I. Interpersonal Communication as a child
   A. Emotion as a child


1. Emotional Competence
   a) At Home
      (1) Parents as Emotional Coaches, Gottman (1997)
         (a) Low intensity moments
         (b) Emotional Moments
         (c) Validation
         (d) Label
         (e) Problem solve

      (2) Modeling
         (a) Denham (1994) “a mother’s emotional communication
             was very influential on the emotional expressions of her
             preschooler”

      (3) Optimism
         (a) Seligman’s ABCD Philosophy (1995, 1998)
             (i) Adversity or situation
             (ii) Beliefs
             (iii) Consequences
             (iv) Distraction

   b) At School
      (1) Social and Emotional Learning Programs – specific programs
t          to assist behavior and conflict such as Second Step

B. Attachment Theories (Guerrero 160-176)

   a) Major Steps in Child Rearing

   b) Attachment Style-Ainsworth
(1) Secure

(2) Avoidant

(3) Anxious-Ambivalent

C. Attachment Styles
   1. Hazan and Shaver (1987) Adult Attachment Styles (Matches Bowlby’s work as children…this is why it MATTERS!!!)
      
      a) Secure –
      b) Preoccupied
      c) Dismissive
      d) Fearful-Avoidant

D. Forces behind attachment styles
   1. Mental Blueprint
   
   2. Reinforcement Effect (Bartholomew, 1993) people communicate in cycles that reinforce their attachment style.

E. Talking about Sex (Guerrero, 185)
   1. Indirectly/Modeling
      a) Attitudes
         
         (1) Conservative families
         
         (2) Family nudity

F. Family Politics in Power & Conflict (Guerrero, 275)
   1. Parent-Child Relationship
a) Approaches to parenting (Baumrind, 1971)
   (1) Authoritarian 
   (2) Permissive – 
   (3) Authoritative - 

b) Separation and Individuation - Adolescense

2. Conflict in Relationships (Guerrero, 332)
   a) Parent Child disputes 7x per hour

   (1) Eisenberg (1992) parents and young children argue about five issues
      (a) Possession and rights
      (b) Caretaking
      (c) Hurtful Behavior
      (d) Rules and Manners
      (e) Assistance

   (2) Parents and adolescents argue about
      (a) Curfews
      (b) Friends
      (c) Dating patterns
      (d) Privacy
      (e) Lifestyle choices

b) Sibling
   (1) Cyclic Patterns of friendly/aggressive
   (2) Often involve violence
   (3) Sibling who share space argue more often
   (4) Privacy issues
   (5) Siblings argue more during adolescence

Jones, T., Remland, M., & Sanford, R.(2007) Interpersonal communication through the life
c) Conflict Competence in Children
   (1) Negotiation Strategies
      (a) Impulsive –
      (b) Unilateral –
      (c) Reciprocal –
      (d) Collaborative –

3. Secrets- (Guerrero, 299)
   (a) Karpel (1980) three form of secrets
      (i) Whole-Family Secrets –
      (ii) Intrafamily Secrets –
      (iii) Individual secrets –
   (b) Positive Functions of Secrets (Guerrero, 300)
      (Vangelisiti, 1997)
      (i) Promote Bonding
      (ii) Protest people from negative evaluation
      (iii) Maintain relationships by avoiding stress
      (iv) Function to preserve privacy
      (v) Defense

II. Value of Children’s Books


1. Burke (1986) found that children’s literature helps children in three ways
   a) Builds bridges between concrete and abstract thoughts.
   b) Helps knowledge.
   c) Assists in perception and discrimination of life events.
A. Types of Families
1. Nuclear –
2. Gay or lesbian family-
3. Extended family –
4. Blended – “step”

B. Characteristics that Distinguish Families
1. Sense of Identity –
2. Emotionally Intense Bonds –
3. Interpersonal Comm Defines Boundaries-
4. Share a History –
5. Genetic Material –

C. Communication Patterns
1. Conversation Orientation –
2. Conformity Orientation –

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<th>Conversation Low</th>
<th>Conversation High</th>
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<tr>
<td>Conformity Low</td>
<td>Laissez-Faire-</td>
<td>Pluralistic-</td>
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<tr>
<td>Conformity High</td>
<td>Protective-</td>
<td>Consensual-</td>
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IV. Maintaining Family Relationships

A. Positivity

B. Openness

C. Assurances
V. Technology and Family Communication