Subject index

accusation, 126, 134–135, 138
adolescents, 247
  control domain, conversations in, 346
moral development, 4
moral identity, 391–393
moral self, 382
narratives, 279, 288–289, 290–291
parent, conflict with, 280
power, 285
self-improvement, 263
American (Euro-) culture
moral agency, 431
moral talk, 230–236, 237
  emotions, 230–233
  framing, 234–235
peer conflict, 235–236
personal storytelling, repetition, 436–437
reminiscing cross-cultural studies, 220, 221, 223
transgression narratives, mitigation, 424–426, 432
transgression narratives, 419–429
  endings, 422–423
  structure, 420
see also transgressions
anxiety, moral development and, 115
attachment theory, 9–10
moral behavior and, 98
moral development and, 299–300, 326–327
secure attachment, 304, 312–315
  language, role of, 309–310
maternal elaboration and, 109–110
maternal sensitivity, 308
socio-moral development, 110
socialization and, 73
authoritative parenting, 337–338
autobiographical memory, self-knowledge and, 397
autobiographical narratives, 277
awareness, moral, 259–261
  epistemological approach, 260–261
behavior
  harmful, 255–264
  prosocial see prosocial behavior
blame, sibling disputes, 34, 157, 162
bystander role (in conversation), 427–429
caregivers
  cultural differences, 46–47
  New Zealand, 46–47
child-directed language, 67
children
  attachment see attachment theory
  cognitive development see cognitive development
  conscience development see conscience development
  friends see friends
  gender-typing, 185–189
  moral development see moral development
  parent–child conversations see parent–child conversations
  preschool/toddler years see preschool and toddler years
  representations of experience, 311–315
  autobiographical memory, 312
  maternal elaboration, 311
  social development see social development
  socio-cognitive development, 23–26, 311, 312
Chinese culture
  moral talk, 224–230, 236
  behavior, 224
  Confucian principles, 224
  other-orientation, 224–227
  role models, 227–228
  reminiscing, 220, 223
cognitive development, 398

448
Subject index

goal-orientated behavior, 317–318
knowledge and development, 195, 212
see also epistemology
moral development and, 316–326
self-knowledge see self-knowledge
see also socio-cognitive development
committed non-compliance, 369
communication, 418
communicative framing, 85–91
definition, 85
socialization, 91
Taiwanese culture, 86
parent–child see parent–child conversations
signals, 401–402
emotional responding, 402
engagement, 402
see also emotions
compliance, mutual reciprocity domain (socialization) and, 357–358
conditional positive regard, 344, 348
conflict
adolescents, 280
mediation see mediation (siblings)
narrative studies, 279
peer see peer(s)
preschool and toddler years, 280
siblings see sibling(s)
confrontation
mother–child, 23, 29
defensive moves, 33–34
parent–child, 75
sibling see sibling(s)
Confucian culture, 76–78
guilt, 77
learning, 83–85, 224
see also Chinese culture
shame, 77–78
conscience development, 319–321
reminiscing conversations, 319–320
consequences (of transgressions) see transgressions
constructivist theory
moral knowledge, 4, 368
scaffolding vs., 5
social understanding, 367
socio-cultural approach see socio-cultural approach
control domain (socialization), 336–347
adolescents, 346
discipline strategies, 338–339
disclosure, 342–344
factors, 343–344
monitoring, 342
negative arousal and internalization, 341–342, 360
parenting styles, 337–338
personal issues, 373
prosocial behaviors, 344–345
reasoning, 339–341
accuracy of perception, 341
age-appropriateness, 340–341
misdeed-appropriateness, 340
other-oriented consequences, 339–340
resistance, 372
conversation
analysis, 125–126
emotion in, 7
moral development see moral development
narrative style, 6
participants, 7–11
parent–child see parent–child conversations
parents see parents
reflection and see reflection
shared psychological space, 6–7
thinking and, 5
correction, 126, 130–131
cultural contexts
American see American (Euro-) culture
caregivers, 46–47
Chinese see Chinese culture
Confucian see Confucian culture
cross-cultural studies
conversations about transgressions see transgressions
peer experiences see peer(s)
reminiscing see reminiscing
East Asian, 220
empowerment, 285
European see European culture
gender stereotypes see gender
Hasidic culture, 123
Italy, 122–124
Māori see Māori culture
morality and science, 213–214
narrative, 274
New Zealand see New Zealand
parent’s knowledge of, 379
Pasifika see Pasifika culture
peer experiences see peer(s)
personal issues, 374
personal storytelling, 431–432
play, 440
practice-centered approach, 418, 420
reminiscing see reminiscing
socialization, moral, 432–433
socio-cultural context for moral development, 72–75, 217, 219
Taiwan see Taiwanese culture
Subject index

