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Essay Questions

CHAPTER EIGHT

1.

Reciprocal socialization and synchrony are related because they both play a role in the family as a system. Reciprocal socialization is the process in which children and adolescents socialize parents, just as parents socialize them. Before it was believed that parents have a major impact on how their children are (which is still true), but they discovered that children also have an influence on the parents. Another aspect is synchrony, this is the matching of behavior, emotions, and biological rhythms between parents and their children. This can involve negative parenting producing negative and defiant behavior from the child. The behaviors match and this is synchrony. Both of these concepts go into the family as a system. In a family, the division between roles, age, and gender can create a social system through these subsystems. Women do not have the same roles as men in a family, and the children will mirror these same beliefs, and possibly demonstrate them outside of their home. All of the subsystems of relationships are connected with one another; if one person in the family system changes then the whole system in the family is affected.

3.

Baumrind developed four styles of parenting which focus on different aspects of the adolescent's behavior, they are: authoritative parenting, authoritarian parenting, neglectful parenting, and indulgent parenting. **Authoritarian parenting** is a restrictive style in which parents set firm standards and emphasize work and effort. There is little room for debate in this style of parenting. This style is characterized with high demand and low response. An example of this style are parents who use the reasoning "because I said so". There is little room for debate and often breed adolescents which are anxious and have poor communication skills.

Authoritative parenting is when independence is allowed but there are still limits and parental control. In this style there is high demand but also high responsiveness. There is a flow of communication between the parent and adolescent, and warmth and nurture. An example would be getting in trouble and although the parent is set on the consequence they make sure that the child understand why it is what it is, and make sure they know they are still loved. There is more understanding for the child on expectations. Children of authoritative parenting become socially competent by being responsible and self-reliant. **Neglectful parenting** is characterized by low demand and low responsiveness. The parents do not set firm boundaries and are indifferent to the needs of their child. An example would be a parent that has no idea where their child is at night. This style of parenting produces socially incompetent children; they struggle with self-control and independence. **Indulgent parenting** is when there is low demand and high responsiveness. These parents place few rules and boundaries but are warm and nurturing. They are very involved in the child's life but take on more of a friend role than a parent. An example would be a parent knowing everything the child is up to and where they are but never telling

them no because they do not want to disappoint them. These children struggle with their self-control.

6.

With attachment, there are two different categories: secure or insecure attachment.

Secure attachment is when infants use the primary caregiver as a secure foundation for which they can go explore their environment. **Insecure attachment** is when infants either avoid their caregiver or show resistance toward them. This can predict future difficulties in relationships and problems in adolescence and adulthood. Within insecure attachment, there are three subcategories: dismissing/avoidant attachment, preoccupied/ambivalent attachment, and unresolved/disorganized attachment. **Dismissing/avoidant attachment** is when individuals do not emphasize the importance of attachment. The attachment needs of the infant are frequently ignored by the caregiver. This form of attachment can lead to distant relationships between the parents and the children. **Preoccupied/ambivalent attachment** is when individuals are hyper-tuned to the attachment experiences. Parents or caregivers answer the attachment needs at inconsistent times. This can lead to a high frequency of attachment-seeking behaviors with angry feelings. The conflict between the parents and children can be too much for healthy development. **Unresolved/disorganized attachment** is when the adolescent has an unusually high level of fear. This can be caused from a traumatic event like the death of a parent or abuse. Studying attachment is important because it can provide insight into how the adolescent will explore their environment and even give insight into their adult lives.

8.

Birth order has been a topic of debate in its influence on personality development. There has been research which shows that firstborns are more intelligent and achieving, and later children are more rebellious. These differences though, when measured with birth order, are small. More so, birth order is found to be more influential with sibling relationships with one another instead of personality characteristics. The older sibling is normally more dominant than the younger ones and can sometimes be resentful over special treatment. Researchers have decided that birth order has become overemphasized. Birth order is not the main contributor with inter-sibling relationships. Emphasis needs to be placed on number of siblings, age gaps, and sex of siblings. There are so many other factors which go into adolescents' personality that placing all the emphasis on birth order would be incorrect.

10.

