



In This Chapter

- Setting the Context
- Home
- School

Setting the Context: Home

- **Two-parent families**
 - Traditional
 - Blended
 - Adoptive, Gay, Foster, and Grandparent-headed families
- **One-parent families**
 - Traditional, gay, bisexual, grandparent
- **Unmarried couples**
 - Typically mother-headed

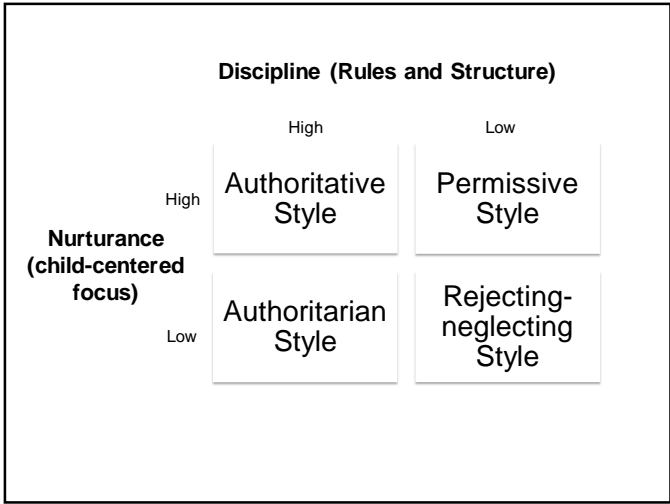
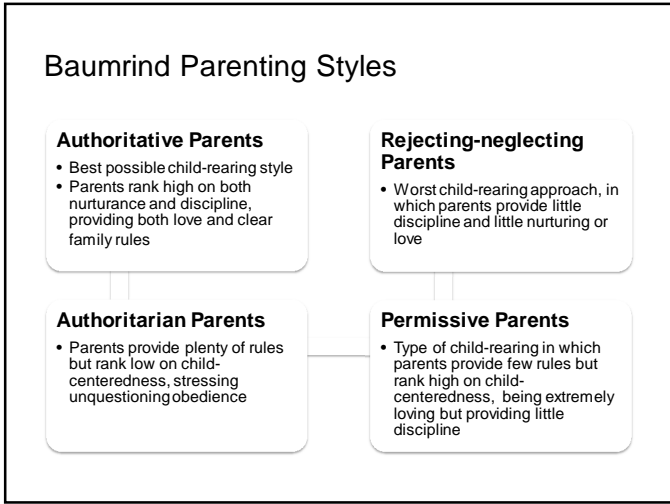
Figure 2.1
Bakay, Exploring The Oppos, 4e © 2014 Worth Publishers

Family Type	Percentage of children in one- and two-parent families (a)	Percentage of children living under poverty line (b)
Two-parent married families with children	~65%	~40%
Unmarried couples with children	~10%	~10%
Single-parent families	~25%	~50%

Parenting

- **Parenting styles (Baumrind)**
 - Classified by two dimensions
 - Parental responsiveness
 - Provision of “structure” or rules

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Classic Parenting Styles Critiques

- **Parenting styles vary from child to child, situation to situation, and life stage to life stage**
 - Parenting is more bidirectional than Baumrind assumes
- **Parenting styles vary by culture and ethnicity**
 - Baumrind views reflect Western middle-class perspective

Interventions: Lessons for Thinking About Parents

- **Thinking about parents in a more empathic way**
 - Understanding that parenting styles do not operate in a vacuum
 - Recognizing that emotional retreat is normal when dealing with child who has a problems
 - 21st century parenting principles: Listen, nurture, offer love

Resilient Children

- **Qualities**

- Superior emotional regulation skills
- Outgoing personality
- Special talent
- High self-efficacy and optimistic world view
- Strong faith or sense of meaning in life
- At least one warm, loving relationship
- Good “genes”: easy temperament, superior intellectual and social skills

LEARN THE TERMS

- Parenting style
- Authoritative parents
- Authoritarian parents
- Permissive parents
- Rejecting-neglecting parents
- Resilient children

How Much Do Parents Matter?

- **Questioning Baumrind’s correlations, behavior geneticists argue**

- Easy child may evoke authoritative parents (temperament drives parenting style)
- Warm, loving parents may pass on the warm, loving genetic predispositions

How Much Do Parents Matter?

- **Harris:** Rather than parents, our peers socialize us to become adults
 - Learning is **context-specific**.
 - **Acculturation**
 - Immigrants assimilate to new culture.



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Corporal Punishment Debate

- 24 nations have laws banning child corporal punishment
- In the United States most believe spanking is acceptable.
 - Illegal at day care and preschools
 - 1 in 10 parents admit to often spanking
 - More common is “time out” and removal of privileges

What Do Psychologists Suggest?

