

Roberta M. Berns

CHILD, FAMILY, SCHOOL, COMMUNITY

Socialization and Support

10th Edition



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CHILD, FAMILY, SCHOOL, COMMUNITY

Socialization and Support

Roberta M. Berns

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Purpose

Child, Family, School, Community was first published in 1985. The concept for the book emerged from a consortium of early childhood education professors in California, myself included, at an annual conference of the National Association for the Education of Young Children (NAEYC). The consortium met to share syllabi for the course in child, family, and community relations, required by the state of California for an early childhood teacher's license. At the time, there was no textbook.

Our group continued to meet for several years at the annual conference. We shared frustrations about training teachers, about being sensitive to diversity, about developmental appropriateness, about communication with parents, about the impact of societal and technological change, and so on. We concurred that a book was sorely needed to encapsulate all the pertinent information for students. I took on the challenge and have continued to be challenged through each of ten editions.

Most influential in my organization of the material for the book was Dr. Urie Bronfenbrenner's approach to studying human development. He was my child development and family relationships professor at Cornell University, and I had followed his work after graduation and implemented it in my teaching at the community college and the university.

Audience

Child, Family, School, Community is for anyone who deals with children—parents, teachers, and professionals in human services, home economics, public health, psychology, and social work. It is an introductory text for the combination of disciplines that most affect a child's development. It can be used for both lower- and upper-division courses, such as child and community relationships and child socialization. I have used it at the community college level and at the university level by varying the type and depth of assignments.

Distinguishing Features

- **Features.** Every chapter begins with a socialization sketch exemplifying socialization outcomes related to the particular chapter. Each chapter contains pertinent standards (NAEYC for early childhood teachers and NASW for social workers). Each whole set of standards can be found on the inside front and back covers. New chapter features include Dimensions of Diversity, Brain Briefs (neuroscience), and new technologies.
- **Comprehensive and informative.** *Child, Family, School, Community* (CFSC) integrates the contexts in which a child develops, the relationships of the people in them, and the interactions that take place within and between contexts. Depth of coverage includes relevant classic and contemporary research.
- **Practical.** Because society is changing so rapidly, a major concern of parents, professionals, and politicians is how to socialize children for an unknown future. What skills can we impart? What knowledge should we teach? What traditions

do we keep? The impact of historical events on society is discussed to help us deal with the future. In Practice boxes are provided, as well as activities, related readings, and Internet resources.

- **Well organized.** CFSC begins with the bioecological theory of human development (the framework for the book) and child socialization processes (aims, agents, methods, outcomes), then discusses each socialization context in which the child develops, and concludes with child socialization outcomes.
- **Engaging and meaningful.** CFSC provides critical thinking questions, socialization sketches, examples, boxes (In Context, In Practice, Dimensions of Diversity, Brain Briefs), figures, tables, photos, activities, and a clear, concise writing style.

Themes and Pedagogy

- **Basic premise.** Children need adults, adults need each other, and we all need a sense of community to optimally live in this world.
- **Relevancy.** I have revised *Child, Family, School, Community* to update the scientific research as well as to incorporate the changes that have taken place in social, political, and educational policies.
- **Socialization Sketches.** Every chapter is introduced with a socialization sketch, a short biography of a famous icon whose background and contributions relate to the chapter's concepts.
- **Organization based on the bioecological model.** I have organized classic research as well as contemporary studies on children, families, schools, and communities according to the bioecological approach, to enable students to understand the many settings and interactions influencing development. The bioecology of human development encompasses the disciplines of biology, psychology, sociology, anthropology, education, and social work as they affect the person in society.
- **Brain Briefs (new boxed feature).** Each chapter features neuroscience research related to the chapter content.
- **Dimensions of Diversity (new boxed feature).** Each chapter features a different Dimensions of Diversity box to demonstrate everyone's uniqueness.
- **Analyses and syntheses.** I have analyzed the socialization influences of the family, nonparental child care, the school, the peer group, the mass media, and the community on children's development and synthesized the processes of dynamic and reciprocal interactions of these agents with the child and with each other, contributing to socialization outcomes—values, attitudes, motives and attributions, self-esteem, self-regulation/behavior, morals, and gender roles.
- **Relating theory to practice.** Whenever one analyzes something, one takes it apart and evaluates its components. Occasionally, in the process, one loses sight of the whole. I have tried to avoid this by including chapter outlines, learning objectives, socialization sketches, open-ended questions in the main sections of chapters to engage the reader, examples, boldface glossary terms, and summaries. I have also included In Context and In Practice boxes, videos, and activities in each chapter to enable students to experience the relationship between theory and practice. For further study, related readings and resources are listed.
- **Approach to diversity.** Child development/socialization research on *diverse cultural groups* is organized according to collectivistic and individualistic orientations. Research on *diverse socioeconomic groups* is organized according

to the social selection perspective (biological traits influence parental achievement, thereby affecting children's opportunities) and the social causation perspective (contextual influences, family stress or family resources, affect parenting styles and consequent child outcomes). Research on *diverse families* (single, remarried, joint custody, same-sex, biracial, grandparent or kin custody) is discussed in terms of socialization effects on the child. New areas of diversity have been added via the Dimensions of Diversity feature in each chapter to demonstrate that everyone differs along the following dimensions:

