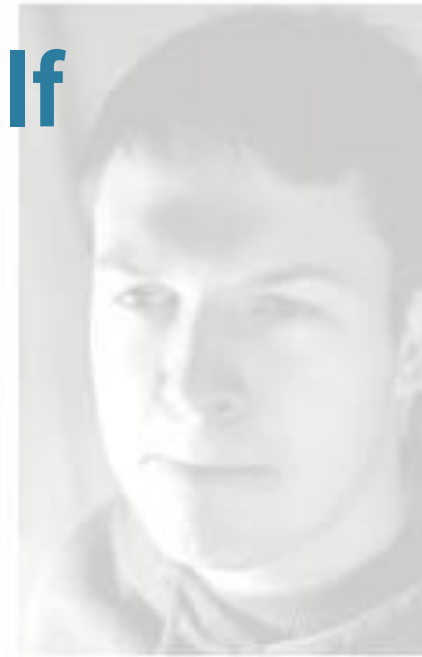
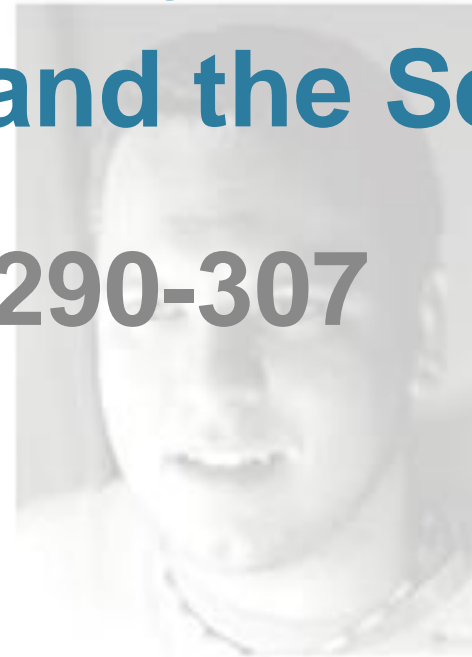




Chapter 9: Personality and the Self

Pt 1: pp 290-307



What is Personality?



Personality in History

- Galen
 - Personality directly from biology, specifically the humors
 - Different proportions in body



Blood (lust: lute)



Yellow Bile (Anger)



Mucus (slow response)



Black Bile (depress)

