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

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with acknowledgements to:
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Overview

- 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:
Cognitive Developmental Theory (CDT):

posits a developmental sequence in focus of attention.

Self

Group (intergroup)

Individual (intragroup)
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

![Graph comparing ingroup and outgroup evaluations](image)
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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