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Chapter 1 : New Mission Ventures | Social-Emotional Development | Committee for Children

*Conflict in Child and Adolescent Development (Cambridge Studies in Social and Emotional Development) [Carolyn Uhlinger Shantz, Willard W. Hartup] on racedaydvl.com *FREE* shipping on qualifying offers. This book is unique in focusing on the role of conflict in psychological and social development: the hows, whens, wheres.*

Micki Caskey, Vincent A. Early adolescence is a distinct period of human growth and development situated between childhood and adolescence. During this remarkable stage of the life cycle, young adolescents, to year-olds, experience rapid and significant developmental change. Understanding and responding to the unique developmental characteristics of young adolescents is central among the tenets of middle level education. Tenets of This We Believe addressed: Educators who value working with this age group and are prepared to do so Curriculum that is relevant, challenging, integrative, and exploratory Organizational structures that support meaningful relationships and learning During the 20th century, early adolescence gained acceptance as a distinctive period of development. Stanley Hall , American psychologist, identified early adolescence i. Other notable psychologists and theorists Flavell, ; Havighurst, ; Piaget, , advanced the credibility of early adolescence and developmental stage theory. Research suggests distinctive characteristics of young adolescents with regard to their physical, cognitive, moral, psychological, and social-emotional development, as well as spiritual development Scales, While examining these developmental characteristics of young adolescents, two cautions warrant consideration. First, developmental characteristics are overlapping and interrelated; each affects another characteristic. These categorizations vary and are relatively arbitrary Scales, Many factorsâ€”race, ethnicity, gender, culture, family, community, environment and the likeâ€”influence development. Cognizant of these cautions, a summary of developmental characteristics follows. Physical Developmental Characteristics Physical development refers to bodily changes including growth, improved gross and fine motor skills, and biological maturity. In early adolescence, the young adolescent body undergoes more developmental change than at any other time except from birth to two years old. Because bones are growing faster than muscles, young adolescents often experience coordination issues. The onset of puberty is an intense developmental period with hormones signaling the development of primary sex characteristics genitalia and secondary sex characteristics e. Girls tend to mature one to two years earlier than boys Caissy, The increased adrenal hormone production affects skeletal growth, hair production, and skin changes Dahl, The young adolescent brain undergoes remarkable physical development. The prefrontal cortexâ€”an area of the brain that handles executive functions such as planning, reasoning, anticipating consequences, sustaining attention, and making decisionsâ€”continues to develop. Adults can provide accurate information, respond to questions, and encourage young adolescents to consult credible resources Scales, Schools can support physical development by offering responsive educational opportunities for young adolescents. Schools also need to provide a programs that encourage adequate exercise and healthy lifestyles, b access to plenty of water and nutritious food during the school day, c appropriate instruction concerning the risks of alcohol and drug use, teenage pregnancy, and sexually transmitted diseases. When young adolescents avoid physical activity due to concerns about body image Milgram, , teachers can incorporate movement in classroom activities, minimize peer competition, and interrupt comparisons between early and late maturing youth. Intellectual Development Intellectual development refers to the increased ability of people to understand and reason. In young adolescents, intellectual development is not as visible as physical development, but it is just as intense Stevenson, ; Strahan et al. Typically, young adolescents are eager to learn about topics they find interesting and usefulâ€”ones that are personally relevant Brighton, During early adolescence, youth develop the capacity for abstract thought processes Elkind, ; Flavell, ; Piaget, , though the transition to higher levels of cognitive function varies considerably across individuals. Young adolescents

