



ELSEVIER

Contents lists available at ScienceDirect

Journal of Experimental Child Psychology

journal homepage: www.elsevier.com/locate/jecp



CrossMark

The associations among maternal negative control, children's social information processing patterns, and teachers' perceptions of children's behavior in preschool

Yair Ziv^{a,*}, Haggai Kupermintz^b, Ora Aviezer^c

^a Department of Counseling and Human Development, University of Haifa, Haifa 31905, Israel

^b Faculty of Education, University of Haifa, Haifa 31905, Israel

^c Oranim Academic College of Education, Tivon 36006, Israel

ARTICLE INFO

Article history:

Received 24 December 2014

Revised 20 August 2015

Keywords:

Social information processing

Preschool

Maternal negative control

Disruptive behavior

Social skills

Kindergarten

Mother–child relationships

ABSTRACT

The links between social information processing (SIP) and social behavior in preschool are well documented. However, the antecedents of SIP in that age group are less clear. A number of influential theoretical models suggest that a major contributor to SIP is the quality of the child's relationships with the parent. Therefore, we examined the links among quality of the mother–child relationships (measured via direct observations of dyadic play interactions), the child's SIP patterns (measured via direct interview with the child), and the child's perceived behavior in preschool (measured via teacher reports) in a sample of 218 preschool and kindergarten children and their mothers. Applying structural equation modeling, we found support for our theoretical model with a specific emphasis on the negative nature of this association. Specifically, we found a strong indirect path from maternal negative control to the teacher's negative perception of the child's behavior in preschool and kindergarten via less competent SIP patterns. This empirical path remained intact after controlling for various variables such as the family income, the mother's education level, and the child's expressive language abilities, thereby providing further support for the robustness of this association.

© 2015 Elsevier Inc. All rights reserved.

* Corresponding author.

E-mail address: yziv@edu.haifa.ac.il (Y. Ziv).

Introduction

Preschool children exhibiting negatively biased social information processing (SIP) patterns are at greater risk for developing more maladaptive behavior patterns in school compared with children showing competent SIP (e.g., Dodge, Bates, & Pettit, 1990; Hart, DeWolf, & Burts, 1992; Katsurada & Sugawara, 1998; Runions & Keating, 2007; Ziv, 2012, 2013; Ziv & Sorongon, 2011). Many times, these negative SIP biases are the result of early antecedents such as exposure to violence and risk at the sociodemographic level (e.g., Camras, Sachs-Alter, & Ribordy, 1996; Chen, Langer, Raphaelson, & Matthews, 2004; Dodge et al., 1990; Dodge, Pettit, Bates, & Valente, 1995; Schultz & Shaw, 2003; Ziv, 2012; Ziv & Sorongon, 2011) and, in particular, harsh and abusive parental behavior (e.g., Camras et al., 1996; Dodge et al., 1995).

Indeed, from the perspective of the social information processing model (Crick & Dodge, 1994; Dodge, 1986, 2006), as well as theories focusing on the effects of early social relationships such as attachment theory (Bowlby, 1969/1982, 1973), the quality of the dyadic relationships formed between parents and children is expected to play a major role in the formation of children's social perceptions and behaviors. However, with the exception of one study examining the associations of parental controlling behaviors to children's SIP patterns and problem behaviors (Runions & Keating, 2007), the rather complex association among parenting behaviors, SIP, and social behavior is understudied in preschool children. Given the above-mentioned solid theoretical models predicting links among the quality of parenting behaviors, SIP, and positive and negative social behaviors in educational settings and the rarity of empirical investigations of such links in preschool, the goal of the current study was to examine whether parenting behaviors observed in mother-child play sessions are associated with children's SIP patterns and their behavior in preschool as perceived by their teachers.

Theoretical framework

In their formative article presenting the reformulated social information processing model guiding many current studies of SIP, Crick and Dodge (1994) specifically proposed a theoretical path by which the quality of early relationships affects children's social behavior through their SIP patterns. The authors maintained that early relationships create internal mental structures that form a database of social knowledge that informs the enactment of a social response. This database includes children's real-world experiences in close social relationships that in young preschool children are mostly grounded within the familial environment. Thus, the expectation of strong indirect links between the quality of the parent-child relationship and the child's social behavior with others via SIP is theoretically grounded in the social information processing model.

This perspective is very similar to that of attachment theory. Bowlby (1973, 1982) maintained that the child forms internal working models (IWMs) of relationships based on his or her relationships with the attachment figure, and these schemata shape the child's thought processes and social behaviors. He characterized internal working models of attachment as mental representations constructed from interaction patterns between individuals and their principal attachment figures. Based on experiences with these figures, representations of the self and others emerge, reflecting the degree to which the individual feels worthy of care and affection from others (model of self) and the degree to which the individual perceives others to be generally available, accepting, and responsive (model of others). In this scenario, sensitive parenting—which, in attachment theory's terms, provides to the child both a secure base from which to explore the world and a safe haven during times of distress—is an essential element. Thus, sensitive parenting is associated with secure attachment and the emergence of positive models of self and others, whereas its absence is associated with insecure attachment and the emergence of negative models of self and others. Furthermore, secure attachment is reflected in children's thought processes, which are open, flexible, and non-defensive, whereas insecure attachment is reflected in non-open, distorted, rigid, and defensive processes (Bretherton, 1990). IWMs have been described as structured processes serving to obtain or limit access to information

Download English Version:

<https://daneshyari.com/en/article/7274812>

Download Persian Version:

<https://daneshyari.com/article/7274812>

[Daneshyari.com](https://daneshyari.com)