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# Symbolic Interaction, The Looking Glass Self and Aberrant Social Behavior in School Aged Children

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### ABSTRACT

This effort suggests that aberrant social behavior found in school-age seen as a Symbolic Interaction issue.

**Keywords:** Symbolic Interaction, Looking Glass Self and Aberrant Social Behavior; School Aged Children

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## **Symbolic Interaction (The Looking Glass Gorge Horton Cooley).**

Herbert Mead (1863-1931) an American sociologist and member of the so-called "Pragmatic Approach" suggested that all ideas, methods, and hypotheses should be tested for the ability to solve a human social issue, hence turn to individual action as the central point of sociological analysis or "Symbolic Interaction".

Symbolic Interaction rests in the analysis of 1) how human beings act toward things based on the social meaning, 2) How the meaning of such things arise out of social interaction, 3) how people act toward the other person with regard to the "thing", 4) how these meanings are processed and modified through thought and interpretative process, and 5) how meanings of self and social products are created and formed through the process of communications.

Mead, a major theorist in this tradition expands Gorge Horton Cooley's "Looking Glass Self" (LGS). The Looking Glass Self suggests that the behavior of others acts as a mirror in which individuals see themselves. Mead's work entitled The Mind, Self and Society centers around the LGS with the interplay of the human mind and society. Mead identifies distinctive qualities of self-development, which includes a social entity and the individuals' perception of self. According to Mead, in order for self to emerge there has to be a means by which the individual takes on an objective, impersonal perception of self. Thus, internal language is the means by which this objective/impersonal position takes place. Indeed, the individual hears ones-own significant thought symbols in an objective orderly manner. Indeed, taking on an objective view of ones' thoughts and utterances. Hence, it is through the use of language symbols that the individual becomes an object to self.

Additionally, Role-play and Games influence the development of Self. Role-play does not have formal rules, placing the individual in the place of the other, from which the individual views themselves. Moreover, Games have formal rules

which facilitate further development of self. In Synchronized Games individuals interact/play with each-other forming social behavior and self. Formal rules act as a model for social action/behavior. Thus, games provide an important transition from childhood to adulthood learning the formal rules found in society, and the workplace.

Mead identifies two concepts of self-development "I" and the "Me". The "I," according to Mead is the unique sense of self, and the "ME" is the social concept of self, indeed "what I see myself, versus what I am seen as by others".

Symbolic Interactionist study the day-to-day, moment-to-moment lived experiences of the individuals' and their cognition (of these experiences).

Indeed, social life is so mundane that the investigator must make a special effort at noticing and understanding the social phenomenon (let alone perceive the significance of the social behavior/situation). Therefore, this behavioral investigation is referred to as Mundane Knowledge; human social behavior is so mundane that it requires a special stance to understand(Gerardi, 2010) [1].

**Aberrant Behavior:** According to Paul E Alexander MSc PhD<sup>[2]</sup>, McMaster University and GUIDE Research Methods Group, Hamilton, Ontario, Canada elias98\_99@yahoo.com, Howard C. Tenenbaum DDS, Dip. Perio., PhD, FRCD(C) Centre for Advanced Dental Research and Care, Mount Sinai Hospital, and Faculties of Medicine and Dentistry, University of Toronto, Toronto, ON, Canada, and Dr. Parvez Dara, MD, MBA, daraparvez@gmail.com found in an article published in "The American Institute for Economic Research"; during April to October 2020 in the USA, emergency room visits linked to mental health problems (e.g. anxiety) for children aged 5-11 increased by nearly 25%. Also increasing by 31% for those aged 12-17 years old as compared to the same period in 2019. The contributing authors state that during

the month of June 2020, 25% of persons aged 18 to 24 in the USA reported suicidal ideation.

Although there is no empirical data to support the claim of this effort the above mentioned 2010 data of the phyco-social issues in USA Emergency Rooms can be traced (although only Ethnographical) to the Mask Mandates in schools. These Mask Mandates did not permit or provide self the reflection of self in the “other behavior” (Looking Glass Self). The lack of facial and social interaction expressions of “The Other” (fellow classroom students) did not permit or provide self-reflection from the “OTHER”.

Additionally, school closings for nearly fifteen months further exacerbated the lack of “The Looking Glass Self”. With no Classroom student to provide the Phyco-Social interaction of the “OTHER”.



#### References:

- [1]. Gerardi, S.,2010, A Brief Survey of the Sociological Imagination, Kendall/Hunt
- [2]. Paul E Alexander MSc PhD, “Masking Children” Dr. Parvez Dara, MD, Tragic, Unscientific, and Damaging, March 10, 2021, Howard C. Tenenbaum DDS, Dip. Perioium DDS, Dip. Perio., PhD, FRCD(C)