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typically progress from concrete logical operations to acquiring the ability to develop and test hypotheses, analyze and synthesize data, grapple with complex concepts, and think reflectively Manning, Similarly, they are increasingly able to think through ideological topics, argue a position, and challenge adult directives Brighton, ; Stevenson, Additionally, they appreciate more sophisticated levels of humor Stevenson, To make sense of the world around them, young adolescents, as learners, build upon their individual experiences and prior knowledge Piaget, Intellectually, young adolescents seek opportunities to explore the varied facets of their environment Brighton, They also tend to be inquisitive about adults and are often keen observers of adult behavior Scales, Implications for Practice Teachers need to consider the intellectual developmental differences of young adolescents when planning learning experiences. In addition, young adolescents need teachers who understand and know how they think Stevenson, To foster intellectual development, these youth need to interact directly with their worldâ€”through discourse and hands-on experience with peers and adults Stevenson, Similarly, young adolescents need to learn and engage in democratic principles Brighton, Teachers can also provide forums for them to examine the reasons for school, home, and societal rules. As adult role models, teachers can guide young adolescents to connect intellectual thought and moral reasoning. During early adolescence, many of the attitudes, beliefs, and values that young adolescents develop remain with them for life Brighton, They move away from blanket acceptance of adult moral judgment to the development of their own personal values; however, they usually embrace the values of parents or key adults Scales, As noted, the increased capacity of young adolescents for analytical thought, reflection, and introspection characterizes the connection between their intellectual and moral development. As they progress into the interpersonal conformity stage of moral development Kohlberg, , young adolescents begin to reconcile their understanding of people who care about them with their own egocentricity Roney, They transition from a self-centered perspective to considering the rights and feelings of others Scales, Gender affects how adolescents approach moral dilemmasâ€”males view moral issues through a justice lens and females use an interpersonal care lens Gilligan, They also begin to view moral issues in shades of gray rather than only in black and white. While young adolescents start to consider complex moral and ethical questions, they tend to be unprepared to cope with them. They can organize instructional experiences that foster critical thinking skills and higher levels of moral reasoning. For example, teachers plan assignments that help students to incorporate their thoughts and feelings in writing Scales, Teachers can engage young adolescents with activities that require consensus building and application of democratic principles; teacher advisory programs and service learning can foster teamwork and build community Brighton, In addition, teachers can design experiences for students to examine moral dilemmas and contemplate responses Scales, Further, teachers can develop scenarios that prompt young adolescents to examine concepts of fairness, justice, and equity. School programs or curricula can include a focus on societal issues such as the environment, poverty, or racial discrimination. Acknowledged as a legitimate domain of human development, spiritual development is rarely referenced in education. Understandably, concerns about the separation of church and state and First Amendment rights prompts educators to avoid this aspect of human development Brighton, Nevertheless, the exclusion of spiritual domain limits the prospect of developmentally responsive education Lingley, Acceptance of the spiritual domain in middle level education is important. Young adolescents often want to explore spiritual matters, develop connections between self and others, and gain a sense of themselves and the world Scales, Implications for practice will depend on commitments to educating the whole child. Psychological Development During early adolescence, psychological development is characterized by identity formation and the quest for independence. Young adolescents experience two stages of identity formation: Identity development depends on the degree of exploration and commitment to an identity see Marcia, They may experience an increased awareness of their ethnic identity as well Scales, As young adolescents expand their affiliations to include family and peers, feelings of conflict may arise due to competing allegiances Wiles

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et al. The search for identity and self-discovery may intensify feelings of vulnerability, as they become attuned to the differences between self and others. Scales, Typically, early adolescence is intense and unpredictable. Scales, They are often self-conscious and highly sensitive to criticism of their perceived personal shortcomings. Scales, Emotionally-charged situations may trigger young adolescents to resort to childish behaviors, exaggerate simple events, and vocalize naive opinions or one-sided arguments. Their emotional variability makes young adolescents at risk of making decisions with negative consequences. Milgram, and believing that their experiences, feelings, and problems are unique. Scales, Young adolescents need frequent opportunities to explore and experiment with various roles and experiences within the classroom context. Teachers can provide educative experiences such as role-playing, drama, and reading that foster identity formation. In addition, teachers can incorporate opportunities for student choice and self-assessment. Likewise, teachers can acknowledge the importance of friendships and explain that shifting peer allegiances are normal. Scales, To foster successful experiences for every young adolescent, schools need to provide organizational structures such as teaming and advisory programs. These structures help to ensure that every young adolescent is known well by at least one adult and has regular occasions to experience positive relationships with peers. Young adolescents need opportunities to form relationships with adults who understand them and who are willing to support their development. Young adolescents deserve school environments that are free from harsh criticism, humiliation, and sarcasm. In early adolescence, social-emotional maturity often lags behind physical and intellectual development. Young adolescents have a strong need to belong to a group—with peer approval becoming more important and adult approval decreasing in importance. Scales, As young adolescents mature socially and emotionally, they may experience conflicting loyalties to peer group and family. Wiles et al. Young adolescents often experiment with new behaviors as they seek social position and personal identity. Scales, They are also torn between their desire to conform to the peer group norms and their aspiration to be distinctive and independent. Brighton, Young adolescents experience a variety of peer associations—positive and negative. During early adolescence, youth typically widen their circle of friends. Brighton, and may experience feelings of romantic or sexual attraction. Scales, Issues of sexual orientation and identity can also arise at this time. Brighton, Negative peer associations, particularly bullying, also become more prevalent in the middle school years. Young adolescents tend to emulate their esteemed peers and non-parent adults. Young adolescents may be rebellious toward their parents and adults, yet tend to depend on them. Scales, Young adolescents also frequently test the limits of acceptable behavior and challenge adult authority. They may overreact to social situations, ridicule others, and feel embarrassment. Scales, Teachers can design cooperative learning activities and collaborative experiences for young adolescents to interact productively with peers. Scales, Schools play a key role in providing young adolescents with educative programs that promote freedom and independence within a safe space. School districts need to support programs that interrupt negative peer interactions, particularly bullying, that impedes the healthy development of youth. Practitioners, parents, and others who work with young adolescents need to be aware of both subtle and obvious changes in developmental characteristics. Such changes can give adults insights into the challenges facing young adolescents and illuminate possible reasons for shifts in their abilities and behaviors. The middle school founders e.

