

Psy339 Lecture Notes

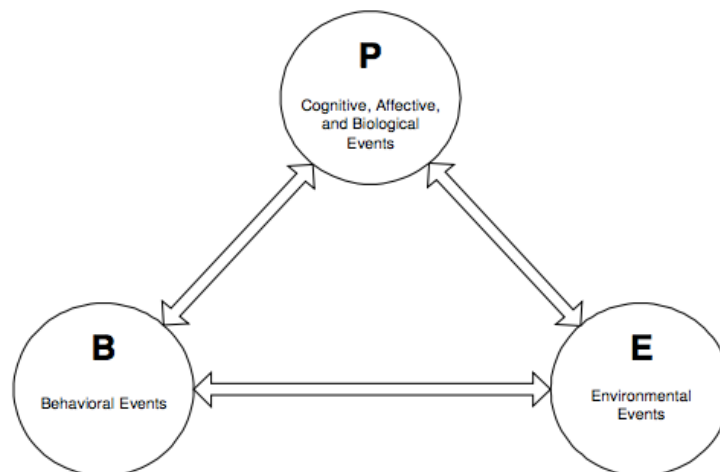
Week 2 – The Family I

- Function of the family
 - To socialize the young
 - “Socialisation refers to the process by which children acquire the beliefs, motives, values, and behaviours deemed significant and appropriate by older members of their society.”
- The family as a social system
 - A family is two or more persons related by birth, marriage, adoption of choice who have emotional ties and responsibilities to each other
- Family type
 - More important than the family type, the research increasingly shows that the quality of relationships within families is a more important predictor of child outcomes
 - For example, substantial research on lesbian and gay families shows few differences in adjustment between children living with same-sex couples and those living with opposite sex ones
- Direct and indirect influences
 - Direct effects – the engagement of behaviour and there is an outcome with the child (e.g. smacking)
 - Reciprocal effects – kids who are for example really aggressive are more likely to have a parent who is aggressive; so, what the child does influences the mother and what the mother does influences the child
 - Indirect effects (e.g. mothers have a supportive relationship with their husband are more sensitive in their interaction with their children)
- Do parenting practices influence child outcomes? Harris, 1995, 1998
- Three propositions that are central to Harris
 - Parental behaviours have no effect on the psychological characteristics that children will have as adults
 - Peer groups are the primary environmental influence on psychological functioning
 - Dyadic relationships are situation specific. Although they may give rise to the powerful emotions, they produce only temporary changes in behaviour
 - The nurture assumption – the notion that parents are the most important part of the child’s environment and can determine, to a large extent, how the child turns out – is a product of academic psychology
- Theories about child-rearing practices
 - Social cognitive theory
 - Attribution theory
 - Attachment theory

Social Cognitive Theory

- Sociocognitive influences

- Modelling
- Enactive experience: the child will be engaged in an active and the parent will evaluate and give a reaction
- Direct tuition: giving someone a task
- These influences operate through the various societal subsystems: parents, peers, media, educational institutions, occupational systems
- Sociocognitive regulators
 - Outcome expectations
 1. Social sanctions
 2. Self-sanctions
 - Self-efficacy expectations
 - Ultimately, children's behaviour is regulated by the anticipation of how they/others will feel about it
 - Children are initially regulated by external sanctions and as they develop will become regulated by their own internal sanctions



- Appraising the techniques of socialisation
 - Techniques for eliminating behaviour
 - Verbal punishment
 - Physical punishment
 - Extinction
 - Time-out
 - Withdrawal of love
 - Reasoning
 - Reinforcement of alternative desirable behaviour
 - Techniques for strengthening behaviour
 - Material rewards: don't work in the way that we believe they will. You attribute intrinsic motivation of the task to external reward. It is undermining people's intrinsic interest. However, some things don't get done without reward.
 - Social rewards
 - Verbal attributions