

Some points from last class:

- Lack of warmth/responsiveness -> low self-esteem, lack of emotional control
- Lack of control/demandingness -> low self-control, lack of aim, self-centeredness
- Excess of control/demandingness -> low self-control, lack of confidence

Some points from last class:

- The individual is a system WITHIN a system (the family)
- The family is a system WITHIN a system
 - Socio-economic factors
 - Cultural factors

Peers

Peer - a social equal, someone who functions at a similar level of behavioral complexity, often of similar age.

Peers aid emotional, cognitive and social development.

Are peers more important than parents?

The development of friendship

- Between 12-18 months there are early signs of interactions and responsiveness (touch, smiles)
- Around age 2, children develop more complex social interactions with friends than nonfriends (imitation, cooperation, and problem solving)
- Between toddlerhood and preschool, children form attachments with peers. They show more pretend play, conflict, and nonaggressive conflict resolution with friends than nonfriends.

The development of friendship

- Early childhood (6-8) - friendship based on common activities.
- Late childhood (9-12) - friendship based on mutual loyalty and caring.
- Adolescence - friendship based on intimacy and self-disclosure.

Peers in Groups

- **Clique** - friendship group consisting of three to nine children, usually of the same sex and race.
- **Crowds** - groups of adolescents who have similar stereotyped reputations.

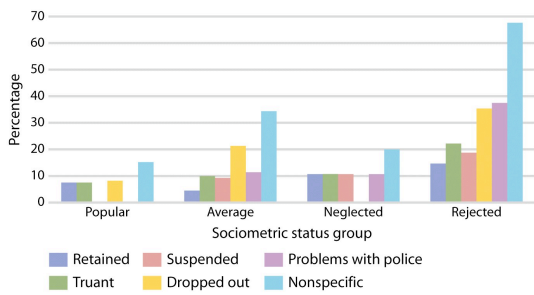
Development of peer groups

- Unisexual cliques
- Boy cliques and girl cliques interact (secure base for interacting with opposite sex).
- Popular boys and girls form a *heterosexual* clique.
- Less popular peers enter heterosexual cliques (crowd).
- Couples form and crowd disintegrates.

Status in the Group

- Groups status is measured by a *sociometric status measure* which measures how liked or disliked a person is by his or her peers
- Popular - well liked by most, rarely disliked.
- Rejected - rarely liked, often disliked.
- Neglected - neither liked nor disliked; “invisible”
- Controversial - liked by many but also disliked by many.

The relation of children's sociometric status to academic and behavioral problems



Children's sociometric status is related to their future problem behaviors. Rejected children are far more likely to be held back in, or suspended from, school, to be truant, to drop out, and to have problems with the police. The occurrence of any of these problems is labeled as "nonspecific" in this figure. (Adapted from Kupersmidt & Coie, 1990)

Status in the Group

- Popular - physically attractive, relatively intelligent, socially competent.
- Rejected - highly aggressive or isolated & submissive; not very socially aware
- Neglected - shy, withdrawn, unassertive

Factors that impact status in group

- Child's contribution?
- Parent's contribution?
- Culture's contribution?