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Chapter 2 : Conflict in Child and Adolescent Development - Carolyn Uhlinger Shantz - Google Books

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Importantly, the form that behaviors take may appear identical across cultures. Yet, given that cultures vary in their customs and beliefs, the same behavior may be interpreted differently across cultures. Moreover, the means by which the given behavior is encouraged or discouraged may be culturally determined and defined. The etic perspective may cause researchers to operationally define and thus assess constructs in the same ways with the same methods and measures across cultures. Thus, the etic approach may result in overlooking culturally-specific definitions of given constructs. For example, researchers may assume that social competence, as a construct, is universally relevant and that it can be measured by assessments created in, for example, North American laboratories. This etic assumption may be entirely correct; however one would clearly need to empirically test this assumption. It is likely that, to some extent, the study of social competence would require an emic belief requiring within-culture conceptualization and measurement. Some aspects of competence may be universally held and others not. Research Context In addition to culture, other significant constructs need to be addressed. For example, broadly, researchers typically discuss two cultural phenomena: Western cultures are often described as those for whom members value assertiveness, expressiveness and competitiveness; whereas Eastern and Southern cultures are often described as those for whom members value group harmony and cooperation. More recently, there has been agreement that most countries are a fine mix of both of these constructs, with some being relatively more individualistic and others relatively more collectivistic. Significantly, in the research area reviewed herein, there is relatively little known of Southern cultures or differences between Northern and Southern cultures ; thus, the review is focused mainly on comparisons between Western and Eastern cultures. How do peers react to children and adolescents who fail to conform to cultural norms of social competence? How do individual characteristics, social interactions and relationships, groups and culture interact to influence social development? Generally defined, temperament is the biological basis of personality. Researchers suggest that this difference results from the collectivist ideologies prevalent in East Asian cultures. In support of this contention, researchers have reported that Chinese mothers of preschoolers are more likely than European American mothers to believe that their preschool children should share and help other children for social conventional reasons e. Whereas competition can damage group harmony, cooperation is necessary in relationship maintenance. However, competition and cooperation appear to co-exist regardless of culture. For example, in East Asian nations, children are more cooperative with friends and family, but more competitive in educational contexts. For example, third-generation Mexican Americans are more competitive than their second-generation counterparts. Physical, verbal and relational aggression have been identified as distinct entities in many cultures and countries. There is increasing evidence that fearful, wary, inhibited behavior among toddlers predicts early childhood social reticence and anxiety. Friendships Friendship is often referred to as a close, mutual and voluntary dyadic relationship. However, the notion that friendship is a voluntary, freely-chosen relationship may not be the case in all cultures. For example, children in traditional Yucatec Mayan communities spend most of their time with their immediate and extended family. Little is known, however, about the developmental course of the functions of friendship across cultures. Moreover, the functions and nature of friendship appear to vary across cultures. In cultures within which friendships are considered one of very few relationships guaranteeing societal success, both intimacy and exclusivity should be regarded as the most important aspects of a friendship. Researchers have reported that negotiation is often used to resolve conflict among Western children; whereas disengagement appears to be favored among Eastern cultures. Even