- a. significant personal life experience
- b. race/ethnicity
- c. family structure
- d. religion
- e. socioeconomic status (income)
- f. education level
- g. language
- h. generational cohorts
- i. ability/disability
- j. geographic location
- k. sexual orientation
- l. gender

New and Improved for the 10th Edition

- 1- **Learning Objectives:** The learning objectives correlated to the main sections in each chapter show students what they need to know to process and understand the information in the chapter. After completing the chapter, students should be able to demonstrate how they can use and apply their new knowledge and skills.
- 2- **Standards:** New and improved coverage of NAEYC and NASW standards includes a chapter-opening list of standards to help students identify where key standards are addressed in the chapter. These callouts and the standards correlation charts help students make connections between what they are learning in the textbook and the standards.
- 3- **Digital Downloads:** Downloadable and often customizable, these practical and professional resources allow students to immediately implement and apply this textbook's content in the field. The student downloads these tools and keeps them forever, enabling preservice teachers to begin to build libraries of practical, professional resources. Look for the TeachSource Digital Downloads label that identifies these items.
- 4- The **TeachSource videos** feature footage from the classroom to help students relate key chapter content to real-life scenarios. Critical-thinking questions provide opportunities for in-class or online discussion and reflection.
- 5- **MindTap for Education** is a first-of-its kind digital solution that prepares teachers by providing them with the knowledge, skills, and competencies they must demonstrate to earn an education degree and state licensure, and to begin a successful career. Through activities based on real-life teaching situations, MindTap elevates students' thinking by giving them experiences in applying concepts, practicing skills, and evaluating decisions, guiding them to become reflective educators.

Major Changes to Each Chapter

Chapter 1

- Brain Briefs—how the brain is studied (language and thought)
- Dimensions of Diversity: You—a questionnaire allowing students to evaluate how they have been socialized
- Chronosystem effects—past, present, future

Chapter 2

- New Socialization Sketch—Urie Bronfenbrenner (founder of the Bioecological Theory of Human Development) with new video clip included
- Dimensions of Diversity—Latina author who was stereotyped as a waitress at the event of her first poetry reading
- Brain Briefs—neuroscientific evidence for conformity

Chapter 3

- New Socialization Sketch—Prince William (example of traditional family with roles and obligations)
- More information on diverse families
- Brain Briefs—The scientific basis for love
- Dimensions of Diversity—“The Birdcage” (a family with gay parents)
- Chronosystem influences on families—both *political*: foreign policies (immigration, war) and domestic policies (economics, welfare reform); and *technological* (medicine, business, media); increased busyness, multitasking, stress

Chapter 4

- Brain Briefs—brain-based parenting
- Dimensions of Diversity—religion (a story of a mixed marriage)

Chapter 5

- New Socialization Sketch—Shakira (Latina pop singer who is an advocate of early childhood education)
- Brain Briefs—early childhood education and the developing brain
- Dimensions of Diversity—examples from *Unequal Childhoods* by Annette Lareau (2011)

Chapter 6

- New Socialization Sketch—Laura Bush (former first lady; education advocate, especially for literacy programs)
- The Common Core Initiative
- Dimensions of Diversity—educational level (story of a PhD married to a high school graduate)
- Brain Briefs—the implications of neuroscience for education

Chapter 7

- Dimensions of Diversity—influence of language on academic performance
- The Flipped Classroom
- Tablets in the classroom
- Brain Briefs – neuroscience and technology

Chapter 8

- New Socialization Sketch—Kareem Abdul Jabbar, a Muslim American who models teamwork

- Dimensions of Diversity—generational cohorts (shared historical events affecting the socialization and values of the Silent Generation, Baby Boomers, Gen X, Millennials)
- More information on cliques and social isolates
- Brain Briefs—effects of bullying on victim’s brains

Chapter 9

- Dimensions of Diversity—disability (Marlee Matlin’s example of achievement)
- Brain Briefs—how video information is processed in the brain according to age
- More information on Internet overload
- More information on multimedia and multitasking (new TeachSource video included)
- Toys and technology

Chapter 10

- Dimensions of Diversity—geographic location (regions of the U.S. differ according to dialects, values, attitudes, behavior, customs, beliefs, food, fashion, and more)
- Brain Briefs—poverty is linked to small brain development

Chapter 11

- Dimensions of Diversity—sexual identity (transgender prejudice)
- Brain Briefs—biological mechanisms related to self-esteem
- Social media and self-esteem

Chapter 12

- Dimensions of Diversity—gender (why I feel uncomfortable with the sex-typed identity society has expected of me)
- Brain Briefs—gender and brains (male and female neurological differences)