Phlegmaticus



Cholericus



Sanguineus



Melancholicus

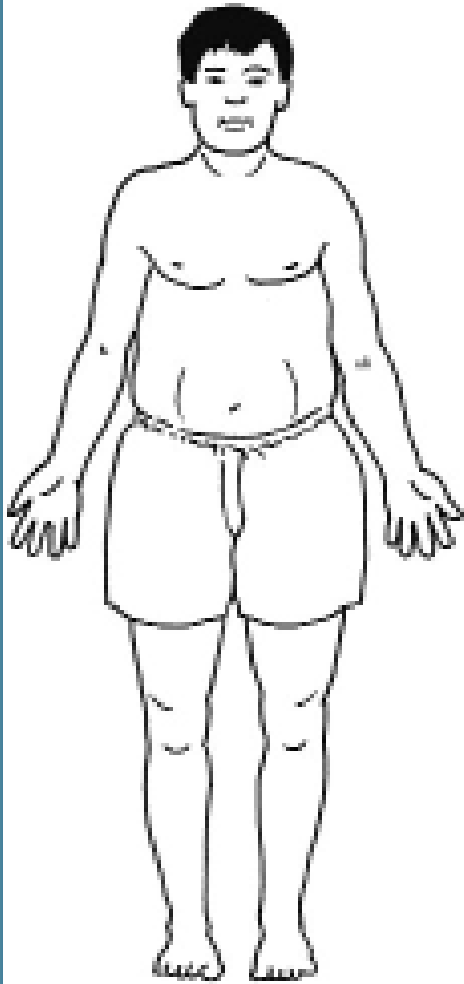


Biology in History

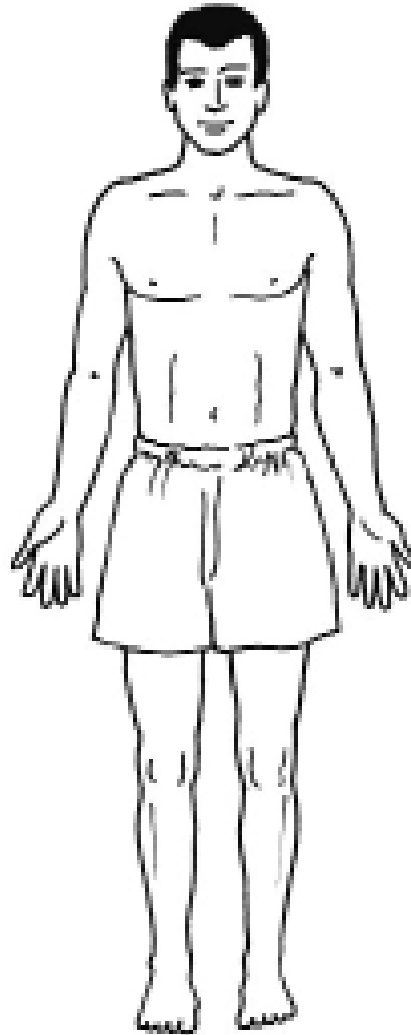
- Sheldon's somatotypes (1954)
 - Appeal to biological basis of personality
 - Instead of humors, looked at body type/composition
 - Hundreds of nude men – determined 3 types:
 - Ectomorph: thin/frail = introverted, smart, sensitive
 - Mesomorph: strong/muscular = energetic, aggressive
 - Endomorph: round/plump = pleasure, social contact
 - I learned this theory in my Social Psych class
 - Did you?
 - Largely ignored in modern times by scientists
 - No data, no personality tests, etc.

**** George H. W. Bush and Hillary Clinton participated!

Three Somatotypes



Endomorph

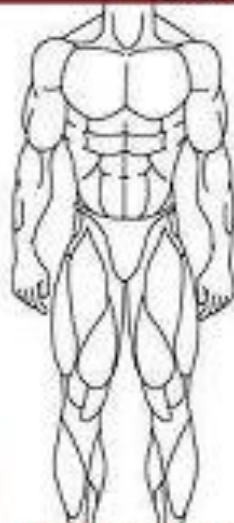


Mesomorph



Ectomorph

KNOW YOUR BODY TYPE



ECTOMORPH

- TYPICALLY SKINNY
- SMALL FRAME
- LEAN MUSCLE MASS
- DOESN'T GAIN WEIGHT EASY
- FAST METABOLISM
- FLAT CHEST
- SMALL SHOULDERS

WORKOUT TYPE

SHORT & INTENSE,
FOCUS ON BIG MUSCLE GROUPS
EAT BEFORE BED TO PREVENT MUSCLE
CATABOLISM

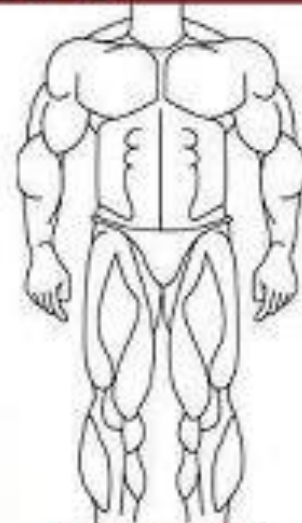


MESOMORPH

- ATHLETIC & RECTANGULAR SHAPE
- HARD BODY, DEFINED MUSCLES
- NATURALLY STRONG
- GAINS MUSCLE EASILY
- GAINS FAT EASIER THAN
ECTOMORPHS
- BROAD SHOULDERS

WORKOUT TYPE

CARDIO & WEIGHT TRAINING
RESPONDS BEST TO WEIGHT TRAINING
WATCH CALORIE INTAKE



ENDOMORPH

- SOFT & ROUND BODY
- TYPICALLY "SHORT & STOCKY"
- GAINS MUSCLE EASILY
- GAINS FAT VERY EASILY
- FINDS IT HARD TO LOSE FAT
- SLOW METABOLISM
- LARGE SHOULDERS

WORKOUT TYPE

ALWAYS DO CARDIO TRAINING AND
WEIGHT TRAINING
WATCH CALORIE INTAKE

Modern Biological Theories

- Biological mechanism usually general and unspecified
- Factor analysis method:
 - A large number of possible trait descriptions are obtained from a sample of individuals
 - Statistical analyses are performed on these self-reports to see which of the other trait items they correlate with and which they do not
 - Correlated items = “clusters”
 - These clusters are examined and an attempt is made to assign a meaningful name to each cluster