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children of preschool age are more likely to choose play partners who are similar to them in age, sex, ethnicity and behavior. Peer acceptance and rejection Young, socially-accepted children are typically skilled at initiating and maintaining positive relationships, and are viewed by peers and teachers as cooperative, sociable and sensitive. These findings cut across cultures: Both aggressiveness and withdrawal are associated with rejection, whereas prosocial behavior is linked with acceptance. Research Gaps As aforementioned, a salient problem in cross-cultural work is the belief that an etic approach is superior to an emic approach. To demonstrate the fallacy of this argument, we refer to a social competence construct specific to China: Ren is a construct that encourages group harmony. When young Chinese children use ren in response to peer animosity, they disengage from, rather than do battle with, their peers. Instead, the goal of ren is to elicit restraint and tolerance from the peers with whom they are interacting. Western researchers may well overlook the social convention of ren and thus, may inaccurately construe and assess the construct of social competence in Chinese culture. Therefore, it would behoove researchers to consider their cultures of interest, and to collaborate with members of those cultures to conceptualize and operationally define social competence. Along the way, investigators should consider how the given construct may be defined at different developmental periods and how it evolves both in the short and long term. Another consideration is the study of ethnic subpopulations within multicultural societies. There is some indication that immigrant populations in these countries hold similar values to their Asian and Latin mainland counterparts. It would benefit researchers to examine the effects of acculturation in their assessments of cross-cultural or cross-ethnic variability. Only through conversations with their collaborators will they develop a better understanding of the constructs that truly matter in the lives of children and their peers. From our example of social inhibition or reticence, one can begin to understand that behaviors, when exhibited across cultural settings may take the same form; however, the function of these behaviors varies from culture-to-culture. Within any culture, children are shaped by the physical and social settings within which they live; culturally-regulated customs and childrearing practices; and culturally-based belief systems. All-in-all then, it would appear most sensible for the international community of child development researchers to not generalize to other cultures, their own culture-specific theories of normal and abnormal social development. Practitioners, such as psychologists, social workers and teachers must begin to understand that normalcy is culturally defined. Criteria for psychiatric and psychological diagnoses must begin to take into account different cultural values. If criteria are not culturally sensitive, then a child who is reinforced to behave in X-manner by his or her immigrant parents, when X is viewed, within the larger cultural community as inappropriate or reflective of abnormality, all manner of difficulty may arise. Thus, policy makers and practitioners must be educated to understand the significance of cultural norms when interpreting the meanings of social behavior. Further, an understanding that social development is influenced by culture may aid host communities to develop sources of information and possibly intervention for parents and children whose belief systems may place children at risk for rejection, exclusion, discrimination, and victimization by members of the host community or country. Culture and modern life. Whiting J, Child IL. Child training and personality: Yale University Press; Cultural approaches to parenting. Lawrence Erlbaum Associates; Child Development ;58 2: Its stability and correlates in sixteen-to forty-month-old children. Child-rearing attitudes and behavioral inhibition in Chinese and Canadian toddlers: Developmental Psychology ;34 4: Continuity and discontinuity of behavioral inhibition and exuberance: Psychophysiological and behavioral influences across the first four years of life. Child Development ;72 1: Prakash K, Coplan RJ. Socioemotional characteristics and school adjustment of socially withdrawn children in India. International Journal of Behavioral Development ;31 2: Child Development ;73 2: The Confucian paradigm of man: Chinese culture and mental health. Behavioural rules underlying learning to share: Effects of development and context. International Journal of Behavioral Development ;27 2: Science and Practice ;3 1: Cultural and gender differences in the implications of competition for early adolescent

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Chapter 3 : Adolescent Development | Noba

Although conflict in human affairs has fascinated theorists and researchers for centuries, this book, was the first to focus on the role of conflict in psychological and social development: the hows, whens, wheres, and whys of conflict in everyday life.