Accompanying Teaching and Learning Resources

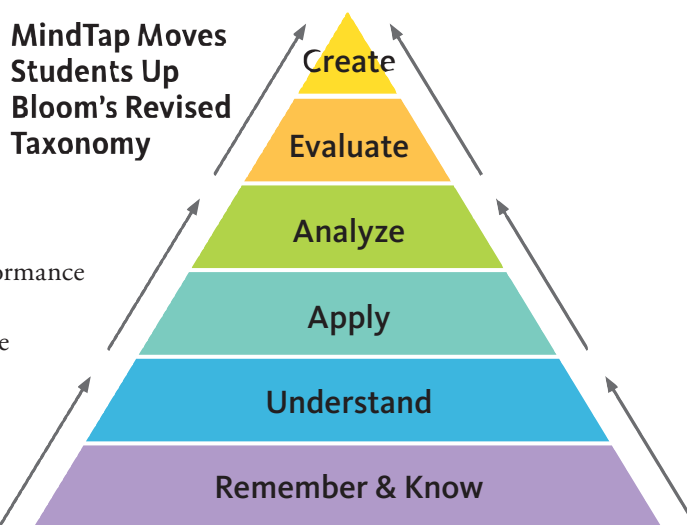
The 10th edition of *Child, Family, School, Community* is accompanied by an extensive package of instructor and student resources.

MindTap™: The Personal Learning Experience

MindTap for Berns *Child, Family, School, Community* 10th edition represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform, MindTap helps students to elevate thinking by guiding them to:

- know, remember, and understand concepts critical to becoming a great teacher
- apply concepts, create tools, and demonstrate performance and competency in key areas in the course
- prepare artifacts for the portfolio and eventual state licensure, to launch a successful teaching career
- develop the habits to become a reflective practitioner.

As students move through each chapter’s Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom’s Revised Taxonomy



Anderson L W & Krathwoh D (Eds.). (2001) *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives* New York Longman

from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence by:

- engaging them with chapter topics and activating their prior knowledge with TeachSource videos of teachers teaching and children learning in real classrooms
- checking their comprehension and understanding through *Did You Get It?* assessments, with varied question types that are autograded for instant feedback
- applying concepts through mini case scenarios—students analyze typical teaching and learning situations and create a reasoned response to the issue(s) presented in the scenario
- reflecting about and justifying the choices they made within the teaching scenario problem.

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice and adjusting teaching as needed. The Student Progress App makes grades visible in real time so students and instructors always have access to current standings in the class.

MindTap for Berns *Child, Family, School, Community* 10th edition helps instructors easily set their course since it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the learning path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—add any content they do want (e.g., YouTube videos, Google docs, links to state education standards). Learn more at <http://www.cengage.com/mindtap>.

PowerPoint® Lecture Slides

These vibrant Microsoft® PowerPoint lecture slides for each chapter assist you with your lecture, providing concept coverage using images, figures, and tables directly from the textbook!

Online Instructor's Manual with Test Bank

An online Instructor's Manual accompanies this book. It contains information to assist the instructor in designing the course, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources. For assessment support, the updated test bank includes true/false, multiple-choice, matching, short-answer, and essay questions for each chapter.

Cognero

Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want.

Supportive Socialization Influences

The seeds for this book were sown more than 50 years ago. I was a freshman in the College of Human Ecology at Cornell University, taking a child development course taught by Dr. Urie Bronfenbrenner. Dr. Bronfenbrenner, who died in 2005, was a distinguished professor of psychology, human development, and family studies. His bioecological theory of human development has stimulated much new research on children and families in various settings, as well as advocacy of government, business, and educational policies to support families.

Dr. Bronfenbrenner's enthusiasm for children and families, his dynamic lecture style, and his probing questions regarding the current state of human development research, as well as public policy, provided me with an analytic perspective to examine whatever else I read or heard thereafter.

The seeds for this book could not have flowered had it not been for the care their host (the author) received in her growth and development. My family, my teachers, my friends, the neighborhood in which I grew, and my experiences growing up, all contributed to this book. Even after I reached adulthood, the seeds for this book are still being nurtured along by others—my husband (Michael), my children (Gregory, my son, and his wife, Kathleen, and Tamara, my daughter), my grandchildren (Helen and Madeline), my friends, my neighbors, my students, and my colleagues.

As flowers grow, to maintain their shape and stimulate new growth they must be pruned and fertilized. I would like to thank my reviewers of all editions and my editors for their valuable input in this process. Specific thanks to the reviewers of this edition:

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 Patti Reed, Lanier Technical College
 Susan Smith, St. Johns River State College

Thank you to Michael Bronfenbrenner for digitizing old videotapes of his father for the Cornell University Library. Also, thank you to Dr. James Garbarino, author and professor at Loyola University, for his support.

For the fruit of the harvest, this 10th edition, I would like to thank my Developmental Editor, Kate Scheinman, for plowing this version with me. Also many thanks to the rest of the book team: Mark Kerr, Executive Editor, Julia Catalano, Product Assistant, Renee Schaaf, Media Developer, and Jennifer Levanduski, Marketing Manager.