cultural contexts (cont.)
transgression narratives
see transgressions
transmission of culture, 276
within-culture diversity, 64
discipline strategies, 3
control domain of socialization, 338–339
moral development and, 98–99
disclosure
control domain see control domain
(socialization)
group participation domain
(socialization), 356
discrimination, 170
racial, 173, 380–381
sexism, 380–381
social-group processing, 170–172
see also fairness
discursive practice
definition, 418
socialization via, 417–419
types, 439
affect see emotions
conflict see conflict
discipline strategies see discipline
strategies
narratives see narratives
operational, 352
personal storytelling see personal
storytelling
play, 439–440
representational, 352
teaching see learning
transactive see transactive discourse
see also conversation; language; parent–child conversations; situated
approach (morality)
discursive psychology, 125–126
distancing, during conversation, 6
domains of socialization see socialization

East Asian culture
reminiscing cross-cultural studies, 220
see also Chinese culture
ecological self see self-knowledge
elaborative discourse, 312–313, 315
see also maternal interaction
Emerging Identity Project, 279
emotions
changes over time, 400–401
during conflict, 150, 153
in conversations, 7, 312–313
lexicon, 308, 313–314
moral, 37, 39–40, 72–73
moral agency and, 261
regulation see protection domain
(socialization)
reminiscing, during, 107, 230–231,
232–234, 348
signals, 402
socialization and, 73
tone, 107
understanding of, 104, 307, 313–314,
317–318
empathy
behavior explanations and, 258–259
induction, 248
during mediation, 152–154
during reminiscing, 231–232
empowerment see power
epistemology
children's development, 196
moral awareness and, 260–261
morality and, 195–197
reasoning about, 260
ethnic identity, moral messages and, 50
European culture
American (Euro-) see American (Euro-)
culture
discussion of consequences, 56
evaluation of child's behavior, 58
explanatory talk and
transgressions, 44–45
Māori vs., 48, 62–63
reminiscing cross-cultural studies,
220, 221
transgressions, 49
evaluation, moral, 57–59, 103
intentions, 98, 103
explanatory talk (about
transgressions), 44–45
European cultures, 44–45
fairness
conversational pattern, 180–181
data coding, 176
developmental factors, 316
gender-based, 168–190, 208–209
collaboration and extension, 181–183
data coding, 175
endorsing comments, 178–179
microgenetic changes, 183–185
parents' goals, 172–173
personalizing comments, 179–180
stereotype-endorsing comments,
176–177
stereotype-refuting comments,
177–178
moral identity, 390
parental socialization and, 172–174
personal responsibility, 204–207
Subject index

science discussions and, 204–208
social-group bias, 170
family, conflict, 143
Family Narratives Project, 279
feminist theory approach
moral agency, 271–274
narrative and, 272–273
morality, 272
voice, concept of, 273–274
framing, transgressions see transgressions
friends
moral development, 37–38
role in, 8
social decisions, 378
gender, 168–190
children’s perspectives on, 209–210
children’s responses by, 185–189
conversational pattern, 180–181
definition, 169
fairness see fairness
parent–child relationship, effects on, 112–113
personal responsibility, 209
personalizing comments, 188
reminiscing, 112–113
science and see science (moral issues and)
stereotypes, 171, 173
typing, measures of, 185
goal-oriented behavior
harmful behavior, 255–264
moral reasoning, 33
sibling conflict, 148
understanding of, 316, 317–318
ground rules, mediation see mediation (siblings)
group participation domain (socialization), 354–357
disclosure, 356
internalization in, 355–356
observational learning, 355
guidance, moral
mechanisms, 194–195
Taiwan see Taiwanese culture
guided learning see learning
guilt, Confucian culture, 77