THE COMPLETE
IDIOT'S
GUIDE TO

Rediscover yourself
with more than 40
insightful quizzes

Self-Testing Your Personality

PONY PERSONALITY TEST

BRONYLAND.COM/PONY-PERSONALITY-TEST

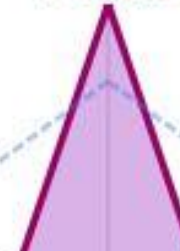
TWILIGHT SPARKLE



PINKIE PIE



APPLEJACK



■ You
■ Average

What's
personal



Twilight

PERSONALITY
TEST

STACIE WHITE



Start to

Current Biological Theories

- Cattell
 - 16 Traits
- Eysenck
 - PEN model
- “The Big Five”



Eysenck's Three Personality Dimensions

PEN personality model:

- **P scale:** Psychoticism ----- High Impulse Control
 - Aggressive, cold, egocentric, [Nonaggressive, warm, concerned for others, impersonal, impulsive, antisocial, personally involved, considerate, social, unemphathetic, creative, tough-minded empathetic, uncreative, persuadable]
- *****E scale:** Extraversion ----- Introversion
 - Sociable, lively, active, assertive, [Hermetic, taciturn, passive, unassertive, sensation-seeking, carefree, stoical, reserved, dependent, dominant, surgent, venturesome even-tempered, risk-averse]
- **N scale:** Neuroticism ----- Emotional Stability
 - Anxious, depressed, guilt-feelings, unconcerned, happy, without regret, low self-esteem, tense, irrational, high self-esteem, relaxed, rational, shy, moody, emotional confident, content, controlled.

Agreed Upon Biological “Big-Five” (But not really)

- Factor 1: surgency or extroversion
 - Seeks out others or prefers to be alone
- Factor 2: agreeableness
 - Goes along with suggestions or argumentative
- Factor 3: conscientiousness
 - Reliable, consistent, able to complete commitments
- Factor 4: emotional stability (v. neuroticism)
 - Emotionally calm or volatile
- **Factor 5: culture, intellect, openness to experience
 - Controversial; curiosity, creativity, adventurous

http://www.bbc.co.uk/science/humanbody/mind/surveys/personality/index_1.shtml?age=&gender=ðnicity=&education=

Link to take Big 5 Personality Test

What do these theories do?

- Place personality as part of the nature of an organism
- Personality is due to a physical entity
 - i.e., genetics
- Some research has shown that characteristics are sometimes “heritable” meaning that there is some consistency between parent and child
 - Not necessarily genetics, however

Biological Theories – Issues and Uses

- These descriptions of behavioral characteristics can be helpful if they are treated as what they are –
DESCRIPTIONS
 - Not explanations, however. Reification.
- Some personality traits are correlated (extroversion and adventurous), but these descriptions are not the “cause” of behavior, they are a description of what a person is already doing.
 - Knowing a student is “”rambunctious” before the start of school?
 - Knowing a person is “shy” before a first date?
 - Knowing that people who score as impulsive MAY be more likely to commit a crime?

Personality: Behavioral Approaches

- Lundin (1961)
 1. Personality is the “organized” way behaviors relate to one another
 - “Cheap”, “excitable”, “introverted”, “creative”?
 2. Personality is also developed through the person’s history, genetics and experiences.
 - Different reinforcers for introverts v. extroverts
- Never seen a trait or type as an explanation, although we can talk about patterns of behavior that consistently occur in a person’s repertoire. Then we can describe them.

Is personality totally consistent across settings or is it situation specific? In other words, is an extrovert always extroverted or do they just behave in a way we would describe as extroverted some of the time?

HUGE controversy in personality theory!

Which is it?

- Biological theories:
 - Once an extrovert, always an extrovert
 - Since it's from the inside of the organism out, people are still an “extrovert” (noun) even if they are acting shy
 - Well, I'm really a _____, but _____
- Behavioral systems theory
 - Look at patterns of behavior that we label as “extroverted” (adjective)
 - It's in the interaction
 - Extroverted behavior can occur under some circumstances and introverted behavior can occur under some circumstances
 - High-school reunion. Other examples?