PART 1

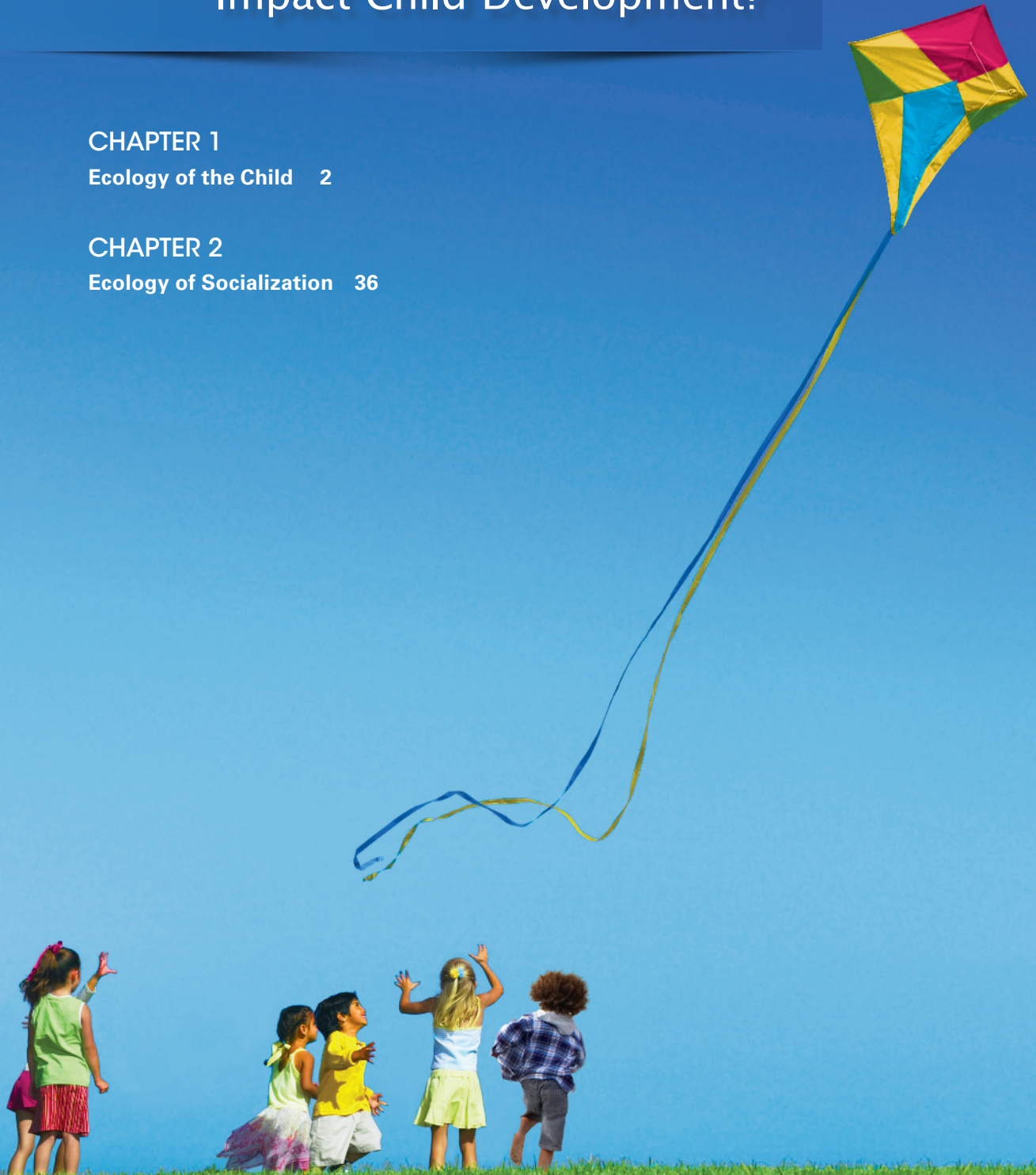
How Do Ecology and Socialization Impact Child Development?

CHAPTER 1

Ecology of the Child 2

CHAPTER 2

Ecology of Socialization 36





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Learning Objectives

After completing this chapter, you will be able to:

- **1-1** Define ecology and discuss how it relates to child development.
- **1-2** Define socialization and explain how it relates to child development.
- **1-3** Name two characteristics of the brain that make socialization unique to humans.
- **1-4** List the reciprocal factors (biological and socialization) related to developmental outcomes.
- **1-5** Define intentional and unintentional socialization.
- **1-6** Name a socialization effect of societal change on child rearing and another on education.
- **1-7** Define a theory and apply it to the bioecological theory of human development.
- **1-8** Name and define the four ecological systems involved in socialization.
- **1-9** Define the chronosystem and give examples of chronosystem effects relating to the past, present, and future.
- **1-10** List the seven indicators of well-being for children.

*The more things
change, the more
they remain
the same.*

ALPHONSE KARR

Ecology of the Child



STANDARDS

NAEYC Standards addressed:

1, 4 (initial)

1, 2, 3 (advanced)

NASW Standards addressed:

1, 2, 8, 10

SOCIALIZATION SKETCHES

Oprah Winfrey (b. 1954)

“It doesn’t matter who you are, where you come from. The ability to triumph begins with you always.”

