of its locations. 3 years fail the test, and 4+ years have the correct response.
- ToM opens up new possibilities in what children can do and understand. For example, lying and deception, teaching, emotions and predicting behaviour. Autism and Sz both characterised by poor ToM.
- **Self in middle childhood and adolescence**- as children grow to be adolescents, their self-beliefs become less about the categorical self (gender, physical characteristics), and more about self-evaluation (am I good or bad at this), evaluations by others, and personality characteristics (consistent aspects of the self across time).

11th lecture – 29/08/16

- As children develop, the evaluative component of self-esteem emerges. For example, 'am I good/bad, competent/incompetent, powerful/weak, loved/unloved'
- Bowlby suggested that attachment resulted in 'working models' with more secure attachments resulting in positive working models of the self.
- **Origin of self-esteem: puppet experiment**- 4-5-year-old children were asked about their self-concept. Answered with a puppet questions like: do you like to play with this child? Is this child good or bad?
- More securely attached children: had more positive self-concept, and were rated by preschool teachers as more competent and socially skilled. Self descriptions were somewhat stable between 4-8 years of age (Vershueren's research).
- **Components of self-esteem/competence**- children have domain specific evaluations of their competence, which contributes to their overall self-worth. These include scholastic, social, and athletic competence, physical appearance, and behavioural conduct.
- **Normative development and individual differences in self-esteem**
- **4-7 year olds** tend to have positive self-concepts on all scales. Nonetheless, self ratings correlate modestly with achievement test scores.
- **8 year olds**- children's evaluations start to reflect others' views- looking glass self (Cooley, 1902)- confirmed by peer-reported social competency ratings.
- However, children's self-evaluations most affected by the domains to which they assign importance. Self-esteem is determined evaluations by both others and self.
- If children are not as strong in one domain, they can place more importance on other domains.
- **Influence on self-esteem- parental**- high self-esteem is associated with warm parenting that sets high standards (authoritative parenting) and allows autonomy with decisions. **Peer**- self-esteem is influenced by social comparison.
- **Self-esteem in adolescence**- relational self-worth- adolescents start to perceive their self-esteem differently in different social contexts.
- New dimensions contribute to global self-esteem, including romantic appeal, and quality of close friendships.

- **Stability of self-esteem-** self-esteem is moderately stable, but there are developmental trends. There is a decline in self-worth associated with early adolescence. It may continue until a rise during emerging adulthood. It is especially influenced by social experiences such as support and acceptance.
- **Identity formation-Erikson's** major developmental hurdle for adolescence- identity formation- can I identify who I am in terms of adult roles? Education/career, values, relationships. This was originally framed as an 'identity crisis'.
- **Marcia's four identity statuses-** identity diffusions, foreclosure, moratorium, and identity achievement. These are split by exploration and commitment. When both these things are present, identity achievement is realised. When exploration is there but there is no commitment, the adolescent is in moratorium. Without exploration but commitment, there is identity foreclosure. Without exploration or commitment, there is identity diffusion.
- **Developmental change in identity status-** identity diffusion and foreclosure drops as age increases, moratorium increases a little, and achievement increases greatly from 15-24. Only 4% of 15 year olds, and 20% of 18 year olds had achieved identity achievement.
- **Identity and future development-** identity is thought to serve as a foundation for addressing future developmental challenges. Intimacy vs. isolation. Adolescents may also choose to adopt a 'negative identity'. An identity the opposite to what most parents and adults would advocate. May compensate for low self-esteem, or be a product of long-term identity diffusion.
- **Social cognition-** the development of self-concepts occurs alongside the development of thinking about others (social cognition). Person-perception, and role taking.
- **Person perception-** behavioural comparison phase- compares overt behaviours- 6-8 years old; psychological constructs phase- use of stable traits- 9-10 years old; psychological comparison phase- comparing and contrasting individuals on psychological dimensions.
- Behavioural comparisons decrease from 9 years old onwards, psychological constructs increase from 7 years, and psychological comparisons increase from 10 years.
- **Role taking-** ability to assume another person's perspective- Robert Selman uses interpersonal dilemma test. Role taking tests are used to describe stages of role taking. Selman's stages include egocentric/undifferentiated perspective (3-6 years), social-informational role taking (6-8 years), self-reflective role-taking (8-10 years), mutual role taking (10 to 12 years), and societal role taking (12 to 15 years).