- **Considerable debate**
 - Some stress that physical punishment is never appropriate
 - Others stress that mild spanking is not detrimental
 - Guidelines to consider
 - NEVER hit an infant
 - When physical punishment is used, the action should be accompanied with a verbal explanation
 - Consider using other techniques such as “time out” or remove the child from the scene

Child Maltreatment

- **Definition**
 - Any act that seriously endangers a child’s physical or emotional well-being
- **Risk factors**
 - Parents’ personality problems
 - Life stress accompanied by social isolation
 - Children’s vulnerabilities
 - “Difficult child”
 - Medical problems
 - Premature infant
- **Categories**
 - Physical abuse
 - Neglect
 - Emotional abuse
 - Sexual abuse

Exploring the Consequences

- **Child maltreatment**
 - Insecure attachments
 - Internalizing and externalizing problems
 - Peer rejection
- **Epigenetic priming to biological break down**
 - Compromise of developing frontal lobe
 - Adult executive-function deficits
 - Depression and substance abuse
 - Higher rates of midlife heart disease

Interventions: Taking Action Against Child Abuse

- **Teachers, social workers, and health-care professionals**

- Required by law to report abuse to child protective services

- **Options:**

- Remove child from home; place in foster care; limit or terminate parental rights.
- If possible, leave the child in home while providing intensive support and counseling to caregivers



Divorce

- **Global studies**

- Children of divorce are more at risk for academic, social, and mental difficulties

- **Contributing factors**

- Economic stresses of single-parent household
- Difficulties and transitions experienced both before and during divorce
- Children cope well especially if family is drama free

- **Parental alienation**

- Higher in acrimonious divorce
- May include relational aggression

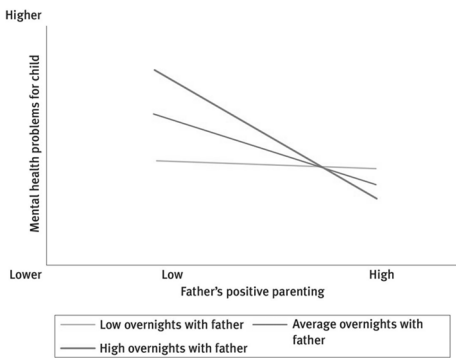


Figure 7.3
Belsky, *Experiencing The Lifespan*, 4e © 2016 Worth Publishers

Child mental-health problems as a function of father's positive parenting and whether the child spent many or few overnights at that parent's house.

Do you think this girl should be testifying in court about whether to live with mom or dad?



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Why? Why not?

LEARN THE TERMS

- Acculturation
- Corporal punishment
- Child maltreatment
 - Physical abuse
 - Emotional abuse
 - Sexual abuse
- Neglect
- Parental alienation

School: Setting the Context

• Unequal at the starting gate

- Economic status has a strong influence on children's readiness and chances for academic success at start of school careers.
- Children from low income families, on average, do markedly worse than their upper-middle-class counterparts on tests of reading readiness and math.

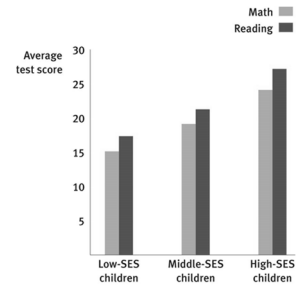


Figure 7.4
Bibaly, *Experiencing The Lifespan*, 4e © 2016 Worth Publishers
Socioeconomic status and kindergartners' scores on tests of readiness for reading and math

Intelligence and IQ Tests

- **Intelligence tests**
 - Given individually
 - Designed to predict general academic potential
 - Measure only cognitive abilities
- **Achievement tests**
 - Given to groups of children
 - Measure knowledge in various subjects
- **WISC**
 - Standard intelligence test used in childhood
 - Verbal Scale (answer questions)
 - Performance Scale (manipulate materials)
 - Variety of subtests



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Bell-Shaped Curve: WISC

- 68% (68th percentile) scores between 85 and 115
- 95% scores between 70 and 130

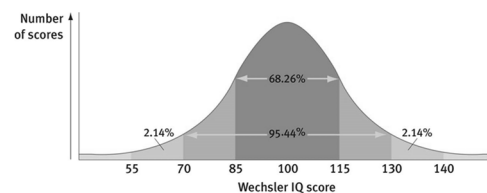


Figure 7.5
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The WISC scores are arranged to align in a normal distribution.