harm
explanations of behavior, 255–264
moral agency see moral agency
moral identity, 390
morality and, 200–204, 377–378
narrative accounts, 243
“highlighting” suggestions, 23

identity
definition, 389
ethnic, 50
moral see moral identity
moral self see moral self
personal issues see personal issues
self-esteem see self-esteem
self-knowledge see self-knowledge
see also self-concept
incidental learning, 193–195
internal working models, 300–308
definition, 301
development, 308–315
language, 308–310
emotions and, 307
experience, representations of
see children
functions, 302–303
interpretative, 302
predictive, 302
self-regulatory, 303
information processing, 303, 304
bias, 305
moral development, values
acquisition, 306
moral development and, 306–308
relational experience, 301–306
internalization
in group participation domain (socialization), 355–356
guided learning and, 352
moral development, 107–108
negative arousal and, 341–342, 360
values, 355–366, 360
interpersonal self-knowledge see self-knowledge
Italian culture, 122–124

justice see fairness

lament, 127, 135–136, 138
language
child-directed, 67
definition, 418
emotional lexicon, 308
experiences, representation of, 311–315
internal working models, role in, 308–310
maternal, 28–29
moral development and, 38, 49,
310–311
narrative, 274
oral forms, 47
New Zealand, 46
secure attachment and, 309–310
socialization, role in, 48, 100

Downloaded from https://www.cambridge.org/core. IP address: 54.70.40.11, on 01 Dec 2019 at 19:23:39, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/CBO9781139207072
language (cont.)
theoretical approaches, 418
transmission, social and, 274
learning
guided, 350–354
dialogue features, 352–353
internalization and, 352
moral development and, 78, 83–85, 248
cross-cultural factors, 227–228
see also Confucian culture
incidental, 193–195
observational learning, 355
about virtues, 78, 83–85, 88–91

Māori culture
caregiving, 46
children, communication with, 47
European vs., 48, 62–63
language, 46
oral narrative, 47
transgressions
discussion of consequences, 56
evaluation of child’s behavior, 58
positive framing, 59, 64
maternal interaction
attachment theory see attachment theory
coaching, 349–350
elaborative discourse, 106–107, 311, 312–313, 315
prosocial behavior, 325
gender-based fairness see fairness
gender stereotypes, 173
individual characteristics, 113–114
internal working models (relational)
see internal working models
moral identity, 391
moral messages see moral messaging
moral reasoning, 33, 39–40
personal issues, on see personal issues
protection domain, in, 349–350
see also protection domain
(socialization)
sensitivity, 308
siblings, 28–29, 36
transgressions, 265
mediation (siblings), 144–157
benefits, 163
blame, 162
conflict issues, 145, 149–152
subjectivity, 149
empathy and mutual understanding, 145, 152–154
formal, 144
ground rules, 144, 146–148
parent
orientation, 147, 165
role of, 163
without, 161–163
resolution, 145, 154–157, 159
stages, 144–145
turn-taking, 149–150
memory, autobiographical, 102, 312
microgenetic changes (in conversations), 183–185
misconduct see transgressions
mitigation, 60, 250–254
implications, 251–254
transgression narratives, 424–426, 432
moral agency, 242–266
constraint of, 246
cultural contexts
American (Euro-) culture, 431
Taiwanese culture, 431
definition, 242
feminist see feminist theory approach
socio-cultural theory approach
see socio-cultural approach
development of, 271
preschool and toddler years, 244
emotions and, 261
moral reasoning and, 271
moral voice see voice
narrative, 270–292
construction through, 270–292
feminist theory approach see feminist theory approach
power and, 277–279
private self and, 399–400
parent’s role, 400
repeated regularities, 399
voice and, 277–279
moral awareness see awareness, moral
moral development, 299–327
anxiety and, 115
associated variables, 37–40
emotional understanding, 37
attachment theory and, 299–300, 326–327
conversational experiences, 3, 40
discipline and, 98–99
emotions and, 307
gender differences, 112–113
guidance, 194–195
internal working models and see internal working models
internalization and, 107–108
key people
friendship and, 8, 37–38
parents, 8–10, 368
teachers, 8, 370, 375–376
language, 49, 310–311
learning and, 78, 83–85, 88–91

