

The Relationship Between Racial Attitudes and Social-Cognitive Development in Children: An Australian Study

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Positive and negative racial attitudes of 122 Euro-Australian children (60 girls and 62 boys) toward Euro-, Asian, and Aboriginal Australians were examined across the 5–6-, 7–9-, and 10–12-year age groups. Children were more positive toward Euro- and Asian Australians than toward Aborigines. The middle group were less negative toward Aborigines than were the older and younger groups. Greater maturity in the ability to reconcile different racial perspectives and to perceive between-race similarity was moderately related to greater racial tolerance. Although the results support the role of cognition in age-related changes in prejudice between ages 5 to 9, found by A. B. Doyle and F. E. Aboud (1995) in Canadian children, the differences in attitudes to the 2 older groups and the finding that older children's negativity did not differ from that of the youngest group suggest the influence of environmental in addition to cognitive factors in the development of prejudice.

Research on the psychological processes in the development of ethnic or racial prejudice in children of European descent (the majority group of most research in the countries studied) toward minority groups has received considerable attention in multiethnic and multiracial societies such as the United States and Canada. Racial prejudice refers to "an organized predisposition to respond in an unfavorable manner toward people from an ethnic group because of their ethnic group affiliation" (Aboud, 1988, p. 4). These studies have established that most Euro-American (or Canadian) children, by the age of 5, express prejudice, attributing negative characteristics to African Americans and positive characteristics to their own group (Asher & Allen, 1969; Hrabá & Grant, 1970; Williams, Best, & Boswell, 1975). Furthermore, North American studies provide evidence for higher levels of prejudice and racial stereotyping toward African Americans and American Indians among younger compared with older majority-group children (Bigler & Liben, 1993; Doyle & Aboud, 1995; Doyle, Beaudet, & Aboud, 1988; Katz & Zalk, 1978; Williams & Morland, 1976).

Although there is now general agreement on the prevalence of racial prejudice among quite young children, the relative role of cognition versus environmental-learning factors in the development of children's prejudice remains unclear. Research from a social-cognitive perspective has linked qualitatively different types of prejudice at different ages with changes in cognitive structure (Aboud, 1988; Doyle & Aboud, 1995; Katz, 1976; Lambert & Klineberg, 1967), relating the high prejudice

of young children to immature social cognitions (Aboud, 1988; Doyle & Aboud, 1995). Social-cognitive developmental theorists such as Aboud have suggested that young children's immature cognitions "filter and distort environmental input" (Aboud, 1988, p. 22), so that the social environment in which they are reared plays a secondary role in explaining their racial prejudice. These immature cognitions include formation of rigid categories based on concrete information, the tendency to think in global and absolute rather than relative terms, and accentuated perception of racial group characteristics (Katz, Sohn, & Zalk, 1975; Piaget & Weil, 1951; Ramsey, 1987).

Other studies have focused on environmental-learning factors as determinants of children's negative racial attitudes. Davy (1983), in his study of British elementary school children, pointed out that the widespread consistencies in prejudice and discrimination in middle childhood are not rooted in individual motivation but in the social forces operating in children's social environment, such as the shared experience of group membership and relationships between groups. There are indications that, even at the preschool level, children are sensitive to the existing social structure, to the nature of interethnic relationships, and to existing privilege (Katz, 1987; Ramsey, 1991; Vaughan, 1987). Cross-cultural studies of racial bias in young children reported that the racial experiences of American children in the 1970s amplified racial bias above the level expected to develop as a result of noncultural determinants, such as the "natural" bias to see white or light things as good and dark or black things as bad (Best, Naylor, & Williams, 1975; Iwasaki, Sonoo, Williams, & Best, 1978). Boswell and Williams (1975) suggested that this tendency was reinforced by the American color coding practice in which Euro-Americans were called White and African Americans were called Black.

The majority of studies on developmental changes in children's prejudice and related cognitions have been undertaken in North America. More studies of children's racial attitudes in non-American cultural contexts would contribute to our understanding of the relative influence of cognitive development and distinctive cultural learning environments on this develop-

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Relationship Between Social And Cognitive Development

**Cecil R. Reynolds, Elaine Fletcher-
Janzen**



Relationship Between Social And Cognitive Development:

The Relationship Between Social and Cognitive Development Willis F. Overton, 2013-05-13 Published in the year 1983 The Relationship Between Social and Cognitive Development is a valuable contribution to the field of Developmental Psychology

