

# PSY339: Applied Child and Adolescent Psychology

## Unit content:

1. The Family I
2. The Family II
3. Infertility, Assisted Reproductive Technology & Parenting
4. Perinatal mood disorders, Parenting and Child Outcomes
5. Child Abuse and Neglect
6. Child Sexual Abuse
7. Peers
8. Aggression and Bullying
9. Moral development and Criminal Responsibility
10. Prosocial Development
11. Gender Development

# Lecture 1: The Family I

## Family relationships and type:

- The **function** of the family is to socialize the young (process by which children acquired beliefs, motives, values, and behaviours deemed significant and appropriate by older members of their society). A family is defined by 2 or more persons by birth, marriage, adoption or choice who have **emotional** ties or responsibilities to each other.
- The **Quality of relationships** within families is the major predictor of child outcomes. E.g. 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.
- Children's gender-typed behaviour varied by age and gender at both time points, but **no significant differences were found as a function of parental sexual orientation across time**. Informative to ongoing debates about same-sex parenting, this study shows that among children reared by lesbian, gay, and heterosexual parents, **gender-typing appears to be similar**, and **predominantly gender-conforming, across early to middle childhood**.
- Transgender parents – not much research done here as it is difficult concept to grasp.

## Parenting direct and indirect influences

<b>Direct effects</b>	What most parenting research has looked at - Direct predictable outcome or effect of certain actions/behaviours
<b>Reciprocal effects</b>	Influence of parent actions on the child and the outcome is reciprocal – e.g. the more parent hits the child the more externalizing behaviour and the more externalizing behaviour the more the parent will hit them (aka bidirectional effect)
<b>Indirect effects</b>	e.g. mothers who have a supportive relationship with their husband are more sensitive in their interaction with their children aka moderator– influences the outcome of the child indirectly

## Theories about child-rearing practices

<i>Theory</i>	<b>Suggestion</b>
<i>Social cognitive theory</i>	<p>Behaviour is initially influenced by external factors. Then it becomes influenced by internal factors and then you get a mix of both across the lifespan.</p> <p>Sociocognitive influences:</p> <ul style="list-style-type: none"> <li>- Modelling</li> <li>- Enactive experience – child is doing something and as a result of what they are doing the parent responds in a certain way. E.g. children do something positive and they get praise from caregiver</li> <li>- Direct tuition – parent telling kids what to do directly without any actions from the child</li> </ul> <p>*These influences operate through the various societal subsystems: parents, peers, media, educational institutions, occupational systems</p> <p>To explain child behaviour, we look at motivational factors like</p> <ul style="list-style-type: none"> <li>- Social sanctions</li> <li>- Self-sanctions</li> <li>- Self-efficacy beliefs</li> </ul> <p>*how they integrate these factors and the possible outcomes of their actions is how they will decide how they should behave – therefore they will behave differently in relation to different people</p> <pre> graph TD     Person[person] --&gt; Behaviour[Behaviour]     Person --&gt; Environment[Environment]     Behaviour &lt;--&gt; Environment     </pre>
<i>Attribution theory</i>	<p>Child behaviour can be regulated by two main factors</p> <ul style="list-style-type: none"> <li>▪ External motivation – incentives <ul style="list-style-type: none"> <li>- E.g. telling a child to draw a picture to receive a reward, so they do and when the next day they tell them to draw with no reward, they don't</li> </ul> </li> </ul>

- Behaviour regulated by external factors disappears when those external factors are removed
- Internal motivation – person attribution – you learn what kind of person you are which guides your behaviour
  - E.g. please don't do that next time, be careful
  - No longer allowed to give Negative personal attribution e.g. you are a stupid idiot don't do that

*Attachment theory*

Bowlby said that only biological mother can be attached to the infant (original attachment theory)  
 However, after revision – Bowlby has given **fathers** a stronger role and as equal significance as mothers in the child's life – there was only little evidence of hierarchal attachment and that it first occurs with mothers  
 It has a lot to do with time spent  
 Child could have multiple attachments very early on – e.g. to mother, father, grandparents etc.  
 Fathers can be assets and protectors if mothers are no good

⇒ Both social cognitive theory and attribution theory have focused on disciplinary procedures that promote internalization. However, the social cognitive theory focuses on self-regulatory processes rather than internalization.

Techniques of socialization

Techniques for eliminating behaviour	Techniques for strengthening behaviour
<ul style="list-style-type: none"> <li>- Verbal Punishment</li> <li>- Physical Punishment</li> <li>- Extinction</li> <li>- Time-out</li> <li>- Withdrawal of love</li> <li>- Reasoning</li> <li>- Reinforcement of alternative desirable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Material Rewards</li> <li>- Social Rewards – social rewards that signal competence are most effective</li> <li>- Verbal attributions</li> <li>- Direct Instructions and Maturity Demands</li> </ul>

Factors that influence the effectiveness of disciplinary practices

- Link between behaviour and consequences
- Verbal reasoning
- Consistency
- A void unnecessarily harsh discipline
- Age-appropriate demands
- Demands firmly enforced
- Encouragement for self-regulation

Physical punishment

<b>Side effects of physical punishment</b>	Imitation of aggression Avoidance of parents Anxiety inhibits recall of disciplinary encounter – kids don't know what they were punished for Highlights external control
<b>Corporal punishment</b>	“The use of physical force with the intention of causing a child to experience pain but not injury for the purposes of correction or control of the child's behaviour”  Legal in Australia – only by the use of open hand – no other tools and should not leave mark Behaviours that do not result in significant physical injury (e.g. spank, slap) are considered corporal punishment <b>Two largest effects are immediate compliance and victims of child abuse</b>  <u>Three Different Views on Corporal Punishment</u>