Downloaded from https://www.cambridge.org/core. IP address: 54.70.40.11, on 01 Dec 2019 at 19:23:39, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/CBO9781139207072
Subject index

life span
adolescents, 4
see also adolescents
developmental factors, 316–326
preschool years see preschool and toddler years
mechanism, 299
models, 218, 300
attachment theory see attachment theory
moral agency see moral agency
moral foundations theory, 407
moral messaging see moral messaging
parent–child conversations and, 3–14, 52
child-generated, 75, 104–105
education level and, 65
see also parent–child conversations
Piagetian approach, 368, 375
priming moves see priming move
prosocial behavior see prosocial behavior
reminiscing, role of see reminiscing
scaffolding, 5
shared psychological space, 6–7
sibling disputes, evidence in, 34–37
socialization see socialization
transactive discourse see transactive discourse
transgression talk see transgressions
transmission of knowledge, 4
understanding, 219
values acquisition and, 306
moral discourse, 122–140
moral foundations theory, 407
moral identity, 389–411
content, 390
conversations and
mother–child, 391
parent–child, 391–393
definition, 389–391
measures of, 390
prosocial behavior and, 390–391
reflection, 409
self-concept and, 394
self-knowledge see self-knowledge
see also moral self
moral messaging, 50, 55–56, 66, 80–85, 359
Chinese culture, 223
communicative framing see communication
within control domain, 346
definition, 102
moral self and, 382
mothers, 223
Taiwanese culture, 80–85
see also socialization
moral reasoning, 139
context see situated approach (morality)
epistemological stance, 196
maternal interaction, 33, 39–40
moral agency and, 271
moral behavior and, 218
science and, 193
see also science (moral issues and)
moral self, 381–383
adolescents, 382
critique of, 382
definition, 382
moral messaging and, 382
see also moral identity
morality
in action see situated approach (morality)
coding, 201
construction of, 368
definition, 199–200, 369
epistemology and see epistemology
feminist theory approach, 272
mundane, 122
narratives see narrative(s)
peers and see peer(s)
racism, 380–381
sexism, 380–381
sibling conflict, 157–161
situated approach see situated approach (morality)
mundane morality, 122
narrative(s)
adolescents, 279, 288–289, 290–291
autobiographical, 277
characteristics, 270
genres, 438–439
child as participant, 426–429
bystander, 427–429
co-narrators, 427
co-constructed, 280
conflict, studies of, 279
adolescents, 280
cultural contexts, 274
Māori culture, 47
dimensions, 278
elicitations, 129–130
Emerging Identity Project, 279
Family Narratives Project, 279
harm, 243
moral agency through see moral agency
moral identity and, 390
power and, 273–274
scaffolding, 282
style, reflection, 6
theory, 292