The Development of Social Cognition Suzanne Hala, 2013-11-12 The Development of Social Cognition presents a lively up to date examination of both the classical issues and contemporary understanding of theory and research in social cognitive development The initial chapters highlight one of the central theoretical tensions in the field which is whether the development of understanding people is fundamentally different from understanding things Subsequent chapters are devoted to development across specific areas of social cognition from infancy through to adolescence The text ends with a comprehensive examination of the development of moral aspects of social cognition

Social-Cognitive Development in Context Felicisima C. Serafica, 2015-06-19 The relationship between the cognitive and social spheres of human functioning and their context has long been regarded by social and behavioural scientists as a central theoretical issue By the early 1980s a number of empirical studies had further elucidated the nature of this relationship but no attempt had been made to present a coherent picture of the research and developments in this increasingly popular area of study Originally published in 1982 the topics covered in this book filled the gap admirably They present a view of the development of aspects of the self and of self other relations and how these two lines of development interact within a given context All the contributions attempt to portray the child s developing awareness of the self in relation to the social world but all consider it from different perspectives and in varying degrees of detail This useful collection by a number of well known contributors should still be of great value to students of developmental and social psychology

Social Cognition and Social Development E. Tory Higgins, Diane N. Ruble, William W. Hartup, 1985-07-26 In psychology there has been an explosion of interest in what has come to be called social cognition How do people categorise and conceptualise social situations obligations and relationships And what are the implications of their categorisations and conceptualisations for behaviour Developmental and social psychologists are currently converging on the developmental roots of social cognitive abilities This timely 1983 book offers a useful overview of research and theory concerning social cognition and social behaviour in children at the time of this book s publication A full range of theoretical approaches is represented key problems are systematically reviewed and research programmes and perspectives of leading psychologists in the field are summarised

Relationships Between Temperament and Levels of Social and Nonsocial Cognitive Development in Children Richard David Burack, 1978

Motor Skills and Their Foundational Role for Perceptual, Social, and Cognitive Development Klaus Libertus, Petra Hauf, 2017-05-18 Motor skills are a vital part of healthy development and are featured prominently both in physical examinations and in parents baby diaries It has been known for a long time that motor development is critical for children s understanding of the physical and social world Learning occurs through dynamic interactions and exchanges with

the physical and the social world and consequently movements of eyes and head arms and legs and the entire body are a critical during learning At birth we start with relatively poorly developed motor skills but soon gain eye and head control learn to reach grasp sit and eventually to crawl and walk on our own The opportunities arising from each of these motor milestones are profound and open new and exciting possibilities for exploration and interactions and learning Consequently several theoretical accounts of child development suggest that growth in cognitive social and perceptual domains are influenced by infants own motor experiences Recently empirical studies have started to unravel the direct impact that motor skills may have on other domains of development This volume is part of this renewed interest and includes reviews of previous findings and recent empirical evidence for associations between the motor domain and other domains from leading researchers in the field of child development We hope that these articles will stimulate further research on this interesting question

Social Interaction and the Development of Knowledge Jeremy I.M. Carpendale, Ulrich M. Ller, 2014-04-04 Written by highly respected theorists in psychology and philosophy the chapters in this book explicate and address fundamental epistemological issues involved in the problem of the relationship between the individual and the collective Different theoretical viewpoints are presented on this relationship as well as between the nature of rationality and morality relativism and universalism and enculturation and internalization Many chapters also highlight similarities and differences between these alternative frameworks and Piaget's theory and thus correct the misperception that Piaget had nothing to say about the social dimension of development Other chapters focus on the implications of these debates for the important topic areas of pedagogy moral development and the development of social understanding in infancy and childhood Although Piaget's theory is presented and evaluated by some of the chapters in this collection the authors remain critical and do not shy away from revising or extending Piaget's theory whenever it is deemed necessary Though the topic covered in this book is of fundamental importance in the social sciences it is rarely addressed in a sustained way as it is in this collection of chapters The book benefits social scientists interested in fundamental epistemological issues especially as these concern the relationship between the individual and the collective with implications for the conceptualization of morality and rationality

Questions on Social Explanation Luigia Camaioni, Cláudia De Lemos, 1985-01-01 The various contributions to this volume converge on two themes First the explanatory role of social interaction which for a long time has been a source of criticism of Piaget's view of intelligence is dealt with not only in relation to cognitive development but also to language acquisition and to education The second point of thematic convergence is the compatibility of genetic epistemology and psychoanalytic theory in view of the establishment of relationships between emotional and cognitive development

Friendship and Social Relations in Children Hugh Carrie Foot, Anthony J. Chapman, Jean R. Smith, **Addressing Global Challenges - Exploring Socio-Cultural Dynamics and Sustainable Solutions in a Changing World** Parfait M. Eloundou-Enyegue, 2024-07-04 The International Symposium on Humanities and Social Sciences Addressing Global