Research has characterized negative marital conflict as comprised of five factors: The precise impact of marital conflict, however, varies based on the developmental stage and gender of the child Cummings et al. Specifically, research indicates that toddlers who experience negative marital conflict perform worse on emotional identification tasks, and are less emotionally connected to their mothers Cummings et al. By contrast, early school-aged children i. Extending across developmental stages, boys tend to present more with externalizing symptoms, such as aggression, while girls appear to have more challenges with internalizing symptoms e. Although some research has documented the developmental effects of negative marital conflict on toddlers and school-aged children, the majority of research focuses on effects during adolescence. As with younger children, adolescents who are exposed to negative marital conflict display detriments to their social, emotional, and cognitive development. However, adolescence is a time of intense physical, social, and emotional changes, making it imperative for researchers and interventionists alike to explore the particular influence of negative marital conflict on youth during this developmental stage Cummings et al. This paper explores the effects of negative marital conflict on American adolescents, in terms of social, emotional, and cognitive development, and identifies important gender differences across these domains. More particularly, researchers have identified that adolescents exposed to marital conflict have significantly lower conflict resolution skills and higher aggressive responses Cummings et al. Adolescents in high-marital conflict homes witness their parents, two people who are understood to care deeply for one another, arguing over a variety of subjects, and consequently may internalize these skills and begin to utilize them in their own lives Cummings et al. These learned detrimental conflict resolution skills can be understood as related to the aspect of negative marital conflict where the adolescent is unaware of the resolution to the conflict Cummings et al. Furthermore, adolescents who are exposed to negative marital conflict also tend to display more adverse parent-child relationships related to their lack of productive social skills Cummings et al. The lack of predictability in regards to how the parent may respond to the adolescent becomes discouraging and daunting for many adolescents which has been found to relate to withdrawal of the adolescence and less frequent parent-child interactions Long et al. Emotional Beyond social adversities, adolescents in homes saturated with marital conflict experiences challenges in adaptive emotionality, including increases in feelings of aloneness, anxiety, depression, and stress Cummings et al. As the conflict escalates, adolescents frequently isolate themselves physically and emotionally, in order to escape the negativity within their homes Cummings et al. As adolescents isolate themselves, they often begin to harbor feeling of responsibility for the conflict Cummings et al. The feeling of responsibility can overwhelm the adolescent and cause them to respond by further isolating themselves Cummings et al. The combination of isolation and feelings of responsibility for the conflict make it increasingly hard for them to cope with not only the conflict, but also everyday stressors that they experience as adolescents Cummings et al. Furthermore, the feelings of responsibility and involvement in the conflict have been found to relate to an increased risk for developing anxiety and depression Cummings et al. As an adolescent becomes emotionally involved with the conflict, they begin to internalize much of the disagreement, responding to the conflict as if they were truly part of it Cummings et al. As adolescents think more about the conflict they tend to misconstrue the situation further, creating an inaccurate depiction of the conflict Grych et al. Cognitive Beyond the social and emotional adversities that adolescents experience, negative marital conflict is also associated with a decrease in cognitive performance, namely, academic