Downloaded from https://www.cambridge.org/core. IP address: 54.70.40.11, on 01 Dec 2019 at 19:23:39, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/CBO9781139207072
narrative(s) (cont.)
  feminist theory approach, 271–274
  socio-cultural theory approach, 274–277
transgression
  intergenerational, 288–289
  others’, 286–287
  own, 286
  validated, 270, 278, 283
negative arousal, internalization and, 341–342, 360
Neisser, self-knowledge see self-knowledge
New Zealand
  cultural diversity of, 45–46
  language, 46
  European culture see European culture
Māori see Māori culture
Pasifika see Pasifika culture
Samoa, 47
operational discourse, 352
other-oriented consequences, 339–340
parent–child conversations, 75–76
  characteristics, 9–10, 76, 377–378
  bystanders, 427–429
  co-narrators, 427
  conscience development see conscience development
  content, 407–408
  discourse
    moral, 375–378
    operational, 352
    representational, 352
    ecological context, 405–406
    emotions, 107
    epistemological stance and, 196
    experience, representation of see children
    fairness see fairness
    gender
      differences, 112–113
      fairness and see fairness
      of parent, 408–409
    identity
      moral identity, 391–393
      moral self, construction of see moral self
      self-concept see self-concept
    intersubjectivity, 108
    microgenetic changes, 183–185
    moral agency see moral agency
    moral development, 3–14, 244, 310–311
    moral discourse, situated approach
      see situated approach (morality)
moral messages see moral messaging
patterns, 75–76
peer experiences, 222
  see also peer(s)
personal issues see personal issues
power, 367
racism, 380–381
reminiscing see reminiscing
sexism, 380–381
theoretical approaches
  domain theory, 359, 407
    see also socialization
  moral foundations theory, 407
  socialization theory, 334–361, 367
    see also socialization
transgressions see transgressions
  see also maternal interaction
parent–child relationship
  attachment see attachment
  characteristics, 9–10, 73
  gender differences, 112–113
  mutually responsive orientation, 110–111
  reminiscing, quality and, 108–111
  see also maternal interaction
parenting styles, 78
  authoritative, 337–338
  autonomy-supportive, 372–373
  child outcomes, 39
  control domain of socialization, 337–338
  discipline, 3
  mediation, sibling conflict see mediation (siblings)
  moral development and, 38–39, 78, 98
parents
  characteristics, 113–114
  as conversation participants, 7–11
  scaffolding role, 8
  mediation, sibling see mediation (siblings)
  moral agency, 400
  moral development, role in, 3, 8–9, 10–11, 378–381
  misinformation and bias, 380
New Zealand, cultural diversity, 46–47
  power, 367
    see also power
  socialization, role in see socialization
    see also caregivers
Pasifika culture
  caregiving, 46
  language, 46
  Samoan, 47
  transgressions
    discussion of consequences, 57
    evaluation of child’s behavior, 58
resolution, 61, 62, 65
peer(s)
  conflict, 229–230, 235–236
  reflection, 228–229
  experiences, conversations about, 217–239
  cultural contexts, 236–239
  functions of, 222
  moral agency and see moral agency
  moral development, role in, 8
  morality and, 221–224
personal issues, 371–375
  control, 373
  cultural context, 374
  friendships, 378
  moral self see moral self
  patterns of discourse, 372–373
  reciprocity domain, 372–373
  resistance, 372
  rights concepts, 374–375
personal storytelling
  functions of, 438
  genres, 440–441
  moral agency
    American (Euro-) culture, 431
    Taiwanese culture, 431
  recurrence, 430–435
  value of, 433–434
  repetition, 435–438
    American (Euro-) culture, 436–437
    definition, 435
    functions of, 437–438
    Taiwanese culture, 435–436
  socio-cultural theory, 430–431
  personalizing comments, 179–180, 188
  perspective taking, reflection, 6
Piagetian approach, moral development, 368, 375
play, 439–440
power
  adolescents, 285
  empowerment
    cultural contexts, 285
    sibling conflict, 164
    socio-cultural approach, 285
    voice, 285–291
  gaining, 279–285
  moral agency and, 277–279
  moral voice and, 279
  narrative and, 273–274