Bell-Shaped Curve: WISC

- **Gifted**
 - IQ 130 = top 2% for age group
- **Intellectually disabled**
 - IQ of 70 or below with evidence of deficits in learning abilities
- **Specific learning disability**
 - Diagnosed when IQ test score is much higher than the child's performance on achievement tests

Some Interesting Facts

- **Specific learning disorder:** Label for any impairment in language or any deficit related to listening, thinking, speaking, reading, writing, spelling, or understanding math
- **Dyslexia** (underlying neurological impairment)
 - Reading difficulties, lack of fluency, poor word recognition
 - Higher risk for developing other psychological difficulties (anxiety, depression)
 - May also be diagnosed with ADHD (15%-50%)

LEARN THE TERMS

- Achievement tests
- WISC (Wechsler Intelligence Scale for Children)
- Intellectual disability
- Specific learning disorder
- Dyslexia
- Gifted

Decoding the Meaning of the IQ Test

- **Reliability:** Test scores must be fairly similar when taken more than once (relatively stable over time)
 - Scores may shift when experiencing life stress (e.g., parents' divorce)
- **Validity:** A test measures what it is supposed to measure
 - IQ tests are valid: good predictors of academic performance

Do IQ Scores Predict Real-World Performance?

- **The debate**

- Pro “g”-factor (Charles Spearman)
 - Belief that IQ scores tap into the g-factor—general intelligence factor that Spearman claimed underlies all cognitive abilities
 - Some believe an IQ score can predict a person's cognitive potential in all life tasks
- Anti “g”-factor: IQ is only valid as test of academic performance
 - Belief that the one-dimensional quality called “g” does not exist
 - People have unique intellectual talents.
 - Robert Sternberg; Howard Gardner

Toward a Broader View of Intelligence: Sternberg

- **Successful intelligence**

- Optimal form of cognition, involving a balance of the following intelligences:
 - **Analytic** (academic)
 - **Creative** (producing novel ideas or innovative work)
 - **Practical** (common sense or “street smarts”)

Multiple Intelligences: Gardner



What kind of intelligence do you see here?

- **Multiple intelligences:** Principle that there are eight separate types of intelligence
 - Verbal and Mathematical
 - Spatial skills
 - Kinesthetic abilities
 - Interpersonal talents
 - Intrapersonal skills
 - Musical skills
 - Naturalist talent
 - Existential (spiritual)

Interventions: Lessons For Schools

- **Gardner**

- Multiple-intelligences theory helps nontraditional learners succeed in traditional schools

- **Sternberg's research**

- Teachers can base instruction on the three types of intelligences
- Experimental results: Teaching with every type of intelligence in mind produces better classroom performance

Classroom Learning: Successful Schools Serving Disadvantaged and ESL Children

- **Teachers**

- Set high standards for every student
- Believe that each student can succeed
- Offer excess of nurture to both students and teachers
- Utilize an **authoritative** approach



Tony Stone Worldwide/The New York Times Photo

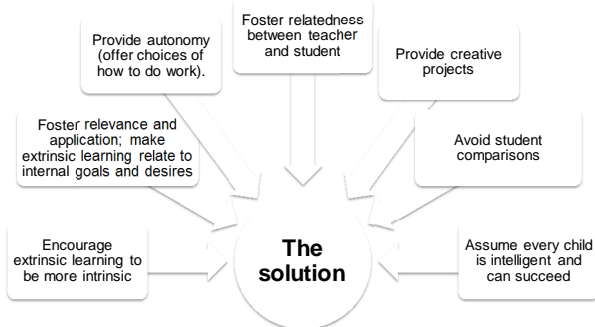
A school's physical appearance can also make a real difference in whether children "beat the odds."

The Problem: An Erosion of Intrinsic Motivation

- **The problem**

- School erodes **intrinsic motivation** by providing external reinforcers (e.g., praise, good grades)
- School lessons do not tap into a child's creativity (e.g., lessons often rote and boring)
- Students do not set their own learning goals. Instead, performance is measured by a fixed standard (grades)

The Solution: Encourage Extrinsic Learning To Be More Intrinsic



The Common Core State Standards

- **Standards**

- Contain transformative U.S. public school changes
- Spell out universal learning benchmarks
- Emphasize teaching through scaffolding, problem solving, and communication skills
- Embody equity and inclusiveness
- Adopted by 45 states and the District of Columbia

LEARN THE TERMS

- Reliability
- Validity
- Flynn effect
- "g"
- Analytic intelligence
- Creative intelligence
- Practical intelligence
- Successful intelligence
- Multiple intelligences theory
- Intrinsic motivation
- Extrinsic motivation
- Common Core State Standards