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Overview

What is social cognition about?

- application of cog skills to real world thinking.
- special content: behavior & inner characteristics of self & others.

Relation to other cognitive development?

- the same process: concrete to abstract, simple to complex concepts, ego- to exocentric etc
- Vygotsky: primary arena of cog dev. Influence/speech of others for conflict/disequib etc

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Development of Social Cognition

Three main phases:

Development of self-concept

Concept of other people

Concept of relationships between people

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Development of Self Concept

End 1st yr recognize/respond to emotions.

1st yr babies respond to self in mirrors, videotape.

When do they know it is themselves?

Rouge Test Lewis & Brooks-Gun 1979.

9-24Mos see self in mirror, then add spot on nose.

- before 15Mos show no awareness of spot on own face.
- 15Mos-2yrs reactions to spot on nose.
- by 2yrs silly, coy behavior: Shows self-recognition.

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Development of Self Concept

Video separates contingency from featural cues.

Lewis & Brooks-Gun 1979 live video playback of self.

9-12Mos initiated contingency "peekaboo" game.

- tested non-contingent image for contingency.

15-18Mo contingent play to tape of self

- smiling/approach to tape of other.

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Development of Self Concept

Build self-concept or "personal theory" of self.

Categorical self: 1st symbols are category labels

Own gender concept initially unstable

- under 4yrs can be girl *and* person.
- change appearance & change gender
- complex concept, acquired like others.

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Development of Self Concept

Inner Self

Represent/distinguish internal from external events.

Wellman & Estes 1986 3yrs details of real vs dream dog

Bartsch & Wellman 1989

3yrs - false beliefs explain incorrect behavior

Use words like think, remember, pretend.

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Development of Self Concept

Psychological Self

3.5 yrs describe self using transient states

Keller et al 1978

3-5yrs describe self using typical actions

8-11yrs describe using psychological dispositions.

- e.g. talents, likability, honesty, temper, goals...

Concept of *generalized other* (Mead 1934)

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Self Esteem

Self Esteem from comparison to expectations
Attributions of success & failure.

Related to many individual differences

- academic achievement, peer likability etc

What are antecedents of self esteem?

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Self Esteem

Child Rearing Practices:

Positive parenting, clear expectations help adjustment

- correlation research, unclear causal relation

Attribution: attaching of cause to observed event.

- external (others/situation) internal (psychological).

Adults separate internal into ability & effort.

- same result for all on single event: cause=situation
- same result for person across events: cause=internal

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Achievement Motivation

By 3 appraise performance, attribute causes .

- expectancy & motivation interact.

Up to 6yrs high expectancy, persevere longer.

Later use more information in ability/effort attributions.

High self esteem kids make mastery-oriented attribs.

- results in continued enthusiasm & effort to learn

Learned Helplessness - negative attributions

- low expectations, lowered effort, results in failure

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Conceptualizing Others

Person Perception: concepts of other's personalities

- <8yrs use common inner states & external features.
- ~3rd grade, regularities in other's behavior: traits

Concrete-> abstract, global-> detailed progression.

14-16yrs complex concepts: overt, internal & relations

Theories of other's behavior.

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Understanding Others' Intentions

Must separate intentional acts from unintentional

Intentions evident in early years

3-5yrs separate intended/unintended own behavior

Shultz & Wells 1985 2.5 - 12yrs use matching rule:

- deliberate behavior if matches prior stated intention

5-9yrs use verbal & non-verbal consistency cues

- expression should match content of message

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Relations Between Self & Others

Friendship: evolves from behavioral to abstract basis

Damon 1977 3-stage sequence: Friendship as _____?

L1 .. handy playmate 5-7yrs

L2 ..mutual trust/assistance 8-10yrs

L3 ..intimacy/mutual understanding 11-15yrs & on

Much support for this developmental progression.

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Social Problem Solving

Piaget/Vygotsky - conflict as basis for learning

- many natural opportunities

Dodge 1986 - 5 phases in social problem solving

encode social cues, interpret cues, generate strategies,
evaluate strategies, enact chosen one

Standard problem solving processes

- more complex, indeterminate content.

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