A Behavioral Systems Approach to Personality

- A behavioral systems perspective. Two types of interactions:
 - genotype-environment interactions
 - Phylogenetic development → environment
 - person-environment interactions
 - Ontogenetic developed characteristics → environment



Temperaments

- So, where does biology fit? In the genotype-environment relationship
 - Genotype determines physical structure, gender, etc.
- Beginning of personality = temperaments
 - Early-emerging, stable individuality in a person's behavior
 - Individual differences in behavioral characteristics that are relatively consistent across time and settings

Temperaments

(Thomas, Chess, Birch, Hertzig, & Korn, 1963)

- Activity Level: Quiet or moving?
- Rhythmicity: Regularity of biological patterns?
- Approach or Withdrawal: Engaged or withdrawn?
- Adaptability: Adjust to new caretaker patterns?
- Intensity of Reaction: Quiet or fussy?
- Threshold of Responsiveness: Sensitive to stimuli?
- Quality of Mood: Happy or colicky?
- Distractibility: Ignore or attend to new things?
- Attention Span & Persistence: stay on task?

Temperaments

(Bates, 1989)

- Negative Emotionality
- Difficultness
- Adaptability to New Situations or People
- Activity Level
- Self-regulation
- Reactivity
- Sociability-Positive Emotionality

So, Which List is Correct?

- Similarities in the lists
- Differences in the lists
- Is there a “better” one?
- Or a better explanation?
- Shaffer (1999) suggests that there is better evidence that organized patterns of temperament exist and influence how caretakers respond to the child and vice versa than there is that these characteristics are easily categorized
 - More research!

Temperament Stability

- Low agreement among different observers
 - e.g., mother, father, teacher
- Weak correlations between early and later measures
- Around end of first year, better short-term stability
- After second year, better long-term stability



Organized Patterns of Temperaments as Attractors (Thomas & Chess, 1977)

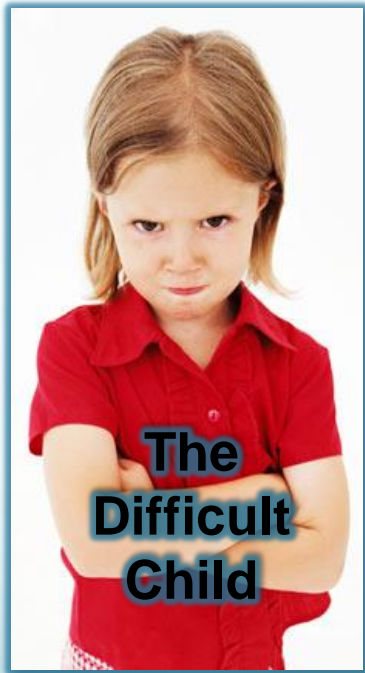
- Children's temperaments have been broken down into three patterns:



Three Patterns of Temperament

- Remember: These are behavior patterns, based on observations
 - Descriptions and correlations
- Easy Child: moderate activity levels, rhythmicity of biological functions, positive mood
 - Evoke a more facilitative environment
- Difficult child: negative mood, short attention span, and nonadaptability
 - Evoke a nonfacilitative environment
- Slow-to-warm child: withdraws from environmental stimulation in some cases and does not in others
 - Reacts to environment less strongly and therefore the development of a facilitative environment may be delayed

These Characteristics Are Long Lasting



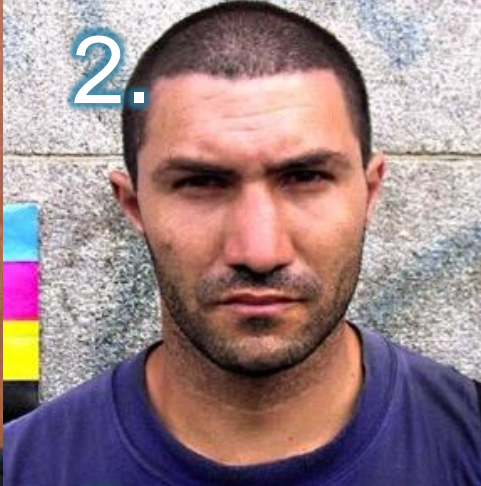
- Correlation between difficult children and behavior problems later in life
- Why might this occur?
 - Difficult children received different treatment than other children. Less positive attention and stimulation. More punishment practices (Crockenberg, 1985)
- BUT parenting practices can strongly influence child outcomes
- Early temperament sets the stage (creates the history) for the development of personality

The Role of the Environment in Personality

- In Class Discussion & Exercise

How might we treat these children differently?







Why has this person received so much media attention?



Physical Size



Sana T

- How might we treat these people differently?



