Erikson’s Theory: Industry versus Inferiority

Industry
Developing a sense of competence at useful skills
School provides many opportunities

Inferiority
Pessimism and lack of confidence in own ability to do things well
Family environment, teachers, and peers can contribute to negative feelings

Changes in Self-Concept During Middle Childhood

More balanced, less all-or-none descriptions
Social comparisons
Ideal and real self
Reference social groups
Cultural variations
Hierarchical Structure of Self-Esteem in Middle Childhood

Influences on Self-Esteem

Culture
Child-rearing practices
Attributions
- mastery-oriented
- learned helplessness

Role of Parenting in Self-Esteem

Authoritative style best
American cultural values focus on self
- can lead to overindulgence
- paradox: less achievement behaviors, more antisocial behaviors
Encourage goal-setting to boost self-esteem
Achievement-Related Attributions

<table>
<thead>
<tr>
<th>Reason for Success</th>
<th>Reason for Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery Ability</td>
<td>Can be changed by working hard</td>
</tr>
<tr>
<td>Learned helplessness External factors</td>
<td>CANNOT be changed by working hard</td>
</tr>
</tbody>
</table>

Influences on Achievement-Related Attributions

Parents
- too-high standards
- believe child incapable
- trait statements

Teachers
- learning vs. performance goals

Gender influences
SES, ethnicity
Cultural values

Emotional Development in Middle Childhood
Self-conscious emotions more governed by personal responsibility
- pride and guilt

Emotional understanding
- explain emotion using internal states
- understand mixed emotions
- rise in empathy
- supported by cognitive development and social experience

Emotional self-regulation
- motivated by self-esteem and peer approval
- emotional self-efficacy
Coping Strategies

**Problem-Centered Coping**
- Situation is seen as changeable
- Difficulty is identified
- Decision made on what to do

**Emotion-Centered Coping**
- Used if problem-centered coping does not work
- Internal, private, and aimed at controlling distress when little can be done about outcome
- Goal is emotional self-efficacy

Selman’s Stages of Perspective Taking

<table>
<thead>
<tr>
<th>Level</th>
<th>Undifferentiated</th>
<th>3–6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Social-informational</td>
<td>7–9 years</td>
</tr>
<tr>
<td>Level 2</td>
<td>Self-reflective</td>
<td>10–12 years</td>
</tr>
<tr>
<td>Level 3</td>
<td>Third-party</td>
<td>10–15 years</td>
</tr>
<tr>
<td>Level 4</td>
<td>Societal</td>
<td>14 years to adult</td>
</tr>
</tbody>
</table>

Changes in Moral Views

- Flexible moral rules
  - Lying not always bad
  - Truth not always good
- Clarify link between moral imperative and social convention
  - More respect for conventions with purpose
  - Consider intentions
Understanding Individual Rights

Challenge adult authority within personal domain
View denials of personal choices as wrong
However, place limits on individual choice
- typically decide in favor of kindness and fairness

Understanding Diversity and Inequality

School-age children
- associate power, privilege with white people
- assign stereotyped traits to minorities
With age, reduce prejudice
- consider inner traits
Individual differences based on
- fixed view of personality traits
- overly high self-esteem
- social world in which people are sorted into groups

Reducing Prejudice

Long-term intergroup contact
- neighborhoods
- schools
- communities
Foster belief in changeability of human traits
Volunteering
Racial Bias Demonstrated by Fourth-Graders

Peer Groups
Formed from proximity, similarity
Peer culture
- behavior, vocabulary, dress code
- can include relational aggression and exclusion

Friendship in Middle Childhood
Personal qualities, trust become important
More selective in choosing friends
- choose friends similar to self
friendships can last several years
- must learn to resolve disputes
type of friends influences development
- aggressive friends often magnify antisocial acts
Peer Acceptance

<table>
<thead>
<tr>
<th>Popular</th>
<th>Rejected</th>
<th>Controversial</th>
<th>Neglected</th>
</tr>
</thead>
<tbody>
<tr>
<td>popular-prosocial</td>
<td>rejected-aggressive</td>
<td>rejected-withdrawn</td>
<td></td>
</tr>
<tr>
<td>popular-antisocial</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bullies and Victims

**Bullies**
- Most are boys
- Physically, relationally aggressive
- High-status, powerful
- Popular
  - most eventually become disliked

**Victims**
- Passive when active behavior expected
- Give in to demands
- Lack defenders
- Inhibited temperament
- Physically frail
- Overprotected, controlled by parents

Helping Rejected Children

Positive social skills
- coaching
- modeling
- reinforcing

Improve academic achievement
Intervene with harsh parenting practices
Gender Typing in Middle Childhood

Gender stereotypes
- extend stereotypes to include personalities and school subjects
- more flexible about what males and females can actually do

Gender identity (3rd–4th grade)
- boys strengthen identification with “masculine” traits
- girls’ identification with “feminine” traits declines

Cultural and social factors

Gender Identity

Self-evaluations affect adjustment
- gender typicality
- gender contentedness
- felt pressure to conform to gender roles

Fears and Anxieties in Middle Childhood

Fears of dark, thunder, lightning, and supernatural beings persist.
Fears based on the wider world emerge.
- Many are media-fueled.
- Harsh living conditions can lead to anxiety.

School phobia
- 5–7 years: separation from home
- 11–13: particular aspects of school

Harsh living conditions promote severe anxieties.
Factors Related to Resilience

- Personal characteristics
  - easy temperament
  - mastery orientation
- Warm parental relationship
- Supportive adult outside family
- Community resources