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functioning Grych et al. This research has found overt conflict to be better for youth, as there is little left to the imagination Grych et al. When conflicts are not discussed or actively hidden from the child, it becomes a taboo topic where the adolescent wants to know what is going on so they spend meaningful time throughout their day thinking about what the conflict, often times fabricating the situation Grych et al. This suggests it is less about the actual content of the conflict, and more how the conflict is handled in relation to the adolescent, that affects their cognitive abilities Grych et al. These gender differences are also highlighted through parental interactions as mothers often engage more emotionally with their daughters than sons Cummings et al. Additionally, adolescent boys are seeking autonomy and are therefore hanging out with their peers more frequently while unequipped with the necessary skills to resolve conflicting situations, and are likely to respond with anger Cummings et al. By contrast, girls in high-conflict homes often present with internalizing symptoms, as girls are more likely to turn inward with their emotions increasing anxiety and distress Cummings et al. In terms of parental interactions, parents frequently believe boys can handle more emotional stress, and thus allow more opportunities for their sons to be involved with the conflict, either directly or indirectly, than they do with their daughters Cummings et al. It is the close connection between mother and daughter, which results in the mother feeling more comfortable sharing her marital conflicts with her daughter. This shows that stereotypes, in combination with how parents react to these stereotypes, influence how adolescents are influenced by negative marital conflict. Conclusion Research indicates the negative implications marital conflict has on adolescents e. Adolescents who grow up in families overwhelmed with marital conflict experience challenges in their social, emotional, and cognitive development Grych et al. Despite beginning to look into the difference of how girls and boys are affected differently by marital conflict, not all studies have found differences between genders Grych et al. In fact, some studies suggest that gender disparities might be the result of reporting biases from parents and adolescents Grych et al. Ultimately, more research is needed in order to draw conclusion of how negative marital conflict affects adolescent girls and boys. However, this body of literature does have several limitations, one being the diverse definitions of marital conflict across cultures. It is always important to be aware of cultural differences and future research should aim to evaluate the effects of marital conflict across varying cultures. Another limitation is the demographics of the participants. Because infants are developing rapidly during their first years of life it is imperative to better understand the impacts parents are having on their children during this time Cummings et al. Examining the influence of marital conflict on infant development will provide a deeper understanding of the influence parents have on their children and the importance of healthy relationships. These findings can inform interventions, allowing children exposed to marital conflict to be treated in the most effective way for positive development. Sex Roles, 53 , A comparison of parents and nonparents. Sex Roles, 40 , A developmental psychopathology perspective on adolescence. Journal of Consulting and Clinical Psychology, 70 1 , Development Review, 8 3 , Journal of Family Psychology, 8 2 , " Everyday marital conflict and child aggression. Journal of Abnormal Child Psychology, 32 2 , The influence of conflict between adults on the emotions and aggression of young children. Developmental Psychology, 21 3 , Child Development, 60 6 , Child Development, 52 4 , Family conflict and child adjustment: Evidence for a cognitive" contextual model of intergenerational transmission. Journal of Family Psychology, 13 2 , " Marital conflict and child adjustment: An emotional security hypothesis. Psychological Bulletin, 3 , Interparental conflict and adolescent adjustment: Why does gender moderate early adolescent vulnerability? Journal of Family Psychology, 18 1 , Longitudinal relations between marital conflict and child adjustment: Vagal regulation as a protective factor. Journal of Family Psychology, 20 1 , Journal of Abnormal Child Psychology, 10 1 , Interrelatedness of marital relationship and parent-child relations: Psychological Bulletin, 1 , Effects of interparental violence on the psychological adjustment and competencies of young children. Journal of Consulting and Clinical Psychology, 59 2 , doi: Does marital conflict cause child maladjustment? Directions

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Chapter 4 : Culture: Social development | Encyclopedia on Early Childhood Development

This book is unique in focusing on the role of conflict in psychological and social development: the hows, whens, wheres, and whys of conflict in everyday life. A major theme of Conflict in Child and Adolescent Development is how the management of conflict can enhance the psychological growth of individuals and strengthen relationships among people.

Describe major features of physical, cognitive, and social development during adolescence. Understand why adolescence is a period of heightened risk taking. Be able to explain sources of diversity in adolescent development. Adolescence Defined Adolescence is often characterized as a period of transformation, primarily, in terms of physical, cognitive, and social-relational change. Adolescence has evolved historically, with evidence indicating that this stage is lengthening as individuals start puberty earlier and transition to adulthood later than in the past. Puberty today begins, on average, at age 10–11 years for girls and 11–12 years for boys. This average age of onset has decreased gradually over time since the 19th century by 3–4 months per decade, which has been attributed to a range of factors including better nutrition, obesity, increased father absence, and other environmental factors Steinberg, Completion of formal education, financial independence from parents, marriage, and parenthood have all been markers of the end of adolescence and beginning of adulthood, and all of these transitions happen, on average, later now than in the past. In fact, the prolonging of adolescence has prompted the introduction of a new developmental period called emerging adulthood that captures these developmental changes out of adolescence and into adulthood, occurring from approximately ages 18 to 29 Arnett, This module will outline changes that occur during adolescence in three domains: Within the social domain, changes in relationships with parents, peers, and romantic partners will be considered. For both boys and girls, these changes include a growth spurt in height, growth of pubic and underarm hair, and skin changes e. Boys also experience growth in facial hair and a deepening of their voice. Girls experience breast development and begin menstruating. These pubertal changes are driven by hormones, particularly an increase in testosterone for boys and estrogen for girls. Cognitive Changes Dopamine is a neurotransmitter in the brain that produces feelings of pleasure. During adolescence, people tend to do whatever activities produce the most dopamine, without fully considering the consequences of such actions. CC0 Public Domain, <https://www.encyclopedia.com/child-development/child-development-articles/adolescence/cognitive-changes-during-adolescence> Cognitive changes during adolescence include a shift from concrete to more abstract and complex thinking. Such changes are fostered by improvements during early adolescence in attention, memory, processing speed, and metacognition ability to think about thinking and therefore make better use of strategies like mnemonic devices that can improve thinking. The difference in timing of the development of these different regions of the brain contributes to more risk taking during middle adolescence because adolescents are motivated to seek thrills that sometimes come from risky behavior, such as reckless driving, smoking, or drinking, and have not yet developed the cognitive control to resist impulses or focus equally on the potential risks Steinberg, The result is that adolescents are more prone to risky behaviors than are children or adults. Social Changes Parents Although peers take on greater importance during adolescence, family relationships remain important too. One of the key changes during adolescence involves a renegotiation of parent–child relationships. As adolescents strive for more independence and autonomy during this time, different aspects of parenting become more salient. Peers Peer relationships are a big part of adolescent development. The influence of peers can be both positive and negative as adolescents experiment together with identity formation and new experiences. During adolescence, peer groups evolve from primarily single-sex to mixed-sex. Peers can serve both positive and negative functions during adolescence. Negative peer pressure can lead adolescents to make riskier decisions or engage in more problematic behavior than they would alone or in the presence of their family. For example, adolescents are much more likely to drink