— OPRAH WINFREY

Oprah’s philosophy of socialization is encapsulated in this quote. The Socialization Sketch that follows describes some significant influences on her life.

FAMILY

Oprah Gail Winfrey was born in 1954 on the family farm in Kosciusko, Mississippi. Her father, Vernon Winfrey, who was stationed as a soldier at a local army base, and her mother, Vernita Lee, were both young at the time of Oprah’s birth. Her parents never married. Shortly after she was born, her mother moved to Milwaukee, Wisconsin, where she found a job as a housemaid and Oprah was left in the care of her grandmother, Hattie Mae Lee.

As a child, Oprah relied on her imagination to play. On the farm, her only friends were the animals, so she gave them parts in the plays she made and included them in games. On Sundays she and her grandmother would go to church. It was in church that Oprah gave her first recital—she was 3 years old and already knew how to read. She read verses and poems aloud to the congregation. By age 4, she was known around town as “the little speaker.” Such early experiences gave her an advantage when she entered school.

When Oprah entered kindergarten, she knew how to write, as well as read. On the first day of school, she wrote, “Dear Miss New, I do not think I belong her [*sic*].” She was moved to the first grade and by the end of the year, she was skipped to the third grade.

At age 6, Oprah was sent to live with her mother and half sister in Milwaukee. They lived in one room of another woman’s house. Her mother worked long hours, leaving Oprah with her cousins and neighbors. It was her job to entertain her little sister.

When Oprah was 9, a 19-year-old cousin, who was baby-sitting, raped her. He swore her to secrecy. During the time she lived in Milwaukee, Oprah was sexually abused by her mother’s live-in boyfriend and a once-favorite uncle. She never told anyone, but became rebellious. At age 14, she

gave birth to a son, who died in infancy. Unable to handle her, Oprah’s mother sent her to live with her father and his wife in Nashville. This proved to be a significant influence on her motivation to achieve.

Vernon Winfrey was a strict disciplinarian. Oprah was given new clothes, a set of rules, a midnight curfew, and some tasks. She also had to read and do a book report each week for her father, as well as memorize five new words each day. If she hadn’t done her tasks, she would not be given any food. Oprah said, “As strict as he was, he had some concerns about me making the best of my life, and would not accept anything less than what he thought was my best” (<http://www.achievement.org/autodoc/printmember/win0bio-1>).

SCHOOL

Also influential on Oprah’s study habits, as well as self-esteem, was her fourth-grade teacher and mentor, Mrs. Duncan. Mrs. Duncan helped her to not be afraid of being smart. She encouraged Oprah to read and often let her stay after school to help grade papers while discussing book choices. Oprah said, “A mentor is someone who allows you to see the higher part of your-self when sometimes it becomes hidden from your own view” (WCVB-TV interview, January 13, 2002).

Oprah attended Nashville East High School where she was well liked by the students and teachers. She took public speaking and drama classes, landing



AP Images/Dima Gavrysh, file

a job in radio while still in high school. This prepared her for a career path in communications.

Oprah's last year in high school was most influential. She had been elected president of the student body and, as such, got to attend The White House Conference of Youth, meeting President Richard Nixon and school representatives from all over the country. That same year, Oprah entered a public speaking contest with a scholarship to Tennessee State University as the grand prize. She won the scholarship and began taking courses toward a degree in Speech Communications and Performing Arts. She continued her work at the radio station, studying at night.

MEDIA

Oprah was chosen to co-anchor the local evening news at the age of 19. Her emotional ad-lib delivery eventually got her transferred to the daytime television talk show venue. After she boosted a third-rated local Chicago talk show to first place, the format was expanded and in 1985 was renamed *The Oprah Winfrey Show*. Broadcast nationally, *The Oprah Winfrey Show* became the number one talk show until its end in 2011. The show emphasized spiritual values, healthy living, and self-help. She also interviewed top names in the entertainment industry. The show received numerous awards, and she received the Broadcaster of the Year Award, becoming the youngest person

and only the fifth woman ever to receive the honor, bestowed by the International Radio and Television Society.

COMMUNITY

Motivated by her own memories of being abused as a child, Oprah initiated a campaign to establish a national database of convicted child abusers. She testified before the Senate Judiciary Committee on behalf of the National Child Protection Act. President Clinton signed the "Oprah Bill" into law in 1993, establishing a national database available to law enforcement agencies and concerned parties.

Oprah Winfrey was named one of the 100 most influential people of the 20th century by *Time* magazine. Her influence extends from television to the publishing industry through her book club. She is also a benefactor. Her Angel Network gave \$100,000 Use Your Life Awards to people who are using their lives to improve the lives of others. And finally, she has founded a school for girls in South Africa to build leadership skills, giving back to the community what she gained from the schools and teachers in her life.

- What events or people in your past and present have influenced your ability to thrive?
- What are some things you might do to contribute to the community based on your own experiences and interests?