  socialization and, 277, 335, 367
  validated narrative, 270, 278, 283
  voice and, 277–279
  preschool and toddler years
    conversation, 311
  empathy, 248
fairness, 316
intentions, 316
interest in others, 21
moral development, 4, 21–41, 251, 318, 327
moral agency, 244
moral emotions, 72–73
personal storytelling, 430
priming moves, 137–139
prosocial behavior, 321–322
reminiscing, 100
self-concept, 102
siblings see sibling(s)
transgressions, 265, 369
priming move, 126–139
age differences, 137–139
strategies, 126–137
types, 126
privacy see personal issues
private self
  self-esteem and, 398–399
  see also self-knowledge
prosocial behavior, 72, 321–326
conditional positive regard, 344
control of, 344–345
development of, 322
  preschool and toddler years, 321–322
elaborative discourse, 325
interactions, 27–28
moral identity and, 390–391
reminiscing conversation, 322–326
coding, 323
response to, 345
socialization and, 322
validated conversation, 325
protection domain (socialization), 347–350
maternal coaching, 349–350
self-regulation, 347
trust, 348–349
race, 380–381
reciprocity domain (socialization), 357–358
compliance and, 357–358
personal issues, 372–373
reflection
  internal vs. conversational, 5–7
    narrative style, 6
  moral agency and, 242
  moral transgressions, 5–7
  past transgressions, 85–88
  peer conflict, 228–230
  perspective taking, 6
  solitary, 409
relationships
internal working models, attachment
   theory and see internal working models
parent–child see parent–child relationship
siblings see sibling(s)
reminiscing, 73, 85–88, 98–116
conscience development, 319–320
context, 423–424
cross-cultural studies, 219–221
   East Asian see Chinese culture
   Euro-American see American (Euro-)
culture
cultural factors, 222
eyear, in, 100
elaborative discourse, 106–107, 311, 312–313, 315
eotions in, 107, 110, 230–233, 348, 400–401
empathy during, 231–232
function of, 99, 100, 102, 218
indvidual differences, 106–108
maternal elaboration, 106–107
moral issues, raising of, 102
moral socialization and, 99–106
moral understanding and, 219
mutually responsive orientation, 110–111
narratives, co-constructed, 280
occurrence, 407–408
peer experiences see peer(s)
prosocial behavior and, 322–326
quality, predictive factors, 108–114
gender of child, 112–113
parent characteristics, 113–114
relational quality see parent–child relationship
temperament (child), 111–112
self-knowledge and, 397
reparation, 261–264
representational discourse, 352
reproach, 126, 131–133
research methodology
coding
   gender-fairness, 175
moral issues, 201
prosocial behavior conversation, 323
transgression talk, 54
conversation analysis, 5, 125–126
data analysis, 79–80
discursive psychology, 125–126
ethnicity, 51
moral development analysis, 383
practice-centered approach, 418, 420
within-culture diversity, 64
resistance (personal issues), 372
responsibility, personal, 204–207, 209
rights concepts, 374–375
rules, children’s understanding of, 3, 33, 376
Samoan culture, children, communication
   with, 47
scaffolding, 5, 351–352
constructivist theory vs., 5
moral agency, 271
moral development, 5
narratives, 282
parents, role in, 8
past transgression, understanding of, 100–101
science (moral issues and), 193–214
avoiding harm to people or Earth, 200–204, 380
cultural context, 213–214
diverging opinions, 207–208
gender differences, 208–210
self-concept, 393–396
definition, 393
development of, 394, 395
hurtful behavior and, 254–255
moral agency and, 242
moral identity and, 394
parent–child conversations, 394–395
personal issues see personal issues
   reminiscing and, 102
see also identity
self-esteem, 234–235
private self and, 398–399
transgressions and, 426
self-knowledge, 393–406
autobiographical memory and, 397
conceptual self see self-concept
ecological self, 404–406
contexts, 405–406
extended, 397–398
interpersonal, 401–404
flow of information, 402–403
signals see communication
private self, 398–401
development of, 398
moral agency and see moral agency
sibling conflict, 400
reminiscing and, 397
sexism, 380–381
shame
   Confucian culture, 77–78
   knowing and feeling, 80–83
shared psychological space, 6–7
moral development, 6–7
sibling(s)
   arrival of, 22–26
Subject index

