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Presentation

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How do Children  
Evaluate and  
Make Sense of  
Deviance in  
Groups?

SRCD Biennial  
Conference

Denver  
April 2-5th 2009

# How Do Children Evaluate and Make Sense of Deviance in Groups?

Dominic Abrams  
Adam Rutland  
Joe Pelletier  
Jennifer Ferrel

with acknowledgements to:  
, Lindsey Cameron,  
José Marques

# Overview

How do Children  
Evaluate and  
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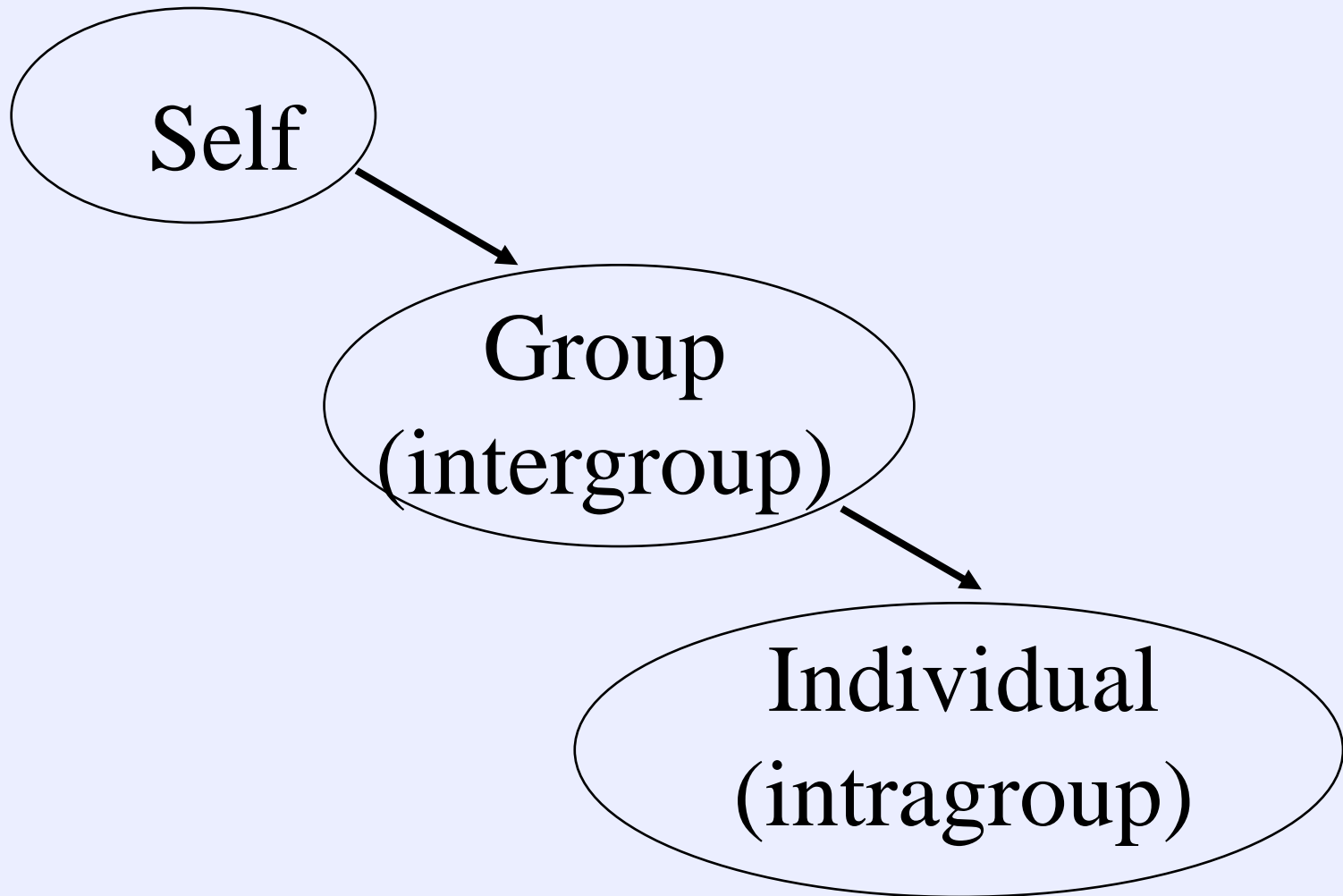
SRCD Biennial  
Conference

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- Relationship between intragroup and intergroup judgments – development of group-based inclusion/exclusion
- Theoretical approaches:
  - Cognitive-Developmental Theory (CDT)
  - Subjective Group Dynamics Model (SGD)
- Two studies of intergroup and intragroup judgments:
  - European Championships (England-France):  
6-11 +cognitive skill.

## Cognitive Developmental Theory (CDT):

posits a developmental sequence in focus of attention.



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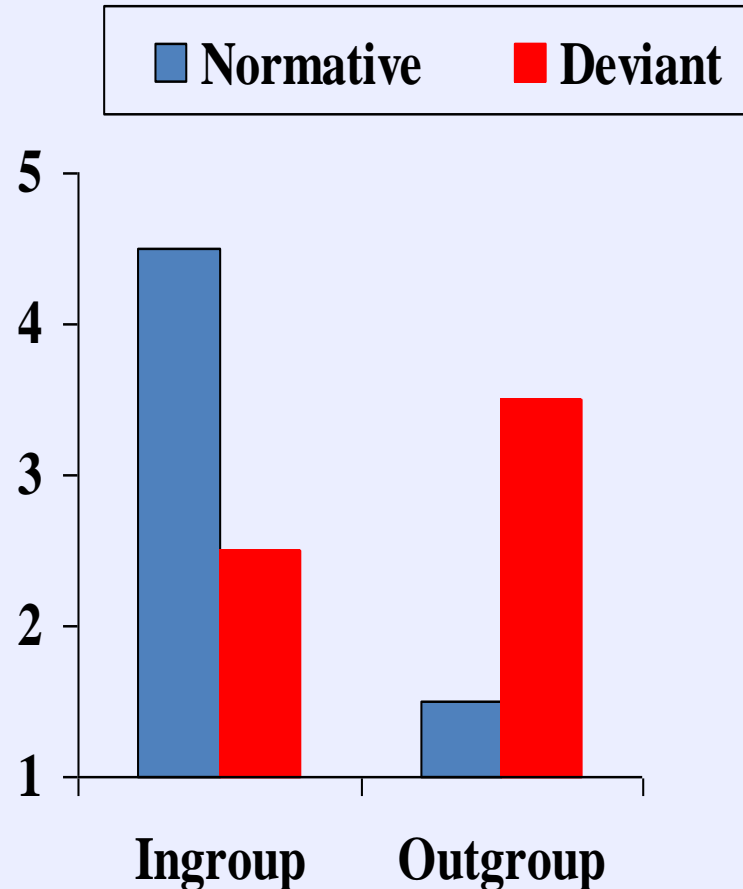
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- older children: attend to unique individual, within-group, differences (Bigler, 1995; Katz et al., 1975; Martin, 1989, Selman, 1980) >>>>>>> *lower intergroup bias*

# The 'black sheep effect'

e.g. Marques, et al., 1988

- Ingroup bias eliminated or even reversed in evaluations of *deviant* ingroup and outgroup members



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# Developmental Model of SGD

Abrams, Rutland, Cameron & Marques, 2003; Abrams, Rutland and  
Cameron, 2003

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Children begin to use intragroup  
differentiation to sustain subjective  
value of the ingroup.

What develops is not just cognitive  
capacity but also social  
understanding.

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