1-1 ► Ecology and Child Development

Children grow up in an ever-changing world. To analyze the impact of such change, we look to science for what is known and for what is yet to be discovered. **Ecology** is the science of interrelationships between organisms and their environments. Traditionally the term *ecology* describes plant or animal environments, but today it also applies to humans. **Human ecology** involves the biological, psychological, social, and cultural contexts in which a developing person interacts and the consequent processes (for example, perception, learning, behavior) that develop over time (Bronfenbrenner & Morris, 2006). **Adaptation** is the modification of an organism or its behavior to make it more fit for existence under the conditions of the environment. As humans develop, they must continually adapt to change on a personal, social, and societal level. Examples of societal forces impacting human adaptation are **demographics** (statistical characteristics of

How does growing up in a changing world affect how children are socialized?

ecology the science of interrelationships between organisms and their environments

human ecology the biological, psychological, social, and cultural contexts in which a developing person interacts and the consequent processes that develop over time

adaptation the modification of an organism or its behavior to make it more fit for existence under the conditions of its environment

demographics statistical characteristics of human populations, such as age, income, and race

[IN CONTEXT]

Kids Today: Are They . . .

media junkies?	bombarded by commercialism?
computer savvy?	virtual-world visitors?
social networkers?	overscheduled?
coupled to their cell phones?	reward-reliant?
frightened by disaster and violence?	self-absorbed?
confused by choices?	inundated with information?
driven to distraction?	distressed?
seduced by celebrities?	competition-driven?

economics the production, distribution, and consumption of goods and services

human populations, such as age, income, and race), **economics** (the production, distribution, and consumption of goods and services), politics, and technology.

The purpose of this book is to examine how growing up in a changing world affects the development of children through socialization. Children are socialized and supported by their families, schools, and communities, in that these significant agents accept responsibility for ensuring children's well-being. These socializing agents nurture children's development, enabling them to become contributing adults.

What is socialization?

socialization the process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of groups and society

1-2 Socialization and Child Development

Socialization is the process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of groups and society (Brim, 1966; Maccoby, 2007).

- ◆ Socialization is what every parent does: "Help your brother button his jacket." "We use tissues, not our sleeves, to wipe our noses."
- ◆ Socialization is what every teacher does: "Study your spelling words tonight." "In our country we have the freedom to worship as we choose."
- ◆ Socialization is what every religion does: "Honor your father and mother." "Do not steal."
- ◆ Socialization is what every culture does via its language, customs, and beliefs.
- ◆ Socialization is what every employer does: "Part of your job is to open the store at eight o'clock and put the merchandise on the tables." "Your request must be in writing."
- ◆ Socialization is what every government does through its laws and system of punishment for violations.
- ◆ Socialization is what friends do when they accept or reject you on the basis of whether or not you conform to their values.
- ◆ Socialization is what the media do by providing role models of behavior and solutions to common problems.

The concept of socialization, including parenting or child rearing, social development, and education, really goes back in time to the earliest humans: "Train up a child in the way he should go, and when he is old, he will not depart from it" (Proverbs 22:6). As we shall see, many forces in society contribute to children's development—as do the children themselves. Socialization takes place in the family, school, peer group, and community, as well as via the media. While socialization enables a person to participate in social groups and society, it also enables the very existence of a society and its consequent social order. According to Handel, Cahill, and Elkin (2007, p. 84), socialization occurs:

- ◆ over time
- ◆ through interaction with significant others
- ◆ by means of communication
- ◆ in emotionally significant contexts

and leads to certain outcomes that are shaped by various social groups.

What makes socialization unique to humans?

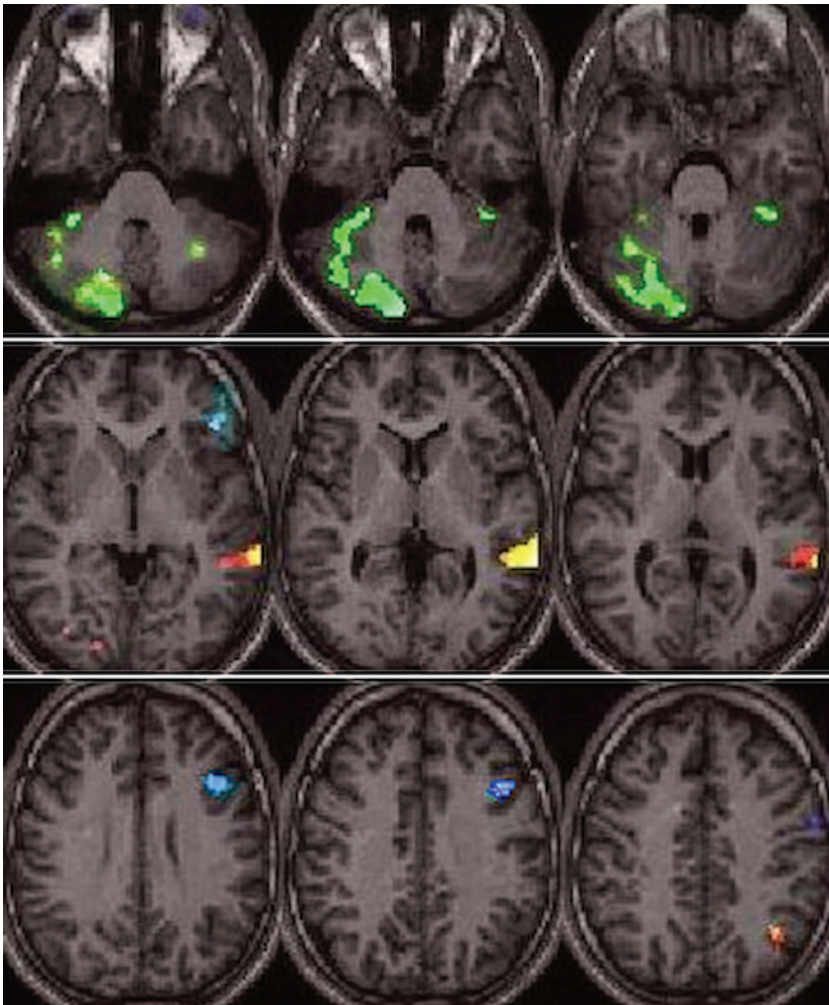
1-3 Socialization as a Unique Human Process