The Role of the Environment in Personality

- Individual characteristics affect the way in which the environment reacts to us.
 - Baby face = raters though they were “dependent, physically weak, more naïve, more honest, and warmer than mature-faced people (Zebrowitz & Montparte, 1992)
 - Sd for how people treat you
- The environment can have a great effect on one’s personality and vice versa.
- “As the environment changes, so does behavior.”
 - Personality not static

How Do Different Environments Affect Personality?

- “Mary is really a different person at work”
- “Johnny is a completely different child at school”
- “She’s usually such a brat!”
- Hostages undergo dramatic changes in behavior
 - Patty Hearst
 - SLA
 - Food Ransom
 - Stockholm syndrome
- People lead “double lives”
 - Housewife/prostitute

Patty Hearst: Captivity Story



What is Gender?



Gender Differences

Sex Role Stereotypes & Generalizations:

- Sensitive, dependent, pretty, indecisive
 - Who does this describe?
- Strong, independent, handsome, decisive
 - Who does this describe?



Gender-Related Behaviors

▶ Development and Factors

- Religion
- Media
 - “Princess culture”
- Culture
- Parental Expectations

▶ Starts before they’re even born!

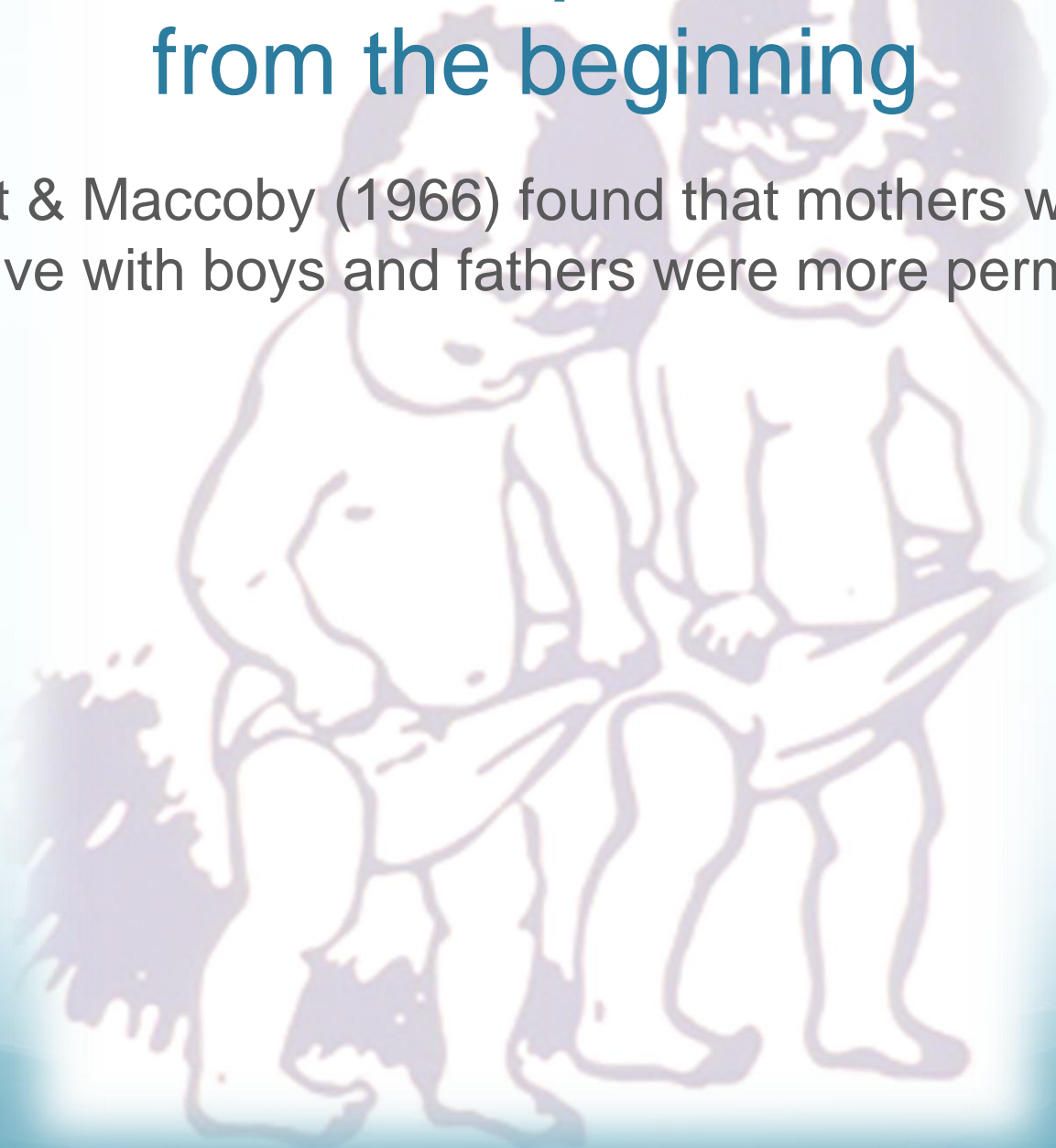
▶ Gender-related behaviors are reinforced when the child displays them correctly. The child usually receives some kind of reprimand if he/she acts inconsistent with these expectations.

