

## **"That's Not Just Beautiful—That's Incredibly Beautiful!" - The Adverse Impact of Inflated Praise on Children With Low Self-Esteem**

2014 – Brummelman et al

### **ABSTRACT**

In current Western society, children are often lavished with inflated praise (e.g., "You made an *incredibly* beautiful drawing!"). Inflated praise is often given in an attempt to raise children's self-esteem. An experiment (Study 1) and naturalistic study (Study 2) found that adults are especially inclined to give inflated praise to children with low self-esteem. This inclination may backfire, however. Inflated praise might convey to children that they should continue to meet very high standards—a message that might discourage children with low self-esteem from taking on challenges. Another experiment (Study 3) found that inflated praise decreases challenge seeking in children with low self-esteem and has the opposite effect on children with high self-esteem. These findings show that inflated praise, although well intended, may cause children with low self-esteem to avoid crucial learning experiences.

## **Parents explain more often to boys than to girls during shared scientific thinking.**

2001 – Crowley et al

### **Abstract**

Young children's everyday scientific thinking often occurs in the context of parent-child interactions. In a study of naturally occurring family conversation, parents were three times more likely to explain science to boys than to girls while using interactive science exhibits in a museum. This difference in explanation occurred despite the fact that parents were equally likely to talk to their male and female children about how to use the exhibits and about the evidence generated by the exhibits. The findings suggest that parents engaged in informal science activities with their children may be unintentionally contributing to a gender gap in children's scientific literacy well before children encounter formal science instruction in grade school.

## **'Making music may improve young children's behaviour'**

2013 – Davies et al

Making music can improve both pro-social behavior (voluntary behavior intended to benefit another) and the problem solving skills of young children according to a new study. Building on existing research which found that making music significantly improves pro-social behavior in young children) the current study investigated not only the potential effects of music making (singing or playing an instrument) on pro-sociality but also its effects on problem-solving and whether there was a difference between boys and girls.

Rie Davies said: "This study provides support for prior research by Kirschner and Tomasello (2010)<sup>1</sup> and also highlights the need for schools and parents to understand the important role music making has in children's lives in terms of social bonding and helping behaviours. Music making in class, particularly singing, may encourage pupils with learning differences and emotional difficulties to feel less alienated in the school environment."