Most social scientists agree that socialization is unique to human beings because humans can think. More than 75 years ago, George Herbert Mead (1934), a social interaction theorist, wrote that it is language that sharply separates humans from other animals. Language

Brain briefs

Observing Brain Activity

Brain research (neuroscience) today has led to a greater understanding of the human brain structures involved in language and thought. A technique for measuring brain activity is functional magnetic resonance imaging (fMRI). It works by detecting changes in blood flow that occur during neural activity. A subject lies down in a scanner (a cylindrical tube containing a powerful electromagnet). The subject is asked to do certain tasks, such as picture an object, remember certain words, or speak certain words. An image of the areas of the brain that are activated by doing the particular task appears on the screen in red; those areas with little neural activity appear in blue. Thus, researchers can study how the parts of the brain responsible for language and speech function and interact with the parts of the brain responsible for cognition and behavior (Fedorenko, Behr, & Kanwisher, 2011).



Pr. Michel Zanca/Phototake

makes ideas and communication of these ideas possible, and language also makes it possible to replace action with thoughts and then use thoughts to transform behavior. A little boy who breaks his mother's favorite vase and encounters her anger understands her threat the next day when she says, "If you don't hold your glass with both hands, it might fall

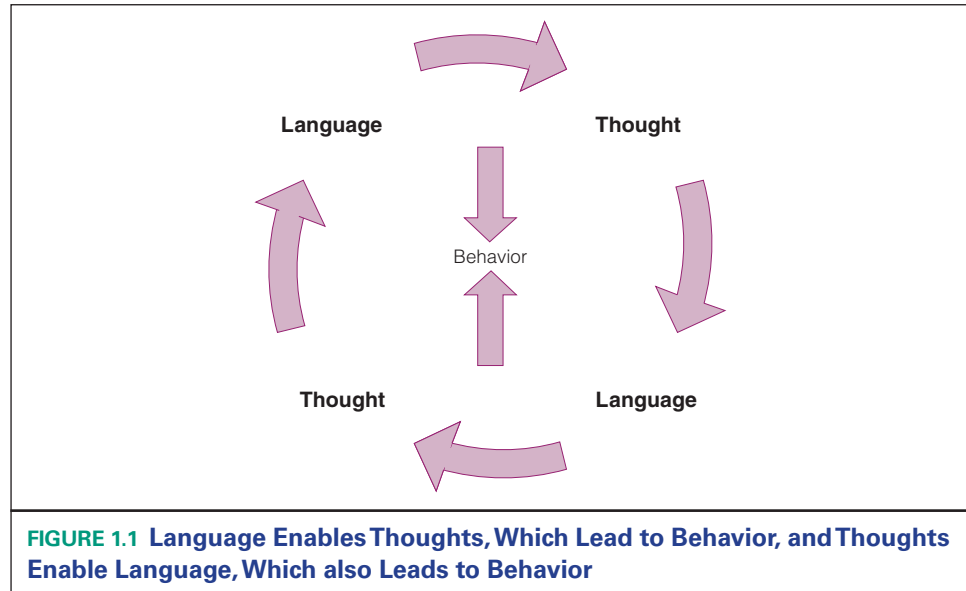


FIGURE 1.1 Language Enables Thoughts, Which Lead to Behavior, and Thoughts Enable Language, Which also Leads to Behavior

and break, and then I will be very angry.” The child now well understands what *break* and *angry* mean. Figure 1.1 shows the relationship between language, thought, and behavior.

Language enables humans to develop the abilities to reason and a characteristic pattern of behavior. It is reason and behavior that enable us to internalize the attitudes of others. (*Internalization* is the process by which externally controlled behavior shifts to internally, or self-regulated, behavior.) Children internalize the attitudes of their parents in the form of role taking. They incorporate parental and significant adult expectations into their behavior, thereby becoming socialized as a “generalized other.” They, in turn, have similar expectations of others with whom they interact. These expectations for people to behave appropriately form the foundation for a society.