Gender Expectations from the beginning

- Rubin, Provenzano, and Luria (1974) showed that gender differences are developed by parents as soon as their child is born.
 - Right after birth, words used to describe newborns were different (weaker, stronger, active)
- Lyberger-Ficek & Sternglanz (1975) observed differences in nurse behavior
 - Much more attention to boys
- In both cases newborns were about the same:
 - In size
 - In vocalizations (pitch and frequency)
 - In strength
 - In activity level
- Conditioned Reinforcers? (remember Watson, 1969?)

Gender Expectations from the beginning

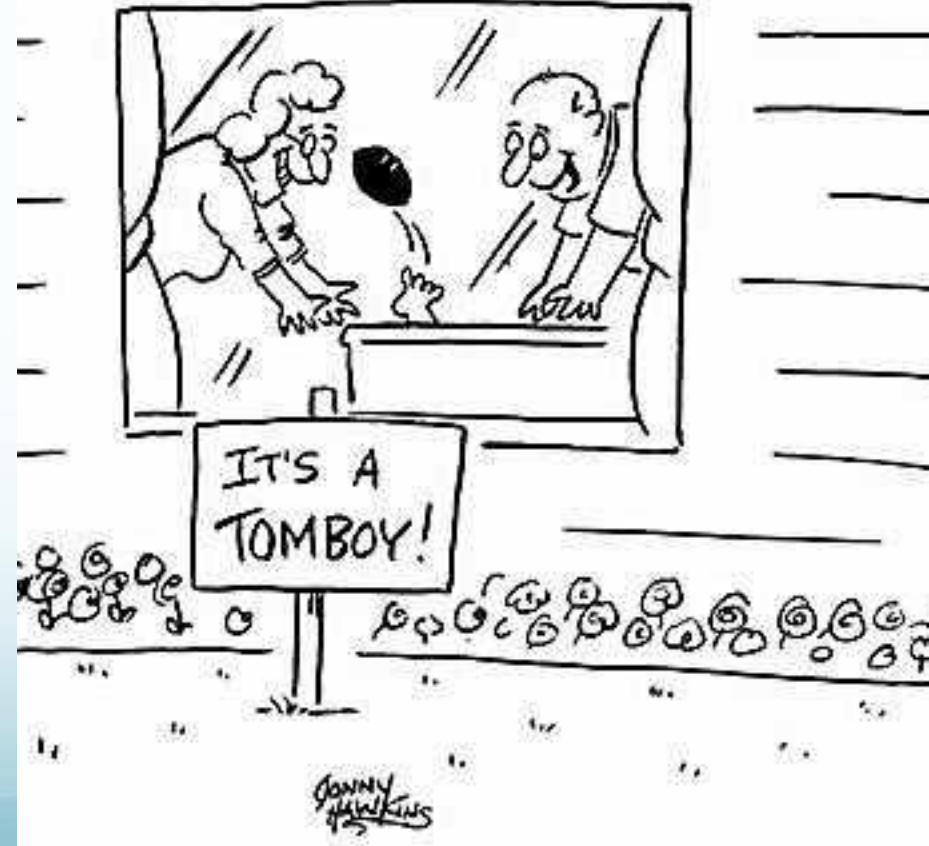
- Rothbart & Maccoby (1966) found that mothers were more permissive with boys and fathers were more permissive with girls



Contingencies matter!



Mr. Williams tried not to panic. There was still a chance that Bobby was undressing them.