confrontation between
mother–child, 23
discussion about sibling, 23–26
“highlighting” suggestions, 23
conflict, 34–37, 143–165, 246
blame, 34
characteristics, 143
compromise resolutions, 159
empowerment, 164
intentions, 148
mediation see mediation (siblings)
morality see morality
private self and, 400
interaction continuity, 26–29
maternal interaction with, 28–29, 36
prosocial interactions, 27–28
younger, 164
situated approach (morality), 122–124, 211, 395
Hasidic families, 123
incidental learning, 193–195
priming moves see priming move
Taiwanese families, 124
social development
gender-typing, 185–189
group bias, 170
group participation domain see group participation domain
(socialization)
interest in others, 21
social-group processing, 170–172
social rules, children’s understanding, 34
socialization, 72–73
communication
communicative framing, 91
see also communication
parent–child, 367
see also parent–child conversations
discursive practices, via see discursive practice
domains, 336
control see control domain
(socialization)
group participation see group participation domain
(socialization)
interplay, 358–359
mutual reciprocity see reciprocity domain (socialization)
protection see protection domain
(socialization)
emotional development and, 73
fairness and see fairness
guided learning domain see learning language, role of, 48, 100, 275
models, 416
socio-cultural approach, 416–441
moral, 4, 66, 67, 75, 211, 244, 326
cultural issues, 46–47, 219–221, 238, 432–433
language, 49
messages see moral messaging
moral agency and, 243–245
oral narratives, 47
reminiscing see reminiscing
Taiwan see Taiwanese culture
parent–child relationship and, 73, 91–92
personal storytelling, 431–432
play, 439–440
cultural contexts, 440
power and, 277, 335, 367
process, 334–336
internalization of values, 335–336
prosocial behavior and, 322
racial, 173
reminiscing, 73
socialization-internalization model, 218
past experience conversations
see reminiscing
socio-cognitive development, 23–26, 311, 312
see also cognitive development
socio-cultural approach, 72–75
empowerment, 285
guided learning see learning language, 100
moral agency, 274–277
voice, conceptions of see voice
moral development, 72–75
personal storytelling, 430–431
socialization, 416–441
through language, 48
transmission of knowledge, 4
Vygotskian perspective, 48, 124, 172
socio-emotional development, 72–73
moral emotions see emotions
stereotypes, 171
endorsing comments, 176–177
refuting comments, 177–178
see also social development
Taiwanese culture
communicative framing
see communication
Confucian culture see Confucian culture
learning virtues, 83–85, 88–91
moral agency, 431
moral guidance conversations, 71–92
moral messages see moral messaging
morality, 76–78
personal storytelling, repetition, 435–436
Taiwanese culture (cont.)
shame, 77–78, 124
transgression narratives, 419–429
bystander role, 427–429
context, 423–424
endings, 421–422
structure, 420
see also transgressions
teachers, moral development, 8, 370, 375–376
temperament (child), 111–112
theory and models, 73–74
Kohlberg, 72
thinking styles
during conversation, 5
reflection see reflection
transactive discourse, 376–377
definition, 376
transgressions, 29–31
accusation, 126, 134–135, 138
child’s wrongdoing, 245–254
other-oriented consequences, 339–340
developmental factors, 316
other-oriented, 339–340
correction see correction
cross-cultural approach, 44–67
American (Euro-) approach, 234–235
European approach, 49
evaluation of, 57–59
explanatory talk see explanatory talk
(about transgressions)
methodology, 54
moral messages, 55–56
transgression topics, 53–55
disclosure see control domain
(socialization)
framing and resolution practices, 55, 59–63, 64–65, 66–67, 234–235, 245
emphasizing child’s wrongdoing, 246–250
mitigation, 424–426, 432
see also mitigation
no ending/resolution, 61, 62
positive framing, 59, 424
see also priming move
harm, 249–250, 254–255, 264–266
see also moral agency
tensions, 33, 148
justification, children’s, 31–33, 64
lament, 127, 135–136, 138
minimal prompt, 126, 133–134
moral, 3
children, 9
distancing, 6
reflection on see reflection
sibling/mother disputes, 36
moral agency see moral agency
narratives, 419–429
context, 423–424
endings, 421–423
European-American see American
(Euro-) culture
self-esteem and, 426
structure, 420–421
Taiwan see Taiwanese culture
see also narrative(s)
parents’ responses, 243, 369
past, 85–88
see also reminiscing
peer, 235–236
preschool and toddler years, 265
reparation, 261–264
reporting others’, 288–289
reproach see reproach
requests for an account, 126, 127–130
narrative elicitations, 129–130
self-concept and, 102, 254–255
self-improvement and, 261–264
victim of, 229–230
transmission, social
culture, of, 276
empowerment and, 285
language and, 274
moral knowledge, 4
see also socialization
validated narrative, 270, 278, 283, 315
voice
empowering, 285–291
feminist concepts of, 273–274
gaining, 279–285
imposed, 278, 283
moral, 279
moral agency and, 277–279
power and, 277–279
socio-cultural concepts of, 275–277
see also narrative(s)
Vygotskian approach, 48, 124, 172
guided learning see learning
recurrence, 430
zone of proximal development, 351–352
young children, moral development, 4
zone of proximal development, 351–352
see also scaffolding