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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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Deviance in
Groups?

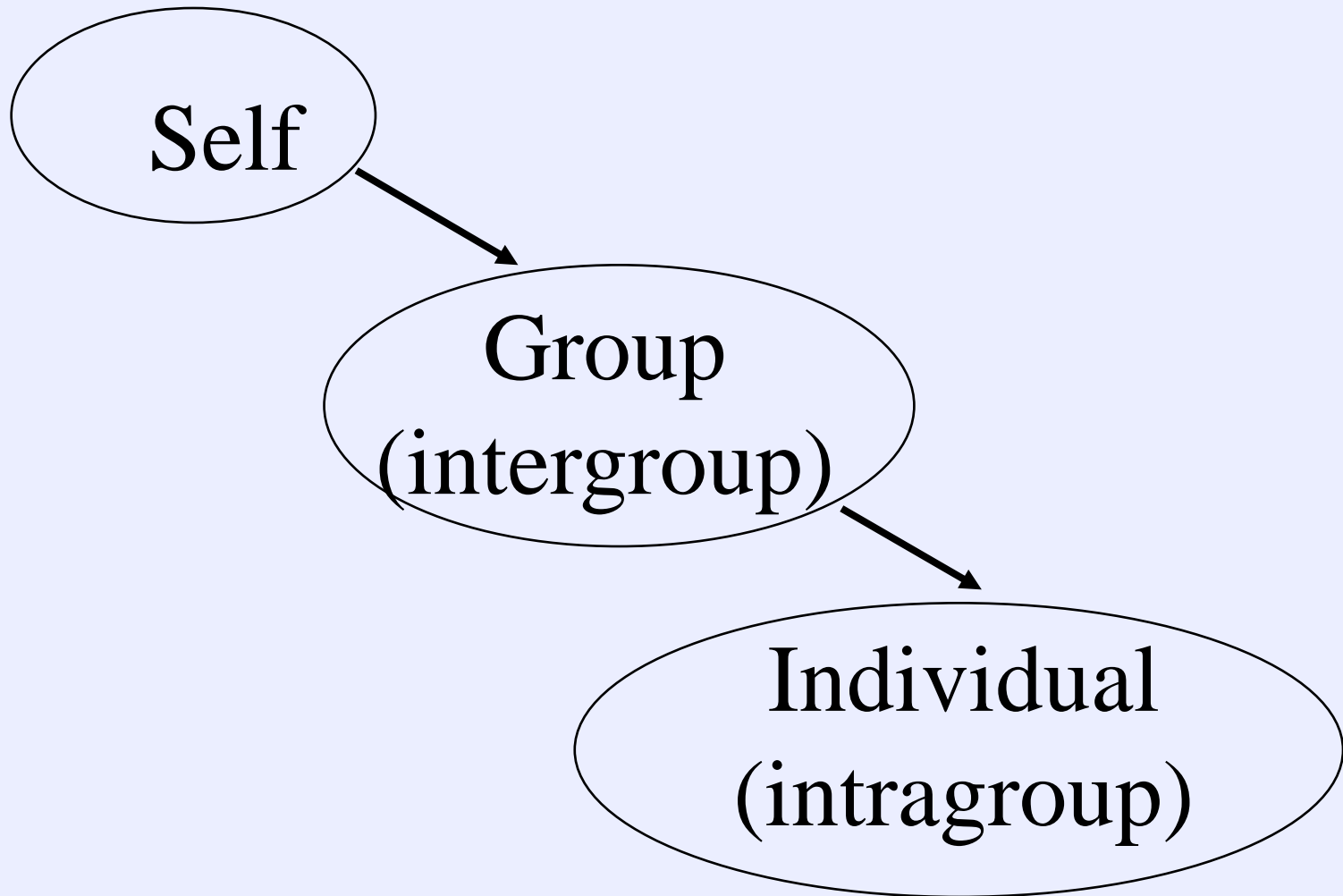
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- Relationship between intragroup and intergroup judgments – development of group-based inclusion/exclusion
- Theoretical approaches:
 - Cognitive-Developmental Theory (CDT)
 - Subjective Group Dynamics Model (SGD)
- Two studies of intergroup and intragroup 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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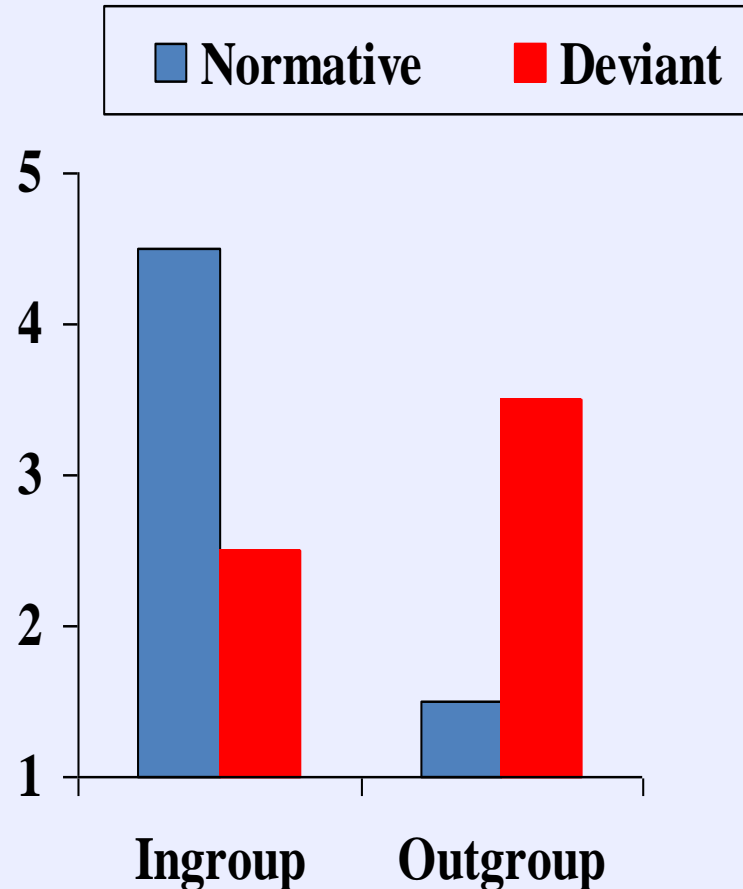
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- older children: attend to unique individual, within-group, differences (Bigler, 1995; Katz et al., 1975; Martin, 1989, Selman, 1980) >>>>>>> *lower intergroup bias*

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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