Gender-Related Behaviors


KidKraft®
Live • Learn • Play
est. 1968



VS



Gender-Related Behaviors



VS



Gender-Related Behaviors



Developmental Changes in Gender-Related Behaviors

- Gender Identity (age 2)
 - Know their gender
 - Already show toy preferences
- Gender Stability (age 5)
 - Sex not changing
 - Same-sex preference
- Gender Consistency (age 6)
 - Solidification of behaviors that are consistent w/stereotypes
 - Elem. Children already reported women as emotional and men as dominating



(Psychological)

Androgyny



- Possessing behaviors that are both masculine and feminine.
 - How is this beneficial?
 - Behavioral and psychological flexibility
- Sandra Benn (1975)
 - Sex Role Inventory
 - More androgynous – more flexible
- Higher self-esteem in college, more “likable”



Ask Yourself

1. Given what we know about early language development, how would you design a program to help minimize the “impoverished” environments that some children are exposed to early in their lives? How important is this?
2. What do you think personality is? Can you think of some examples of how your personality changes based on environmental conditions?
3. Discuss the idea of gender in our society. Do you think we have a helpful or harmful view? What are the implications for a child’s development?

A photograph of four children, two boys and two girls, smiling and laughing joyfully. They are looking upwards and towards the camera. The image is tilted slightly to the right. The background is a light blue gradient.

Chapter 9: Personality and the Self

Pt 2 . 307-320

The Self



- Self-as-Knower: How you describe yourself
 - The you, *you* know
- Self-as-Known: How you think others describe you
 - The public you, your personality

Self-Concept and Self-Recognition

- Self- concept: knowing that you exist
 - In preverbal infants, evidence in interactions
- Self-recognition: recognizing yourself in a mirror
 - Happens around 12 mos. (some data for 20 mos.)
 - Rouge experiments – 1:40 video example of mirror self-recognition test <https://www.youtube.com/watch?v=M2I0kwSua44>
- How?
 - Name spoken
 - Concept of “you”
 - “Who’s that?”
 - Matched movements



Self-Concept and Self-Recognition

- Self-awareness is the next step
- Perspective taking and **theory of mind**: The ability of children and adults to recognize that others have private thoughts that are different from their public behaviors
- And that they are different from their own



Self-Awareness and Perspective Taking

- TOM – Theory of Mind
 - 3:23 Video example of TOM- false belief task
 - <https://youtu.be/YGSj2zY2OEM>
- Self-Awareness
 - Children are aware of themselves and others
- Recognition of others' thoughts, wants, needs, intentions and motivations.
 - Implications? How can this lead to empathy? Making friends?



Self-Awareness and Perspective Taking As Frames

- RFT – Relational Frame Theory
 - You and me frame
 - <http://www.youtube.com/watch?v=kjEPTD0luCs> (5:15 video Fit Learning Coach teaching frames to child)
 - You and me, now and then
 - <http://www.youtube.com/watch?v=KqgU8FzThBg> (:59 second video Fit learning working on various relational frames with older child)
 - Here and there
- Clinical Implications



Barnes-Holmes (2001)

- Developed a protocol for analyzing & training perspective-taking in young children

SIMPLE

- If I have a _____ and you have a _____, then what do you have? What do I have?

REVERSED

- If I was you and you were me, what would you have? What would I have?

DOUBLE REVERSED

- If I was you and you were me, and there was here, what would you have? What would I have?
- Studies have shown that accuracy on the perspective taking tasks increase as a function of age but are affected by history

Self-Statements

- Parent prompts
 - TONS of questions
 - “How do you feel?” “What do you think?”
- Reason giving; reason requesting
- I-statements
 - Positive and negative
 - Began public but become private
- Internalized v. externalized causes



Stable Versus Unstable Traits



- Failure or success
- Internalization of self-statements
- Placing blame
 - “Teacher is stupid” v. “I’m not very smart”
 - Changes behavior with respect to change

Self-Efficacy Beliefs

- Self-statements about the ability to succeed
- Four sources
 1. Actual successes
 2. Successful imitation
 3. Encouragement from others
 4. Enhanced by emotional arousal



What is Self-Esteem?