Those in stepfamily situations have more adjustment problems than other adolescents who are in non-divorced families. The issues with stepfamily children mirror those somewhat of divorced parent children: academic problems, externalizing and/or internalizing problems, lower self-esteem, earlier sexual activity, delinquency and more. The adjustment period for those in stepfamilies can be longer than those with just divorced parents, this can be due to a lack of clarity in boundaries or roles within the family. Blended families have more difficulties arise in adjustments than in simple stepfamilies, and a good relationship with the stepparent can have positive effects on the adolescent. Some challenges of being in a stepfamily for an adolescent can come when developing a relationship with the stepparent. More emphasis should be placed on developing the relationship over discipline. It is up to the biological parent to take on more of a disciplinary role so the relationship can be developed more easily.

CHAPTER NINE

16.

There are five different peer statuses presented by developmentalists: popular children, average children, neglected children, rejected children, and controversial children. The **popular children** are ones which are nominated as being the best friend by a lot and disliked by barely anyone. Those which are popular have characteristics which make them more well-liked; they are normally good listeners, compliment others, happy, have good emotional control, and self-confident. **Average children** are just what their name suggests, they are equally liked and disliked by their peers. This is more like the normal childhood experience in which they are not overly liked but also not excluded. **Neglected children** are not really viewed as the best friend, but also not disliked. This can be the kid who is more invisible, they do not cause problems, but other children may not notice them. **Rejected children** are those which are not viewed as the best friend, and also disliked by many of their peers. They are ones which may struggle with adjustment. **Controversial children** are the last type, and they are children that are nominated as being a best friend and being disliked. These can be the kids where you either love them or you hate them.

18.

There are six functions which friendship can have in an adolescent's life: companionship, stimulation, physical support, ego support, social comparison, and intimacy/affection. In friendship, companionship can be found since they are given a partner. Their friend is willing to spend time with them and do things together that they both enjoy doing. Friendship also provides stimulation because it allows adolescents to interact with one another. Through their interactions

they can be provided with interesting information, excitement, and amusement. Physical support comes with friendship because adolescents are given a person to assist and be there for them. Egos are supported in friendship because friends encourage and provide feedback for one another. With this, they can remain their impressions of being competent, attractive, and worthwhile. They can also help each other in their social comparison. Friends help each other to understand where one stands socially, and if they're doing okay. Lastly, friendships allow for intimacy and affection. In a healthy friendship, adolescents are given a warm, trusting relationship in which they can disclose information in a safe environment. These functions can be seen in Harry Sullivan's research on adolescent friendships.

20.

Children's groups differ from those of adolescents because they are often not as formal as those in adolescence. Those in children's groups were more limited to the other children that lived in your neighborhood or your friends. In adolescent groups the children that made them up were unfamiliar. The rules and regulations of adolescent groups were more well defined and they included leadership positions. Another change in adolescent groups is that there is more opposite-sex intermingling. Groups were not just limited to the same sex anymore and these opposite-sex groups intermingled with one another. Cliques and crowds differ from one another based on the number of individuals involved and their interests. Cliques are made up of two to at max twelve individuals, usually the same sex. They are grouped together through shared interests and/or just from friendship. Crowds are larger, and do not have to be grouped together from shared interests. These individuals are grouped together more on reputation, and can spend time together.

22.

Youth organizations are beneficial to adolescents because of how they emphasize youth development. Adolescents involved in youth organizations are more likely to also engage in community activities in their future. They will be more likely to be involved in their community in adulthood and have more self-esteem. The youth organization in adolescence impacts the adolescents in their present and their future. They allow for adolescents to practice their interpersonal and organizational skills, and these skills can help them in adulthood. There is a lack of participation in youth programs across the country for various of reasons. It can be because of lack of resources, lack of programs, or even lack of knowledge about the programs, but more participation in the available programs will have benefits for those that partake. The programs can help adolescents to stay busy and can eventually lead to an increase in confidence in their abilities. These programs allow for adolescents to develop skills that will help them in adulthood.

23.

There are three main stages given for romantic relationships in adolescence. Entry in the romantically attractions can begin around eleven to thirteen years of age. During this time, adolescents are experiencing puberty and this can be the cause for the feelings. They can become hyper focused on romance and crushes are very common during this time. Dating occurs more in a group setting during this time, and sometimes they may not even interact with the object of their affection. From fourteen to sixteen years of age, the adolescent explores romantic relationships. Casual dating and group dating is a thing of this time. Relationships in this time span are normally short lived. Friends also can have a big impact on who an individual

dates, and can drive relationships to form between mutual friends. Lastly, from seventeen to nineteen, dyadic romantic bonds are created. Relationships begin to get more serious and this is indicated by strong emotional ties which can mirror those in adulthood. They are more stable which results in some longer relationships.