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Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-02-26 The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines In addition this comprehensive resource features school psychology neuropsychology reviews of

new tests and curricula that have been developed since publication of the second edition in 1999 and new biographies of important figures in special education Unique in focus the Encyclopedia of Special Education Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field The Social Child Anne Campbell, Steve Muncer, 2021-12-16 Research in the field of human social development is moving at an astonishing pace Within psychology children s social behaviour has attracted interest from cognitive social clinical and educational psychologists employing a wide variety of techniques that range from conversational analysis to experimental designs Contributions have also come from beyond the domain of traditional psychology such as evolutionary theorists behaviour geneticists cultural anthropologists and ethologists This book aims to bring the reader to the cutting edge of this work by including original contributions from those in the very forefront of their discipline Each contributor has spent years working in their specialist area and the authors have been given the freedom to argue for very different positions on the origins and sequence of children s social competence The Social Child brings together controversial and sometimes conflicting positions on issues of central importance to society It considers the likely impact of rising divorce rates and single parenting how media images affect children s understanding and behaviour how genes inform development the role parents have whether changing sex roles have had an impact on children s social interactions and the sources from which children acquire behaviour This book will be relevant to those interested in children s behaviour both professionally social workers teachers educational psychologists therapists youth workers and academically It can also be used as a textbook for second and third year undergraduates and by postgraduates Psychology and Social Policy Prof. Dr. Bilal Semih Bozdemir, Moreover economic structures have direct implications on the labor market which subsequently affects individual decision making related to employment career pathways and lifestyle choices In an economy with high unemployment rates or limited job opportunities individuals may confront challenges in pursuing their preferred career trajectories To mitigate these challenges they may adjust their expectations or settle for roles that do not align with their aspirations Decreased economic mobility often results in a host of behavioral adjustments including risk aversion which diminishes the willingness to invest in education or entrepreneurial ventures Another salient aspect is the role of socio economic status which is deeply intertwined with economic structures Individuals from disadvantaged economic backgrounds may not only face constraints in accessing educational and professional opportunities but may also adopt behavioral patterns that reflect their economic realities For instance people in lower socio economic strata may prioritize immediate financial needs over long term investments such as saving or education Thus decision making becomes a reflection of their situational constraints rather than an outcome of purely rational choice In understanding the relationship between economic structures and individual decision making it is crucial to consider the impact of government policies and regulations Economic policy decisions including taxation welfare provisions and labor regulations create a framework that

defines the choices available to individuals For instance policies that promote entrepreneurship and innovation can enhance individual agency by providing the necessary resources and support Conversely restrictive policies may hinder individuals from pursuing certain opportunities or ambitions Blackwell Handbook of Social Psychology Abraham Tesser,Norbert Schwarz,2008-04-15 This volume on intraindividual processes is one of a set of four handbooks in the social psychology field and covers social cognition attitudes and attribution theory Includes contributions by academics and other experts from around the world to ensure a truly international perspective Provides a comprehensive overview of classic and current research and likely future trends Fully referenced chapters and bibliographies allow easy access to further study Now available in full text online via xreferplus the award winning reference library on the web from xrefer For more information visit www.xreferplus.com *Blackwell Handbook of Social Psychology* Rupert Brown,Sam Gaertner,2008-04-15 This volume will provide an authoritative state of the art overview of the field of intergroup processes The volume is divided into nine major sections on cognition motivation emotion communication and social influence changing intergroup relations social comparison self identity methods and applications Provides an authoritative state of the art overview of the field of intergroup processes Divided into nine major sections on cognition motivation emotion communication and social influence changing intergroup relations social comparison self identity methods and applications Written by leading researchers in the field Referenced throughout and include post chapter annotated bibliographies so readers can access original research articles in order to further their study Now available in full text online via xreferplus the award winning reference library on the web from xrefer For more information visit www.xreferplus.com **Encyclopedia of Social Work** ,1965 *Context and Development* Robert Cohen,Alexander W. Siegel,2014-02-04 The purpose of this book is to explore meaningful integrations of developmental processes and functioning with conceptualizations of context a term traditionally denoting physical settings social arenas or perceptual or social backdrops in relation to a focal point However the study of context has taken a considerably more unique and vibrant form in recent years the term is becoming more than a substitute for background independent variables Rather the contributions of context to behavior thought feelings and vice versa are becoming central issues in many research domains This text is a collection of empirical and theoretical accounts for understanding context its focus is on integrating the study of context with the science of developmental psychology Although the authors work in many different areas of the field and with different populations they all converge on a central methodological conceptual theme of contextualism which is presented as the dynamic integration of intraindividual factors with environmental and social environmental factors

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