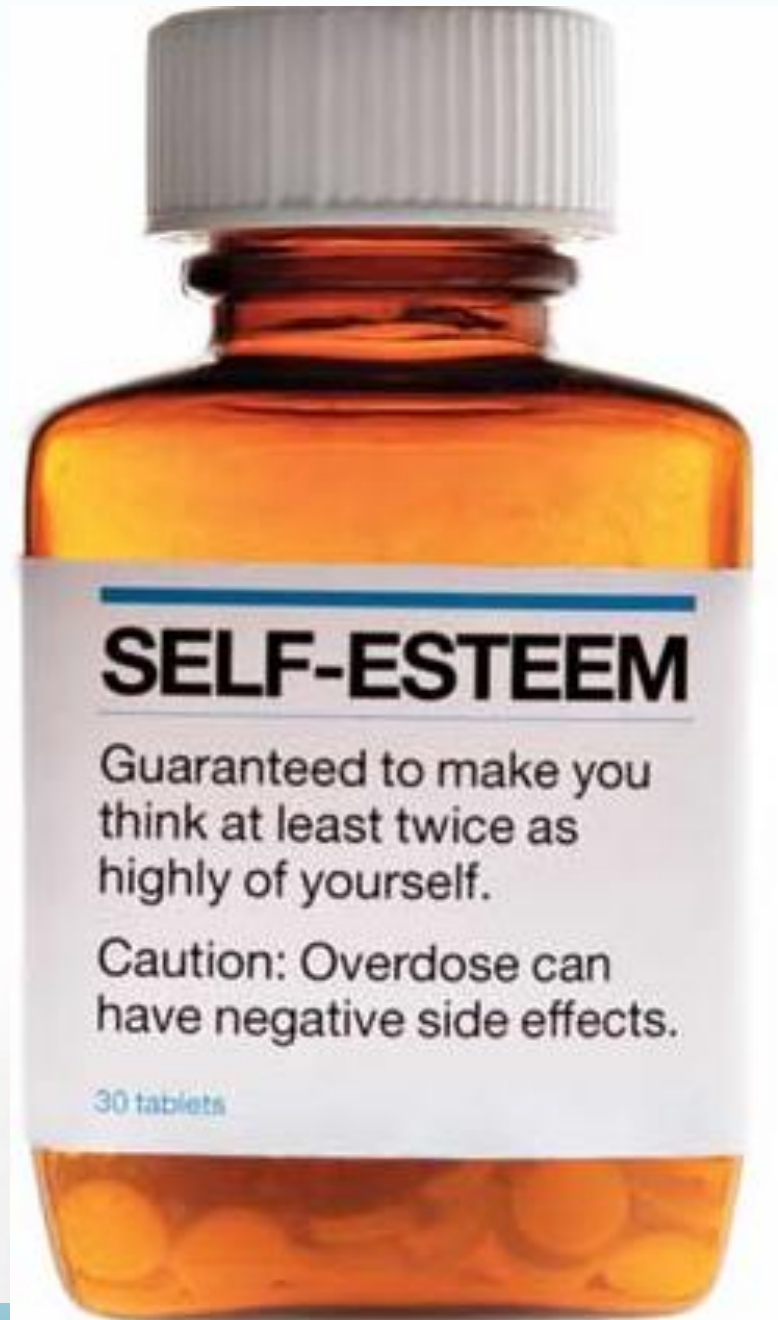


Self-Esteem

- Evaluative statements about what you can accomplish
- Self-Statements
 - Positive Statements
 - Act as self-generated reinforcers
 - Negative Statements
 - “causes”



Is it always
good?



Which comes
first? Success
or self-esteem?



What is Self-Control?



What is Self-Control?



SELF CONTROL

LEVEL: EXPERT

Self Control

- Resistance to temptation
 - Time out v. cookie
- Delayed gratification
 - Impulsivity v. self control = smaller/sooner v. larger/longer
- How is choice involved?



Rachlin (1976) presents dilemmas



- the matching law
- ... when do we “give in”?
 - Delicate balance between the magnitude of reinforcers and delay
 - Examples

Engaging in Self Control

- Consequence
 - Reinforcement / Punishment?
 - Significance (e.g., amount)?
 - Delayed or immediate?
 - 2:07 video example of Marshmallow Test- children engaging in self control!

<https://www.youtube.com/watch?v=4L-n8Z7G0ic>



How We Control Ourselves

- Commitment
 - Public posting, signing up for a race, behavioral contract, social media
- Environmental contingencies
 - overall patterns of contingencies



- In kids?
 - Alternative activities, distraction , behavioral contracts

Self Control can be Learned

- Through shaping!
 - Preference of delayed reinforcement over immediate
 - Schneitzer, Sulzer-Azaroff gradually increase delay
 - Binder, Dixon, & Ghezzi showed the same in ADHD
 - Token economies



So, What is the *Self*?

- Refers to many phenomena
- Used in many contexts