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alcohol, use drugs, and commit crimes when they are with their friends than when they are alone or with their family. However, peers also serve as an important source of social support and companionship during adolescence, and adolescents with positive peer relationships are happier and better adjusted than those who are socially isolated or have conflictual peer relationships. Crowds are an emerging level of peer relationships in adolescence. Romantic relationships Adolescence is the developmental period during which romantic relationships typically first emerge. Initially, same-sex peer groups that were common during childhood expand into mixed-sex peer groups that are more characteristic of adolescence. Although romantic relationships during adolescence are often short-lived rather than long-term committed partnerships, their importance should not be minimized. However, sexuality involves more than this narrow focus. Thus, romantic relationships are a domain in which adolescents experiment with new behaviors and identities.

Behavioral and Psychological Adjustment Identity formation Theories of adolescent development often focus on identity formation as a central issue. Marcia described identity formation during adolescence as involving both decision points and commitments with respect to ideologies e. He described four identity statuses: Foreclosure occurs when an individual commits to an identity without exploring options. Identity diffusion occurs when adolescents neither explore nor commit to any identities. Moratorium is a state in which adolescents are actively exploring options but have not yet made commitments. Identity achievement occurs when individuals have explored different options and then made identity commitments. Building on this work, other researchers have investigated more specific aspects of identity. For example, Phinney proposed a model of ethnic identity development that included stages of unexplored ethnic identity, ethnic identity search, and achieved ethnic identity.

Aggression and antisocial behavior Early, antisocial behavior leads to befriending others who also engage in antisocial behavior, which only perpetuates the downward cycle of aggression and wrongful acts. According to the theory, early starters are at greater risk for long-term antisocial behavior that extends into adulthood than are late starters. Late starters who become antisocial during adolescence are theorized to experience poor parental monitoring and supervision, aspects of parenting that become more salient during adolescence. Late starters desist from antisocial behavior when changes in the environment make other options more appealing. However, as they continue to develop, and legitimate adult roles and privileges become available to them, there are fewer incentives to engage in antisocial behavior, leading to desistance in these antisocial behaviors.

Anxiety and depression Developmental models of anxiety and depression also treat adolescence as an important period, especially in terms of the emergence of gender differences in prevalence rates that persist through adulthood Rudolph, Starting in early adolescence, compared with males, females have rates of anxiety that are about twice as high and rates of depression that are 1. Although the rates vary across specific anxiety and depression diagnoses, rates for some disorders are markedly higher in adolescence than in childhood or adulthood. Anxiety and depression are particularly concerning because suicide is one of the leading causes of death during adolescence. Developmental models focus on interpersonal contexts in both childhood and adolescence that foster depression and anxiety e. Family adversity, such as abuse and parental psychopathology, during childhood sets the stage for social and behavioral problems during adolescence. Adolescents with such problems generate stress in their relationships e. These processes are intensified for girls compared with boys because girls have more relationship-oriented goals related to intimacy and social approval, leaving them more vulnerable to disruption in these relationships. Anxiety and depression then exacerbate problems in social relationships, which in turn contribute to the stability of anxiety and depression over time. Academic achievement during adolescence is predicted by interpersonal e. Academic achievement is important in its own right as a marker of positive adjustment during adolescence but also because academic achievement sets the stage for future educational and occupational opportunities. The most serious consequence of school failure, particularly dropping out of school, is the high risk of unemployment or underemployment in adulthood that follows. High achievement