Abby’s thoughts led to behavior that caused her mother to vehemently express her feelings regarding taking other people’s things without permission. Her mother’s communication of values such as this to Abby will lead to Abby’s internalization of self-control. If other children, too, learn to internalize behavioral control (for example, respect each other’s property), then a human society is possible.

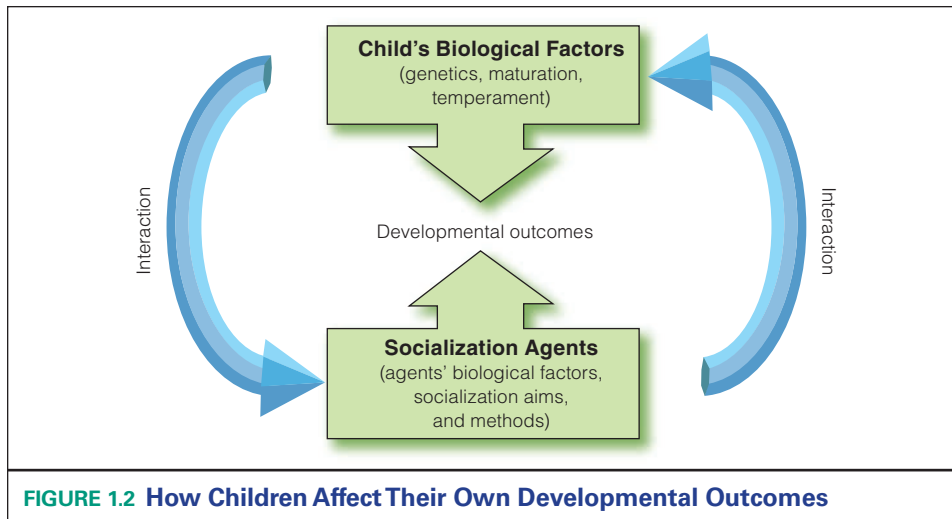
How does the child influence his or her developmental outcomes?

1-4 ➤ Socialization as a Reciprocal Dynamic Process

Socialization begins at birth and continues throughout life. It is a *reciprocal* process in that when one individual interacts with another, a response in one usually elicits a response in the other. It is also a *dynamic* process in that interactions change over time,

[IN CONTEXT]

Four-year-old Abby’s thought one day was to try out Mom’s makeup. In the process, the eye shadow got on her fingers, and she wiped it on her shorts. She then sat down on Mom’s bed to look in the mirror, leaving a smudge of blue shadow where her bottom touched. She soon got bored with this activity, wiped her moist, red mouth on Mom’s yellow towel, and went outside to play. Fifteen minutes later, tears were streaming down Abby’s cheeks, indicating her feeling of remorse for her behavior. Mom pointed to the trail of evidence while scolding her for taking other people’s things without permission (not to mention the mess that had to be cleaned).



with individuals becoming producers of responses as well as products of them (Maccoby, 2007). These reciprocal dynamic processes become more complex throughout development (see Figure 1.2) due to changes in the child and in the socialization agents.

Throughout development, children play a role in their own socialization. As most parents will tell you, children sometimes motivate how others treat them. You know that if you smile, you are more likely to get a smile back than if you frown. The way you socialize children is often influenced by their reaction to you. For example, I needed only to look sternly at my son or speak in an assertive tone, and he would comply with what was asked of him. My daughter, however, would need to experience consequences (usually several times)—being sent to her room, withdrawal of privileges, having to do extra chores—before she would comply with family rules. Even in college, she had to get numerous parking tickets before she realized paying for them was more painful than getting up earlier to find a legal parking space far from her class and walk. Thus, not only do children actively contribute to interactions, but in so doing, they affect their own developmental outcomes, transforming themselves in the process (my daughter had to work to pay off her tickets) and influencing how others reciprocate (I nagged) (Bugental & Grusec, 2006).

1-4a Genetics

Biology, specifically, genetics, plays a role in the child's contribution to his or her developmental outcomes, beginning with the child's **genotype**, the total composite of hereditary instructions coded in the genes at the moment of conception. According to Plomin and Asbury (2002) as well as Scarr and McCartney (1983), parents not only pass on genes to children but also provide environments, or contexts for development (see Figure 1.3). In other words, there is a correlation between the influence of one's genotype and one's environment on developmental outcomes (Rutter, 2006). Because children inherit genes from their parents, children are "prewired" or predisposed to be affected by the environments their parents provide. This type of genotype-environment interaction is referred to as *passive*. For example, a child born to intelligent parents will most likely possess the genes involved in intelligence. The parents, because of their genotypes and their developmental experience, will likely provide intellectually stimulating things and activities in the home. The child's "prewiring" will enable him or her to benefit from such stimulation. As an example, my sister-in-law was raised by her father, an accomplished musician. She tinkered at the piano as soon as she could reach the keys. As a child, she learned to play several musical instruments. Today, she is a music teacher and directs a community band.

What role do genes play in a child's socialization?

genotype the total composite of hereditary instructions coded in the genes at the moment of conception