## Self Control
- **Self Control**: The ability to rise above immediate pleasures and not give in to impulse.
- No pain, no gain.
- Fools rush in...

### Beginnings of Self-Control
- Age 1: aware that others impose demands
- Age 2: have internalized some controls
- Age 3: have some strategies
- Ability to main self-control is consistent over development
- And correlated with distractibility, planning, stress management, and SAT's!

### Temperamental Influences on Self-Control
- Children who are naturally **fearful** respond to parents' requests to comply with rules.
- Children who are not naturally fearful respond to parents' requests to cooperate that are based on the attachment relationship.

### Improving Self-Control
- Get a strategy, stupid!
- Remind children of the need to resist temptation.
- Make tempting events less attractive.
  - Don't look at it!
  - Do something else!

### Piaget's Views
- **Up to age 7**, children are moral realists: rules are absolute and must be followed or else (immanent justice)?
- **After 7**, children are moral relativists: rules created by people to help them get along.

### Kohlberg's Theory
- Three levels of moral reasoning, each with two stages for a total of 6 stages. Developed after watching children and adults try and solve moral dilemmas like the ones you have.
Level 1: Preconventional

- All about authority and rewards and punishments.
  - Stage 1: Obedience above all! Follow the rules!
    - Injunctions: 
      - Imminent Punishment
  - Stage 2: Instrumental: Self interest at heart.
    - Follow the rules only if you can get caught.
    - Looking out for number one.
    - Rules only apply if help or will hurt you.

Level 2: Conventional

- All about the people; about convention.
  - Stage 3: Interpersonal norms: 
    - Act according to others' expectations. 
    - Good boy/girl!
    - Do what people want.
  - Stage 4: Social System
    - Society norms.
    - Not what your friend says, it's about society.

Level 3: Postconventional

- All about abstract principles
  - Stage 5: Social contract:
    - Rules exist to help us live together.
    - Don't follow them if they push us apart.
    - What about Cannibals?
  - Stage 6: Universal principles
    - Justice, compassion, equality; life above all.
    - "All are created equal. "Do no harm."
    - Would you kill one man, to save all.

Summary

- 3 levels of moral reasoning: Moving from self-interest, to societal conventions, to universal ethical principles.
- Support for the theory:
  - People progress through the stages in sequence and moral reasoning is linked to moral behavior.

Beyond Kohlberg's Theory

- C. Gilligan: Caring is more important than rules and abstracts like justice.
- N. Eisenberg: Prosocial behavior is more important: we move from self-centered thinking to social norms, to moral principles. Screw the abstracts!
- Are we writing comic books or living together?

Real problem with Kohlberg

- Most people never make it through.
- Less than 10% above stage 4.
- 60% Stage 4.
- 33% Stage 3.
- Different cultures, different genders, even different religions emphasize different abstract principles.
- Maybe there are absolutely no absolutes!
13.3 Helping Others

- **Prosocial Behavior**: Actions that benefit others.
  - Helping a little old lady across the street.
  - May also benefit you.
- **Altruism**: Prosocial behavior with no direct benefit to you.
  - Self-sacrifice or resource sacrifice.
  - But keep in mind might be reciprocal altruism.

Cognitive Skills Underlying

- **Perspective-taking**: Children help when they can imagine another's situation.
- **Empathy**: Children help when they can feel as another person is feeling.
- **Moral reasoning**: Children help when they feel a moral imperative to do so.

Situational Influences

- Feel responsible to the person in need.
- Feel competent to help.
- In a good mood.
- When the cost is modest.

Girls vs. Boys?

- Girls no more likely to give or request help than boys.
- Although often display stronger facial and vocal expressions.

How do we, as Parents, get Billy to be Prosocial?

- Using reasoning when disciplining—How do you think that made him feel?
- **Model** and **encourage** prosocial behavior.
- Using praise, particularly dispositional praise.
- But don't bribe them!

12.4 Aggression

**Aggression**: Physical or verbal behavior intended to harm, damage, or injure without regard to individual rights.
Types of Aggression

- Reactive aggression: reaction to another's actions.
- Relational aggression: words and gossip instead of fists.
- Instrumental aggression: toward a goal (e.g., stealing to feed your pet)

- Bullying: intimidating, harassing, and humiliating other children. (Bluto, This kid on The Simpsons)
- Can be girls (although usually not).

Change and Stability

- Physical aggression – particularly bullying – is common in preschool years.
- Physical aggression is less common in the school years, particularly for girls, who turn to relational aggression.
- Individual differences are stable throughout childhood and adolescence and linked to criminal offenses!

Environmental Roots of Aggressive Behavior

- Scarcity and opportunity: frustration aggression
- Parent contributions, particularly through use of physical punishment and parental aggression (but not clear whether environmental or genetic)
- TV also contributes, when children watch violent TV shows that may be provoked by other children or serve to exacerbate things.
- Cognitive processes are important in terms of how children interpret social situations and select appropriate responses.
How can we, as parents, make Billy less Aggressive?

- Modeling and encouraging prosocial behavior.
- Turn off violent shows, if he’s too into them.
- Tune into Sesame Street.
- Talk to him.
- Keep in mind your reactions.

Give them another, more effective way to go!

- Think of aggression as children trying out a behavior to see the reaction.
- If you don't overreact, they will learn not to.
- If a child yells and you yell, now two people yelling, effectively, two children.
- But if you whisper, they have to shut up and learn a better way.

Victims of Aggression

- Youngsters are likely to be victims of aggression when they are aggressive themselves or are withdrawn and submissive.
- Children can avoid being victims by learning new ways of responding to aggression, by raising their self-esteem, and by having friends.