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can set the stage for college or future vocational training and opportunities. Certain features of adolescence, particularly with respect to biological changes associated with puberty and cognitive changes associated with brain development, are relatively universal. But other features of adolescence depend largely on circumstances that are more environmentally variable. For example, adolescents growing up in one country might have different opportunities for risk taking than adolescents in a different country, and supports and sanctions for different behaviors in adolescence depend on laws and values that might be specific to where adolescents live. For example, early puberty that occurs before most other peers have experienced puberty appears to be associated with worse outcomes for girls than boys, likely in part because girls who enter puberty early tend to associate with older boys, which in turn is associated with early sexual behavior and substance use. For adolescents who are ethnic or sexual minorities, discrimination sometimes presents a set of challenges that nonminorities do not face. Finally, genetic variations contribute an additional source of diversity in adolescence. That is, particular genetic variations are considered riskier than others, but genetic variations also can make adolescents more or less susceptible to environmental factors. For example, the association between the CHRM2 genotype and adolescent externalizing behavior aggression and delinquency has been found in adolescents whose parents are low in monitoring behaviors Dick et al. Thus, it is important to bear in mind that individual differences play an important role in adolescent development. Conclusions Adolescent development is characterized by biological, cognitive, and social changes. Social changes are particularly notable as adolescents become more autonomous from their parents, spend more time with peers, and begin exploring romantic relationships and sexuality. Adjustment during adolescence is reflected in identity formation, which often involves a period of exploration followed by commitments to particular identities. Adolescence is characterized by risky behavior, which is made more likely by changes in the brain in which reward-processing centers develop more rapidly than cognitive control systems, making adolescents more sensitive to rewards than to possible negative consequences. Despite these generalizations, factors such as country of residence, gender, ethnicity, and sexual orientation shape development in ways that lead to diversity of experiences across adolescence. Society for Research on Adolescence website with links to podcasts on a variety of topics, from autonomy-relatedness in adolescence, to the health ramifications of growing up in the United States. The National Longitudinal Study of Adolescent to Adult Health Add Health is a longitudinal study of a nationally representative sample of adolescents in grades in the United States during the school year.

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Chapter 5 : Conflict in Child and Adolescent Development - Carolyn Uhlinger Shantz - Google BÄ,ger

Although conflict in human affairs has fascinated theorists and researchers for centuries, this is the first book that focuses on the role of conflict in psychological and social development.

Psychotherapy Table of contents Preface; List of contributors; Conflict and development: Shantz and Willard W. Conflict and the Processes of Development: Theoretical perspectives on conflict and development Jaan Valsiner and Robert B. The education of reason: Conflict and the development of social understanding Judy Dunn and Cheryl Slomkowski; 4. Conflict and Interpersonal Relationships: The social structure of early conflict: Ross and Cheryl L. Conflict and friendship relations Willard W. Conflict and relationships during adolescence W. Andrew Collins and Brett Laursen; 9. Family conflicts and their developmental implications: Conflict and Developmental Adaptations: Conflict and the development of antisocial behavior David G. Perry and Elizabeth Kennedy; Conflict management and social competence Martha Putallaz and Blair H. Conflict and group relations Frances E. Conflict and child maltreatment Patricia Minuchin; Intervention programs for the management of conflict Wyndol Furman and Elizabeth L. McQuaid; Author index; Subject index. The book emphasizes that conflict intervention should help make conflict functional, rather than extinguish conflict altogether Academicians and researchers as well as clinicians should benefit from this material whether it is used as a graduate level text or to provide researchers with hypotheses for studying the role of conflict in human development.

Chapter 6 : Developmental Characteristics of Young Adolescents

Cambridge Studies in Social and Emotional Development: Conflict in Child and Adolescent Development (, Paperback)
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Cambridge Studies in Social and Emotional Development (paperback). Although conflict in human affairs has fascinated theorists and researchers for centuries, this book, was the first to focus on the role of conflict in psychological and social development: the hows, whens, wheres, and whys of conflict in everyday life.